CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION | SPRING 2025

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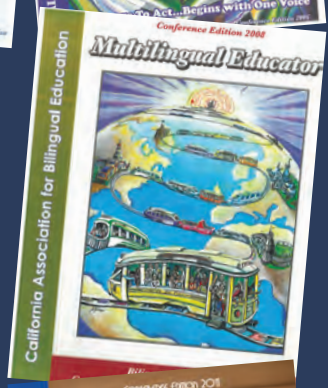
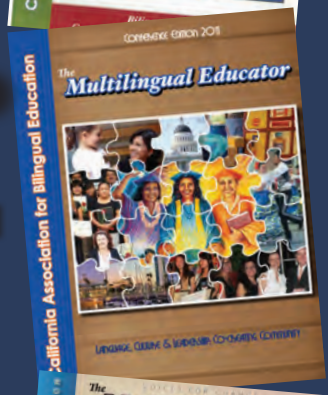
Multilingual Educator

CABE 2025 EDITION

50th ANNIVERSARY • 1975-2025





Honoring Our Past, Embracing Our Future: 50 Years of Bilingual Advocacy & Excellence

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LETTER *From the Editor*

Dear CABE Community,

As we turn the pages of this 2025 edition of Multilingual Educator, I am filled with a profound sense of pride and gratitude for the journey CABE has undertaken over the last 50 years. This year's milestone invites us to pause and celebrate our achievements, recognize the voices and stories that have shaped us, and ignite new hopes for the future of multilingual education.

The theme of CABE's 2025 Annual Conference—"Honoring Our Past, Embracing Our Future: 50 Years of Bilingual Advocacy & Excellence"—resonates deeply as we commemorate a half-century of dedication to biliteracy, multicultural competency, and educational equity. In this issue, we have gathered contributions that reflect these core values, showcasing diverse perspectives on the challenges and triumphs of our community.

In these pages, you'll find a mosaic of experiences, from historical reflections to forward-looking ideas. The opening section, which recounts CABE's history alongside significant social movements, lays the foundation for an issue rich with insights on advocacy, family empowerment, student voices, and linguistic justice. These voices—of educators, policymakers, researchers, parents, and students—offer us a window into the powerful narrative of multilingualism in our state and beyond.

My hope is that as you explore the narratives, poetry, research articles, and artwork within this special edition, you find not only inspiration but also a renewed sense of purpose. May you feel connected to a movement that has long stood for the right of every child to thrive in a multilingual society.

Thank you for being an integral part of this mission. Together, let us honor the legacies we inherit and step boldly into a future where multilingualism and cultural inclusivity remain central to our educational vision.

With warm regards,

Laurie Miles

Laurie Miles
Communications Manager, CABE
Editor, *Multilingual Educator*

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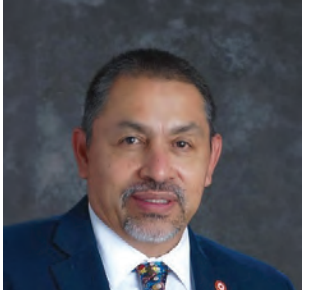
LETTER *From the CEO*



Dear CABE ME Readers,

Welcome to the 2025 edition of the *Multilingual Educator!* This year is a momentous occasion as we proudly celebrate CABE's 50th anniversary. As we reach this significant milestone, we honor the groundbreaking work of the past and stand at the threshold of an exciting future filled with boundless potential as a "Multilingual California." Our shared journey as educators, families, and advocates for multilingual learners is a testament to the power of community and collaboration.

The CABE 2025 Annual Conference theme, *"Honoring Our Past, Embracing Our Future: 50 Years of Bilingual Advocacy & Excellence,"* perfectly captures the essence of CABE's mission and vision. CABE has championed biliteracy, multicultural competency, and educational equity for five decades, creating a lasting legacy of advocacy and empowerment. As we reflect on this rich history, we also turn our eyes to the future with renewed energy and hope, ready to continue shaping the landscape of multilingual education for the next generation.

In this special edition of *Multilingual Educator,* you'll find a treasure trove of 41 articles, stories, poetry, and artwork that embody the heart of our work. These contributions, from educators, policymakers, researchers, parents, and students, tell a powerful story of resilience, progress, and unwavering commitment to linguistic justice and family empowerment. Our first section reflects on CABE's history, weaving our story within the broader tapestry of social and educational movements over the past 50 years. Throughout the magazine, you'll encounter critical discussions on advocacy, student voice, research, literacy, and the future of multilingualism.

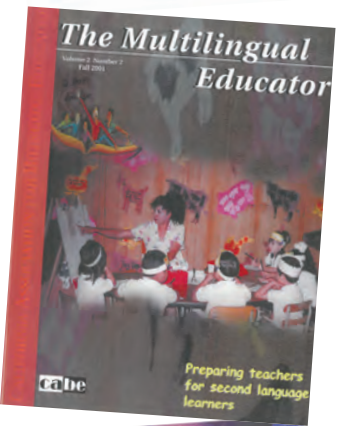
As you engage with these pages, I hope you are inspired by the incredible achievements we've realized together and motivated by the endless opportunities that lie ahead. Together, we've built a robust and unwavering movement dedicated to multilingual education and social justice—and together, we will continue to drive positive change for all students.

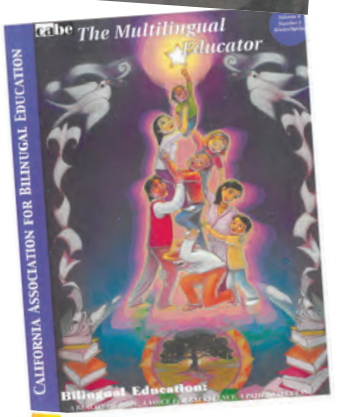
Thank you for your dedication to CABE's mission. Let's honor our past and embrace a future brimming with hope and educational excellence for every child as we grow a multilingual California. Enjoy the articles!

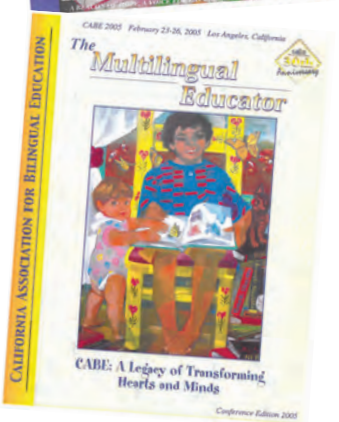
Warmly,

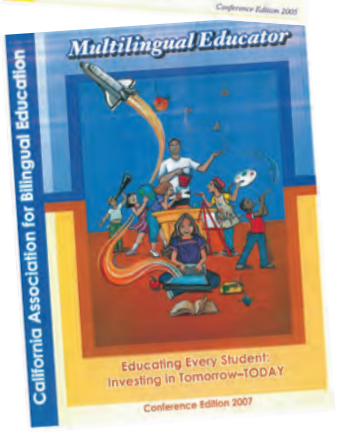
Edgar Lampkin

Dr. Edgar Lampkin
Chief Executive Officer, CABE









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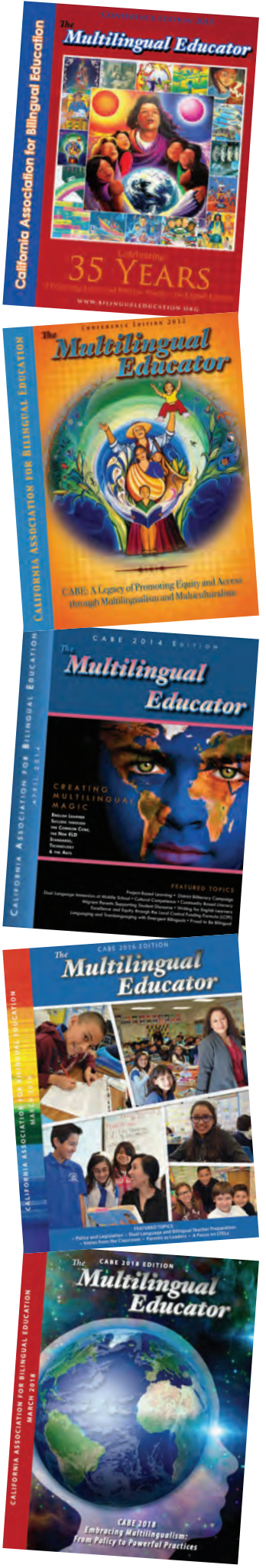
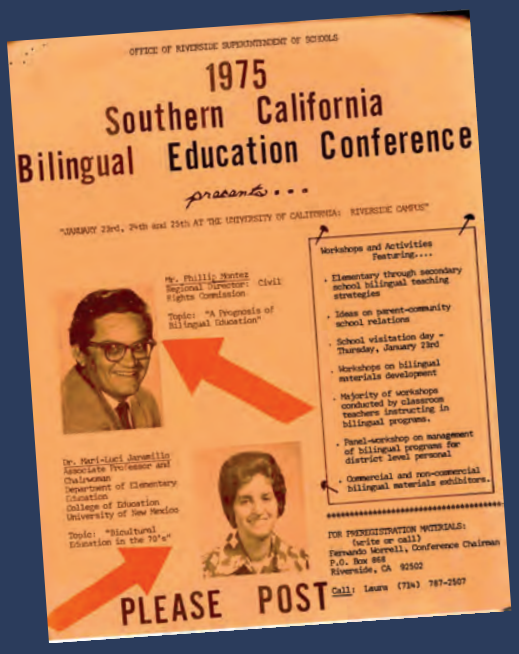




1975— CABE's First Conference

CABE's 50th Anniversary—1975-2025

A Crucial Response to a Critical Time in US History

Happy 50th Anniversary, CABE!

Jan Gustafson-Corea, M.A.
Past CABE CEO (2012-2023) and current CABE Senior Consultant

Happy 50th Anniversary, CABE!

This year CABE is celebrating a remarkable benchmark—the 50th anniversary since our organization was formed. Fifty years—in some ways, a tiny blip in the scope of time, but in so many other ways, a time of tremendous change, challenge, anguish, voice, movement, empowerment, community, organization, celebration, and unity. These 50+ years provide a timeline of what has been accomplished in the journey of bilingual/multilingual education in California and the US, and a powerful perspective on what we need to continue to struggle and strive for so that all students can access a bilingual/multilingual education.

The 50th anniversary of the California Association for Bilingual Education (CABE) propels us back five decades to the year 1975. This momentous date, however, is not isolated, nor did CABE commence in a vacuum. CABE grew out of the political and social movements of the 1960s and 70s through insightful, courageous, and hard-fought leadership and advocacy at the state and federal levels.

The Political and Social Context of the 60s and 70s

Put yourself into a time tunnel of the years 1965-68…Lyndon B. Johnson was President of the US, the Vietnam War was raging, the anti-war movement was responding, and the civil rights movement was on fire for the rights of African Americans, Latinos, women, voters, educators, and workers in society at large. The nation was traumatized by the horribly consequential assassinations of the students at Kent State, Martin Luther King Jr., Bobby Kennedy, and Malcolm X. In 1968, Latino students in Los Angeles led the East LA Walkouts; César Chávez and Dolores Huerta were leading the Farm Workers Union, and fortunately, there were legislators in Washington, DC attempting to respond to events constructively through policy and legislation that led to important and impactful social change in the US. Prior to the 1965-68 timeframe, in 1964, President Johnson signed the Civil Rights Act. In 1965, he signed the Elementary and Secondary Education Act (ESEA) and the Voting Rights Act; in 1968, the US Bilingual Education Act was signed into law, followed by a surge of funding from Title VII. From that time of intense struggle and powerful advocacy, the movement

for bilingual education gained momentum, and the seeds were planted for the formation of CABE!

Emboldened by the impact of the civil rights movement, emerging research on language acquisition, and resources provided through Title VII, a vast network of young and mid-career educators who supported bilingual education began to form from Southern to Northern California. Meetings, training workshops, and conferences began to spring up which were offered statewide by Title VII centers and the Bilingual Education Office of the California Department of Education. Educators readily share that, while they didn't always know how to implement bilingual education, they knew it was imperative to do so, and they relied on each other for the latest research, instructional strategies, and policy updates to implement in their classrooms and schools.

Relying on oral history accounts from many visionary leaders, as well as well-documented legislation and research, it is clear that CABE grew from within the political movement for educational, linguistic, racial, and multicultural equity that was being fought for within the educational system and in society as a whole in the 60s and 70s. Students, parents, teachers, administrators, and researchers in the education system responded with vigor and unstoppable energy to address the neglected needs of students—predominantly Spanish-speaking, as well as speakers of Chinese, Vietnamese, and other languages.

The First CABE Conferences—1975 and 1977

The story of CABE's beginning in 1975 is strategic and truly inspiring. The first mention of CABE as an organization in written record appears in 1973 and 1974 as it was forming and then as part of the 1975 Southern California Bilingual Education conference program (CABE's first conference) in partnership with the Riverside County Office of Education, University of California Riverside, California State University Fullerton, and the county offices of education of Los Angeles, San Bernardino, and Orange. Over 2,500 educators from California and nationwide attended this conference, igniting the movement even more. Many spoke of the instant comradery, the eagerness to learn and share as bilingual educators, the energy and passion, and the sense of community and feeling "at home" in contrast to the isolation they felt at their school sites. The Bay Area Bilingual Education League (B.A.B.E.L.) and other projects in Northern California also led convenings and conferences in the early 70s and joined forces with CABE to create a statewide movement. CABE 1977 was held in San Francisco, and these first bilingual education conferences set the course for CABE and bilingual education in California for many decades to come!

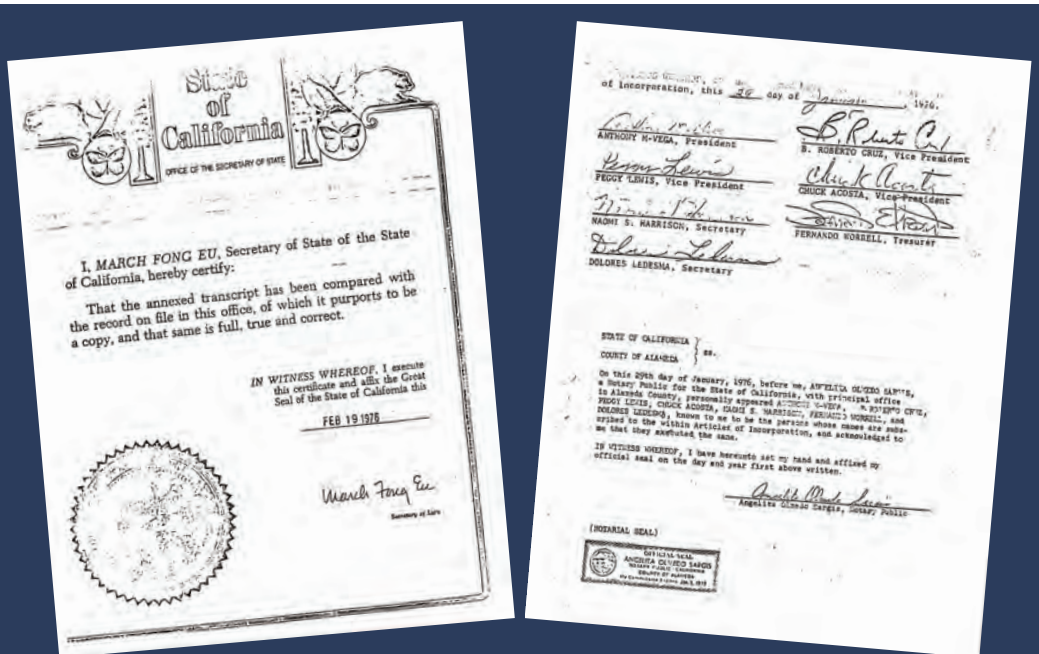
Telling and Honoring Our Story

And the rest, as they say, is history, but truly a dynamic, impactful, and ongoing history and movement that we are still a part of—to make bilingual/multilingual education a reality for all students. The first section in this edition of the Multilingual Educator contains articles that highlight the historical moments of CABE and the bilingual education movement as a whole. A more detailed history can also be found on a new website that CABE has launched —www.cabehistory.org— that includes videos, photos, past CABE conference programs, legislation and policy victories, and reflections on the programmatic and visionary impact of CABE. Additionally, at the CABE 2025 conference, a commemorative book of CABE's history will be provided for all attendees.

This year, as we celebrate the 50th Anniversary of CABE, we invite you to explore and learn from our past to help propel us into an even more successful future! ***¡Qué viva CABE!***

CABE 50th Anniversary Website—cabehistory.org

1976—CABE Articles of Incorporation Filed


State of California
OFFICE OF THE SECRETARY OF STATE

I, MARCH FONG EU, Secretary of State of the State of California, hereby certify:

That the annexed transcript has been compared with the record on file in this office, of which it purports to be a copy, and that same is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this

FEB 19 1976

March Fong Eu

of Incorporation, this 29 day of January, 1976.

ANTHONY M-VEGA, President
B. ROBERTO CRUZ, Vice President
PEGGY LEWIS, Vice President
CHUCK ACOSTA, Vice President
NAOMI S. HARRISON, Secretary
FERNANDO WORRELL, Treasurer
DOLORES LEDESMA, Secretary

STATE OF CALIFORNIA }
COUNTY OF ALAMEDA } ss.

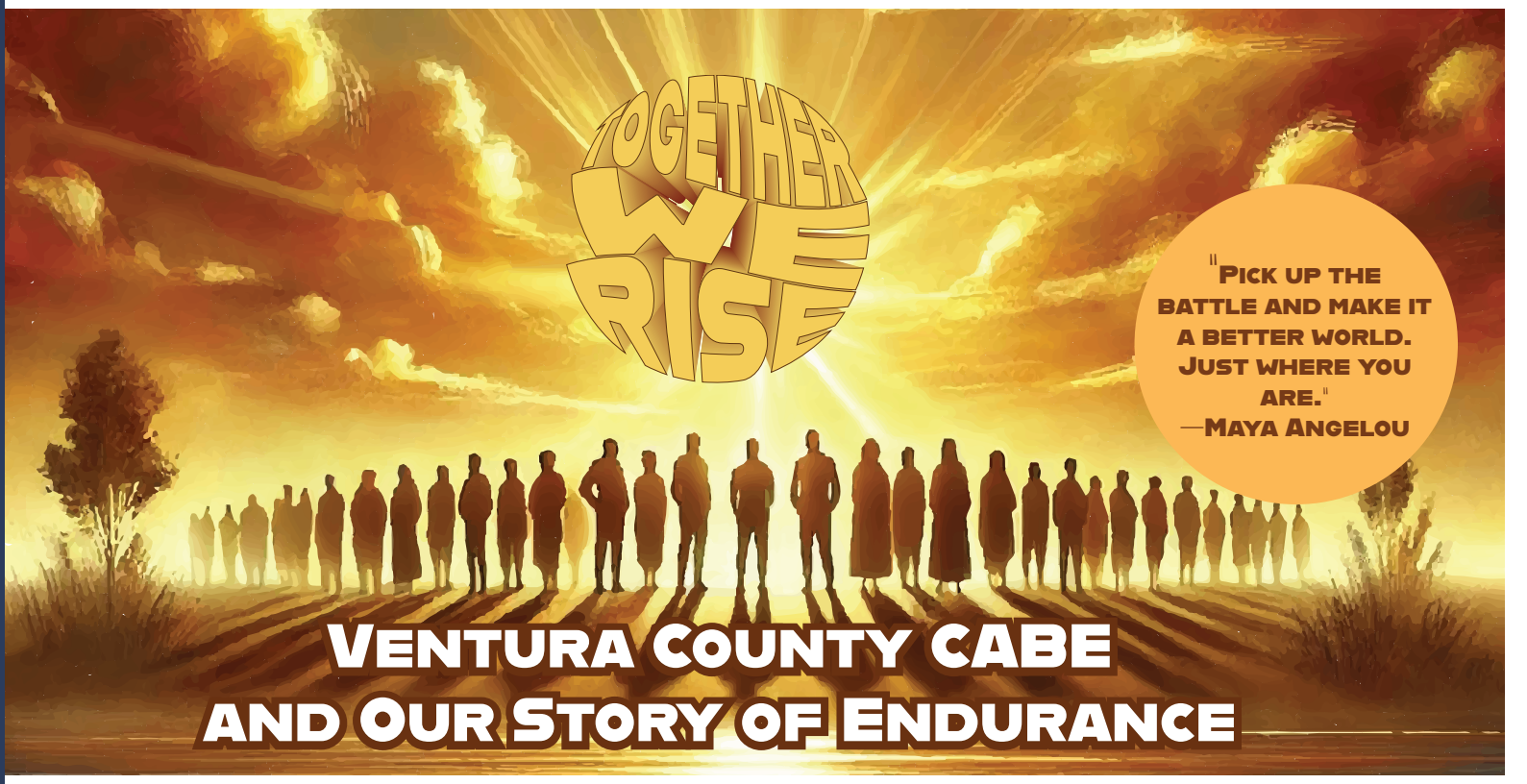
On this 29th day of January, 1976, before me, ANGELITA OLMEDO SARGE, a Notary Public for the State of California, with principal office in Alameda County, personally appeared ANTHONY M-VEGA, B. ROBERTO CRUZ, PEGGY LEWIS, CHUCK ACOSTA, NAOMI S. HARRISON, FERNANDO WORRELL, and DOLORES LEDESMA, known to me to be the persons whose names are subscribed to the within Articles of Incorporation, and acknowledged to me that they executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal on the day and year first above written.

Angelita Olmedo Sarge, Notary Public

(NOTARIAL SEAL)

ANGELITA OLMEDO SARGE
NOTARY PUBLIC-CALIFORNIA
PRINCIPAL OFFICE IN ALAMEDA COUNTY
My Commission Expires Jan 5, 1977



Ventura County CABE and Our Story of Endurance

Written by long-time members of CABE Ventura County Chapter #48:

Martha Hernández, M.A.
Retired Assistant Superintendent, Fillmore Unified School District
Current Executive Director, Californians Together

Jennifer Robles, Ph.D.
Retired Assistant Superintendent, Ventura Unified School District

Marcia Turner, M.A.
Retired Assistant Superintendent, Ocean View School District

As CABE celebrates its 50th anniversary, our chapter reflects on our legacy and the 36 years that our Ventura County chapter has been a safe haven for parents, teachers, students, paraeducators, administrators, board members, and university staff who believe in multilingual education for all.

In the early 1980s, a group of young, enthusiastic bilingual education pioneers in Ventura County bonded over happy hours and house parties. They shared the successes and frustrations of being the first teachers to use students' home language in instruction in local schools. They faced criticism and sabotage from school staff, shortages of curriculum and pedagogy, and both subtle and blatant racism—hence the happy hours! But the enthusiasm and support of the parents and students and the mutual support of colleagues from across the county kept them going.

These pioneers began meeting at CABE statewide conferences—which further honed their skills and strengthened their resolve to stand up for what they believed in. They collaborated, reviewed research findings and encouraged each other to develop Title VII grant proposals during monthly bilingual directors' meetings at the Ventura County Office of Education. By 1988, they formalized their collaboration by forming their own CABE chapter, Ventura County CABE #48 (VC CABE). They met, planned, and had fun together. They hosted fundraising events for scholarships, such as Valentine's Day dances and comedy nights, and sold merchandise with the CABE chapter logo "Bilingual Education—The Best of Both Worlds." They hosted workshops for new bilingual teachers and invited experts to speak at chapter meetings. They created newsletters and worked to increase membership and participation.

Little did they know that, in ten years, they would all face the most significant challenge to bilingual programs that state educators ever faced: the passage of Proposition 227. Ventura County bilingual education advocates fought hard and came together to oppose the proposition. They held fundraising events for the "No on 227" campaign—made calls, wrote letters to the editor, and spoke at events—but the proposition still, regrettably, passed. Would they survive? Were ten years of forming relationships and gaining influence enough? Had they done enough to earn the trust of the parents? Would bilingual educators know how to do this and have the courage to stand up for their programs? Did they create enough support in the

ranks of school leadership to help them continue the programs?

Yes! Bilingual education in Ventura County did survive Proposition 227—probably more than most places! The CABE chapter was an integral part of that success. The chapter's efforts helped develop local leaders and the community that supported bilingual programs. While some programs dissolved due to a lack of support from school leaders and the roadblocks set up by the new law, many survived.

Still, during the post-227 era, the VC CABE Chapter nearly folded. Members were demoralized, and many wondered what the purpose would be if bilingual education were eliminated across the state. For several years, it was just a small group that gathered to figure out what came next. By then, the local County Office of Education had abandoned its yearly bilingual education conference. Chapter leaders knew that the annual gathering provided training, a sense of community, and inspiration. They recognized its necessity—but how could a small chapter, with limited funds, host a big county-wide conference? By 2008, they developed a viable plan to revive the annual conference. With co-sponsorship from the county Migrant Education Program, local, volunteer, expert presenters, publisher contributions, and support from a few friendly districts, the chapter capitalized on its years of experience to host another Ventura County English Learner Conference. Over 200 educators attended!

Due to the political climate of the time, chapter leaders and members were hesitant to focus solely on bilingual education, so they framed the conference for all educators of English learners, with many ELD (English Language Development) workshops, but also focused on the promise of dual immersion programs that were in their early stages. Fifteen years later, the annual conference continues. It is proudly focused on many aspects of multilingual education. The conference attracts over 350 participants annually and always sells out! The current VC CABE leadership even navigated the pandemic and provided two successful virtual conferences via Zoom—never missing a year. The monumental task of developing an annual conference has been the glue that holds the chapter together and gives the members purpose, achievable goals, and a sense of accomplishment. Through the chapter, members can make a meaningful contribution to the field in Ventura County. Veteran educators hone skills in presenting and leadership; parents gain new insights and leadership opportunities; school board members take back new understanding; university students get inspired; and new teachers find support and technical assistance.

Ventura Chapter Leader Reflections

—We learned it is a long struggle; patience and relationship-building are key. The chapter has been a safe haven in tough times, helping us maintain courage and resilience.

—Our chapter has survived 36 years and counting, successfully supporting the growth and success of bilingual programs here. At the conference, we celebrate our successes, learn from each other, and enjoy good food and entertainment together—it reenergizes us!

—Our chapter has produced five Regional Representatives for the CABE Board, multiple teachership winners, various CABE Teachers of the Year, a Parent of the Year, a Chapter of the Year Award, a District of the Year, and a CABE President!

—We learned during the Prop 227 era that you can't take your eyes off the ball. From one day to the next, your programs can be in danger. You have to be ready with grassroots organizing. It's critical to the survival of bilingual education that we are members of CABE and that we support our local chapters.

—A CABE chapter can have an incredible impact over the decades, encouraging districts to continue quality programs for English learners. Chapters provide moral support, training, relationships, technical assistance, and sometimes oversight and pressure when students and parents are not being well served. We need chapters to remain active because we must always be vigilant in ensuring that schools are doing what is morally and legally right.

—Keeping a chapter going isn't easy, but it's worth it. What worked for us is having a focus and purpose, having fun along the way, and having leadership that knows how to develop a chapter culture of friendship and respect.

—As we talked about the past 36 years, we realized how important state CABE and our local chapter have been to the success of our county and the benefits for generations of English learner (EL) students, many of them recent arrivals from Mexico. Our county has been a for immigrants from México due to the large agricultural industry here. Some of the students we taught when they first arrived are now teachers and leaders themselves.

—Recognizing the significant influence our CABE chapter has had over the years, we want to encourage others to start a chapter if they don't have one or to get involved in their existing chapter. With the ups and downs of serving EL students, it is critical to have the support, encouragement, and collaborative power of a CABE chapter.

—On behalf of generations of Ventura County English learners, the Ventura County CABE Chapter congratulates and thanks CABE for 50 years of advocacy for biliteracy, multicultural competency, and educational equity for all.

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The Bilingual Renaissance:

Opportunities and Challenges for the Next 50 Years of Bilingual/Dual Language Education

Adam Sawyer, Ed.D.
California State University, Bakersfield

Magaly Lavadenz, Ph.D.
Loyola Marymount University, L.A.

On this momentous occasion of CABE's 50th anniversary, the movement for a socially just bilingual/dual language education is unmistakably in renaissance. From the ending of English-only mandates to universal 50-state fulfillment of the Seal of Biliteracy, mass expansion of bilingual/dual language programs, and the (re)emergence of scholarship that has both revitalized established ideas alongside novel conceptualizations, it is a great time to be a bilingual educator (García & Wei, 2014; Heineke & Davin, 2020; MacSwan, 2017; Sawyer & Almaguer, 2021; Sawyer & Lavadenz, forthcoming).

While the *Bilingual Renaissance* can and should be celebrated, there are also reasons for concern. The expansion and growing popularity of bilingual/dual language programs have led to a critical shortage of certified bilingual teachers amidst a national landscape of uneven bilingual licensure standards and fluctuating state budgets (Carver-Thomas & Darling-Hammond, 2017; Lavadenz et al., forthcoming). Intensified *gentrification* of programs and persistence of raciolinguistic ideologies further begs the question of "bilingual education for who?" (Ahmed & Martínez, forthcoming; Flores & Garcia, 2017; Kelly, 2018; Rosa & Flores, 2017; Rosa, 2018; Valdez et. al, 2016). Moreover, there remain great challenges to the provision of Asian and other less commonly taught languages that raise dilemmas of equity and access for the full spectrum of multilingual learners (Ee & Son, forthcoming). The failure to enact compassionate and humane comprehensive immigration reform has likewise created a population of bilingual, bicultural, and transnational *students we share* who, despite exceptional ethnolinguistic assets, receive inadequate support for their unique academic pathways both in the US and in the migrant-sending nations of Latin America (Alfaro, Forthcoming; Gándara & Jensen, 2021; Hamann & Zuñiga, 2021; Jensen & Sawyer, 2013)

With CABE's Golden Anniversary as a backdrop, this essay explores the *Bilingual Renaissance* in its diverse linguistic, cultural, political, and practical contours and what it portends for both the present moment but also for the next 50 years of bilingual/dual language education. Beginning with a brief history of the *American Bilingual Tradition* (Kloss, 1996), we will argue that today's *Bilingual Renaissance* is a successor to a larger history of alternating and fluctuating permissive and restrictive U.S. language policies. We then explore the unique opportunities and promise of the contemporary *Bilingual Renaissance* and the pivotal role of CABE and its partners both in bringing us to this moment of flourishment, but also in sustaining this renaissance for a fruitful and just *próximo* 50 years of bilingual/dual language education history.

The American Bilingual Tradition: A Brief History

19th Century. There would be no *Bilingual Renaissance* without the *American Bilingual Tradition*. That tradition is rich and illuminates a historical pattern of alternation between permissive and restrictive multilingualism in U.S. schools, tracing back to the republic's early days (Kloss, 1996). With the notable exception of the highly repressive and oppressive language and education policies of racial, linguistic, and cultural erasure of the U.S. Indigenous Peoples (Wallace-Adams, 1995), the 18th and 19th centuries were hospitable eras for multilingual education. Following the Treaty of Guadalupe Hidalgo, for example, Spanish/English bilingual schools—particularly those operated by private religious and secular institutions—were a fixture within the newly annexed and formerly Mexican Southwest (Blanton, 2004; Jensen & Sawyer, 2013; San Miguel, 1998). There likewise was a flourishing of German and Czech (among other) bilingual schools founded by immigrants across the U.S. Midwest and Northeast (Baker & Wright, 2017). While early

state and national governments did not explicitly promote expansive language policies, they allowed for (thus the term "permissive") and did not restrict the operations of a wide range of multilingual education models (Blanton, 2004; Jensen & Sawyer, 2013; San Miguel, 1998).

20th Century. The semi-laissez-faire language policy came to a screeching halt in the second and third decades of the 20th century. Xenophobia and nativism stoked by the outbreak of World War I—and the resulting anti-German sentiment—and the pronounced cultural and linguistic diversity brought by decades of sustained immigration primarily from southern, central, and eastern Europe—but also from Asia and Latin America—led to both distrust of individuals and languages deemed to be "foreign" and a popular sentiment to "Americanize" new immigrants through the dominion of the English language. This led to a four-decade-plus period of English-only schooling (Baker & Wright, 2017; Gándara & Escamilla, 2017). Bilingual schools in the Southwest, Midwest, and Northeast were shuttered or forced to adopt English-only instruction as English-only laws and general linguistic repression metastasized throughout the country (Baker & Wright, 2017; Gándara & Escamilla, 2017). This period is particularly ignominious in the history of Mexican-American schooling as one marked by Jim Crow-like separate and unequal schooling and the use of corporal punishment against children who dared to speak the Spanish language of their homes (Blanton, 2004; Jensen & Sawyer, 2013; San Miguel, 1998). This extreme marginalization set the stage for the landmark Méndez v. Westminster (1947) Supreme Court ruling that served as a precedent for the later Brown v. Board of Education (1954), marking the beginning of the Civil Rights era.

The First Bilingual Renaissance?

The historical pendulum shifted dramatically for the better during the Civil Rights Era with an assist from Cold War politics. These shifts were marked most prominently by the opening in 1963 of the first modern dual language program for Cuban émigrés fleeing the regime of Fidel Castro at Coral Way Elementary in Miami and the signing of The Bilingual Education Act in 1968 by President Lyndon B. Johnson. The former laid the blueprint for a successful and popular bilingual education model. At the same time, the latter provided federal funding for the first time for programs providing specialized instruction—including through native language support—for language minority students (Baker & Wright, 2021; Jensen & Sawyer, 2013). The Bilingual Education Act was then bolstered further by the 1974 Lau v. Nichols Supreme Court decision, which adjudicated the constitutional right of all public school children to comprehend the language of instruction (Gándara & Escamilla, 2017). Within California, this first Bilingual Renaissance was fully realized with the passing of the Chacón-Moscone Bilingual-Bicultural Act of 1976. Chacón-Moscone greatly expanded bilingual education in the state from the late 1970s to the late 1990s, with native language instruction in many cases comprising a mandated portion of the instructional day for English learners (Jensen & Sawyer, 2013; Gándara & Escamilla, 2017). It was within this context of optimism and expansion that CABE was founded in 1975.

The Return of English-Only. By the mid-1990s, a fateful stew of economic recession, racial unrest, and a dramatically changed demography—brought forth by the large-scale and primarily non-White post-1965 immigration—led to the next pendulum shift. Within a reactionary array of mean-spirited and racist laws, bilingual education found itself in the cross-hairs with the overwhelming passage, with 60% of the vote, of Proposition 227, the so-called Unz Initiative (Jensen & Sawyer, 2013; Gándara & Escamilla, 2017). CABE fought the good fight in leading the "No on 227 Campaign." The Unz Initiative effectively banned the use of languages other than English except under very narrowly defined circumstances (Jensen & Sawyer, 2013). As a result, most English learners (ELs) were mandated to use the sink-or-swim approach, known as Structured English Immersion. The impact on bilingual education programs and bilingual teacher education was immediate and stark as both the number of K–12 programs, BCLAD (Bilingual Crosscultural, Language and Academic Development) credential programs, and districts providing stipends to BCLAD holders dwindled (Jensen & Sawyer, 2013; Gándara & Escamilla, 2017; Gándara & Hopkins, 2010). Research has also uncovered long-term deleterious effects of English-only education on emergent bilinguals, such as lowered re-designation rates, standardized test scores, high school graduation, and many other negative impacts (Callahan & Gándara, 2014; Gándara & Hopkins, 2010; Umansky & Reardon, 2014).

Nevertheless, CABE's steadfast advocacy and leadership to ensure that English learners were provided with the educational support and services they were legally and ethically entitled to never wavered. Shortly after 227's passage (1998), CABE's partnership with the newly founded Californians Together (CalTog) solidified a counter-hegemonic pushback to the English-only movement to advocate for policies that ensured the educational rights of English learners despite the bilingually adverse political climate (Olsen, 2017). It was also during this time that CABE's role as the "premier source of professional development for educators of ELs" (Lavadenz, 2004) was (re)affirmed, particularly teachers, school leaders, and higher education faculties sought avenues of collaboration, professional development, and community centered on ELs and their families.

21st Century. By 2016, the political climate in California had, thankfully, significantly transformed with the emergence of Latinx and other non-White voters, a progressive shift within our state politics, and new attitudes of support towards multilingualism (Mitchell, 2016). That year, Proposition 58, the California for A Global Economy Initiative, passed with 73% of the vote and reinstated bilingual education as a local decision (CDE, 2020). Soon after, State Superintendent of Public Instruction Tom Torlakson aspired to have 50% of California's

K–12 students in multilingual education programs by 2030 through the Global California Initiative (CDE, 2018).

The Contemporary Bilingual Renaissance

While the arrival of the *Bilingual Renaissance* is cause for optimism, it is not without its perils. As could have easily been predicted—especially on the heels of nearly two decades of restrictive language policies—the rapid expansion of bilingual/dual language education programs has been accompanied by a critical shortage of certified bilingual teachers. As famously documented by Carving-Thomas and Darling-Hammond (2017), just one year after the passage of Proposition 58, 53% of the State's school districts—and 86% of those with bilingual/dual immersion programs—reported having a shortage of qualified bilingual teachers. In addition to bilingual teacher supply, the assurance of quality in bilingual teacher preparation, professional learning, administrator/leadership development, and supporting the unique assets of transnational students (and other underserved student populations) will be essential for the sustenance of the *Bilingual Renaissance* both now and for the next 50 years. Within these and other emerging areas of challenge, CABE's leadership has been and will continue to be paramount.

CABE's Critical Advocacy and Professional Development Role

Bilingual Teacher Education: Supply, Preservice Preparation, and Professional Learning

To their credit, state policymakers have taken credible steps to address this shortage. CABE and CalTog's collaborative advocacy efforts led to initial funding for the Bilingual Teacher Professional Development Program (BTPDP) to fund recruitment, certification, and professional support for new bilingual teachers (CDE, 2018); the initial impacts of the BTPDP were promising, such as a substantial increase of certified bilingual teachers and an increase in the self-efficacy of these individuals (Kaminsky et al., 2023). In 2024, the State legislature appropriated a new round of funding for the BTPDP with new awardees announced (CDE, 2024), with the expectation that this $20 million investment will augment the supply of bilingually authorized teachers for the next generations of multilingual learners.

The California Commission on Teacher Credentialing (CCTC) oversees the quality of Bilingual Authorization programs (primarily housed in Institutes of Higher Education). Within a national context in which only 50% of states offer bilingual certification—and of these, only 13 possess explicit licensure standards (Lavadenz et al., forthcoming)—CABE, through its partnership with the California Association for Bilingual Teacher Education (CABTE, a current CABE partner and former CABE affiliate established in 2008), has supported advocacy over the decades by ensuring representation and testimony at CCTC meetings and sponsoring representatives on key professional preparation panels for several credentialing areas. This advocacy directly led to the development and approval in 2021 of California's new Bilingual Teacher Performance Expectations, widely considered among the nation's most thorough and rigorous bilingual licensure standards (Lavadenz et al., forthcoming).

Administrator/Leadership Development

Over the decades, annual conferences have provided resource-sharing and leadership support for prek–12 administrators seeking innovation and best practices to support ELs, including specialized sessions and strands. Between 2020-2023, this type of support augmented in intensity as CABE became one of two recipients of the Educator Workforce Investment Grant (EWIG) to support the implementation of the California English Learner Roadmap policy. The Multilingual California Project (MCaP) involved alliances among five county offices of education (Butte, Fresno, Orange, San Bernardino, and San Diego) and San Diego State University, along with at least 20 statewide local educational agencies (LEAs), and enhanced county offices' support of LEAs to improve programs and services for ELs prek-16.

Transnational Collaboration: The Students We Share

Beginning with former Chief Executive Officer, Dr. María S. Quezada, in the late 1990s, CABE created forums for bilingual teacher learning exchanges and professional learning for binational and intercollegiate sharing among teachers on both sides of the border. CABE has been the convener of partners—including university partners in building "Bridges, Not Walls" with California's past and current Superintendents of Public Instruction Tom Torlakson and Tony Thurmond, as well as leaders and policymakers in Mexico's Secretaría de Educación Pública at the national level, and particularly in the border cities between San Diego and Tijuana. These types of transnational/binational collaboration have the impact of providing shared learning, such as binational GLAD® (Guided Language Acquisition Design), and supporting students and families who had formal schooling in the US. (Gándara & Jensen, 2021; Jensen & Sawyer, 2013).

Towards the Next 50 Years of the Bilingual Renaissance

CABE's half-century legacy of building relationships with legislators, policymakers, community members, partner organizations, and educators has led to many accomplishments that have positioned all of us for the unique promise of the contemporary *Bilingual Renaissance*. While ongoing bilingual teacher shortages, state fiscal/funding fluctuations, and other dilemmas will continue to pose challenges, CABE and its partners are well positioned for a verdant next fifty years of bilingual/dual language history. *¡Adelante!*

References are available on page 2 of the appendix.

Medio siglo de justicia en lenguas diversas de nuestra sociedad

Hugo Moreno, Ph.D.
Rosemead School District
California State University, Long Beach

El principio

Hace cincuenta años comenzó un viaje de justicia, ley, humanidad y validez, una comunidad de educadores y activistas que siempre soñaron con una sociedad donde tu idioma, tu cultura y tu identidad aportaran orgullo y amor.

El multilingüismo

No solo en uno, sino en múltiples idiomas, se alzaron las voces como un coro aclamando la verdad… Cada lengua, cada idioma, cada dialecto aportan cultura e identidad. Ese coro es una sinfonía que nos ofrecía una melodía de equidad.

La lucha continua

Cada proposición, cada mandato, cada ley, una batalla librada, por derechos que aclaman justicia. Nunca callarán, ya sea en español, inglés y en otros idiomas, dialectos, o más lenguas, los derechos siempre sonarán y aportarán justicia, igualdad, y ecuanimidad.

La diversidad celebrada

Multilingüismo, la riqueza del intelecto, de cada palabra o frase, de una nueva perspectiva, de una coalición de educadores y activistas que abogan, luchan, y defienden nuestras culturas, identidades, idiomas, y humanidad. Defiende, la diversidad que es primordial en nuestra sociedad.

El legado

Hoy celebramos un viaje y una misión, cincuenta años de colaboración y sabiduría, honramos a los que iniciaron la lucha, los que la perpetúan, y a los que continúan dedicando su vida por otros. Abogando por una sociedad más justa y ecuánime.

El futuro

Que nuestros pasos guíen a muchos más en el camino de la justicia e igualdad, porque en cada idioma hay tesoros escondidos, y en la diversidad, un resplandor sin igual.

Agradecimiento

Gracias, CABE, por tu incansable labor, por abrazar la diversidad con fervor, en cada palabra y cada acción, estás moldeando una sociedad que valoriza a todos ya que todos aportamos.

THE POWER of a CABE Chapter on Educators

Seongin Lee, B.A.
Reyna García Ramos, Ph.D.
Graduate School of Education and Psychology
Pepperdine University

Introduction

While many fruitful student and teacher relationships develop each academic year across many schools and at different levels, one, in particular, centers on a passion for bilingual education that has spanned several decades and inspired a professional and personal relationship around language teaching. They met in a preservice program for educators, one as the professor and the other as the student.

While the preservice student returned to school to become a math teacher, she discovered she could use her culture and language to add a bilingual credential. She went on to become a bilingual Korean teacher who also teaches math!

This journey is common, as we recognize that many educators mentor their students into opportunities that they may have yet to consider. What is unique is how their two immigrant pasts and a love for language and culture shaped the teachers they would become (Mercado & Trumbull, 2018). Their CABE chapter was central to this relationship, allowing them to build connections with each other and the larger professional association.

Two Immigrant Experiences

The professor explained to the student that she had arrived in this country as an immigrant child from México, and bilingual education became a way to connect and make sense of the world when she could not communicate in English. She recounted how her early elementary experience was initially challenging, and she remembered not liking school very much because it was a world she did not understand. As a child, her family moved a lot for work, and at the age of eight in the early 1970s, she finally moved into a neighborhood school that offered bilingual instruction. As a third-grade student in a bilingual classroom, she finally felt a sense of belonging and acceptance for the first time in schools, which is one of the benefits of a multilingual approach to instruction (California Department of Education, 2024).

The opportunity to learn through multiple languages and develop a sense of belonging greatly impacted her personal and professional life. We know from research that when students learn in their home language, they thrive academically and socially through an *additive approach* that validates students' language and culture (Crawford, 2004).

The student's experience mirrors that of her professor in many ways. She came to the US as a first-generation immigrant as a young mom with young children from Korea. The student encountered significant challenges acclimating to the new culture and mastering English. Her early days in the US were marked by her struggle to understand and communicate effectively in English. As is the story of many immigrants (Peregoy & Boyle, 2017), she often felt isolated due to language barriers.

Despite these challenges, the student was determined to succeed and pursue a career in education to give back to the community that supported her transition into the US. She wanted to help students in similar situations. Initially focusing on becoming a math teacher, the student discovered during her preservice program the potential of leveraging her cultural and linguistic background to enrich her teaching. This realization led her to add a bilingual credential, enabling her to teach both math and Korean.

The Preservice Experience

In higher education, preservice instructors share many stories to help teacher candidates understand content and develop a love for teaching. Through these many experiences, the student and the professor initiate conversations about similar past experiences, their families, languages, and cultures. The student was invited to join the CABE chapter, and she went on to become a CABE Teachership recipient. This experience changed her life forever!

While the professor's bilingual experience in the late 1970s was Spanish/English, today, across the State of California, there are bilingual and dual language programs in a myriad of languages, as is the case in the Los Angeles Unified School District, where bilingual instruction can happen in fourteen languages, one of which is American Sign Language (Los Angeles Unified School District, n.d.).

A shared sense of community and responsibility for educating multilingual learners is essential to successful schools. In the past 40 years, the number of persons across the US whose home language is one other than English has almost tripled from approximately 1 in 10 in 1980 to 1 in 5 in 2019 (Dietrich & Hernandez, 2022). While the fact that more languages are spoken in the US is a testament to our immigrant past and history, the diversity of languages represented in the US is an indication of the number of communities that now call the US home. This demographic shift has prompted bilingual and dual immersion programs in French, Italian, Japanese, Korean, and other languages. Some public schools now offer Korean as an elective course or language course based on students' demand (Korean Language and Culture USA, 2009).

Bilingual Instruction In California

Although there is more support for language learning and bilingual instruction in the United States today, it was not always this way (Olsen, 2021). A brief review of the history of bilingual education in the US documents how schools' main aim was to have students learn English quickly, often ignoring how their native language was tied to their home culture (Campano, 2007). The main goal was to get students to fit into English-speaking environments as quickly as possible. Unfortunately, in some cases, the 'sink or swim' was the only option many multilingual learners received (Crawford, 2004).

Proposition 227 in 1998 further decimated bilingual instruction in the state by requiring all public school classes to be taught "mostly" in English to the detriment of a generation of multilingual learners (Parish et al., 2006). The 1988 legislation made bilingual programs disappear because of the focus on English-only instruction. Moreover, in 2016, the tide had turned in California to support multilingual instruction in California's public schools with the passage of Proposition 58. This new law allowed schools to bring back and expand bilingual programs and repealed many of the restrictions from Proposition 227. Proposition 58 recognized the benefits of students learning in multiple languages and supported a more inclusive approach to education.

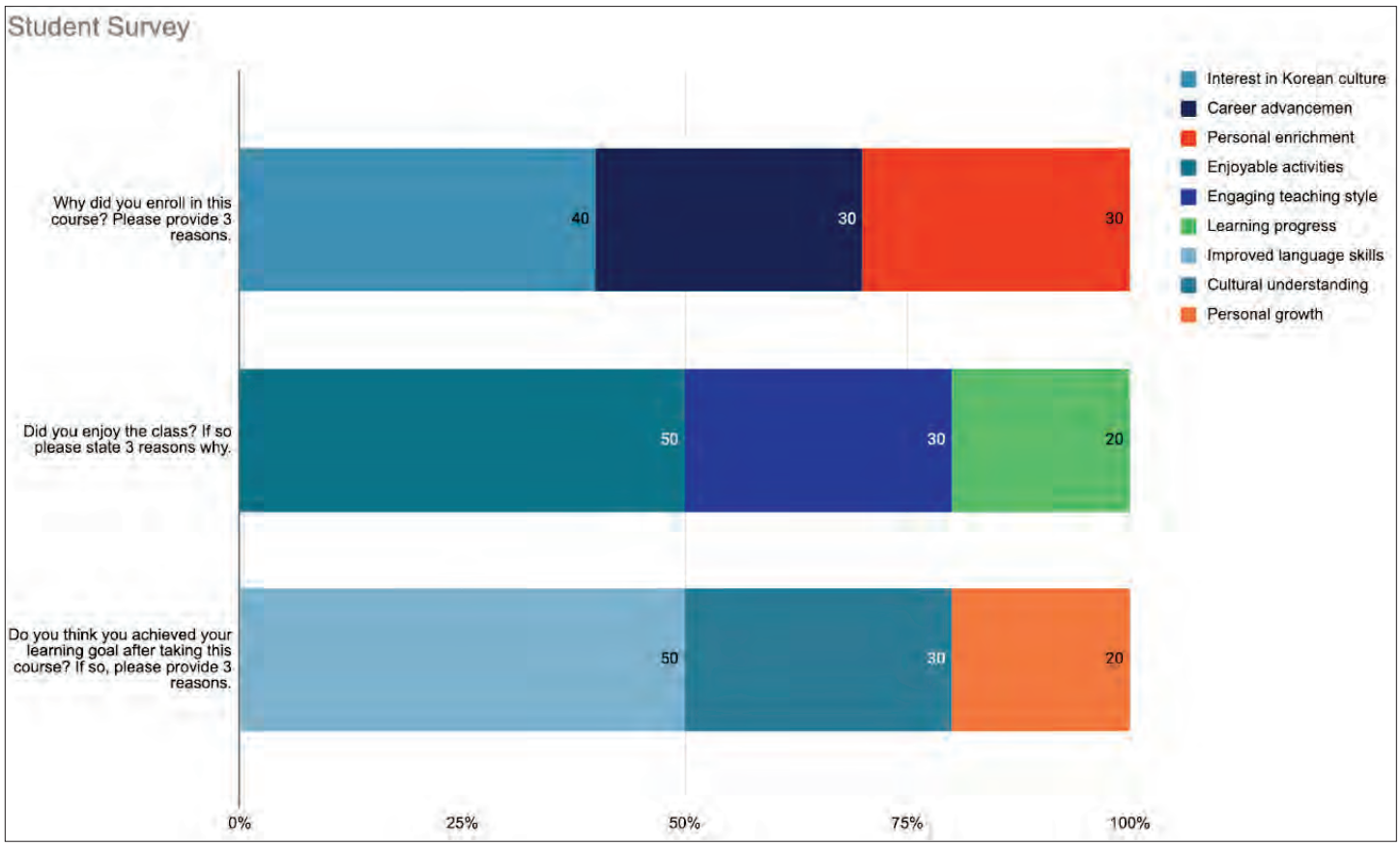
California voters' overwhelming support for Proposition 58 paved the way for the "Global California 2030" initiative (California Department of Education, 2018). This initiative called on the educational community to create opportunities for students to become proficient in two or more languages by 2030. Global California 2030 shows a strong commitment to making multilingual education a key part of the school system, highlighting the importance of cultural and language diversity in the current TK–12 student population (California Department of Education, 2018).

A Case Study

The student is now a Korean language instructor in the Language Department at a university. What has been surprising in this experience has been university students' interest in this course. The demographic background of the university students in this course is 90% Latino and 10% from other racial and language backgrounds. In a survey of the course, 10 out of 16 students stated they sought to explore the unique aspects they were afforded through the bilingual programs of their youth and now wanted to expand their experiences to learn other languages, in this case, Korean. The instructor's pedagogical approach is student-centered, with attention to Cultural Responsiveness, aimed to enhance her students' language acquisition by respecting their individual needs and honoring their cultural backgrounds. Using a Culturally Responsive Teaching (CRT) approach has proven effective in engaging her learners (Gay, 2000).

Drawing on the teachings of her bilingual preservice program, the instructor utilized a student-centered approach with cultural responsiveness to design a curriculum that resonates with her university students. The emphasis on respecting individual needs and cultural backgrounds has contributed to a high level of student engagement and satisfaction observed throughout the semester.

Finally, allowing university students to explore the Korean language through approaches similar to their bilingual experiences has allowed them to draw on schemas that have



proven successful in their own language-learning journey. The instructor has motivated her university students through calligraphy activities, like writing their names in Korean and drawing on their love for K-pop stars. She now mentors her students to continue to pursue language studies and study abroad programs in Korea.

At the end of the semester, a survey with ten questions covering various aspects of the course and students' experiences was conducted. The results indicate that over 95% of students expressed satisfaction with learning the Korean language and culture, and 94% had achieved their learning goals. Additionally, they willingly recommended the course to others, citing its "fun and useful" nature. The culminating assignment required each student to publish a digital book entitled 'My Love, My Life, and My Dream' showcasing their proficiency in expressing their past, present, and future in Korean. Every student was proud of their learning outcomes, particularly in creating their first Korean digital book, marking great success in their language learning journey. The fact that many students in this course were inspired to continue to broaden their language experience after successfully completing their primary and/or secondary bilingual programs is a testament to the profound effects bilingual programs have on their learners.

Conclusions

While the professor and the student succeeded in the places where they went on to teach, their bond and connection came from their advocacy work in their CABE chapter. The student is now a Korean language university instructor who teaches math and Korean to TK–12 students in California. Her classrooms are vibrant, multicultural spaces where her students not only learn academic content, but also gain an appreciation for linguistic and cultural diversity. She employs various teaching strategies tailored to her students' diverse needs, including differentiated instruction and culturally responsive teaching practices. Her immigrant experience helps her connect with her multilingual students on a deeper level, fostering an inclusive and supportive learning environment. Her dedication to the field was solidified when she received the CABE Teachership Award in 2014, an achievement made possible through the unwavering support and guidance of her professor and her CABE chapter.

As we look toward the future, multilingual learning appears promising. The challenges and successes of the past have laid a strong foundation for the continuous growth and evolution of multilingual education in the state of California. This journey is a testament to the enduring power of vision and commitment to embrace and celebrate linguistic and cultural diversity. As the CABE vision states, teachers and students can go on to continue to create inclusive, equitable educational opportunities for all.

References are available on page 4 of the appendix.

CABE Believes in the Power of Families to Become Partners in Their Children's Education!

María S. Quezada, Ph.D.
Former President and CEO
California Association for Bilingual Education

CABE is deeply committed to families and community members in California, the nation, and across international borders. Under the visionary leadership of the CABE Team and the CABE Board of Directors, CABE has maintained a focus on support for parents, students, and community members since our inception as an organization. The visionary collective leadership of past and current leaders such as Dr. María S. Quezada, Rosalía Salinas, Dr. Mario Casteñeda, María Villa, Gloria Insunza-Franco, Marissa Lazo-Necco, Laura Díaz, María (Mari) Valencia, Gricelda Pérez, Karen Umeres, Dr. David Calvo, Emma Cabrera, Dr. Margarita Mosqueda, Dr. Lettie Ramírez, Cynthia Vásquez-Petitt, Jan Gustafson-Corea, Dr. Edgar Lampkin (as well as many others from both the Board and the entire CABE FACE team) has shown the transformational impact that authentic and inclusive family and community engagement can create. With the Community Learning Theory (developed by Dr. Roberto Vargas) at the core of CABE's Family and Community Engagement programming, the CABE FACE team continues to expand offerings and services in a growing number of ways.

Dr. Maria Quezada's insightful and compassionate leadership in the 1990s and 2000s galvanized CABE's focus on families, which continues to be stronger than ever. The following article exemplifies Dr. Quezada's leadership and vision in this critical work.

Families are our children's first teachers. This important fact is the overarching reason the California Association for Bilingual Education (CABE) includes families in the various programs offered to teachers, school leaders, and the wider community. As a non-profit advocacy organization, we include families so they have access to the critical information and skills needed to become advocates for their children because research tells us that this engagement benefits students.

Including families in the regional conferences became the first of many ways that CABE included families. During my tenure as President (1996-1999) and later as the CABE CEO (2000-2012), we ensured families attending our conferences received relevant, timely information about schooling and its impact on their children's education, especially if their children were English learners. Yet, while the sessions provided them with the information they needed about their children's education, when they returned to their children's schools, they faced barriers preventing them from participating meaningfully.

As CABE CEO and an educator, I found it difficult to see families, who only wanted the best education for their children, frustrated in their efforts to actively support their students' experience. While the sessions we offered at our conferences were informative, I wished more families could participate in their children's schools as active partners. We needed to do more. In 2003, CABE learned about the U.S. Department of Education's grant funding for Parent Information Resource Centers (PIRCs). It was the first federal grant we wrote for CABE and it was funded! Thus, CABE's family engagement journey to

support and educate California families took another turn. This new facet of family engagement, titled "Project INSPIRE," began to follow a more effective path toward engaging families and enhancing their advocacy and leadership skills to be fully integrated into their children's education.

The first grant laid the foundation for the subsequent PIRC grants CABE received. Many lessons were learned in that first grant program, giving us insights for developing the strategies for the second grant program. For example, giving families information was important but not enough. It became evident that expecting participants to use their newly acquired knowledge from attending twelve leadership sessions did not provide them the skills needed to fully participate at their children's school in a meaningful, productive way. Families needed to acquire a strong base of information and skills to be seen and accepted as equal partners. Another fact was that school leaders and teachers also were not yet fully prepared to include families in a more engaging way. Perceptions about diverse communities and their capacities to engage families in a significant way at schools interfered with attaining true partnerships.

CABE's second Project INSPIRE grant was funded for five years (2005-2011) and provided services and information to schools and conferences to over 50,000 parents a year. This second grant was known as a statewide Parent Information Resource Center. It included collaboration with two county offices of education (San Bernardino and Alameda) and eighteen schools throughout California to develop their capacity for creating partnership schools. A three-level instructional program for families was designed and field-tested at the eighteen schools participating in the research study part of the grant. Many valuable lessons were learned, and CABE was on its way to creating more opportunities for families to become partners at their children's schools.

Working with the project evaluators, CABE wrote an Investing in Innovation grant to conduct research on the model initiated in the second grant. This gave the CABE team the resources to refine the initial program and increase families' leadership capacity, so they had the skills to become leaders at their children's schools. CABE was the lead agency and partnered with three school districts in Southern California. The study became the i3 Project 2INSPIRE Family, School, and Community Engagement Leadership Development Program at ten school sites in the districts participating. After I retired in 2012, I continued to serve as the grant project director and collaborated with the Project 2INSPIRE staff to design a program that led to the schools becoming partnership schools. Together, we designed and implemented a targeted school-based reform approach that engaged families from diverse and low-income communities and included constructing a systematic, learning outcome-driven, strengths-based collaboration with educators, parents, and the wider school community. The family engagement model prepared families for leadership roles in their children's schools.

Throughout the project's five and a half years (2013-2018), i3 Project 2INSPIRE Family, School, and Community Leadership Development Program offered families opportunities to develop their social and intellectual capacity and skills. The families increased their knowledge about schooling and what their children were learning; they also learned about effective communication and advocacy skills as a foundation for becoming partners with the school. The project accomplished the following:

1. Project staff collaborated with the schools to develop a critical mass of family leaders with the knowledge and skills to engage and share their learning with other parents. Family leaders learned how to increase their children's learning and become partners at the school by also participating in school leadership committees and school planning teams. This cadre of parents (who participated in 20+ coaching and mentoring sessions) became the school's family ambassadors, reaching out to other families and engaging them in sessions to increase their knowledge and presenting them with an opportunity to be engaged at the school.
2. Project staff provided learning opportunities not only for family members, but also for school leaders and other staff members on how to work effectively and respectfully with families. They learned about family engagement and culturally responsive strategies that welcome and honor families to create family-friendly schools.
3. In collaboration with school/district leadership, the project developed an annual school family action plan with established goals and school activities for family engagement that are learning outcome-driven, collaborative, integrated, and focused on student achievement. This plan ensures that activities for families to support the instructional program occur and are planned in coordination **with** families and based on their needs. The mutually established goals focused on the capacity-building goals from the Dual Capacity Building Framework for Family—School Partnerships' four "C's."

   - Increasing the **Capabilities** of families, teachers, and school/district leaders.
   - Learning about the importance of having **Connections** with families.
   - Learning about culturally responsive strategies—**Cognition** and developing the intellectual and social capacity of families and school personnel so they participate fully in partnerships that enrich the school community and
   - Developing the **Confidence** of families, school leaders, etc., so they are fully engaged at the school and become advocates for children and the wider school community.

The family leadership program is a trainer-of-trainers model, allowing the graduates of the program (who attend more than 72 hours of workshops plus additional coaching sessions with an expert facilitator) to continue and constantly develop new

leaders as well. Project staff collaborated with school leaders to ensure the program was sustainable, systemic, and integrated into the school community. This happens more readily when families are integrated into the program and planning activities. Monitoring and evaluating the program, with feedback from families, ensures further engagement of families who participate in planning alongside the principal and teachers.

Most of all respondents (teachers, staff, and principals) who participated in the Project 2INSPIRE program taking the final survey agreed that the following statements were "a great deal like" or "a lot like" their school,

- *Family programs and activities focus on student achievement so families understand what their children are learning. (Teachers 82%, Staff 96%, Principals 100%)*
- *Families and staff have opportunities to learn together how to collaborate to improve student achievement. (Teachers 58%, Staff 72%, Principals 90%)*
- *Teachers and families have frequent opportunities to get to know each other at school via meetings, breakfasts, home visits, and/or class observations. (Teachers 63%, Staff 75%, Principals 90%)*

Making changes in the way families are engaged is complex. The schools that participated reaped the rewards of having a cadre of parent leaders who engaged themselves and worked to engage other families at the school. They have contributed suggestions for school activities, e.g., Earth Day, Autism Information Day, engaging teachers in what parents were learning in their sessions, etc. The families facilitated the implementation of many suggested activities and collaborated closely with the principal in planning the events. Families are encouraged to attend committees, and many become chairs. They participated in and led school activities and became partners with the school by being available to the principal and teachers, who supported them as they participated and enhanced the school.

The most significant accomplishment of the i3 Project 2INSPIRE family engagement program was how districts and schools learned and experienced the power of cultivating the intellectual and social capital of families and school staff. They learned that sustaining active and effective partnerships with families can become a core value at their schools. The project achieved its goal of engaging families so they learn about schools and become equal partners by developing their ability and power to accomplish results for themselves, their children, and potentially the entire school. The key was that the program changed the negative perceptions of those who traditionally held the power to either strengthen or limit engagement—school administrators and teachers. Once engaged, family leaders encouraged other families to contribute their vision to the big picture, and they helped perform the tasks needed to reach the established goals. The schools that did this effectively acted with purpose and knowledge of the importance of engaging families and how this changed their schools.

The engagement of families collaborating with school leaders and other school personnel to maintain and sustain the family engagement program over time is still a CABE priority. Today, in 2024-25, the Project 2INSPIRE program continues to be implemented in many districts in California and led by members of CABE's highly committed Family and Community Engagement (FACE) Team, along with other highly sought-after programs for families. Families who participate continue to build their leadership capacity and become leaders. Their participation has brought a rich new asset to the schools participating in the program in districts all over California. Other parents who have participated in CABE's family engagement program are working in their school districts or have created their own organizations to provide this type of program to other families. One group of graduates from the Hayward, California program has gone beyond instructing other families. They have also become some of the authors in the "No estás solo" book series from Velásquez Press. They became authors because they felt families needed additional information not included in the Project 2INSPIRE program curriculum.

A special accomplishment of the program is that CABE currently employs nearly 20 FACE staff members, many of whom are former program participants at their children's schools. These individuals have stepped up to offer the Project 2INSPIRE program as well as several other FACE services to districts all over California after taking advantage of CABE's strong coaching component that builds their expertise. Others were hired from the school programs and have transitioned from CABE to return to school and start their own businesses and organizations that provide services to school families. These outstanding individuals have not only learned how to provide the program to other families in our schools; they have knowledge and skills about schools and the needs of other parents. These CABE staff members work to meet those needs and develop future family leaders in our schools. I personally congratulate them on their vision, commitment, and love for their communities and schools.

References are available on page 6 of the appendix.

Looking Back to Look Forward

Historic Anniversaries for California's Multilingual Students

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Education Policy Analyst
California Association for Bilingual Education

The year 2024 was a historic year in many ways related to civil rights and education in the United States and, especially, California. **2024 was the 70th anniversary** of the Supreme Court decision in Brown v. Board of Education, finding that "[s]eparate educational facilities are inherently unequal." **2024 was the 60th anniversary** of the Civil Rights Act of 1964, which prohibited discrimination in public places, provided for the integration of schools and other public facilities, and made employment discrimination illegal. **2024 was the 50th anniversary** of the Supreme Court decision in Lau v. Nichols, requiring school districts that receive federal funds to provide non-English-speaking students with instruction in the English language in order to ensure they receive an equal education. The Equal Educational Opportunities Act was passed that same year. **2024 was the 40th anniversary** of the re-authorization of the federal Bilingual Education Act in 1984, which did not require home language instruction and eliminated the National Advisory Council for Bilingual Education. Progress through legislation is important but not permanent; these historic dates highlight many peaks of improvement that we still aspire to reach.

In California, the Lau decision was in response to a complaint regarding Chinese-speaking students being denied English language instruction by the San Francisco Unified School District in violation of the Civil Rights Act of 1964. It was likely the impetus for California passing a law known as the Chacón-Moscone Bilingual-Bicultural Education Act of 1976, the stated purpose of which was:

> …to require California school districts to offer bilingual learning opportunities to each pupil of limited English proficiency enrolled in the public schools and to provide adequate supplemental financial support to achieve such purpose. Insofar as the individual pupil is concerned, participation in bilingual programs is voluntary on the part of the parent or guardian. (*Article 3 added by Stats. 1977, Ch. 36.*)

The California law stated a bold and visionary purpose, yet the road to implementation was difficult. Before Proposition 227 was approved by the voters in 1998 to nearly ban bilingual education, districts in California developed programs that used students' primary languages in various ways. Some programs in the 1970s were designed with English and Spanish teachers teaming 50% of the time to develop students' literacy in both English and the primary language (as told to the author by Sam Aleman, Jr., former student at Nestor School, South Bay Union School District. This biingual program was led by Adel Nadeau.) Other schools implemented transitional bilingual education that focused on using the primary language for developing basic skills and access to subject matter learning for the least amount of time possible before placing them in English-only instruction. The campaign for Proposition 227 insisted, without evidence, that bilingual education was a failure—whereas fewer than 30% of English learners (ELs) were actually in any kind of bilingual program in 1998. Nevertheless, anti-immigrant feelings at the time were used to convince 60% of California voters to approve it, greatly limiting the schooling options permitted to EL students from 1999 through 2016.

That dark period had some bright spots, such as the adoption of the first State Seal of Biliteracy in 2012 and the rise of dual language education program models, especially those that served two linguistic groups in the 2-way model. Schools responded to parental requests to continue to improve bilingual programs, although the number of EL students in bilingual programs had declined dramatically to fewer than 10% while the number of English-only students in bilingual programs increased. California developed standards for English language development (ELD) in 1999, followed by a standardized test for identifying EL status and monitoring progress toward proficiency through the California English Language Development Test (CELDT) in 2000. By 2012, new ELD standards were adopted with a new test, the English Language Proficiency Assessments for California (ELPAC), and in 2015, California adopted the first-ever educational framework to integrate English language arts (ELA) with language acquisition and development (ELD) in an interdisciplinary approach—the California ELA/ELD framework. Then, good news! In 2016, Proposition 58 repealed Proposition 227 in a landslide of 73% of the vote. With the subsequent adoption (2017) by the State Board of Education of the EL Roadmap policy, California is set to resume the progress that will lead to better instructional program options in bilingual settings. Looking back on Lau v. Nichols and all that followed, we see there has indeed been progress:

> Indeed, the courage and triumph of the Chinese-speaking students in Lau has directly led to greater educational opportunities for millions of students speaking a wide range of languages across the United States. By 2020 public schools nationwide enrolled approximately 5 million ELs, or about one in every 10 public school students. These included millions of Spanish speakers, hundreds of thousands of Arabic and Chinese speakers, and tens of thousands of speakers of Vietnamese, Portuguese, Russian, Haitian Creole, Hmong, Urdu, Korean, French, Swahili, Somali, and Tagalog. Remarkably, the Department of Education estimated that over 98% of these ELs participated in an EL program during the 2020-21 school year. The widespread adoption of these programs is a testament to the significance of Lau. (Department of Justice, 50th Anniversary of Lau v. Nichols).

Now, it is time to look forward, harness our resources, and continue collaborating for the good of all students in California. **At CABE, our vision for the future of California's public education system is biliteracy, multicultural competency, and educational equity for all.** By considering areas of need to change and areas of success to promote, it will be possible to look forward to 2034 and beyond. The EL Roadmap policy is based on four principles according to the Califonia Department of Education (CDE): 1) assets-oriented and needs-responsive schools; 2) intellectual quality of instruction and meaningful access; 3) system conditions that support effectiveness; and 4) alignment and articulation within and across systems. According to the CDE, the ELA/ELD framework is intended to:

- provide instructional guidance and lesson ideas for teachers
- translate research into practice
- guide districts in curriculum development and program design
- guide professional learning and leadership
- direct publishers to provide high-quality materials to teachers of ELs.

ELs are not a monolithic demographic group, and although approximately 80% speak Spanish, the other 20% speak dozens of languages from all corners of the world. At the time of this writing, according to the California Department of Education, there were 1,074,833 ELs in the 2023-24 DataQuest report. Of those, 869,438 spoke Spanish as a home language. The next largest group was Mandarin Chinese (22,243), followed by Vietnamese (19,938). The remaining 17% of ELs in our California schools speak an amazing variety of world languages.

An area for improvement in the future is to focus on meeting the needs of multilingual learners who speak languages other than Spanish or even the top ten languages taught in dual language immersion programs or secondary world languages courses. Often, these ELs are part of small populations scattered geographically across the state. When these students enroll in schools and districts with no prior experience with serving their linguistic and cultural groups, they may face unnecessary academic, linguistic, and sociocultural challenges.

For example, of the 4.9% of total California K-12 students identified as African American, how many are recent immigrants from Africa, the Caribbean, or Central and South America who speak Haitian Creole, Swahili, Igbo, Portuguese, or other languages? Dr. Ayanna Cooper recently asked that and more during a virtual session entitled *Young, Bilingual, and Black: Supporting Black DLLs/ELs 0-8*. The session was arranged by Catalyst California and held on June 3, 2024. Dr. Cooper asked, *Who are California's multilingual English learners who are identified as Black? How are their stories included and shared as part of advocacy efforts for linguistically diverse students? What are their needs and the needs of educators who support them?* A quick search of DataQuest made it appear we could not answer her basic question with our current data system. Dr. Cooper shares stories about Black ELs being underserved because they are a "subgroup of a subgroup." She told of one student in a summer school English-as-a-second-language (ESL) class who was shooed away by someone assuming he was a Black American and didn't belong there, saying, "Hey, come on, you're not in ESL." Dr. Cooper estimates there are 200,000

Black ELs in our K-12 schools in the United States and urges advocates for immigrants and multilingual learners to do more to meet their needs.

There are also languages other than English and Spanish that have very long histories in California since time immemorial. Dr. Bárbara Flores (professor emerita from California State University, San Bernardino, a former CABE president, and current CABE Director of Financial Affairs) frequently shares her desire for CABE to support speakers of languages beyond English and Spanish, especially those of our indigenous brothers and sisters who want to reclaim their heritage languages (At time of this writing, she did so at the CABE board installation dinner on June 14, 2024). California's earliest people included over 100 tribes speaking at least 64 distinct languages. When Europeans arrived and began conquering and colonizing California, their coercive methods and harmful practices, including cultural and linguistic oppression and violence, led to a population decline from 300,000 before colonization to 16,000 by the year 1900, accompanied by severe language loss.

Recently, the Native People of California have focused their efforts on revitalizing indigenous languages, including the Kumeyaay language in San Diego County. Dr. Stanley Rodriguez teaches the Kumeyaay language at Kumeyaay Community College. The First Nations organization has provided a $50,000 grant for Cahuilla language after-school programs in Anza, California. The California State Seal of Biliteracy was awarded for the indigenous Yurok language of Humboldt and Del Norte Counties in Northern California in 2023. CABE supports these efforts and develops K-12 heritage language programs to prevent further language loss. [*Editor's Note: The CABE 2025 annual conference will feature CABE's first-ever Indigenous Languages Institute on Saturday, March 29th.*]

An area of success to continue to promote is the expansion of and increase in dual language programs, both developmental bilingual programs for large communities of the same home language group, one-way dual language programs for English-only students to learn a second language, and two-way dual language immersion programs for two different linguistic groups of students to acquire and develop their two languages in the context of schooling. As part of this expansion, and for English-only students and ELs who know many world languages beyond Spanish (one of our heritage California languages), CABE supports pathways from preschool to high school for students to earn the State Seal of Biliteracy—and even beyond K-12 as is exemplified by the University Seal of Biliteracy and Cultural Competence at San Diego State University.

May we all march onward with CABE toward linguistic and educational justice for all!

References are available on page 7 of the appendix.

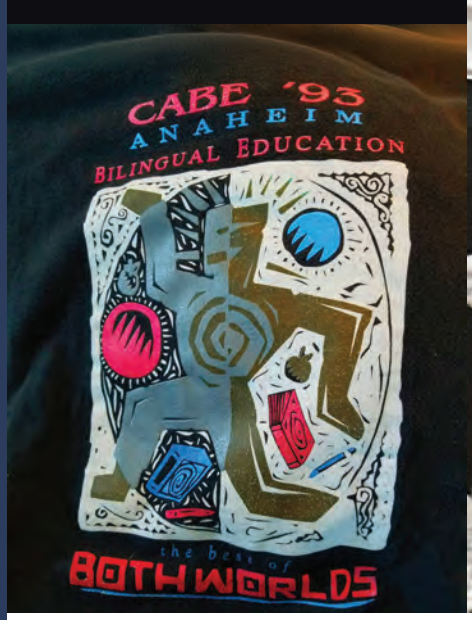


Photo of Sally's T-shirt from her first CABE conference in 1993

MY FIRST CABE CONFERENCE:

BILINGUAL EDUCATION, THE BEST OF BOTH WORLDS!

Sally Fox, M.A.
Education Policy Analyst
California Association for Bilingual Education

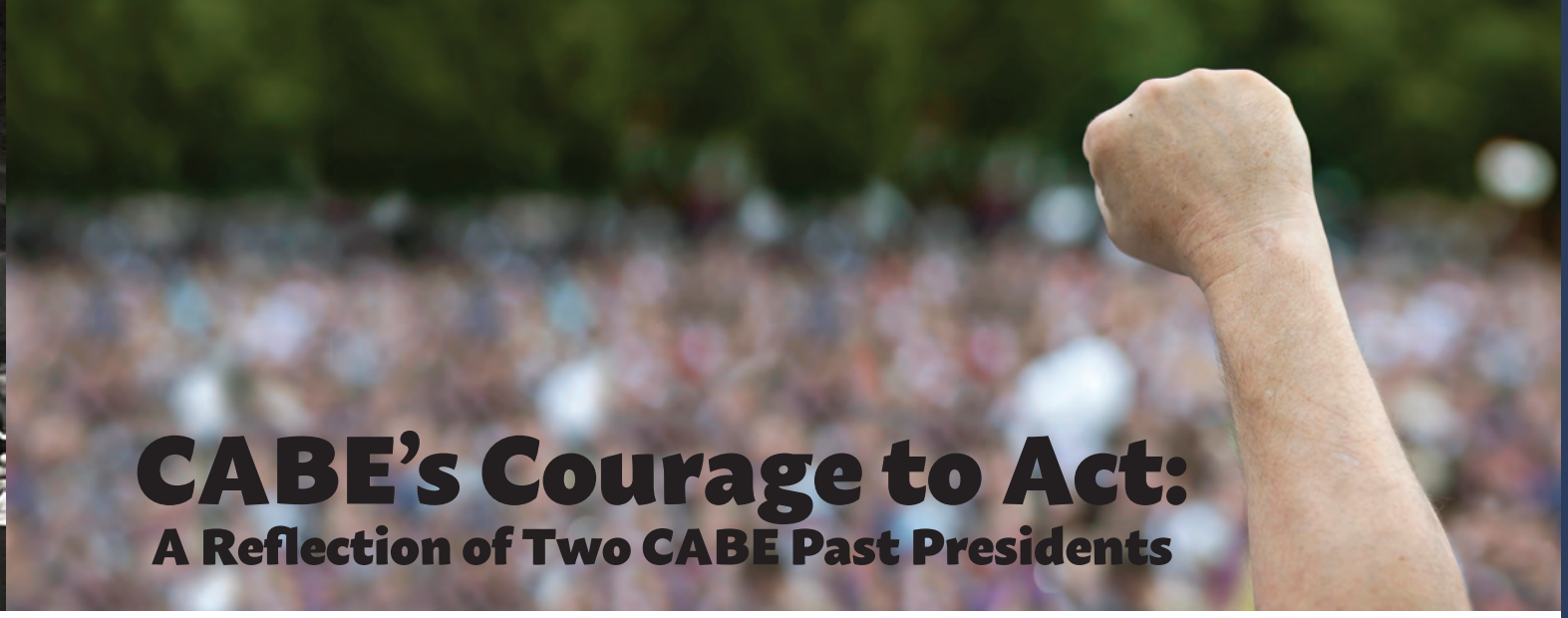
I was a new teacher with just a year of experience under my belt.
My principal called me.
"Would you like to attend the CABE conference?
The teachers association is paying for two teachers from our school to go."
"Yes!" I was eager to go and learn.

I arrived in Anaheim and was fascinated by the pageantry, the art, the music, and the feeling of *familia*.
Then I went to the general session — Paulo Freire from Brazil!
I attended a cooperative structures workshop by Spencer Kagan!
I learned about whole language for bilingual education!
I passed Paulo Freire in the hallway! WOW!

So many language acquisition and bilingual education luminaries!
Ada! Calderón! Flores! Freeman! Kinsella! Krashen! Montaño-Harmon! Nadeau!
Ochoa! Quezada! Shin! Snow! Wink! Wong Fillmore!

I'm so thankful for my principal's call and for my union's offer of financial support.

CABE 1993 opened my eyes and improved my practice.
It was the first of many and had a huge positive impact on my career.
CABE and bilingual education really are the best of both worlds!



CABE's Courage to Act:
A Reflection of Two CABE Past Presidents

Martha Hernández, M.A.
CABE Past President (2005-2007)
Executive Director, Californians Together

Shelly Spiegel-Coleman, M.A.
CABE Past President (1985-1987)
Strategic Advisor, Californians Together

> *"Every moment is an organizing opportunity, every person a potential activist, every minute a chance to change the world."*
> —Dolores Huerta

As past presidents of the California Association for Bilingual Education (CABE) Board of Directors, we, along with highly committed board members and staff, seized every possible moment to advocate for our multilingual students, their teachers, parents, and administrators. While twenty years spanned our two presidencies, we both understood and supported the value of active chapters and called upon their leadership to amplify our voices and connect with policymakers statewide. The power of the annual CABE Conference, where thousands of educators, parents, and researchers gathered, provided us with the organizing opportunity to sign letters on key legislative proposals and meet with influential policymakers and speakers—all in the service of advancing the vision of bilingualism and biliteracy in our state.

During our service as CABE presidents, CABE undertook this work when the landscape for bilingual education in California was particularly daunting. It was a period when Californians faced a pervasive anti-immigrant sentiment and a widespread push for English-only instruction. This was exemplified in the mid-1980s when Californians, by a vote of 74%, passed Proposition 63, declaring English as the official language of California. CABE, alongside statewide civil rights organizations, mobilized against this racist and anti-immigrant proposition, which included the following language:

> *Requires Legislature and state officials to take all steps necessary to ensure that the role of English as the common language of the state is preserved and enhanced. Provides that the Legislature shall make no law which diminishes or ignores the role of English as the common language.*

While Proposition 63 created a hostile environment for our students and their parents, it had no immediate effect since no legislation was passed for its implementation. This was followed by the Legislature allowing the original Bilingual Education Act to sunset without reauthorization. Even though new legislation was proposed, it never made it to the governor's desk. The passage of Proposition 187, which sought to deny undocumented individuals and children health services, education, and legal protection, brought thousands of people into the streets in protest. MALDEF (Mexican American Legal Defense and Educational Fund) and META (Multicultural Education,Training, and Advocacy) sued the state of California on constitutional grounds, leading to the landmark US Supreme Court decision in Plyler vs. Doe, which held that states cannot constitutionally deny students a free public education based on their immigration status. This decision continues to protect the rights of newly arriving parents and their children.

Throughout the 1980s, CABE remained steadfast in raising voices for our students and their parents. Bilingual programs faced significant challenges, but with our advocacy and the determination of local communities, these programs were sustained under trying conditions.

In 2001, another significant challenge arose with the passage of the No Child Left Behind (NCLB) federal education legislation and Proposition 227, effectively making bilingual education illegal. CABE played a leadership role in the No on 227 campaign, dedicating countless hours to organizing, fundraising, and leading a coalition of six community and education organizations to defeat an anti-immigrant proposition with the tagline "English for the Children." Despite our efforts, the proposition passed with 60% of the vote.

The combination of Proposition 227 and NCLB threatened the destruction of high-quality programs and the elimination of traditional and dual language immersion programs. Emphasis on short-term test results backed by punitive sanctions narrowed the curriculum, undermined best practices based on scientific research, demoralized dedicated educators, and pressured schools to abandon programs that have proven successful for English learners over the long term. Under pressure to raise test scores, district and site administrators dismantled programs to focus on basic skills and English proficiency, leading to desperate times and desperate decisions in search of quick fixes.

CABE has navigated through some of the most challenging times, yet it has never lost hope as a collective. This steadfast spirit has allowed us to persist and thrive, even in the face of significant adversity. CABE has persisted in the hope that we will someday achieve educational equity for all. CABE's leadership and courage are best reflected in Barack Obama's famous quote on hope:

> *"Hope is not blind optimism. It's not ignoring the enormity of the task ahead or the roadblocks that stand in our path. It's not sitting on the sidelines or shirking from a fight. Hope is that thing inside us that insists, despite all evidence to the contrary, that something better awaits us if we have the courage to reach for it, and to work for it, and to fight for it. Hope is the belief that destiny will not be written for us, but by us, by the men and women who are not content to settle for the world as it is, who have the courage to remake the world as it should be."*

The 2005 CABE conference theme, "The Courage to Act Begins with One Voice," reminded us that courage is caring enough about our values and beliefs to uphold them despite risks, criticism, or anger. It takes real courage to maintain our resolve and renew our commitment to the promise of multiliteracy education. Courageously, we must continue to stand up and speak up for what truly matters: the educational success of our multilingual learners.

As CABE presidents, we learned many valuable lessons. We realized that CABE is more than a single person; each and every one of us possesses incredible power to make a difference. It is all of us working together with a common voice and vision. We learned that our collective voices cannot play it safe, and we cannot compromise the limitless potential of California's English learners.

With your support, CABE will continue to hold fast to its vision of biliteracy and educational equity for all children. CABE's courage to act over the past 50 years has been remarkable and has contributed to the wave of support for biliteracy we have witnessed over the past 12 years since the passage of the State Seal of Biliteracy legislation. CABE will not negotiate away our children's hope for excellence and success. CABE hears the voices from the classroom and will continue to create and fight for powerful programs that help California's multilingual learners become bilingual, biliterate, bicultural, and academically successful.

The courage to act takes one voice—your voice. We must remember that we are CABE, so each of us must stand up and speak up for biliteracy as the default program for multilingual learners, for comprehensive literacy programs that implement the state's ELA/ELD (English Language Arts/English Language Development) Framework, for a robust teacher pipeline of high school graduates who earned the State Seal of Biliteracy and are recruited into teacher preparation programs, and for a state accountability system that is asset-based and uplifts literacy in multiple languages.

We must:
Stand up and speak up for multilingualism!
Stand up and speak up for diversity!
Stand up and speak up for our students!
We invite you; we challenge you to stand up and speak up!
Who out there will stand up and speak up?

The time is now.

Voices Unidas

Berenice Pernalete, M.A.
Director, Instituto Mundo Verde

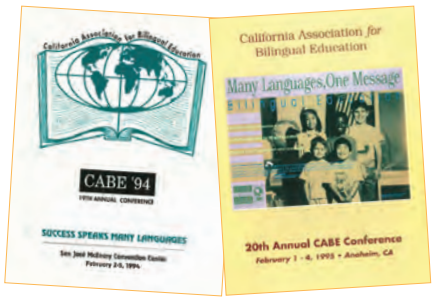
En un mundo where languages dance,
Donde las culturas se entrelazan en cada chance,
Nuestras raíces fuertes se despliegan,
With wings of hope, avanzan y llegan.

From early steps to higher dreams, we strive,
A través de la alfabetización bilingüe, our spirit comes alive,
Mundo Verde, guiding light so bright,
En amor y justicia, knowledge takes flight.

Equity in every voice we hear,
En la diversidad, our hearts cheer,
Building bridges, hearts, and minds,
Una familia global, unida en ties that bind.

For fifty years and more, we'll see,
Sueños bilingües, our legacy will be,
With CABE's vision, bold and free,
Juntos shaping el futuro, tú y yo, sí.

HACE 30 AÑOS



Jorge Dueñas, M.A.
Marysville Joint Unified School District

The English translation is available in the appendix of the online version:: https://www.gocabe.org/index.php/multlingualeducator_publication/

Mientras celebramos el 50 aniversario de CABE, tuve que transportar mi mente al pasado. Recordando a aquel joven de 14 años, que acababa de llegar de México con un bagaje de conocimientos en historia, matemáticas, ciencias, literatura, con su amor por la arqueología y los hechos históricos. Venir a una nación con una cultura e idioma diferente. Buscando pistas y señales para sobrevivir y encajar.

Ese joven bien hablado se quedó en silencio, confundido, tratando de usar sus habilidades para resolver cuestiones y problemas. Las ecuaciones algebraicas se convirtieron en simples problemas de suma y resta. Los estudios y conocimientos sobre historia, espacio, aztecas, mayas, toltecas, se convirtieron en una repetición de sonidos sin conexión con los conocimientos ya incrustados en el cerebro.

El amor por la escritura, la poesía, se convirtió en un proceso cotidiano de copiar una enciclopedia, página por página, palabra por palabra, con la petición del maestro de intentar pronunciar tranquilamente cada palabra que se copiaba.

La verdad es que aquel joven de 14 años se convirtió en un aprendiz secreto. Leía en casa cada periódico, mensaje, revista o libro que aparecía en el idioma que un día fue su mayor herramienta de aprendizaje, pero que ahora se consideraba un obstáculo. ¿Cómo algo que abrió el camino al aprendizaje podría ser tan malo para el progreso y futuro de un estudiante?

El joven pudo sobrevivir y su aprendizaje continuó en secreto. Lentamente adquirió el lenguaje para sobresalir y luego para desempeñarse académicamente. Los profesores se atribuyeron el mérito, pero no sabían nada del aprendizaje secreto. Tomó años para que este joven comprendiera que indirectamente había estado procesando debido a su propio programa de educación bilingüe. No era el mejor sistema, pero funcionó.

Unos años más tarde, gracias a un programa de acción afirmativa, este joven se convirtió en profesor. Una vez en su salón de clases, encontró estudiantes que compartían orígenes e idiomas similares. Este nuevo maestro tuvo que enfrentar los mandatos del estado, del distrito, y la dirección del director y los maestros a cargo.

La dirección era limitar el uso de la lengua materna y brindar educación multicultural a estos estudiantes que venían de otro país. La educación multicultural los estaba educando sobre las costumbres y tradiciones de esta nación. Había ido en la misma dirección que su experiencia en la escuela, con la excepción de que los estudiantes no copiaban enciclopedias.

Hace poco más de 30 años, otro maestro compartió información sobre una conferencia estatal llamada CABE. El quedó intrigado y solicitó que se le permitiera asistir a la conferencia, pero la petición fue denegada. Ahorró su dinero y pagó sus propios gastos, lo que repitió muchas veces a lo largo de su carrera.

Asistir fue como ir a un mundo diferente. Había muchos profesores, padres y personas como él. Ellos tenían mucha experiencia y conocimientos. Estaban compartiendo materiales, ideas, investigaciones y apoyo. Fue un cambio de vida total. Se fortaleció tanto que continuó su educación, especializándose en educación bilingüe y educación multicultural.

Le llevó años comprender que los profesores que encontró en su escuela secundaria no eran malos profesores. Simplemente no sabían cuáles eran las necesidades. No conocían el proceso de adquisición del lenguaje. No sabían que un niño de otra cultura, país o idioma diferente no viene con el cerebro vacío. Simplemente vienen con un idioma diferente y una gran cantidad de conocimientos. No sabían que la ignorancia puede herir y matar el espíritu del estudiante que quiere aprender, y más que ya se encuentra en una situación frágil debido a los cambios, la confusión, a veces la violencia, la discriminación, los estereotipos.

The English translation is available on page 9 of the appendix.

Historical Perspective: Language and Legislation

Lilia Castillo, M.A.
Dr. Augustine Ramírez Intermediate School
Corona-Norco Unified School District

The United States has historically been and continues to be a multilingual/multicultural mosaic in its demography. It has a long precedent of schools teaching languages other than English. In the second half of the 19th century, several states passed laws that authorized bilingual education (Calderón, 2020, p. 162).

Brown v. Board of Education in 1954 is one of the most significant Supreme Court decisions of the 20th century. This pivotal moment initiated the process of ending the segregation by race of children in public schools. This decision, rooted in the Constitution's principle of racial equality, sparked a complete revolution in the nascent civil rights movement. It played a crucial role in making equal educational opportunity a central focus of educational policies. It led to initiatives like the National Defense Education Act of 1958, which promoted extensive foreign language programs for language-majority speakers (Jong, 2011).

The Bilingual Education Act (BEA), Title VII of the Elementary and Secondary Education Act of 1968, introduced by Senator Ralph Yarbrough, was the first piece of United States federal legislation recognizing the needs of students with limited English-speaking ability (LESA). The BEA established the first national policy aiding students of LESA. Passed on the heels of the Civil Rights movement, its purpose was to provide school districts with federal funds through competitive grants to establish innovative educational programs for students with limited English proficiency (LEP). While the BEA addressed all linguistic minorities in the country, the act's passage was spearheaded by Spanish speakers. However, "note that Yarborough presents bilingual education as a remedial program, not an enrichment program like the bilingual education program" of 1958 (Jong, 2011).

In 1974, Congress amended the BEA of 1968 to clarify the intent and design of programs for LESA students—two of the most critical events to influence the 1974 Amendments. *First*, in the Lau v. Nichols case, although the lower courts disagreed that equal education was being denied, the Supreme Court overruled the lower courts, arguing that the same facilities, textbooks, teachers, and curricula do not constitute equal education. The influence of Lau on federal policy was substantial. After the Court's decision, the U.S. Department of Health, Education, and Welfare created the Lau Remedies (Wright, 2010). *Second* is the Equal Educational Opportunity Act. It also affected the education of LESA students by "taking appropriate action to overcome language barriers." This law extended the Lau v. Nichols decision to all districts, not only those receiving federal funding (Jong, 2011). The Act defined bilingual education as one that provides instruction in English and in the native language of the student to allow the students to progress effectively through the educational system. (Figure 1).

In 1981, the U.S. Court of Appeals for the Fifth Circuit found in favor of the Castañedas in the case Castañeda v. Pickard. As a result, the court decision established a three-part assessment for determining how bilingual education programs would be held responsible for meeting the requirements of the Equal Education Opportunities Act of 1974. The Castañeda standard mandates that programs for language-minority students must be: 1) based on a sound educational theory; 2) implemented effectively with sufficient resources and personnel; and 3) evaluated to determine whether they are effective in helping students overcome language barriers (Wright, 2010).

Historical Trends in Migration and Immigration in the U.S. and the Impact on Education: Most schools introduce strategies to promote all students' learning and personal

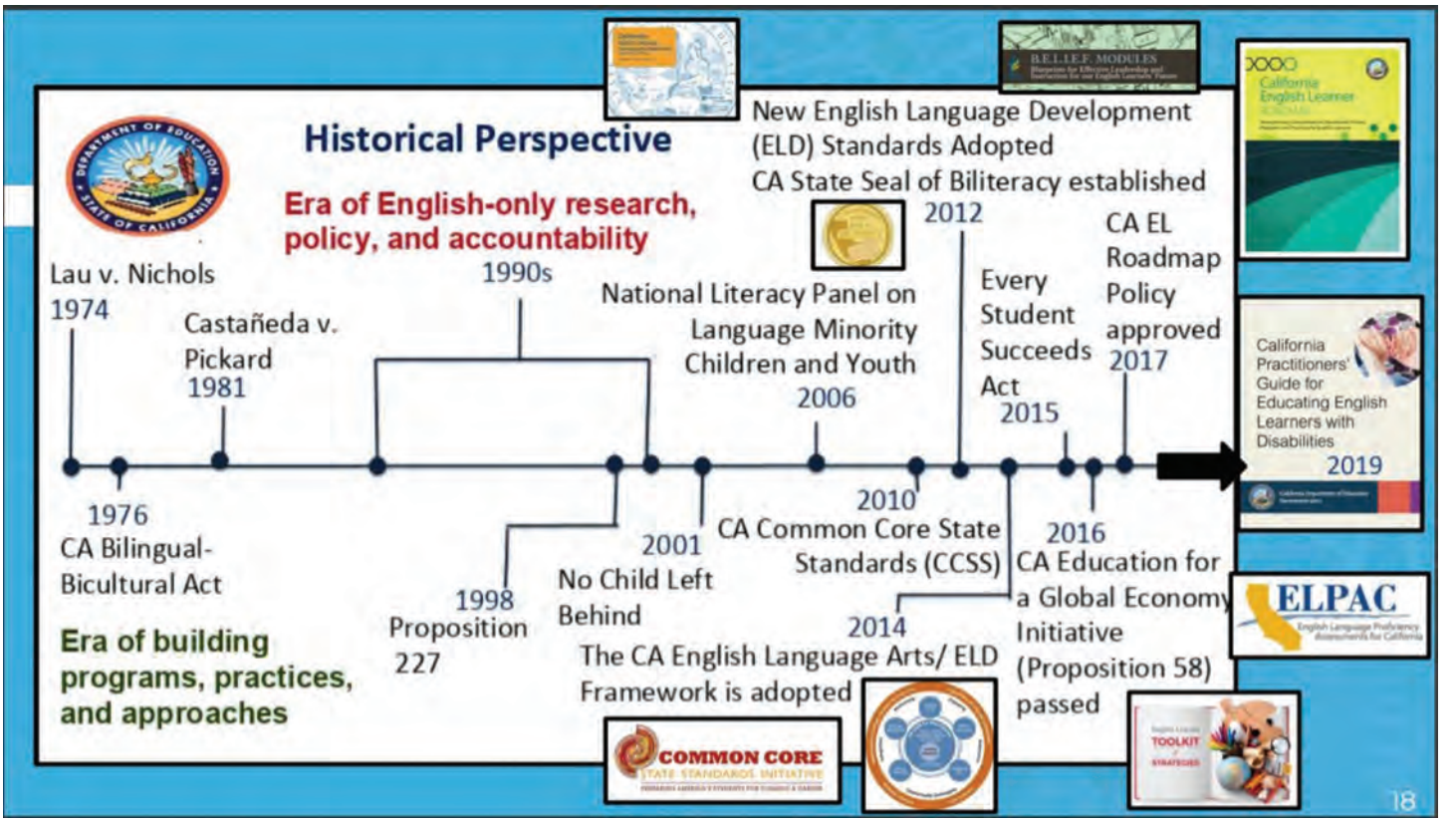


Figure 1. *Historical Perspective Graphic (CABE Professional Learning Services)*

development. Curriculum measures refer to changes or adjustments made to respond to individual differences and diverse backgrounds, and the teacher has promoted methodology to address diversity in classrooms and relationships. This is because cultural diversity is part of our daily activities. According to the Foundations of Dual Language Instruction, "Teachers need to develop an understanding of the nature of culture and the implications of diversity in the classroom" (Nationality et al. and the Language We Speak, p. 3).

California schools have diverse multilingual learner strengths, needs, and identities. They prepare graduates with the linguistic, academic, and social skills and competencies required for college, career, and civic participation in a global, diverse, multilingual world (Calderón, 2020, p. 172).

Since the passing of Proposition 227 (1998) in California, much has changed in the way of English learners and bilingualism in public schools as the "use of languages other than English for instruction" (Calderón, 2020, p. 163). The traditional bilingual programs existing before Proposition 227 were specifically designed for English learners only, primarily native Spanish speakers. Although some of these bilingual programs included heritage or primary language instruction in the early grades, Spanish instruction was eventually replaced with English instruction, often by the 5th grade.

In 2012, the law creating a State Seal of Biliteracy (SSB) was passed and signed by the governor of California. California school districts recognize students for their successful academic achievement in English and other world languages by supporting them in earning the SSB. High school seniors can obtain the official SSB on their diplomas and transcriptions. The school district can administer the SSB free of cost to English learners and other students. In addition, English language development (ELD) standards were revised in 2012 and point to acquiring a second language. These ELD standards identify the language skills that ELs (English learners) should develop to achieve the command of English that native speakers already have when they arrive at school and continue developing all their lives.

In 2015, California demonstrated that biliteracy is valued by adopting the ELA (English Language Arts)/ELD framework. This document makes it explicit that the primary languages EL students bring to school are considered important resources, valuable in their own right, and especially as a base from which to develop English as an additional language. Throughout this ELA/ELD framework, shifts that have significant implications for assessment are evident. (Curriculum Framework and Evaluation Criteria Committee, 2015). Notably, the standards recommend that language and literacy learning be connected with the academic disciplines from the earliest grades onward (Figure 2). Assessment, then, should enable educators to determine a student's trajectory in developing proficiency in language and literacy within and across the years and the disciplines. Both sets of standards, as discussed throughout the ELA/ELD framework, also constitute shifts that have significant implications for assessment. (Curriculum Framework and Evaluation Criteria Committee, 2015, p. 821).

Proposition 58 is known as the California Multilingual Education Act of 2016. It is also known as EdGE: Education for a Global Economy (Calderón, 2020, p. 163).

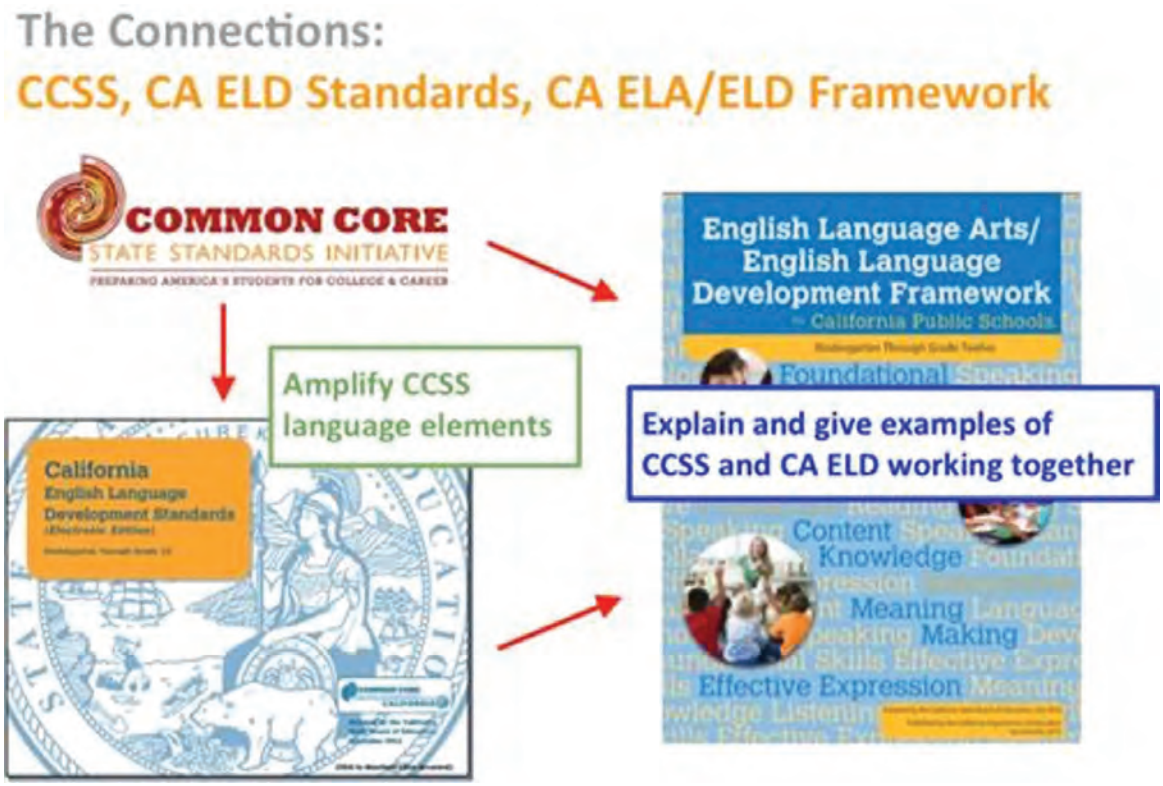


Figure 2. *The Connections: CCSS, CA ELD Standards, ELA/ELD Framework (CABE Professional Learning Services)*

Proposition 58 repealed Proposition 227, which increased the number of dual language immersion programs in California. Proposition 58 shows that "students can learn English through multiple programs outside of English immersion class" (Hopkinson, 2017). The school has the flexibility to design its programs to suit the needs of both ELs and students already proficient in English who want to learn another language. Moreover, teachers are expected to be proficient in both English and the non-English language they will be teaching and have a bilingual authorization or credential. California has dual immersion programs for Spanish, Korean, Mandarin, Vietnamese, and many other languages.

Since 2017, the English Language Proficiency Assessment for California (ELPAC) has been the mandated state assessment for determining English language proficiency (ELP). It is an initial assessment of newly enrolled students whose primary language is not English, as a Home Language Survey (HLS) indicates. ELPAC is aligned with the ELD standards and assesses listening, speaking, reading, and writing. Instead of assessing language out of context, this rigorous language assessment is also contextualized and embedded in the content (Calderón, 2020, p. 174).

The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017. This policy guides local educational agencies (LEAs) in welcoming, understanding, and educating the diverse population of English learners attending California public schools. The California EL Roadmap supports LEAs as they implement the EL Roadmap Policy. Many ELs represent the newest members of our society who bring skills in their primary language. The EL Roadmap policy explicitly focuses on ELs in the context of the state's efforts to improve the educational system: standards, framework, assessment, educator quality, preschool, family support, community involvement, and higher education. This approach promotes continuous improvement in these areas and their interrelationship with the diverse population of ELs.

Changes in bilingual education legislation reflect an evolution in public opinion as the United States accommodates new waves of immigrants. Though students with limited English proficiency (LEP—now known as EL) have been controversial at times, legislation has evolved to meet these students' needs better. The 2016 legislation reflects the belief that school districts should provide a variety of alternatives to enable their EL students to reach proficiency in English and to be academically successful since research shows multilingual proficiency strengthens how the brain functions and bilingualism is associated with more cognitive flexibility and better problem-solving abilities (Calderón, 2020, p. 165). Also, dual immersion programs promote and validate bilingualism. The students who can read, speak, understand, and write a second language along with English will have the opportunity to obtain the official State Seal of Biliteracy (SSB) recorded on their diploma and transcriptions; this is of much value to students as they apply for college and enter the workforce. Also, two languages open more opportunities in a global economy.

References are available on page 11 of the appendix.

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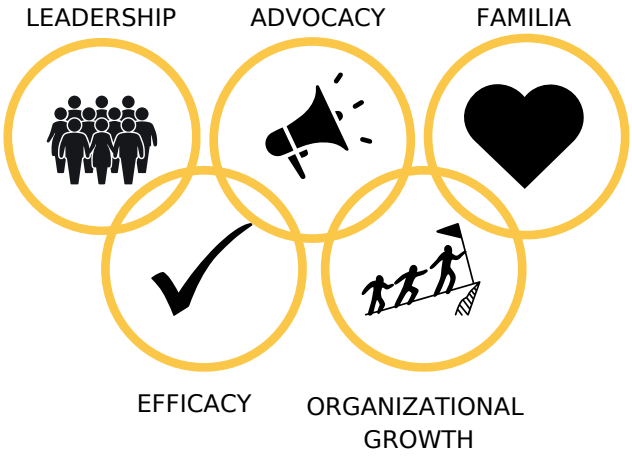

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Documenting My Journey of How an Emergent Bilingual Child is "Learning to Read While Writing": "Coming to Know" Literacy & Biliteracy in L1 and L2

Bárbara Flores, Ph.D.
Professor Emerita, CSU San Bernardino
Past CABE Board President, current Director of Financial Affairs

Introduction

In 1980, 45 years ago, I had a compelling curiosity about English learner/emergent bilingual/multilingual children's "coming to know" how to write in L1 and L2. That is, how do children develop their understanding, learning, and thinking of how written language is used to communicate? At the time, I had been studying the knowledge base among theoreticians, researchers, and teachers related to how children learn/develop oral language and beginning literacy (writing/reading) in L1 and L2 in the United States, New Zealand, and Argentina. I was fascinated and eager to learn how the minds of our 5- and 6-year-old children developed into literate and biliterate writers/readers.

This article's goals are threefold: 1) to provide a brief sociohistorical background of the salient research and theoretical knowledge on the development of children's early writing in English and Spanish during the decades of the 1970s and 1980s that impacted the praxis of my action research, teaching, and creation of pedagogy; 2) to present the pedagogical praxis that is aligned with the learning/developmental theories and research related to "learning to read while writing" (although the researchers only emphasized writing development); and 3) to use children's writing samples in vignettes to show how the theories-in-practice on the teaching/learning of beginning writing/"reading" work using Interactive Dialogue Journals.

Sociohistorical Background of a Few Salient Research Studies in the 1970s and 1980s

Decade of the 1970s

During the 1970s, research studies on early writing and reading impacted my praxis. In 1971, in her article "Write First, Read Later," Carol Chomsky posited, "The natural order is writing first, then reading what you have written. To expect a child to read, as a first step, what someone else has written is backward, an artificial imposition that denies the child an active role in the whole process" (Chomsky, 1971, p. 296). In other words, Chomsky (1971) proposed "…that children be permitted to be active participants in teaching themselves to read." (p. 296). At the time, this proposition in the United States was received as revolutionary!

Several other researchers, Marie Clay (1975) and Ken and Yetta Goodman (1979) made the same discovery that learning to write also develops reading, which further motivated my continued research in interactive journal writing.

In 1979, I made a key discovery of the work of Emilia Ferreiro and Ana Teberosky's theoretical research (1979) on how 4-, 5- and 6-year-old Spanish-speaking children in Buenos Aires conceptually interpret written language. They documented behavior patterns, longitudinally, of how children's conceptual interpretations of the alphabetic system of Spanish evolve

until they know how adults use the Spanish alphabetic written system to write and read. As I describe further, this was to be a missing link in my quest to examine and understand ***"how learning to write can lead to learning to read."***

The Decade of the 1980s

In 1980, Milz wrote an article titled "First Graders Can Write: Focus on Communication," which described various ways children used written language to communicate—correspondence between pen pals, journals to record information, story writing, and personal journals. It was the personal journals that caught my eye and had some influence on what I would come to call the Interactive Dialogue Journal. Her first graders, however, were already writing alphabetically. And, she responded to them after school or at home without her mediation because the children could already read her entries. However, my interest was in how journals could develop their writing and reading development in this social context as an interactive process.

> ***"What is important to note is that [Alicia] is not afraid to talk and write her way because her writing and talking in Spanish, her second language, are respected."***

In 1985, Sulzby and Teale posited a few revolutionary claims that reinforced my research goals. They found that "Researchers have begun to detail ways in which reading, writing, and oral language support each other in young children's development. From all the descriptions found in the articles on early writing in this issue, we see that producing a written message brings together reading and writing processes" (Sulzby & Teale, 1985, p. 10); "Thus, reading and writing are not separate in the child's learning, nor do they develop sequentially. Instead, the two processes are mutually supportive and are intimately related to oral language" (p.11). "We have used the term ***emergent literacy*** as a descriptor of the recent shift in perspective of children's developing reading and writing…The young child is developing as a reader-writer, not as one or the other." (p. 11) So, now learning to write and to read were viewed as an integrated process. But no one had yet openly stated that as the children engaged in writing their way, they were also "learning to read while they were writing." Thus, my journey continued, and my goal became more visible.

Designing Pedagogy and Using Learning/Developmental Theories and Research that Aligned with Writing/Reading Relationships

The next challenge propelled me to co-create pedagogy/instructional practices with real children and real teachers in real classrooms that aligned with how the children developed and learned to write and read in L1 and L2. In other words, how could the theoretical and research knowledge be used in classrooms to help children ***"learn to read and write while writing?"***

So, in 1984, I embarked on a collaborative project that analyzed the use of personal journals in the classrooms with 15 of my graduate students at Arizona State University. I published an article by Flores & García (1984) titled, "A Collaborative Learning and Teaching Experience Using Journal Writing". It described the many aspects of that action research project and included data on just about everything that took place in the classroom related to journals, such as the type of paper used, logistics on how to respond, when to respond, management, directions, and storage, etc. were all decided and refined. Instead of just calling it "Journal Time", I decided to name it, **Interactive Dialogue Journals** mainly because of Vygotsky's tenet that knowledge is constructed based on social interactions (language (oral/written) use.

We experimented with using interactive dialogue in the teachers' classrooms. Subsequently, other case studies and publications regarding using Interactive Dialogue Journals ensued (Flores & Hernandez, 1988; Flores, 1990; Diaz & Flores, 2001; Flores, 2009). And, critically, the term "journal writing" evolved, renaming it "Interactive Dialogue Journal" because the way children ***"learned to read and write while writing"*** was through interactive (oral/written) dialogue with the teacher. At this point, theory and action research came together to establish a solid foundation for ***"how children learned to read and write while writing"*** by using ***Interactive Dialogue Journals*** in this social context.

How Interactive Dialogue Journals Work

The ***Interactive Dialogue Journal*** is used daily by the teacher and every student in the classroom (Diaz & Flores, 2001, p. 34). This is accomplished by having students use a blank sheet of paper in the journal, select a topic, draw a picture, and then write something in their own way about the picture. The child then reads his or her entry aloud to the teacher because the teacher cannot yet read the child's written language. The teacher accepts the child's "reading" of the text, noting the child's writing behavior and naming the developmental level to herself or himself. Next, the teacher, on a one-on-one basis, authentically responds to the child's message both orally and in written language; that is, as she or he writes, the teacher says the words in a syllabic cadence so that the written text matches the oral text. Then, she/he rereads the text response in a natural flow/cadence/prosody, sweeping the forefinger under the written text, thus demonstrating proficient reading. This description of an everyday classroom practice contains a treasure trove of theories-in-action for longitudinal research and the hard work that led me to show how children ***"learn to read and write while writing"*** using Interactive Dialogue Journals.

Why Interactive Dialogue Journals Work

Vygotsky's (1978) sociocultural theory made an essential contribution to our understanding of how the Interactive Dialogue Journals would work. It posits: 1) that knowledge is socially constructed through social interactions (dialogue); 2) that the language used by teacher and student becomes internalized thought; 3) that the teacher creates zones of proximal development whereby the children can move from their developmental level to the potential with the teacher's meaningful language (oral/written) interactions; and 4) that the teacher deliberately mediates to advance the child's development and learning through language use and metalinguistic talk. Every time the teacher responds to the child, she/he demonstrates the potential—proficient writing and reading.

Thus, the teacher's role is vital. That is why we created the concept of ***teachers as "sociocultural mediators"*** (Diaz & Flores, 2001) who play a key role in organizing educational success by teaching to the children's potential through social interactions/dialogues while communicating via the Interactive Dialogue Journals.

We also learned from Ferreiro and Teberosky's theoretical research (1979; 1982) that young children interpret written language differently than adults (in Spanish); thus, we could now name the children's developmental levels/conceptual interpretations of written language—presyllabic, syllabic, syllabic alphabetic, alphabetic. So, every day, as each teacher responded authentically to each child, the teacher could also name the developmental conceptual interpretation of each child in her/his mind.

Lastly, Freire's (1970) notions that every subject/child/learner is capable of generating knowledge about any cultural object in his/her world led us to respect and value each knowing subject/child/learner's generative capacities. How would that look in Interactive Dialogue Journal writing? We decided to tell the children to write their way. And, since we couldn't read their writing, they would have to read it to us. And vice-a-versa. We would read our writing aloud as we wrote it because the children could not read our writing either. As a byproduct, mutual respect was embedded in our social interactions. Unbeknownst to us, the children were also ***"learning to read and write while writing"*** their way and through the teacher's deliberate oral mediation of saying the words syllabically as she/he wrote the daily response in front of each child and then also rereading it with a natural fluency/flow/prosody.

Engaging the Children in Proficient Reading through Interactive Dialogue During Writing/Reading (Literacy/Biliteracy)

Plus, we learned that the teacher needed to know how to teach within the zone of proximal development by deliberately mediating and using specific metalinguistic talk about the writing/reading process in the social act of communication during their journaling time. So, how would we organize teaching "to the potential" and make visible how proficient reading works? We decided to make Goodman's (1970, 1973, 1993, 1994, and 1996) sociopsycholinguistic theory of proficient reading visible by orally reading our written text syllabically and rereading aloud our written dialogue using our forefinger under the text to demonstrate fluency/flow/prosody. Ken Goodman states, "A proficient reader uses their background knowledge, the cueing systems (pragmatic, semantic, syntactic, graphophonic, orthographic), and the universal strategies of predicting, self-correcting, confirming/disconfirming, inferring to construct meaning."

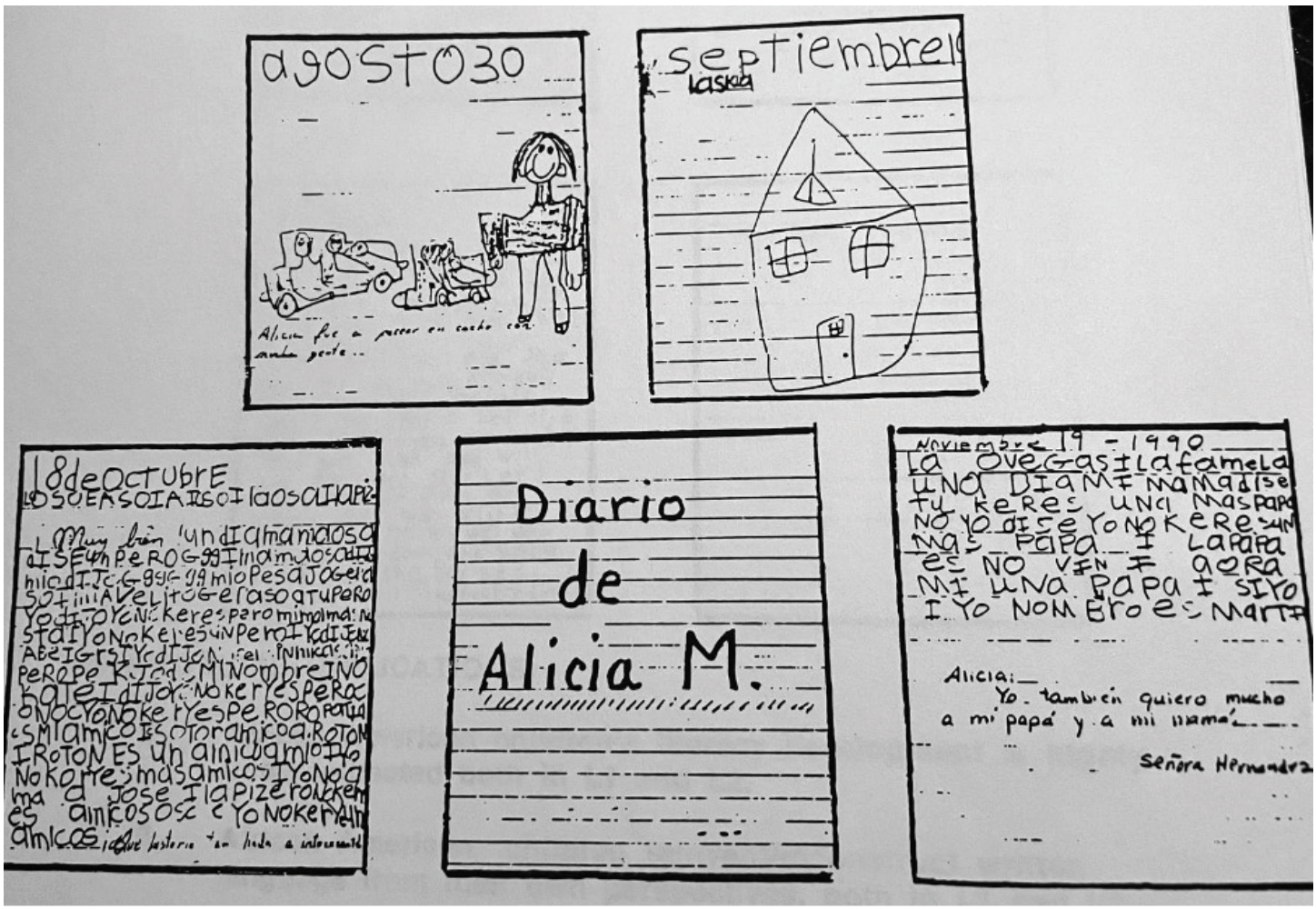
Thus, when the teacher responded to the child's message in the act of writing, she/he was using oral language to connect to the written language for the child; therefore, showing the child, the potential—proficient reading connected to writing as she/he mediated with oral language to show how all the parts (pragmatic, semantic, syntactic, graphophonic, and orthographic systems) work to represent meaning both as she/he wrote it and then reread the text with "fluency/flow/prosody."

By the use of the ***pragmatic system***—we noted the child's tacit knowledge of communication in the social context of interactive dialogue during journal writing/reading; by the ***semantic system***, we mean—the child tacitly knows that written language represents meaning; by seeing the ***syntactic system*** used—the child sees word order/grammar as the teacher orally says the words as she/he is writing; by seeing the use of the ***graphophonic system***—the child is witnessing firsthand the use of the letter/sound correspondences used in the alphabetic writing systems as his/her teacher orally says the words that she/he is writing; and lastly, by showing the orthographic system—the child is seeing how the conventions of writing (use of capitals, punctuation, spacing) and standard spellings are used in the complexity of the **"all-at-onceness"** process of communicating. This is what is meant by the teacher demonstrating proficient reading while writing and then when she/he rereads the response!

The Power of the Concept of All-at-Onceness

Ann Berthoff (1990) used the concept **"all-at-onceness"** to describe how "In composing, everything happens at once or it doesn't happen at all. We don't think somehow wordlessly and put our thoughts into language. We speak and seek for meaning at one and the same time." (p.86) Thus, using the Interactive Dialogue Journal creates an **"all-at-onceness"** that contains all the systems of language where the social interaction both facilitates the joint construction of knowledge and at the same time provides the children the opportunity to internalize the knowledge that is being shared. (Vygotsky, 1978)

As the following vignette demonstrates, we must lead by having the children write their way because, with deliberate mediation



using oral/written communicative social interactions in Interactive Dialogue Journals, the children will also ***"learn to read and write while writing."***

Vignette that Shows How An Emergent First Grade Bilingual Child's Journey in *"Learning to Read and Write While Writing"* Their Way

Vignette
Alicia
Afro Mexicana
First Grader
Emergent Bilingual English/Spanish

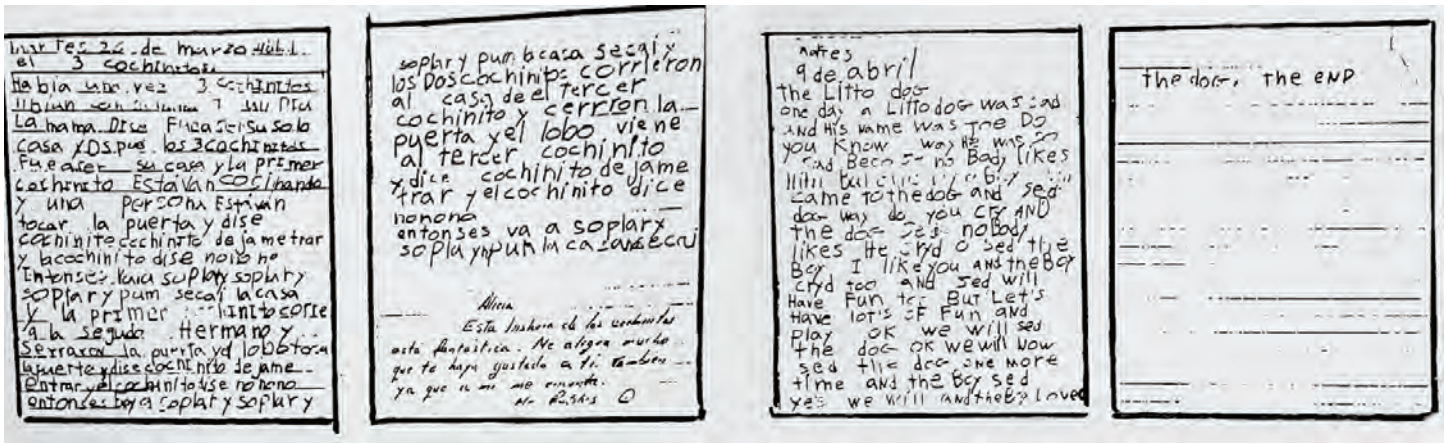
Alicia is in a Spanish/English 90/10 Immersion program in Watts. The grandparents petitioned the Los Angeles school district to make this particular school a Bilingual Spanish/English site because their grandchildren were of mixed heritage (African American and Latino). Alicia's mom and grandmother are African American; her dad and grandfather speak Spanish and are Mexican American. I was brought in to work with the primary bilingual teachers to help them establish beginning literacy and biliteracy instructional practices. Of course, Interactive Dialogue Journals was one of them. These samples are from Alicia's interactive dialogue journals across the school year in first grade.

Alicia's First Grade Journal Writing Samples

Beginning in August, Alicia only drew and described her drawings in English, and her teacher responded in Spanish to the drawings orally. In September, she still draws and only begins to label the objects she draws. Alicia writes (laska) [Reads-La escuela]. Her teacher is still not responding in writing in Spanish. She believes that Alicia needs to speak in Spanish more before she can understand the teacher's Spanish writing.

In October, we witness a spurt of growth in Alicia's entry. She is using all four writing systems (presyllabic, syllabic, syllabic alphabetic, and alphabetic)! As she read the entry haltingly, her oral Spanish language was mixed with single words, phrases, and some English—evidence of translanguaging. She now knew that whatever she wrote was acceptable. Her teacher responded with one sentence about her love for her dad and mother, too. [Alicia: Yo también quiero mucho a mi papá y a mi mamá. Señora Hernández]

November's entry is so fascinating because she now uses the alphabetic writing system and, as evidenced by her Spanish syntax/grammatical structure, she is definitely a second language user of Spanish. *(La ovegas I La famela Una Dia MI MAMA dise tu keres una mas Papa No Yo dise Yo No Kere UN Mas PaPa NO Yo dise Yo NO Keres UN Mas PaPa I La PaPa es*



No VIN I aora MI Una PaPa I SI Yo I YO NOMBro es Martin). Her Spanish syntax is developing; however, she is getting her message across using telegraphic phrases. What is important to note is that she is not afraid to talk and write her way because her writing and talking in Spanish, her second language, are respected. She is a dominant English speaker and, of course, has productive control of the English grammatical/syntactic system/structure.

Alicia's March and April Journal Entries

March and April's entries are absolutely incredible because she is completely alphabetic in both Spanish and English and a "proficient reader while writing" in L1 and L2, i.e., completely biliterate and bilingual at the end of first grade.

In her March entry she is retelling the Three Little Pigs story. *—(3 Cochinitos. Habia una vez 3 cochinitos. Vivian con su mama. Un dia La mama Dise Fu ease su solo casa y Dspues los 3 cochinitos fue aser susa y la prlmer cochinito Estava cocinando y una persona estavan tocar la Puerta y dise cochinito cochinito dejame entrar y la cochinito dise no no no Entonse …soplar y soplar y soplar y pum se cai las casa y la prlmer cochilnIto corre a la segudo Hermano y serraron la puerta y el lobo toca la Puerta y dise cochinito dejame entrar y el cochinito dise no no no entonses boy a soplar y soplar y soplar y pum la casa se cai y los dos cochinitos corrieron al casa de el tercer cochinto y cerrron la Puerta y el lobo viene al tercer cochinito y dice cochinito dejame trar y el cochinito dice nonono entonses va a soplar y soplar y pum las casa se cai).*

Alicia has grown tremendously! Her retelling is superb! Her invented spellings only show that Spanish also has different letter/sound representations for some phonological discrepancies, e.g., /s/ for /c/; /b/ and /v/. Spanish is more phonetic than English; however, the standard orthography is the last cueing system that the children learn and integrate.

The April entry is a story that she narrates and composed in English! *(Martes 9 de abril. The Litto dog. One day a Litto doG was sad and His Name was Joe Do you Know way He was so sad Becose no Body Likes Him But one Day a Boy came to the doG and sed dog way do you cry and the doG sed nobody likes. He cryd o sed the Boy I like you and the Boy cryd too and sed will Have Fun too But Let's Have lot's of Fun aNd play ok we will sed the doG ok we will Now sed the doG one More time and the Boy sed yes we will and the Boy loves the doG. the enD)*

Remember that Alicia was in a 90/10 bilingual first-grade class. Her teacher did not teach English writing and only taught in Spanish 90% of the day. Alicia used her knowledge of the Spanish writing system and applied that written knowledge to her dominant language, English. She used all her funds of knowledge about writing systems to communicate. Another aspect of Alicia's success is her ability to now speak Spanish with her grandfather. It is a sacred gift that she gave him. He had never been able to talk with her for the first six years of her life because he only spoke Spanish. He came to Open House and cried as he thanked Alicia's teacher for teaching her how to speak, write, and read in Spanish. "Es un orgullo tremendo y estoy muy agradecido. Ahora puedo comunicarme con mi preciosa nieta!"

Closing Remarks and Insights

Obviously, Alicia's writing samples tell an incredible story about her "coming to know" literacy and biliteracy journey. It is a miracle each time! As the children's teachers, it behooves us to learn about the why and how they "come to know" and what pedagogical knowledge we must know/learn in order to organize success, facilitate development, mediate learning, and assess their growth and progress in ***"learning to read and write while writing"*** using the Interactive Dialogue Journals in an authentic sociocultural context. (Diaz & Flores, 2001) Knowing the theoretical frameworks (sociopolitical, sociocultural, psychogenesis [sociopsychogenesis], sociolinguistic, and sociopsycholinguistic) are the whys that guide our actions in practice, the daily praxis of teaching/learning. We call it an Interactive Dialogue Journal because the driving force is Vygotsky's tenet that "knowledge is socially constructed through social interaction and all language (oral/written and L1/L2) used in classroom sociocultural contexts becomes internalized thought (knowledge). It is one very successful way to organize success and teach to the potential.

In addition, engaging the children in proficient reading and writing during our social interaction (oral and written dialogues as we write and reread our response text) actually teaches them how all the parts (meaning, word order/grammar, letter/sound correspondences, and conventions of writing) work all at once as they are "coming to know" the adult ways of proficient writing and reading while writing and reading their way.

Some Insights

We learned that children could write their way without knowing all the names of the letters or how to write them, i.e., knowing all their letter/sound correspondences is not a prerequisite to writing their way. Although we continued to teach the alphabet and letter/sound correspondences in other meaningful contexts using art, gestures, play, game-based computer programs, routines, morning messages, name games, etc., the issue is not whether we teach phonics. The issue is how, when, and for how long. Using metalinguistic talk about relationships between oral and written languages mediated children's understanding, development, and learning.

We also learned that the best way to organize instruction for all our students who are developmentally diverse was to engage in joint collaboration with teachers, teacher educators, and researchers. We do best for our children when we work together to help them reach their full potential. Basically, the oral/written social interactions between the child and teacher capture the creation of the zone of proximal development (ZPD) because one can see where the child is in her/his actual level of development using written language.

In addition, we learned that according to Ferreiro (1990), the children's sole and initial use of the phonetic hypothesis during the syllabic alphabetic and alphabetic writing conceptual interpretation periods eventually has to be partially abandoned because the children then need to learn standard orthography, spelling, and other writing conventions, such as punctuation and capitalization, etc.

It is important to make this point when such collaborations are endangered by the attempts of certain Science of Reading advocates to legislatively impose a one-size-fits-all approach mandated for all students, teachers, and teacher educators. (Tierney & Pearson, 2024) Such mandates show disrespect for the diversity of all learners' developmental journeys, how they learn, and teachers' agency and have the effect of undoing all of the equity work we have worked so hard to include in our ELA/ELD framework and curricula.

One-size-fits-all mandates impose an unequal and false 'equality' by treating our reading 'problems' as if they could be resolved by one single solution that starts with mostly the teaching of phonics in isolation. Instead, let us embrace the praxis (theories-in-action instructional practices) that facilitate and mediate young emergent bilingual children's "coming to know" literacy and biliteracy ***"by learning to read and write while writing"*** and engaging in meaningful interactive dialogue (oral/written).

References are available on page 12 of the appendix.

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A Multilingual Educator's Critique of the Science of Reading

Jill Kerper Mora, Ed.D.
San Diego State University

In March 2024, California Assemblymember Blanca Rubio introduced AB 2222 Science of Reading. The bill required the Commission on Teacher Credentialing and other state education agencies to comply with "…effective means of teaching literacy and adherence to the science of reading" as defined in the law. This proposed legislation set off alarm bells among multilingual educators, including university teacher education faculty in teacher credentialing programs. One of the first points of concern raised was the bill's definition of the science of reading (SoR): Section 1K-120 60011 of AB 2222 articulated a definition of SoR as follows: " (b) *"Science of reading" means an interdisciplinary body of scientifically based research that includes all of the following…(5) Does not rely on any model for teaching word reading based on meaning, structure and syntax, and visual cues, including a three-cueing approach…"* (p. 20). Eventually, AB 2222 was withdrawn from the Assembly Education Committee without a hearing in the 2024 session of the CA state legislature. The bill's defeat averted having a policy enshrined in law that would have empowered a system of pedagogical censorship for teacher educators and teachers under the banner of the Science of Reading.

In a joint statement to the Assembly Education Committee (March 24, 2024), nine advocacy organizations, including Californians Together, the California Association for Bilingual Education (CABE), and the California Teachers Association, expressed opposition to the bill. The statement argued that *"… [D]efining what "science of reading" is not while requiring adherence to what is proposed limits the flexibility for teachers to meet the individual and diverse needs of students and is not based on research."* AB 2222 implicitly banned certain instructional approaches and strategies that are integrated into the research-based pedagogy. These approaches undergird the effective implementation of the 2012 California Common Core State Standards and the English Language Arts/English Language Development Framework. Bans on instructional approaches and strategies are opposed because they impede teachers' agency for making decisions about the best support for multilingual learners' attainment of learning goals and objectives (Noguerón-Liu, 2020).

Criteria for "Evidence-based" Literacy Instruction

There is an appealing sense of rationality to the notion that instructional methods, approaches, and strategies must be based on solid, credible evidence. Research protocols and standards exist to ensure that studies and findings adhere to scientific criteria for validity and reliability. Isolated research findings are only relevant for policy-making and educational practice when they are integrated into coherent theoretical frameworks. These criteria enable consumers of research to distinguish between evidence-free ideological and evidence-based, logically coherent, and pedagogically useful claims (Cummins, 2021). Shortly before the defeat of the proposed CA Assembly bill, Dr. Robert Tierney and Dr. P. David Pearson (2024) published a book titled *"Fact-checking the Science of Reading: Opening up the conversation."* These literacy scholars presented a comprehensive analysis of ten SoR claims promulgated in public discourse and the popular press. Their analysis challenged the assumptions undergirding SoR perspectives on literacy learning and instruction, both from public-facing claims and scholarly research that purportedly identify evidence-based, scientifically validated methods of instruction.

One of the claims of SoR that Tierney and Pearson challenge is that the "Three-cueing System" has been soundly discredited. The Albert Shanker Institute Report says that Science of Reading advocates have successfully lobbied the legislators of multiple states to ban what is called the "three-cueing approach" to literacy instruction. The attempt to ban the "three-cueing approach" to literacy instruction in California was especially problematic for experts in multilingual learner literacy, who correctly identified these prohibitions as not based on research. The use of the term "cueing" in psycholinguistic research refers to how language conveys and encodes meaning through the subsystems of language: phonology, morphology, semantics, syntax, and pragmatics. The multiple definitions of "three-cueing" and a "three-cueing approach" make it difficult to determine exactly what is banned through these legislative initiatives. The many popularized definitions of the term "three-cueing system(s)" in the media and among some literacy researchers are at the heart of the controversy over the bans of the so-called "three-cueing approach."

Consider, for example, this definition of "three-cueing" from the Albert Shanker Institute Report (Neuman et al., 2023, p. 8): *"Cueing systems in reading are the practices that aid in determining the meaning of unknown words. There are three cueing systems: grapho-phonetic cues (letters/sounds),/s/) syntactic cues (grammar), and semantics (comprehension). The view is that if one system fails, such as letters and sounds, the other systems might compensate, often leading students to use context or guessing of words. The research evidence has shown that the approach does not give children the systematic and explicit teaching necessary for them to be able to make the connection between the spoken and the printed word."* There are actually three different definitions of "three-cueing" embedded in one: 1) Definition of the cueing systems as linguistic cueing as what language does through its subsystems; 2) Definitions of cueing systems as decoding strategies or what readers do; and 3) Instructional cueing.

If cueing is defined as what language does, then why would instruction for the purpose of teaching students about how language works be prohibited, especially for multilingual learners who are developing second language proficiency?

If cueing is a collective of decoding strategies that readers use, how did they learn them and are they effective for decoding and comprehending authentic continuous text? If cueing is an instructional approach or strategy that teachers employ, then why are they limited to only three of the language subsystems? Or are teachers limited to cueing students during instruction to features of the subsystem of phonology as it is graphically represented through the alphabet? Goodman (1971) asserts that both oral language and written language are codes. For literate people, two code forms complement each other—a written code and an oral code. Written text is an encoded message from an author to a reader. Decoding written text must move the language use from language to meaning. It is an evidence-free assertion by SoR proponents that any one of the subsystems of language required for comprehension of oral language is not utilized or is unnecessary for comprehension of phonologically decoded language.

Precise definitions matter in research. For empirical data to attain construct validity, there must be a proposed cause-and-effect relationship between dependent and independent variables. A construct is an attribute or characteristic expressed in an abstract, general way, while a variable is defined in a specific applied way so as to be manipulated and measured (Cresswell, 2002). In literacy research, a distinction is made between linguistic cueing, which is how language conveys meaning, versus instructional cueing, which is both language and literacy pedagogy. The research literature that examines the subsystems of language as variables includes, but is not limited to, studies identified with SoR. Research on the literacy development of multilingual learners reading in their second language based on the Simple View of Reading (SVR) finds that the most salient obstacles to reading comprehension for English learners (EL) are not decoding skills but, rather, linguistic comprehension factors (Cho et al., 2019). Jeon and Yamashita (2014) found in a meta-analysis of SVR that the variance in comprehension measures for EL was attributable to second language (L2) grammar knowledge (72%) and L2 vocabulary knowledge (62%), while language-general variables and decoding were low-evidence coordinates.

The Multilingual Educator Pedagogical Knowledge Base

The value of challenging claims from SoR advocates of the research that undergirds the pedagogical knowledge base (PKB) for multilingual learner language and literacy education cannot be understated (Mora, 2024). This author proposed a Watershed Metaphor for the PKB that compared disciplinary research on emergent bilingual learners to streams in an ecosystem that contribute to the theoretical orientation that guides teachers' decision-making for effective language and literacy instruction. Challenges to the "three-cueing approach" from SoR proponents are based on contrived alternative theories about literacy learning and teaching that are identifiable false or distortions and misrepresentations of research findings. Alternative theories of decoding and comprehension include arguments that skillful readers do not predict words as they read and that meaning (semantics), syntax, and context are only used to confirm whether a word has been read correctly (Goldberg & Goldenberg, 2022).

Neuroscience research refutes these interpretations of the process of constructing meaning from text (Goodman et al., 2016). SoR researchers who challenge the utility of cueing system(s) research fail to consult the body of neuroscience research on the construct of linguistic prediction (Kuperberg & Jaeger, 2016; Ryskin & Nieuwland, 2023). These researchers assert that, although a review of the literature led us to the conclusion that different subfields and different researchers have critically different conceptions of what it means to predict during language comprehension, language comprehension is predictive. If literacy educators substitute the term "guessing" for "prediction," the controversy over "cueing" in reading is resolved. Another evidence-free assertion is that the subsystems of language are in competition with each other. The alternative theory posits that when teachers prompt readers to pay attention to syntax or semantics, this detracts from their word recognition and decoding based on grapho-phonics and, therefore, disrupts a more efficient "division of labor" where phonological decoding should be primary (Seidenberg, 2017).

These interpretations of reading research overlook second-language acquisition and second-language reading research on the construct of lexical inferencing (Bernhardt, 1998; Ke et al., 2023; Wesche & Paribakht, 2009). Academic research into metalinguistic skills and lexical inferencing confirms the value of instruction in the subsystems of language to develop students' explicit awareness of how language works as a coordinated system comprised of operational subsystems. In fact, wherever teachers encounter the term "awareness," such as phonological awareness or phonemic awareness, this refers to metalinguistic knowledge that enables speakers and readers to extract meaning from linguistic structures. In his research on the *Simple View of Reading*, Apel (2022) identifies metalinguistic skills as the "common thread" between decoding and linguistic comprehension. Furthermore, metalinguistic knowledge is key to cross-linguistic transfer for bilingual learners (Koda & Reddy, 2008; Mora & Dorta-Duque de Reyes,

2025). Metalinguistic skills instruction makes learners' implicit knowledge of how language works explicit to gain automaticity and control over the surface structure of language to access the deep structure, which is meaning (DeKeyser, 2003: Ellis, 2005).

Teachers' knowledge of the structures and functions of the subsystems of language is invaluable in instruction and assessment. For instance, teachers use this knowledge for identifying the possible origin of readers' miscues in their oral reading performance through the application of running records (Briseño and Klein; McGee et al., 2015). Miscue analysis enables teachers to draw on students' linguistic strengths by distinguishing language-related approximations from traditional reading errors. Second language acquisition research informed teachers' ability to direct instruction toward enhancing L2 readers' language proficiency and reading fluency.

Moving Beyond Mandates

California educators' experience with the defeat of AB 2222 (Rubio) has taught us a valuable lesson about the threat to our professionalism and agency from the politicization of language and literacy research (MacPhee et al., 2021). There is no direct pathway between research and classroom practice that justifies sweeping policy changes and mandates. It is not an appropriate role for a state legislature to enshrine a body of research paradigm in law as a de facto regulatory scheme or a pretext for pedagogical censorship. Decades of the Reading War have prompted literacy researchers to warn against the seductive appeal of the "perfect method" solution based on false claims that method or approach is "evidence-based" and "research-aligned" while others are worthy of banishment from teachers' instructional toolbox. Teachers must formulate a "principled eclecticism" for classroom practices (Duffy & Hoffman, 1999). As literacy scholars, Professors Tierney and Pearson proposed in a CABE-sponsored webinar (April 4, 2024), that researchers and educators must fact-check the Science of Reading to challenge questionable claims and to open the conversation to move beyond mandates. The answer to language and literacy achievement is not in the method or approach. It is in the teacher.

References are available on page 14 of the appendix.

How Far Have We Come?

A Midpoint Reflection on Equity and Seal of Biliteracy Achievements in the Global California 2030 Initiative

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Background

2024 marks a historic year as South Dakota has finally adopted the State Seal of Biliteracy, making it the last of the 50 states in the nation, along with Washington, D.C., to recognize the Seal of Biliteracy award (Californians Together, 2024). The United States reached this landmark accomplishment 13 years after California became the first state to officially recognize the State Seal of Biliteracy (advocated for by CABE and Californians Together in 2011). Now, all U.S. students who demonstrate proficiency in English and another language can receive this seal upon high school graduation—an asset-based perspective toward their bilingual and biliterate abilities. At this historical juncture, and as a midpoint check of the Global California 2030 Initiative introduced in 2018, this article reviews what we have achieved thus far in promoting multilingual education in California and what we need to prepare for as we approach 2030.

"California Way": Transformation of Our Education System

In 2018, California announced a bold initiative titled "Global California 2030: Speak. Learn. Lead" (hereafter referred to as Global California 2030), calling educators, parents, legislators, community members, and business leaders to join the effort toward a multilingual California. Building on Proposition 58, passed in 2016, and with the full support of then-state superintendent Tom Torlakson, California set an ambitious goal: to increase bilingual programs and ensure students graduate high school fully bilingual and biliterate. Specifically, Global California 2030 states, "By 2030, we want half of all K–12 students to participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience. By 2040, we want three out of four students to be proficient in two or more languages, earning them a State Seal of Biliteracy." Moreover, to equip the state's students with essential skills for 21st century careers and college, this initiative was developed to transform the state's education system, referred to as the "California Way" (California Department of Education [CDE], 2018, p.5). This approach focuses on raising academic standards by aligning instruction and assessments, promoting equitable funding and local control, providing clear and accessible information to help the public evaluate schools, and ensuring the CDE plays a supportive role in collaborating with local entities.

Equity Concerns: Who Benefits from the Seal of Biliteracy?

Then, under the enthusiastic goal of having 75% of the state's high school graduates receive the Seal by 2040, how far have we come as of the 2022-2023 school year? The short answer is there is still a long way to go. Students receiving the Seal of Biliteracy award increased from 10,685 to 46,952 from 2011-12 to 2016-17, as indicated in Global California 2030 (CDE, 2018). However, the analysis of the California Department of Education's recent data (2024) shows that as of 2022-2023, a total of 52,773 students graduated with this award, approximately one in eight total graduates. Among these recipients, 58% are Hispanic/Latino, and 20% are Asian (including Filipino), which is unsurprising given California's student demographic composition. However, when broken down by race, disparities in who benefits from the Seal of Biliteracy become apparent. Among Asian graduates, about one

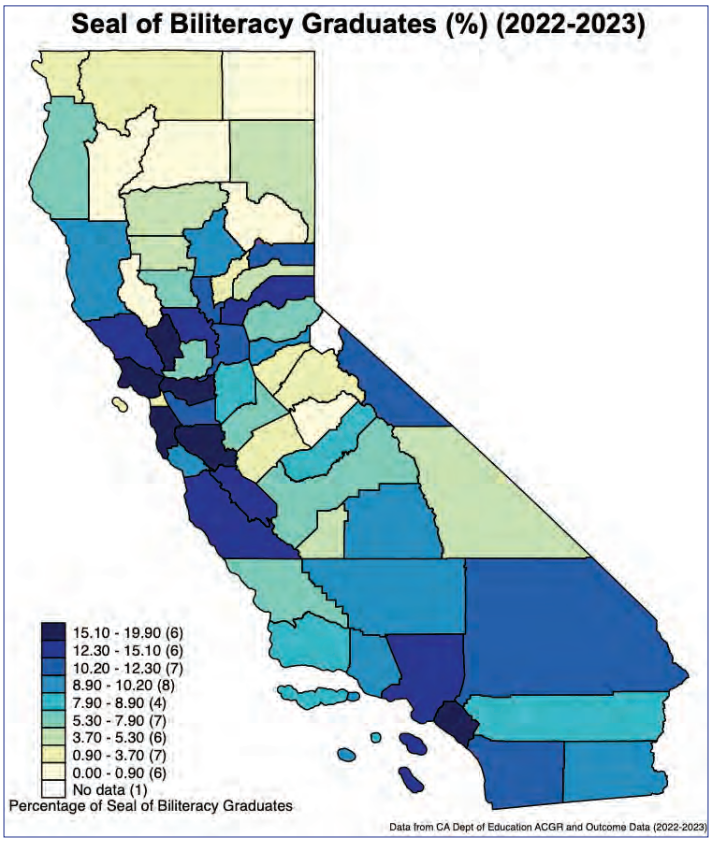
in five (21.3%)—excluding Filipino students (around 10%)—received the award.

In contrast, although Hispanic/Latino students make up most of those who received the Seal in numbers, only 13% earned the award. For white students, 9.4% of graduates received the Seal of Biliteracy; similarly, about one in ten students of two or more races received the Seal. Additionally, 4.3% of English learners and 1.6% of students with disabilities earned the Seal. Looking at these statistics, a more crucial equity-related question than developing plans to achieve Global California 2030's numeric goal arises: Can all California students access the state's rich cultural and linguistic assets? If so, can California students leverage the multilingual funds of knowledge and assets around them? If not, why are the assets unavailable to them?

County-Level Analysis of Graduates Receiving the Seal of Biliteracy

To examine these equity-related questions more geographically, I analyzed county-level data, including charter schools. In California, Orange County in Southern California had the highest participation in the Seal of Biliteracy, with 20% of its graduates receiving the Seal in the 2022-2023 school year. Besides Orange County, several counties in Northern California participated actively in awarding the Seal of Biliteracy. Notable examples include Napa (19.6%), Marin (19.2%), Santa Clara (18.7%), San Mateo (16.1%), Contra Costa (15.7%), and Sonoma (15.1%) counties (see Figure 1). Interestingly, San Francisco County recorded less than 1% in the same region. Los Angeles County, adjacent to Orange County, had a 15% rate of graduates receiving the Seal. Additionally, Sacramento County, where the state's capital city is located, had a rate of 10.5%, while Placer and Yolo counties, right above Sacramento, had 14.2% and 14%, respectively. Despite varying rates from county to county, a remarkable fact is that schools have recognized a wide range of language diversity, including over 20 languages such as American Sign Language, Spanish, Chinese, Korean, German, and Vietnamese. Moreover, schools and districts have expanded the recognition of less commonly awarded languages to include Albanian, Assyrian, Czech, Dari, Gujarati, Igbo, Persian, Samoan, Swahili, and others (CDE, 2023).

Figure 1. *California County–Level Seal of Biliteracy Graduates 2022-2023*



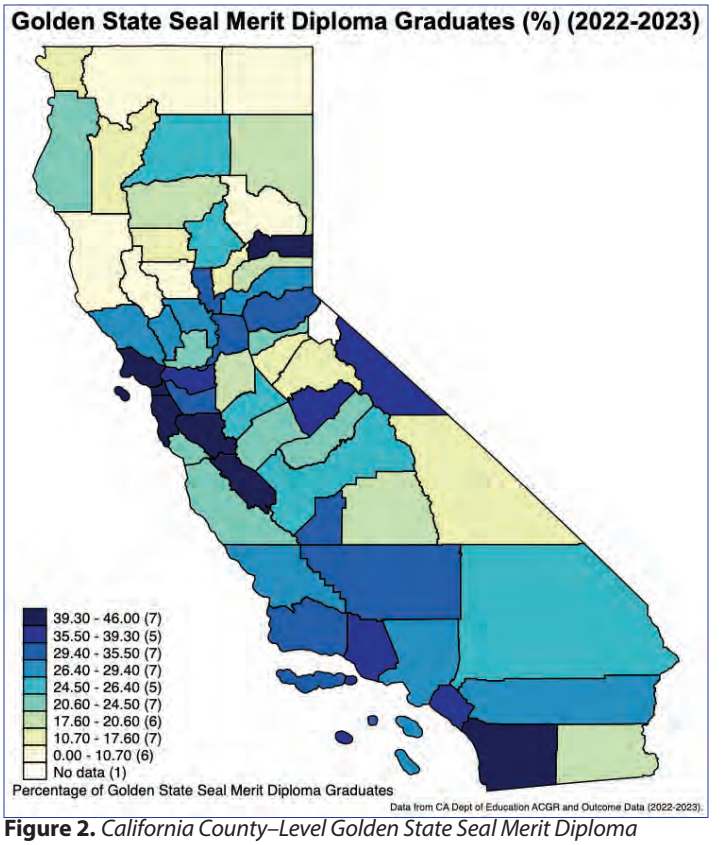


Figure 2. *California County–Level Golden State Seal Merit Diploma Graduates. 2022-2023*

In addition to the Seal of Biliteracy data, another crucial dataset that provides vital insights is the data regarding the Golden State Seal Merit Diploma, which recognizes high school graduates' academic achievements in core curriculum areas, such as English Language Arts/Literacy (ELA), mathematics, science, U.S. history, and two additional subject areas. The results show that leading the list are counties in Northern California (see Figure 2). For example, Marin and San Mateo counties have an impressive rate of 46.0% of graduates earning the diploma. San Francisco County follows closely with 45.0%, and Santa Clara County reports a notable 44.0%. San Diego County also shows a similar rate of 43.0%. San Benito County, located just south of Santa Clara County, had 39.6% of its graduates receiving the diploma, while Contra Costa County achieved a rate of 38.6%. In Southern California, Orange County recorded a rate of 38.6%, and Ventura County had 35.6%. Sierra County and Mono County, adjacent to the Nevada-California state border, also showed impressive rates, recording 39.3% and 35.8%, respectively.

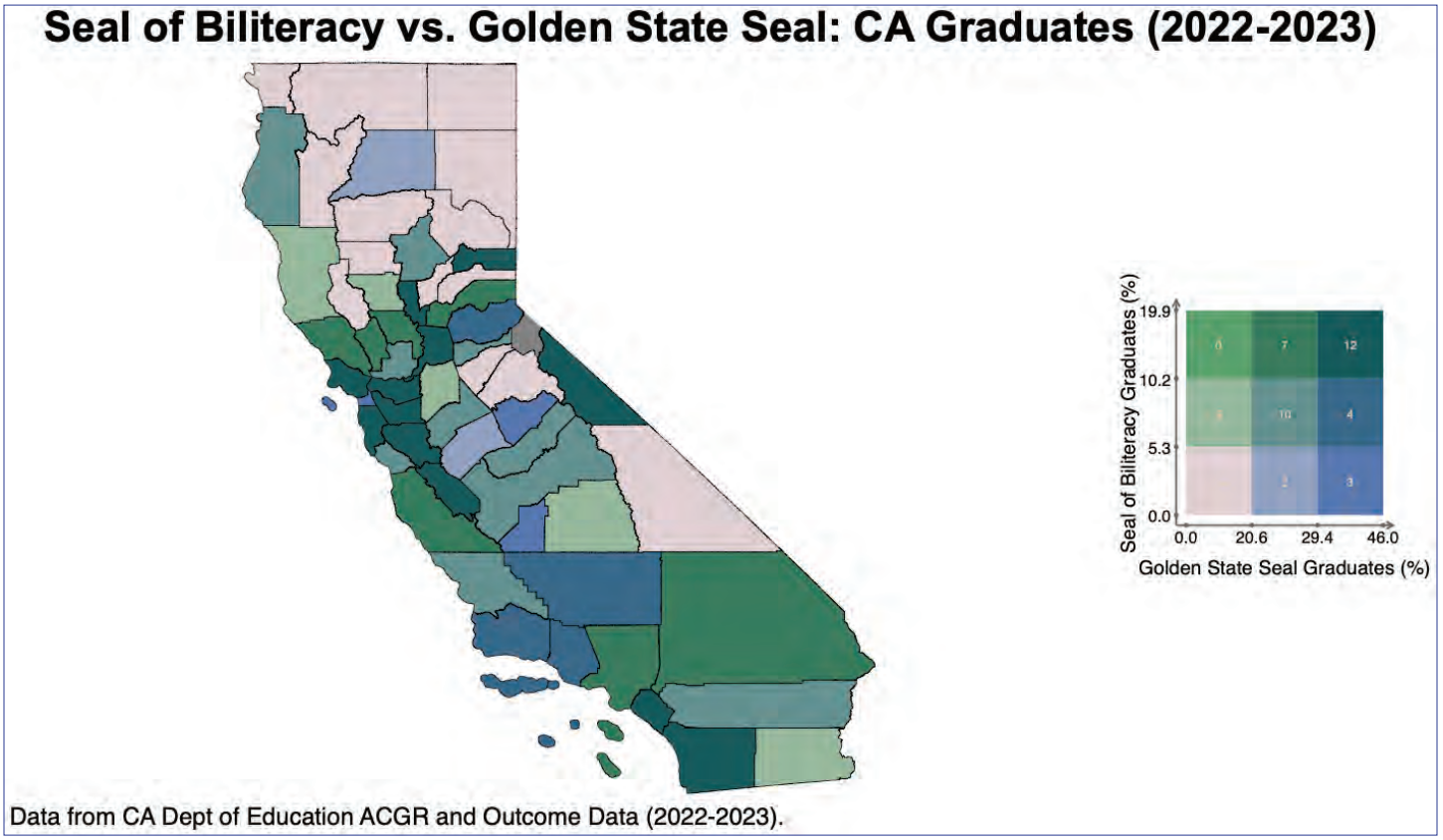


Figure 3. *California County-Level Seal of Biliteracy vs Golden State Seal Graduates 2022-2023*

By analyzing these two datasets together (see Figure 3), we can identify counties that perform well in both areas and those that excel in one but not the other. In general, counties reporting high rates in the Seal of Biliteracy tend to show strong performance in the Golden State Seal (see Figure 3). For instance, counties such as Marin, San Mateo, Santa Clara, Orange, Contra Costa, San Benito, Ventura, and Mono demonstrate high performance in both the Seal of Biliteracy and the Golden State Seal. These counties may benefit from higher socioeconomic status, strong collaboration among districts, schools, and communities, and solid family support, which enable them to support robust bilingual and academic programs and increase students' access to various educational opportunities. However, counties such as Lake, Mendocino, Siskiyou, and Colusa exhibit challenges in both areas, often facing significant resource shortages that limit their ability to provide extensive educational support. Varying patterns in both regions also exist. Counties such as Alameda, Kern, Sacramento, San Diego, Santa Barbara, and Sutter show relatively high rates for the Golden State Seal but moderate rates for the Seal of Biliteracy. Conversely, counties like Napa, Los Angeles, and Sonoma show strong performance in the Seal of Biliteracy rates, but relatively modest rates in the Golden State Seal.

Overall, these results reveal varying levels of support and interest in recognizing students' bilingual and biliterate abilities. Suppose both the Seal of Biliteracy and Golden State Seal rates are low, which may be due to a lack of resources, funding, and program availability, which can be improved through additional support and funding allocation. However, if the Golden State Seal rates are high but the Seal of Biliteracy participation is low, there needs to be more proactive promotion of the Seal of Biliteracy. Students should be provided opportunities to develop and demonstrate their bilingual and biliterate abilities. Furthermore, parents need to know how this program can recognize and validate their children's bilingual skills.

What Should be Added to the "California Way"?

Despite the limited information from the county-level analysis, the results above highlight significant equity concerns. Thus, I revisit the questions posed earlier: Can ALL Californian students access the state's rich cultural and linguistic assets? If so, can they leverage the multilingual knowledge and resources around them? If not, why are these assets unavailable to them? It is evident that achieving the goal outlined in Global California 2030, where 75% of students earn the Seal of Biliteracy by 2040, can only be accomplished with the participation of a few high-performing counties. To reach this collective objective, all counties must actively participate and create an environment where every student can benefit from the Global California 2030 Initiative, regardless of where they live. California has already defined a strong blueprint through the Global California 2030 initiative and outlined a comprehensive approach known as the "California Way," as stated earlier. However, to ensure equity in the California Way framework, I propose an equity-focused action plan: Access, Bridge, and Cultivate:

- **A**ccess: Increase the availability of bilingual programs across all schools, especially in underrepresented areas.

If it is challenging to enroll English speakers and partner-language-speaking students in a balanced way, one-way immersion programs can be an option. This can be achieved through targeted funding for establishing dual language bilingual education (DBLE) programs, incentives for recruiting qualified bilingual educators, and developing comprehensive curricula for diverse language learners. Schools and districts should proactively conduct outreach programs to inform parents, students, and communities about the benefits of bilingual education and the opportunities to earn the State Seal of Biliteracy. Additionally, support bilingual teacher education programs at private and public universities in the state and build collaborative networks among higher education institutions in different regions.

- **B**ridge Gaps: Provide resources and support for families to engage in bilingual learning from an early age, allowing students to develop bilingual abilities that can lead to earning the Seal of Biliteracy upon high school graduation. Offer additional support for English learners, students with disabilities, and those in economically disadvantaged communities to ensure equal access to opportunities for promoting bilingualism. Fostering partnerships between schools, community organizations, and local businesses can help bridge resource gaps and provide students with real-world applications of their bilingual skills.
- **C**ultivate: Foster a school and community culture that values and celebrates multilingualism. Encourage teachers, administrators, and students to appreciate cultural and linguistic diversity. For students from households that speak less commonly taught languages, teachers must encourage them to maintain and leverage their linguistic assets. While offering DLBE programs for these language-speaking students is realistically challenging, we can recognize and value their languages through the Seal. Offer professional development for educators to enhance their understanding of the benefits of multilingualism and culturally responsive pedagogy.

Implementing this ABC action plan—Access, Bridge, and Cultivate—will expand DLBE programs, bridge existing gaps, and cultivate a supportive environment for students in California. This collective effort from all regions of the state will help achieve the goal of Global California 2030, ensuring equitable and accessible opportunities for the Seal of Biliteracy for all California students. More importantly, it will help prepare California for a brighter future.

References are available on page 16 of the appendix.

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When districts use Ellevation and *i-Ready Personalized Instruction*, their Multilingual Learners (MLLs) achieve gains in Reading and Mathematics that far exceed those of MLLs in districts without these programs.

See the data.

Almas viajeras

Tiffany Adame Huante's Almas viajeras (2019), 12" x 12" oil on canvas

Tiffany Adame Huante
California Association for Bilingual Education

Tiffany Adame Huante created Almas viajeras (2019), which was heavily inspired by Héctor Duarte's mural, *Mariposas migrantes* (2006), in her parents' pueblo in México, Caurio de Guadalupe, Michoacán. Duarte's murals are used as a visual language to explore issues of struggle and survival and address transnational conditions of global movements. His mural in Caurio de Guadalupe was in collaboration with other U.S., Mexican, and European artists who used the symbols of butterflies to depict migration, which greatly affected the pueblo. Butterflies are of powerful cultural significance in Mexico due to the pre-Hispanic folklore that they hold the souls of ancestors and connect the living to the dead.

Coming from a family who had immigrated to the US, Adame Huante did not have many chances growing up to visit the proud pueblo her parents' grew up in until she was in her late teens. Having grown up in the US and gone through the education system in English, she feared that her Spanish-speaking skills would be lacking during her visit, and that made her hesitant to form a confident connection quickly with her own extended family. However, as a lover of art, it was clear to her that the concept of art being a universal language was true. Despite her hesitation to express herself in Spanish, she felt at home appreciating and admiring the murals that filled the plazas and homes of the residents of Caurio de Guadalupe and Caurio de la Rinconada, the neighboring sister pueblo where her mother was raised. The murals inspired her to step out of her comfort zone and create bonds with her tíos and primos as they walked together through the streets and plazas.

This experience inspired Adame Huante to pursue a B.A. in Spanish with a double minor in Latino Studies and Anthropology from Whittier College, graduating in 2022. Currently working with CABE's Professional Learning Services Team, she aspires to help other first-generation students embrace the confidence to engage more with the beauty of linguistics and cultures from across the globe.

What Does True Equity Really Mean
for Bilingual Students or English Learners?

José Lalas, Ph.D.
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Commonly, most educators' understanding of equity connects to the issues of access and attention to students' instructional needs. Established theorists and practitioners have explained equity as a general response to meet the needs of students as they need them (Blankstein et al., 2016). Others view equity as a prerequisite to having excellent schools by stating, "Without equity, how can schools truly be excellent? (Burris & Garrity, 2008, p. 158)." Even others assert that putting equity at the center of how we teach students requires a shattering of inequities by having an equity heart, will, and know-how to lead (La Salle & Johnson, 2019). But what is equity, and what does it look like in serving our bilingual students and English learners?

In reality, people use the term "equity" in many different ways. I am offering here a practical framework of "true equity" that goes beyond theorizing and district boardroom and conference conversations to an inward approach that will impact classroom instruction, influence school-wide climate and culture, and drive policy development decisions.

For equity to happen in a practical sense, access to instruction and curriculum is not enough. We must first know and recognize who our bilingual students and English learners are by understanding and valuing their linguistic, cultural, and historical backgrounds, by studying and knowing how they learn, and by being aware of what motivates, facilitates, and enhances their engagement in school's academic and other non-academic activities (Lalas & Strikwerda, 2021). Motivation is the internal drive that carries an intention, while engagement, which includes academic, social, cognitive, and affective engagement, is defined by observable, action-oriented behaviors. When appropriately and effectively implemented, equity influences student motivation and the intention to do something, which then leads to student engagement (Lalas, Macias, Fortner, Flores, Blackmon-Balogun, & Vance, 2016).

All these entail knowing the personal attributes and social identities of our bilingual students and English learners and providing them with nurturing and safe learning conditions or classroom contexts that foster a sense of belonging and allow them to experience competence, autonomy, and social acceptance. Thus, true equity may be defined as responsive classroom instruction that is culturally and socially situated to meet the needs of bilingual students and English learners, when they need them, relative to their academic backgrounds and social and cultural identities, in a safe manner (Lalas et al., 2019).

One Attempt for a True Equity Framework

True equity necessitates providing our bilingual students and English learners with hope, recognition, and redistribution of resources needed to achieve their career and academic interests, as well as intentional motivation and engagement and the critical consciousness required to act upon the transformation of their world. Hope is an essential element of the equity framework as it serves as inspiration in confronting hopelessness, handling problems, and seeking possible solutions. Critical consciousness provides the key social, cultural, economic, and political awareness in interpreting, analyzing, and interacting with the world around our bilingual students and English learners, including the impact of race and language.

Figure 1. *True Equity Framework, Lalas & Strikwerda, 2021*

Let me emphasize that it may be that the lack of progress in the language development and academic achievement of bilingual students and English learners is not solely due to the body of knowledge related to curriculum and instruction, but is influenced by a variety of factors that pertain to **language and race**. Race matters in working with bilingual students and English learners because of the possible prejudgmental ideological stances and biases that might influence teachers' perceptions of their students as learners. Potential biases against linguistically and culturally different students based on race reinforced by systemic language policies related to teaching, testing, and microaggressions may turn out to be the culprit in causing the disengagement of English learners and bilingual students. Attention to the aforementioned elements is needed for all students to reach their career and academic achievement. Figure 1 illustrates the key true equity-related elements that I attempt to capture in this commentary:

In conclusion, are we serious about putting true equity at the center of our work in our school districts? If we are, then we must be prepared to:

- Experience anxiety and discomfort.
- Be aware of the influence of culture, race, and language in our interactions with students.
- Recognize and be respectful of the unique backgrounds of students.
- Attend to students' socioeconomic identities in order to redistribute resources and services to ALL students.
- Expect cultural mismatches among students, teachers, and classroom practices.
- Use data to inform our decisions.
- Differentiate instruction, services, and resources.
- Motivate and engage students by providing them with ample opportunities to experience a sense of belonging, competence, autonomy, social acceptance, and relevant and appropriate academic and career experiences.
- Expect and accept that professional learning about equity rarely leads to closure.

References are available on page 17 of the appendix.

Commentary: Exploring Narrative Change and Telling a New Story About Multilingual Learners

David González, M.A.
Californians Together

It is often said that you can lead a horse to water, but you cannot make it drink. This metaphor is likely not lost on those of us who are advocacy writers. Data shows that bilingual programs work all across California—but how often have you tried to explain this to someone, and it seems like it is completely lost on them? We know that data dashboards and legislative impact reports are critically important to communicating with policymakers and education leaders. Heady communication methods can be very appealing to stakeholders with policy-specific context, but other audiences come to complex questions with diverse points of entry and understanding. This is why communicators would be wise to adopt narrative change strategies to support advocacy efforts—which is why Californians Together, along with partners in the policy space and community-based organizations in Los Angeles, are teaming up to determine how narrative change can bolster the work of advocates in the multilingual education space.

What is narrative change?

Narrative change is a communications strategy that directly addresses and seeks to shift the stories and narratives of the popular imagination in an attempt to change attitudes and beliefs. These existing stories make up dominant narratives and, ultimately, the status quo. When information is inaccessible, an individual's moral compass is guided by symbolic associations and storytelling. When you vote, for instance, you come to the polling center with a number of priors to inform your decision-making. This can include your feelings about the political party you identify with, the news you have consumed over election season, or a headline you saw that morning. While party polarization makes it likely that there is no doubt who you will vote for in a presidential or congressional race, you probably have fewer priors to inform your choice for local judicial elections. Your thoughts on criminal justice reform, equity, crime, and other factors might lead you to zero in on the little information available to make a quick decision. Maybe this is a story you have heard that reflects the dominant narrative. People may have more information, including personal histories, to inform their judgments about education policy. This can be challenging, but it also represents an opportunity for advocates to appeal to hearts as we work to shift mindsets.

Social movements succeed when advocates change narratives. The fight for DACA (Deferred Action for Childhood Arrivals), for instance, challenged the idea that immigrants are takers and instead recast them as dreamers. Those fighting for LGBTQ+ rights similarly seek to humanize members of that community. When Californians Together and Alliance for a Better Community sought to convene partners in 2023 to discuss what narrative change looks like in our space—we also had the perspective that multilingual learner experiences are often unknown to the public at large. This is why we partnered with groups that work closely with educators, families, and students.

Narrative Change Partners

- Californians Together
- Alliance for a Better Community
- City Year
- Early Edge California
- The Education Trust—West
- Inner City Struggle
- Innovate Public Schools
- Partnership for Los Angeles Schools
- Parent Organizing Network
- Promesa Boyle Heights

Determining narrative change strategies

Understanding the public opinion landscape is crucial for determining how to change narratives. Surveying polls on education found general support for English learners and their role in California's future. However, when asked to rank priorities, respondents ranked support for English learners below issues of school safety, funding, class size, and supporting students with special needs. Additionally, trends show a decrease in confidence in public schools broadly. These findings, coupled with rising anti-immigrant sentiment, raise the need for narrative change work. Partners working in schools and with families shared that the stigma around having a child identified as an

English learner remains. Though much progress has been made since the end of Proposition 227, that label still holds negative associations for those who want a better life for their children.

These findings and perspectives led our group to identify the values of the status-quo narrative and the ones we seek to replace them with. The dominant narrative is rooted in a history of English supremacy and xenophobia. Assimilation, many would argue, is necessary. This represents a deficit frame that views emergent bilingual students as something to be fixed by acquiring English, even at the risk of losing their home language. We know better! To combat this narrative, we seek to elevate values related to diversity, belonging, multiculturalism, and multilingualism. Where the dominant narrative is rooted in scarcity ("we can't afford bilingual programs"), we are elevating abundance. Policymakers fund what matters. Advocates argue that investing in multilingual learners is investing in California's future. Preserving home language is not something to be avoided, but rather a way to celebrate diversity and an important means for sharing culture—which benefits all students. Put simply, advocates should counter deficit frames with asset frames. The field has done a great job of encouraging an asset-based mindset. The most visible example of this is seen in the U.S. Department of Education's campaign that touts bilingualism as a superpower. Whether the supporting narratives reflect economic implications, health and learning benefits, or strengthening family bonds, narrative change campaigns hold great potential in shifting attitudes toward multilingual students and the programs they need. U.S. Secretary of Education Miguel Cardona, a bilingual person himself, is the face of a powerful movement for elevating the value and promise of multilingualism.

Takeaways

In testing the various frames, our group did find areas for growth as we continue this work. Clarifying terminology will be crucial for creating messages that resonate with a broad audience. It can be confusing, even for those rooted in this work, to keep track of what the many terms and acronyms mean. What does "home language" mean to someone hearing that term for the first time? More work is needed to ensure our messaging includes level-setting for new audiences. We also found that the audiences we tested these frames on placed a major emphasis on data. It is not enough to tout the benefits of the programs and policies we support—people want numbers to back it up. While our group represented broad experiences, we also found that there is room to grow in ensuring that diverse perspectives are represented as we continue the work to create messages and campaigns that resonate across Los Angeles County.

Multilingual learner advocates, including Californians Together and CABE, have made great strides over the past several decades. To continue earning wins for students and families, communicators must consider the potential for narrative change to create a new normal—one in which multilingualism is rightfully viewed as a strength.

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Conóceme: Language, Culture, and Learning to Read

Socorro Herrera, Ed.D.
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For the past 50 years, the challenge and research on how best to teach multilingual learners to read have become a tug-of-war between the research and theory that drives curriculum and practice and the political agendas surrounding multilingual learners' education. What has been absent from these conversations is the pivotal role that linguistic biography plays in the teaching of reading. Often forgotten is the fact that language and culture work in synergy as a catalyst for all forms of communication and literacy development.

Communication is the key to all human use of language. Whether oral, signed, picture-or tech-enabled, humans want to 'talk.' While the processes involved can appear simple, language is anything but automatic. Language is the source of all human interaction; one could claim it is the "*querer*" or "being" from which we describe and engage with our world. Complex interactions between individuals and their specific environment shape the formation and "pruning" of connections between neurons, specializing their use of language for the linguistic world they inhabit (Kuhl, 2010). Capacities give rise to capacities. Consider this as you reflect upon today's agendas on teaching multilingual learners to read. What is lost and what is gained when a rigid "one-size-fits-all" approach is used?

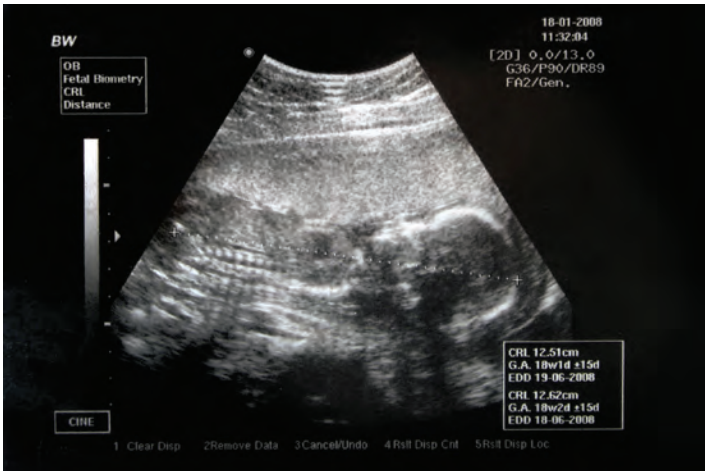
Decía mi papá, "Mira, mija, las injusticias existen porque al pobre no nos enseñan a leer." (My father used to say, "Look, mija, injustice exists because they don't teach poor people to read.") It has been well documented that injustices arise when the experiences of native English speakers become the default assumptions for everyone else. Patterns of bilingual language development differ from those of monolinguals in several ways.

These differences are important for how educators:

1. assess 'readiness' for literacy,
2. connect literacy to the assets available from birth and
3. bring literacy to life in learners' individual lives.

Unfortunately, the biography (Herrera, 2022) of the learner, which includes a wealth of skills and prior knowledge, goes unrecognized in schools. Deemed irrelevant, their skills and knowledge are effectively left at the school door. Multilingual learners are then categorized as deficient and may be perceived as entering with less: less language, background knowledge, literacy readiness, etc. Significant resources may be allocated to build 'foundational' literacy skills that, ironically, already exist and are within reach of educators who would simply open the door.

Image. *Teachers who situationally attend to the language assets of the learner provide opportunities for students to make public their prior knowledge and experience.*



Recent neurolinguistic research sheds new light on how learners develop the critical skills that help them learn to code and decode language through print. Curricula can sometimes leave the false impression that phonological skills develop through school. However, evidence indicates that humans begin to demonstrate aspects of phoneme awareness *while still in the womb* (Paradis et al., 2011). In the preschool years and beyond, this 'awareness' supports the learner in making sense of language and, eventually, print.

During the first months after birth, infants can distinguish subtle differences between speech sounds used in diverse languages worldwide. Brain science tells us that this period of universality does not last. By 8-12 months, the neuronal system has refined to enable greater attention to just the speech sounds used in the baby's environment (Kuhl, 2010). Perception of home language sounds and sound patterns heightens because recognizing those signals is critical to the child's safety, attachment, and learning within 'home' (e.g., family, community). As a community of educators, understanding the language of the home becomes critical for advancing and accelerating reading development throughout a learner's school life.

Early on, sequences of speech sounds combined in recognizable phonological prosodic patterns are associated with meanings that have significance to the child. These words commonly relate to love, comfort, reassurance, nourishment, stimulation, play, and caution. It is important to note that first-learned words differ by culture, language, and home (Bedore et al., 2003). Not all languages prioritize nouns or the ability to 'name' items as English does. This child will develop an appropriately rich lexicon but one that is less dominated by nouns, the type of pictures most frequently used to assess vocabulary prowess. The request itself ('What is it?') can feel awkward and artificial since the object to be named is visible for all to see. How might these factors affect performance on screeners designed to probe 'rapid automatic naming' as a reliable indicator of future reading? These are the questions to be posed if we consider a learner's "*querer* and literacy *herencia*."

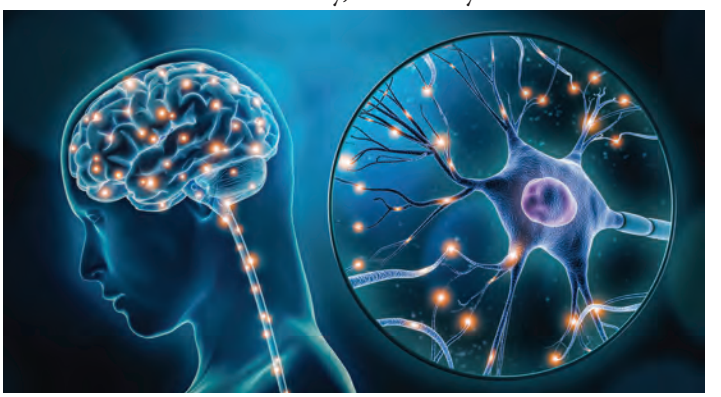
However, a basic similarity between monolingual and bilingual language acquisition is the importance of words for *use*. Words are the necessary tools that permit the child to communicate the information that allows them to function within their personal setting—to move through the world they inhabit. *Useful* words become richly faceted through interactions in all spheres of language and literacy.

Because words are tools, children exposed to two (or more) languages avoid redundancy in early word learning. Therefore, they will often know words in one language that they may not know or readily think of in the other, and vice versa (Bedore et al., 2010). Why "purchase" two forks when you could buy a *fork and a knife for the same linguistic cost?* In terms of words, a child in a bilingual home may learn "perro" or "gua gua" and "kitty" before later learning the duplicate form of "dog." Over time, children acquire more duplicate forms, but even with fully proficient bilingual adults, a significant percentage of words remain language-specific. Bilingual children may also be triggered to use words differently depending on the setting, conversation partner, and context.

This matters hugely if the situational context does not recognize or invite all student forms (all words available to the learner) into the learning space. It is like motor skills with right-or left-handedness: regardless of dominance, the bilingual student is *dis*enabled when instructional methods and assessments deny them opportunities to coordinate the use and interaction of both linguistic 'hands.'

The relationship between sounds, words, and context is dynamic and multidirectional. Knowledge of words and contexts contributes to unpacking printed language as much as phonology and phonics contribute to the recognition of print. For example, skill building for reading relies on neuronal wiring to connect print symbols to language. Once able to decode, the student barely finishes sounding out a word they know, e.g., 'p-l-ae-n-t,' before conjuring an image of 'plant.' Each child's image likely differs, but there is an (assumed) snap connection with 'plant' and with the world they already know.

What happens when the word decodes as 'k-ee-t-ah-b'… and the sentence continues? Did your mind make an automatic 'match' to a visual or otherwise known meaning? Here, we must ask: How will context (derived through engagement in the passage) aid the student's learning and remembering of the encountered word? Conversely, what faulty conclusions could



be drawn, and what outcomes result from students' (in)abilities to fluently unpack words embedded in strings of 'decodable' irrelevance?

As mentioned previously, insights from social, developmental, and linguistic research are augmented by findings from neuroscience. Bilingual and emergent bilingual students show differing brain response patterns to reading compared to monolingual students. For example, bilingual students jointly activate L1 (first language) and L2 (second language) knowledge at both *phonemic* and *meaning* levels even when only one language is required for the task (Grundy et al.; K., 2016). This requires the bilingual student to develop and deploy the executive function (EF) skills necessary to select words that best fit the *context within nanoseconds* of meaningful engagement with print (Grundy et al.; K., 2016). Skilled reading for the bilingual student is far more complex than simple decoding.

EEG (electroencephalogram) studies of bilinguals also reveal greater activation of diffuse areas of the brain when connecting print to meaning to context to comprehension. This suggests that connections outside grapheme-phoneme-word recognition are activated when the bilingual brain reads for comprehension. More research is needed in this area to inform the application of monolingual reading models to emergent bilingual students, and *much* more knowledge is required to apply these snapshots of brain activity to the dynamic patterns of how each brain is used in real classroom environments.

For example, few would contend that an image of brain activity during *pinky-finger bending* provides the whole story of how that finger 'works' in concert with the skills, emotions, and experiences of users engaged in activities like painting, calligraphy, playing piano, or performing surgery. Would the resultant 'scientific evidence' (that those with the *finest* fine motor abilities have a strong neuronal pulse when finger bending) suggest that spending more instructional time on pinky-finger bending will result in more skillful artisans and composers? We must be very cautious about adhering to simple models of the phenomena associated with complex, interdependent, and integrated outcomes, like literacy.

This caution is necessary even when the model includes background knowledge as a metric or strand. Background knowledge (including but not limited to culture and language)

is a recognized component of most major models of reading. Generally, this is represented as information the student will need to access the curricula, with teachers in charge of ensuring each brings the stated 'ingredient' to mix with the targeted vocabulary and content of the lesson. Often, the student is unfamiliar with the specific topic [as defined by the curriculum], so teachers must first ensure that each student is taught the background knowledge 'ingredient' required by the 'recipe' for that lesson.

> *'We're going to need an egg. I bet you don't have one. Here's the egg. What is it? An egg. Now you have an egg to bring to the lesson. What did you bring? An egg.'*

What a waste of time, energy, and eggs. Unlike eggs, background knowledge is neither countable nor commodifiable. It is what all children bring to each day of their lives. It is the uniquely cultured starter dough passed on through and transformed by generations of interaction and care. It is a child's *querer* and literacy *herencia*. Practices that invite students to access their own sources of knowledge and share them in the creation of new knowledge nourish learning.

In sum, when children arrive at school, they bring their biography, socio-cultural, linguistic, cognitive, and academic (Herrera, 2022) years of accumulated language-building experience, knowledge anchored in one or more languages, and early literacy practices that allow them to engage meaningfully with others in their home and community. It is through young children's daily interactions and experiences within their families and communities that they organize concepts (schemas) that enable them to connect new information to their existing knowledge beginning at birth. Literacy instruction that is decontextualized and devoid of relevance to the learner's home languages, literacies, and life creates the very barriers we are mandated to reduce.

References are available on page 18 of the appendix.

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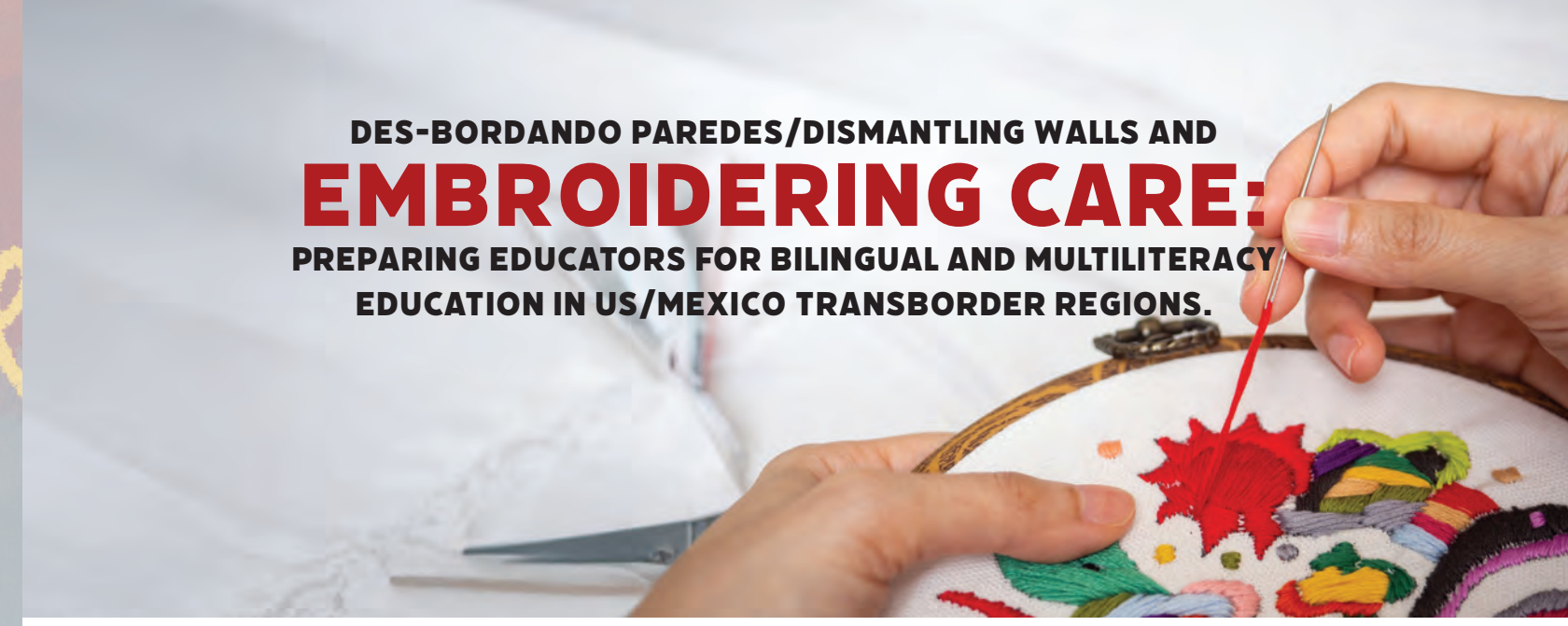


DES-BORDANDO PAREDES/DISMANTLING WALLS AND EMBROIDERING CARE:

PREPARING EDUCATORS FOR BILINGUAL AND MULTILITERACY EDUCATION IN US/MEXICO TRANSBORDER REGIONS.

Minea Armijo Romero, Ph.D.
Susana Ibarra Johnson, Ph.D.
New Mexico State University

Bilingual and Multiliteracy Education: Borders and des-bordando los muros and its importance in US/Mexico border regions

Recent data indicates that there has been a significant increase in student border crossers, with approximately 20,000 unaccompanied minors entering the United States through the southern border in the first quarter of 2023 alone. This influx presents new challenges and opportunities for bilingual education programs, emphasizing the need for continued advocacy and adaptation to meet the educational needs of these students. Additionally, about 30,000 commuter students cross the US/Mexico border daily to attend schools in the United States. These students face unique challenges, including long commutes and the need for tailored educational support to navigate between different cultural and educational systems (Zamora-Garcia, 2022). In this work, our research question is: How are languaging strategies serving as threads to strengthen transborder educators' identity in the borderlands? We will begin with the context and purpose of this work, which took place on the US/Mexico borderlands, followed by key definitions. We will conclude with examples of languaging strategies threading transborder educators' identities.

Borderland Brown University

New Mexico is a Brown state where over 65% of the population are people of color, with many communities and counties being over 95% Chicano, Mexicano, and/or Native American/Indigenous, with 23 tribal nations and other Indigenous communities (Flores-Carmona & Scholtz, 2021). The institution where this research took place is situated on the borderlands of Mexico and New Mexico, where 69% of Hispanic high school students graduated in four years (The Borderlands Center for Educational Studies, 2021) and 59% of Hispanics at Borderland Brown University (BBU) graduate in four years. To be a Hispanic-Serving Institution (HSI) on the borderlands requires the state, university, professors, students, and surrounding communities to recognize the value of Latinx and Chicanx culture and language as assets. In serving racialized bilingual students of Mexican, Chicano, and Indigenous heritage at BBU and in our bilingual education courses, we must bring forth and honor students' language practices in the "third space" (Gutiérrez et al., 1999) to further develop their bilingual identity (García et al., 2017). To do this, HSIs need to foster a Chicanx/Latinx-centered organizational "identity maintaining and enhancing the cultural and linguistic epistemologies of students" (García, 2019).

Purpose: Examining the preparation of educators in bilingual and multiliteracy education

The borderland region between the US and Mexico hosts approximately 50 teacher preparation programs aimed at addressing the educational needs of bilingual and multicultural students (García & López, 2023). These programs are crucial in preparing educators equipped to handle the unique challenges of teaching in a borderland context. However, there is a pressing need to not only expand these programs but also sustain them in the long term. Growth and sustainability are essential to ensure that the educational needs of borderland communities continue to be met effectively. Moreover, education should serve as the fabric that holds the threads of language and culture, strengthening ties across borders rather than erecting walls between them.

Transborder/Transfronterizo: The students and educators crossing and interacting across the US/Mexico border

Transnational communities are often misunderstood, as they are defined by both physical and conceptual mobilities that shape their dynamics within their specific local and spatial contexts (Armijo Romero, 2024). *Transfronterizo* identity is contingent on a dynamic built on transnational mobility. Both transnationalism and *tranfronterizo* phenomena always coexist, and while transnationalism manifests externally in the geographies of place and time, *transfronterizo* is an internal identity process. At the US/Mexico border, transnationalism illustrates a complex phenomenon that goes beyond the simple notion of a binary migration pattern to and from the United States. This kind of transnationalism includes movements within Indigenous nations, from rural areas to urban centers, and from community engagement to the power dynamics evident in educational practices. The long-term effects of intercultural bilingual programs within these transnational communities remain unclear. This complexity is mirrored at the US/Mexico border, where similar dynamics unfold among migrant and border communities, influencing their social, cultural, and educational landscapes in unpredictable ways. Moreover, it brings forth the diversity of teachers to teacher preparation programs in the borderlands, enriching educational perspectives and approaches with varied cultural backgrounds and experiences.

Villenas (2009) emphasizes the significance of transnational teachers in navigating diverse contexts and fostering solidarity between countries. Expanding on this, Sánchez (2004) broadens the concept of transnationalism to encompass multifaceted relationships between nations, underscoring the pivotal role of transnational teachers in facilitating the exchange of people, ideas, care, and affection across borders.

Languaging strategies threading transborder educators' identity

To effectively address the diverse needs of students along the US/Mexico border, there is an urgent call to expand bilingual programs and empower educators with the requisite skills and cultural sensitivity (Anzaldúa, 1987). This endeavor requires ambitious goals and collaborative efforts spanning both sides of the border. This imperative is not just a distant aspiration, but an immediate necessity, especially as the Mexico/US borderlands undergo a profound transformation, welcoming arrivals from various corners of the globe. In this evolving landscape, akin to a vibrant embroidery, every thread contributes to the fabric of change, with educators serving as the threads/*hilos* de bordado of this transformative process (Anzaldúa, 1987). Teachers play the role of *bordadores* in facilitating cross-cultural understanding and empowerment within border communities, weaving together diverse perspectives to create a more inclusive and harmonious educational environment (Anzaldúa, 1987). In BBU's bilingual education courses, we developed several *bordadores* strategies that our students participate in, where the education *acts as if it were* hilos bordados*, weaving together the threads of multilingual and multicultural communities.* These strategies are the autobiographical translanguaging portraits and the *topografía*/language ecology tool to be described next.

Autobiographical translanguaging portrait

Autobiographical translanguaging portraits (Seltzer et al., in press) are not just a tool, but a platform for students to take ownership of their language use. Based on the work of Neville and Ibarra Johnson (2022) and extending Busch (2010), these portraits invite students to map not their languages as such but their language *use*. This process empowers them with a critical perspective of their languaging, and subsequently, they reflect on the meanings of their language practices. These portraits are not just about activating students' critical multilingual awareness and translanguaging, but also about developing the teacher's ability to understand students' dynamic language use.

Yalitza, a *transfronteriza*, was asked to provide an autobiographical translanguaging portrait. The assignment's purpose was for students to think about their linguistic repertoire, language use, and the means of expression and communication that play a critical role in their lives. She was asked to map these with multicolored markers/pens in the human-shaped drawing to represent her language practices.

In Yalitza's language portrait (Figure 1), she uses shades/patterns to represent her communicative repertoire use. The primary colors are green and blue, representing Spanish and English because these are the two languages she speaks the most. She explains that these languages are "kind of like all around the place, kind of around the same amount, but I added a few more elements to the drawing like the ears, thinking bubble, heart, fingers, and eyes." The ears are one green and one blue because Yalitza claims to use one ear for English and the other for Spanish, depending on which language she is listening to, will be the ear that "tunes in." The thinking bubble is sketched as a swirl because Yalitza combines English and Spanish and explains, "It is the way that my whole thinking process goes," using both together. Yalitza's home languages are Spanish and Tarahumara; in the center is a heart representing her home language use. The heart depicts how all three languages are integrated into her heart and soul. She included a purple stripe in the heart for the Tarahumara language, which she explains as follows:

> it is a … language that they speak in the town that I grew up in. It's an indigenous group. I don't know how to speak the language. I know a few codes and words, but I think it's important; it had an impact on the way I grew up.

Figure 1. *Yalitza's autobiographical translanguaging portrait*

The red-colored fingers represent sign language and non-verbal communication. Both hands are red because she finds herself more expressive using her hands in her non-verbal communication cues. She has learned a few words in sign language, either in English or Spanish, and thought it was important to add. Lastly, she includes eyes in the drawing because she thinks we also communicate through our eyes in non-verbal ways. As a future bilingual educator, she envisions this activity as a powerful tool for fostering understanding and respect for different language practices. She believes that early childhood students participating in bilingual education will respond positively to this activity, leading to a more inclusive and respectful learning environment.

Topografía/language ecology tool

The key concept behind the term 'language ecology,' defined by Haugen (1972: 325) as 'the study of interactions between any given language and its environment,' is that a given language does not exist as a separate entity in the environment. In Haugen's terms, 'environment' refers to the 'society that uses [a language] as one of its codes' (1972: 325). Using language ecologies as a strategy became the "*topografía*" tool that Ana María, a teacher in a borderlands district, employed at the middle school level. Her work, depicted in the image below, highlights the intersectional qualities that frame the process of language construction and development, acknowledging the diverse and complex socio-cultural and linguistic backgrounds of her students (Armijo et al., 2023).

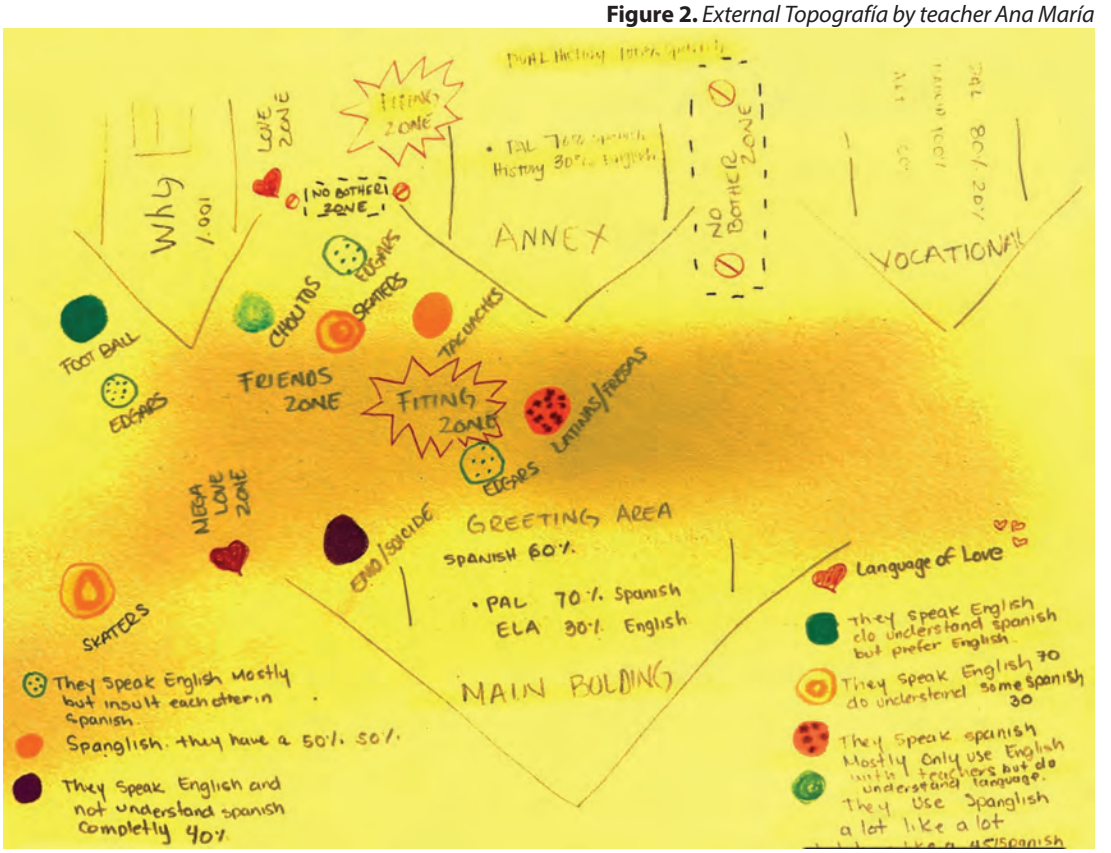
In this language map, the teacher reflects an ecological approach to language within the school's social space. She explores the relationships between languages and the society in which they exist, considering the geographical, socio-economic, and cultural conditions of the speakers, as well as the broader linguistic environment. Her approach addresses these intersectional qualities and embraces the rich linguistic diversity of her classroom, fostering an inclusive environment where students' native languages and cultural identities are valued and integrated into the learning process. For example, she identifies specific areas where different language practices occur, such as zones where English is spoken but students use Spanish curse words. Areas where Spanglish is prevalent, places where students speak English but do not fully understand Spanish. Spaces for the language of love, regions with a preference for English despite fluency in Spanish, and situations where students use English to communicate with teachers even when Spanish is their dominant language. This nuanced understanding and mapping of language use highlights the intricate interplay of languages in her students' lives and underscores the importance of recognizing and respecting their linguistic realities.

Los futuros bordados

The building of walls between the US and Mexico can serve as a stark metaphor for the divides that attempt to fragment our societies. Yet, education acts like *hilos de bordado*, *des-bordando*/weaving together the threads of multilingual and multicultural communities. In the borderlands, where cultures come together, and languages intermingle, educators mend these divides. Through bilingual programs across the borderlands, these educators create the embroidery of connection and empathy, *bordando jardines* of shared identity and mutual support. We invite the reader to actively participate in the ongoing conversation about how our languaging strategies serve as threads to strengthen transborder educators' identity in the borderlands. Considering the ongoing sociopolitical turmoil and effects on the 50,000 *transfronterizo* students attending universities in Ciudad Juarez, El Paso, TX, and the Las Cruces, NM metroplex, this conversation is vital.

References are available on page 19 of the appendix.

Figure 2. *External Topografía by teacher Ana María*



Empowering Families: Transforming CTE Classrooms into Hubs of Parental Engagement and Community Growth

Juliano Calvo, B.S.
West Adams Preparatory High School
Los Angeles Unified School District

Introduction

I remember my very first job interview here in this country. The interview was at a high-end restaurant in Los Angeles. As I sat nervously across from the interviewer, he opened with a question that caught me completely off guard: "Do you speak Spanish?" Despite having been counseled extensively on the importance of conducting job interviews in English, I was unprepared for this. I tensely replied that I did not speak Spanish. After a brief pause to glance at my resume, the interviewer said, "Well, you have a good resume. We'll figure that out later," and continued the interview in English.

I got the job, but it was during my first week that I realized how essential Spanish would be in my new role. I quickly picked up "kitchen Spanish"—a unique variation spoken in the food service industry. This experience highlighted the importance of language in workplace integration and paved the way for my later endeavors as an educator. With the help of my students, I eventually gained proficiency in academic Spanish. This personal journey has fueled my commitment to helping parents who face language barriers gain industry certifications and credentials through Career Technical Education (CTE) classrooms, thus advocating for schools to allocate funding and support for these initiatives.

Participating in many of the California Association for Bilingual Education's (CABE's) initiatives and aligning with its vision have influenced my advocacy for opportunities to promote inclusion and a multicultural learning environment. CABE's mission to support emergent bilinguals and their families through advocacy, professional development, and partnerships has inspired me to implement these values in my educational practices. This alignment has reinforced my belief in creating a welcoming and inclusive space for all students and their families. Through this lens, I have seen the transformative potential of CTE programs in engaging parents and fostering community growth.

The Impact of Parental Engagement

As we celebrate CABE's 50th anniversary, it is important to mention that its mission, advocacy, and policy development have been crucial in creating inclusive and supportive educational environments for emergent bilinguals and their families. CABE played a key role in advocating for the English learner (EL) Roadmap, ensuring that it meets the needs of English learners and promotes linguistic diversity as an asset. This policy emphasizes standards, instruction, access, assessment, and accountability for English learners, paving the way for equitable education.

As an extension of that initiative, the EL Roadmap's principles can benefit parents and other adults by providing career training in a multilingual classroom setting. This approach not only supports students but also empowers families by enhancing their language skills and career prospects. It highlights the importance of meaningful parental engagement and paves the way for schools to create successful programs of study with an inclusive approach for families and communities.

Research consistently demonstrates that parental involvement is a key predictor of student success. According to the National Parent Teacher Association (PTA), "Students with engaged parents are more likely to earn higher grades, attend school regularly, and graduate from high school." The National Education Association (NEA) also reports that family involvement in schools improves student achievement, behavior,

and attendance. These findings underline the critical role that engaged parents play in their children's education.

Data from the U.S. Department of Education further highlights the effectiveness of CTE programs in preparing students for the workforce. When parents participate in CTE activities alongside their children, the benefits extend beyond the classroom. A study by the National Research Center for Career and Technical Education found that "parental engagement in CTE programs leads to improved academic outcomes and increased motivation for students."

Additionally, the NEA found that students whose parents are involved in their education are more likely to achieve higher academic performance. Students with engaged parents were shown to be "30% more likely to graduate from high school and twice as likely to attend college" compared to their peers without similar parental support. This data makes it clear that parental engagement is a vital component of student success.

Breaking Language Barriers Through CTE Programs

Language barriers can significantly discourage parental involvement, but CTE classrooms offer a unique solution. By integrating language support services and bilingual instruction into CTE programs, schools can create inclusive environments where parents feel valued and supported. This approach not only helps parents overcome language challenges but also fosters a sense of community and belonging.

Nearly 30% of students in the US live in households where a language other than English is spoken, according to the Migration Policy Institute (MPI). Aligning with the goals of Global California 2030, CTE programs can serve as pivotal platforms to ensure students and their families attain proficiency in multiple languages. By 2030, the initiative aims for half of all K–12 students in California to participate in programs leading to proficiency in two or more languages, and by 2040, three out of four students to achieve this goal, earning the State Seal of Biliteracy.

This statistic underscores the importance of bilingual education and language support services in promoting parental involvement.

Empowering Parents Through Certification and Training

One of the most impactful ways to support parents is by providing them with opportunities to earn micro-credentials, industry certifications, and professional badges through CTE programs. These credentials can open doors to new career opportunities and provide a sense of accomplishment. By partnering with local industries, schools can ensure that the training parents receive is relevant and valuable in the job market.

Offering professional development in partnership with industry leaders can help parents acquire new skills and knowledge. This not only benefits the parents but also sets a powerful example for their children, showing the importance of continuous learning and professional growth. Schools should embrace this initiative, recognizing that empowering parents with these opportunities directly benefits students.

As a business entrepreneur, culinary arts teacher, and food handler certification proctor, I have witnessed how these programs can transform lives. The food handler certification, valid statewide where it is issued, is essential for anyone seeking employment in the food service industry. This certification ensures that individuals understand basic food safety practices, reducing the risk of foodborne illnesses.

In my role, I have the unique ability to certify not only my students but also their parents. This collaborative learning environment fosters a sense of community and shared purpose. Parents and students can attend classes together, learn the necessary skills, and receive their certifications simultaneously. This shared educational experience strengthens family bonds and provides parents with the qualifications needed to secure jobs in the food service industry. This real-life example demonstrates the power and potential of using CTE programs to engage parents and support their professional development.

Engaging parents in CTE programs directly impacts students' academic performance. Parents receiving industry training and education become role models, demonstrating the value of lifelong learning. This positive influence inspires students to set higher academic goals and strive for success. Parents equipped with industry certifications, badges, and professional development can better support their families, leading to stronger, more resilient communities.

CTE classrooms have the potential to transform lives, not only for students but also for their parents and the broader community. By leveraging these programs to engage parents, provide industry training, and foster partnerships, we can create inclusive educational environments that support academic achievement and economic stability. The profound impact of parental involvement in education calls for educators, policymakers, and community leaders to embrace this approach to forge a better tomorrow for all.

References are available on page 21 of the appendix.

Culturally and Linguistically Sustaining Instructional Design: Leveraging Technology

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San Diego County Office of Education

Technology-supported learning is a critical component of TK-12 instruction – and all children must be provided access. Yet, the digital divide continues to widen for some of our most vulnerable students, including our emergent bilinguals. While two years (March 2020 to January 2022) of hybrid and remote learning provided some instructional shifts in the use of technology (i.e., increased use of software programs, learning management systems, and supplemental online resources), the COVID-19 crisis highlighted disparities in access to digital tools—most profoundly in low-income and communities of color (Herold, 2002).

Several factors influence access to technology in the classroom and the resulting digital divide, including teacher beliefs, technology acceptance, and classroom management challenges. One central factor for the inequality in access to technology-supported learning has been largely attributed to a lack of professional learning and support specifically designed to meet the needs of multilingual learners in a dynamic technology-infused environment (Lahm & Sizemore, 2001; Buabeng-Andoh, 2012). My recent dissertation findings further underscore this emerging research: a significant number of teachers have never received formal training – either as part of their teacher preparation program or through their employer – on how to properly use the available devices as both a teaching and a learning tool (Cordero, 2024). This insufficient professional learning results in a shared sense of frustration among many educators regarding the use of devices in districts, schools, and classrooms. The field has the resources to reimagine what culturally and linguistically sustaining instructional design looks like in a technology-rich classroom. The following practices provide a starting point for educators of multilingual students to integrate technology into instructional design:

Tap into students' assets. The English Learner Roadmap invites us to embrace the assets our students bring to our classrooms as the foundational building blocks for the content emergent bilinguals need to learn, highlights the need for English learners to access high-quality instruction, and describes the essence of culturally and linguistically responsive instruction: learning opportunities where multilingual learners bring their assets and contributions to the learning process (Colón-Muñiz et al., E.G., 2022). When students learn in classrooms with teachers who engage in culturally and linguistically responsive instructional practices, they demonstrate increased student engagement, motivation, resiliency, and academic achievement (Hollie, 2018). This inclusive instruction is grounded in understanding students' learning needs and styles, integrating choices to demonstrate learning, and providing options that reflect cultural styles (i.e., oral storytelling). The message from the field is clear: educators need to leverage students' cultural and linguistic assets to engage them in the learning process.

One of the untapped resources among our emergent bilingual students is their technological savvy. Instructional technology has promising uses that can embrace the digital assets our students bring to our classroom and engage them in cognitively challenging tasks that enhance all aspects of their learning. Rather than limiting students' technology exposure to taking tests, viewing curriculum, and completing worksheets, teachers can design instruction that leverages technology to enhance language development with effective support.

Another key to accessing students' assets involves engaging students in cognitively challenging tasks (e.g., time to identify patterns and opportunities to propose new ideas and solutions). After providing the best first instruction, an additional focus on these complex tasks helps multilingual learners embrace the struggle and develop persistence during meaningful interaction with the content (Russo & Hopkins, 2017). Similarly, cognitively challenging tasks increase student engagement (Parsons & Taylor, 2011). For example, the accessibility features in our devices can be used to give students access to the content. Augmented reality can also help students develop or deepen the background knowledge necessary to engage with the content. Likewise, artificial intelligence can enhance the learning experience by helping students develop study guides or practice tests for any content area. The goal is not to integrate technology for the sake of technology; the purpose is to build students' toolboxes to access new learning.

Instructional technology should be integrated to enhance and expand learning, not restricted. Digital citizenship and high expectations on the appropriate use of technology must be a common practice in our classrooms. The lack thereof is wreaking havoc in classrooms across our country, where students use devices for entertainment, and districts are opting to restrict the use of technology that is supposed to enhance the learning experience.

Intentionally teach digital citizenship. Integrating options for students includes intentionally teaching digital citizenship so students learn how to make better choices (Prasetiyo, 2023). It is critical for teachers to establish expectations for the appropriate use of devices as learning instruments (Lauricella et al., 2020). Students with relevant, real-world options are more motivated to complete the work (Katz & Assessor, 2007). These selections can include tech-infused and no-tech options to demonstrate learning. Depending on the task, some students might feel more comfortable using technology to demonstrate their learning; others might prefer paper and pencil. Providing multilingual learners the autonomy to demonstrate their learning uplifts their cultural and linguistic assets.

Focusing on digital citizenship includes a robust dialogue with students about the potential immediate, short-term, and long-term consequences when these technologies are not used as intended. Investing time in educating students on the appropriate use of technology prevents misuse in the classroom (Baydar, 2022). Importantly, students need to learn about the future impact of their decisions and consider their digital footprint (Karabatak & Karabatak, 2020). Banning or removing access to technology in the classroom deprives students of learning how to use tools that will prepare them for college and career—especially those who are most vulnerable (Hankerson & Brown, 2020). Ideally, teachers equip students with digital citizenship knowledge and guide them to collaboratively create acceptable use of technology norms for the classroom (Burden, 2020).

Elementary teachers spend as much time as necessary to teach young students how to walk with scissors so they do not hurt themselves or others. In the same way, teenagers go through a rigorous driver's education course before they can drive a car. Educators need to dedicate the same time and focus on digital citizenship education prior to providing students with devices, which, like scissors or cars, can be both amazing resources and dangerous weapons. Furthermore, teachers must understand how to appropriately implement technology devices as teaching and learning means for multilingual learners.

Embed technology to achieve the learning objective. When a new technology emerges, educators often eagerly seek opportunities for students to use it in the classroom. The role of technology is to support students in achieving the learning objective, engage with the learning in meaningful ways, and showcase their learning (Smaldino et al., 2008; Tuma, 2021).

Nevertheless, effective use of technology requires a purpose, literacy (California Department of Education, 2014)—not simply using technology for the sake of technology. Accessing the content through technology better prepares emergent bilinguals to evaluate the important information from the text and determine what should be communicated (McGrew & Byrne, 2020). To accomplish this, the teacher plans with the end in mind, considers the objectives for learning, and leverages technology—keeping language and culture at the forefront—to support each student in attaining the goal. For instance, the teacher might allow students to use text-to-speech to listen to the informational text as they follow along. This provides a meaningful scaffold as students obtain, evaluate, and communicate information to demonstrate an understanding of a disciplinary core idea.

Similarly, features such as highlighting and annotating can help students select the aspects they identify as most important. Finally, voice or video recording apps allow students to communicate the information they have obtained and evaluated. Sharing the information in this way supports students in engaging in tasks multiple times to show a product they feel comfortable sharing and, as a result, lowers their affective filters (Madzlan et al., 2020). These videos can then be used as tutorials for other students who need additional support to achieve the task and provide a platform for students to learn from their peers (Huang et al., 2020). In the same way, artificial intelligence software can support students to organize their thinking (Kim et al., 2022). Not only will this support reading through oral language practice and ensure that students truly access the content, but it will also support emerging bilinguals in practicing pronunciation, defining unknown words, and possibly translating or making connections to their primary languages.

Design for depth. When educators leverage technology as a way to access (Foley & Ferri, 2012), enhance (Safitry et al., 2015), or showcase learning (West, 2011), they design for depth. Designing instruction with the most vulnerable students in mind dismantles barriers to learning, which benefits all students. This is referred to as the Curb-Cut Effect (Reid, 2022). The following three ideas can support teachers as they plan technology implementation and provide access to the learning objectives for multilingual learners:

- **Access the content:** Which technology resources will help my most vulnerable students access the content (e.g., English learners, students with disabilities, socially-economically disadvantaged)? Who and how will this tool help?
- **Enhance learning**: Are there any apps/software that could support me in helping students gain a deeper understanding of the topic at hand? Who and how will this tool help?
- **Showcase learning**: Which technology tools would I like my students to use to demonstrate their learning? Is technology the best way to demonstrate learning? Am I giving students a choice when it comes to demonstrating their learning?

Importance of STEM Courses for Multilingual Students

In 1991, I saw computers for the first time as a student. I had recently started at a new school, and I walked by the computer lab where students were engaging with those devices. The computers were small white towers with small screens. Students interacted with a program that made sounds and had images moving across the screen. I would have liked to have gone to the computer lab and engaged with those machines, too. However, I did not have access to that class because I was assigned to sheltered courses.

Little has changed since 1991. Few English learners have access to elective courses that allow them to explore areas of interest, and specifically STEM (Science, Technology, Engineering, and Math) (Kanno, 2021). While English Language Development (ELD) courses are paramount, we need innovative solutions to provide students with dynamic opportunities to engage with technology. Furthermore, technology-rich language courses will help to increase the pipeline of multilingual students in the STEM field—including doctors, computer scientists, and engineers—with the cultural wealth to meet the needs of our culturally and linguistically diverse communities (Yosso, 2005). The time is now to support educators with the resources to harness technology and design culturally and linguistically sustaining instruction for multilingual learners; this is an urgent equity issue.

References and information about the author are available on page 22 of the appendix.

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Better Graphic Analyses of English Learners' Academic Assessments

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San Diego County Office of Education

Currently, as conservative political entities work to shift public opinion to lay ultimate responsibility for poverty in the classroom rather than address structural policies and institutional biases that continue to limit the economic uplift of families, school assessments have increasingly become tools for advancing beliefs of the primacy of individual accountability. Those viewpoints are now coupled with the intent to build efficient and immediate school/district data access through computerized and digitized assessments, especially about literacy. These forces continue to promote the concept that the analyses are irrefutable, scientific, unbiased, and more accurate than teacher-led assessments despite some obvious weaknesses when applied to English learners. Their purported goal is to reveal academic stragglers or identify those possibly challenged by dyslexia, but the eventual objective seems to be mandating solutions of required instruction or turning students over to a mechanized tutoring system. Regrettably, many school/district administrators may, at the moment, be blind to the shortcomings of the data reports of these assessment systems, which should have their validity questioned.

The move towards improving assessments in classrooms and schools is laudable in its goal for equity and accountability, but much harm can result if the complexity of language and literacy is reduced to overly simplified models of data analyses of assessments. Any teacher of English learners can readily explain to legislators and administrators that assessing students in a language they are still acquiring is fraught with challenges of interpretation. Students whose academic abilities are evaluated in their second language may not yet demonstrate their full capacity and knowledge primarily because learning a language well takes years.

Simultaneously, the shared accountability of ensuring academic learning ends up muddled with misinterpretations, often, unfortunately, missing the interplay of two critical variables that are inexorably intertwined: language development and literacy. Administrators may underplay that correlation as they deem to provide more definitive and condensed information to their boards and community. Meanwhile, educators in the classroom continue to recognize that the more a student masters a language, the more likely the results of an academic assessment in that language can be trusted, especially when evaluating language arts.

Figure 1 depicts the inevitable correlation between language proficiency and academic performance. Each dot represents a student and how well each would likely do on a test administered in their second language. Teachers of English learners would rightly point out that students with higher language proficiency end up performing better on an assessment administered in that language. Consequently, figuring out if those students at the earlier stages of language competency are having a challenge with their academics or are just unable to comprehend the language of the assessment is multifaceted, nuanced, and critical.

In addition, Figure 1 also represents occasional anomalies. Two students, circled in red, demonstrate surprising results, performing higher or lower than expected, requiring even more investigation. Such sporadic but typical results demonstrate the importance of understanding the complexity of the data. Many potentially confounding factors point to reasons beyond academic knowledge that may affect student performance, especially the language proficiency of English learners.

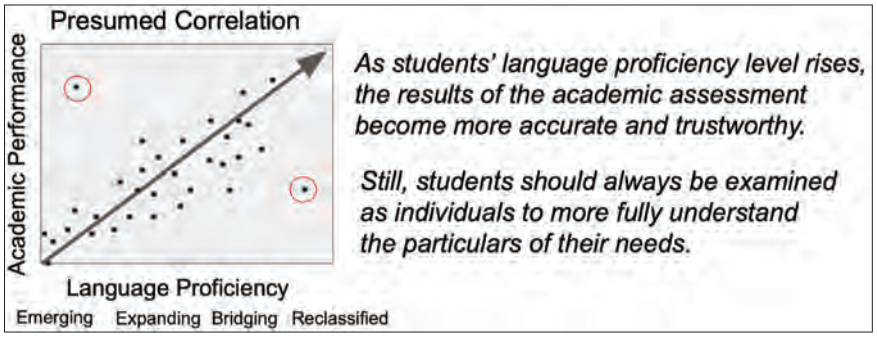

Figure 1.

Of course, one solution would be to assess students in their native language, but even that proposal becomes problematic if students are not being taught in their native language. Currently, the number of California students in multilingual programs remains far too few, with even fewer in languages beyond Spanish. Moreover, the range of external assessments available to schools and districts in languages beyond English, outside of Spanish (and even within options accessible for Spanish) remains quite limited.

Certainly, teachers have a viable, if rather rudimentary, option for their classroom formative assessments administered only in English: divide the students' results into four piles by the most recent ELPAC score. Student academic assessment results for those language learners who scored a three or four on their ELPAC summative test are likely more valid than those still in the initial stages of acquiring the language. Similarly, districts can split up their summaries of student performance by levels of language proficiency rather than treat language learners as a monolithic group. Such performance expectations would also bear out when students' ELPAC results are set against their state annual assessment performance, as shown in Figure 2.

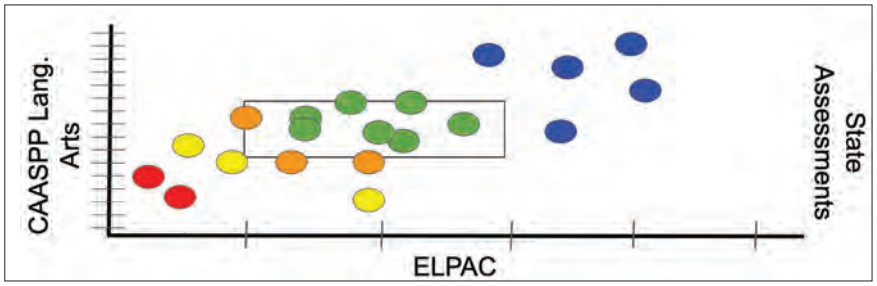

Figure 2.

Once more, the dots represent students, whereas in this case, the colors are meant to portray the levels of achievement as signified in the state CAASPP results. Here, the expectation would be that students performing in the cool colors (blue and green) would likely have higher ELPAC results and vice versa, while students in the warm colors (orange, yellow, and red) probably scored lower on CAASPP ELA. In fact, much of that literacy achievement correlates to their English language proficiency.

The box in the middle of the chart illustrates another possible tool for evaluating student performance: prediction. Over time, a school and district can project the performance of students who have experienced schooling in English for a number of years and have obtained a certain level of language proficiency. For example, if a language learner entered English schooling for the first time in kindergarten, by the time they are third graders, their summative ELPAC would likely be at least a level two or a three (represented by the top and bottom of the box). Their language proficiency by then would, in turn, have a typical expectation of a certain range of CAASPP performance in language arts, represented by the sides of the box. Accordingly, a school or district can more easily analyze how many English learners fall in the anticipated range of performance on both language development and language arts by counting students below, at, or above the expected results.

Nevertheless, disappointingly, instead of a more nuanced visualization of literacy achievement represented by the two figures accounting for the link between English learners' language development and academic performance on an English-only assessment, some administrators persist in rendering results into tables that rely on averages. Such matrices often leave out the standard deviation (the spread of the actual data) or ignore the merits of using the mean versus the median or the mode to represent averages. Worse yet, other critical factors are frequently set aside, such as chronic absenteeism, late entry in the school year, or additional variables surrounding socioemotional well-being that profoundly affect student performance.

Schoolwide Data

CAASPP Performance of 302 students* (85% of all 3rd-6th graders) who:

- ❑ Attended school >= 95% of year
- ❑ Were EO, FEP or ELPAC 3 or 4
- ❑ Members of "low income" families

*See other charts for Special Ed students, dually identified, ELs at ELPAC level 1 & 2, Section 504 students, chronically absent, etc.

	3rd N=82/87	4th N=83/85	5th N=65/68	6th N=72/74
Exceeded	1; 1%	1; 1%	1; 2%	0
Met	42; 51%	39; 47%	25; 38%	35; 49%
Nearly Met	33; 40%	32; 39%	20; 31%	15; 21%
Not Met	6; 7%	11; 13%	19; 29%	22; 30%

Figure 3.

A better representation of English learners' data would consider pertinent demographics as a critical factor, with language development as an essential variable. For example, Figure 3 represents 301 students in grades 3 through 6 in each band of the CAASPP. In this case, the students profiled are meant to represent the most likely to be high-performing, English-only, fluently English proficient at the outset of their schooling or at the higher levels of language proficiency per the ELPAC. In addition, this disaggregated data set presents students who attended most of the school year (assuming 180 days) but are still from low-income families. In this model, other students with more unique assets and characteristics would be examined separately to illuminate factors influencing their performance, such as students with special education needs, who missed a lot of school, or who are English learners in the earlier stages of English language proficiency. To understand how many students pertain to the selected categories, the representative number (N) is shown immediately below each grade's column header to quickly grasp how many students in that grade fit that specific profile.

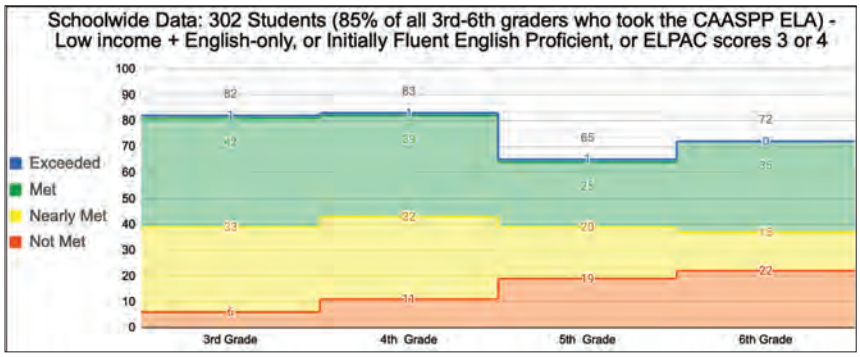

Figure 4.

This data could, in turn, be rendered into a more visually comprehensible chart, such as a stacked stepped area chart demonstrated in Figure 4. This graphic allows an easier comparison of students across grades by the volume represented by each count within each grade. More importantly, the data is more representative of the students whose language proficiency is less likely a confounding variable.

Still, even this more progressive visualization renders students into a mass of data rather than attending to the trajectory and performance of individualized students. Understanding the achievement of students can best be recognized by examining the growth or decline of each student across the years. Instead of pulling all students into a count or average of performance, true accountability would evaluate whether or how students are thriving the longer they are at the school.

Imagine every student in the data represented as a school of fish swimming generally upwards and forward towards the destination. Although the majority can be said to be heading in a particular flow, preferably in a positive direction, some undoubtedly head in a slightly or extremely wrong direction. If the mission truly seeks to ensure every student succeeds and continually improves, rather than examining the general trend of all the students as an average or a band, better analyses would attend to the progress of every learner. Figure 5 posits that such a visualization may serve for better analyses of students' academic performance, especially language learners whose general direction should always be improving across the years as their English increases.

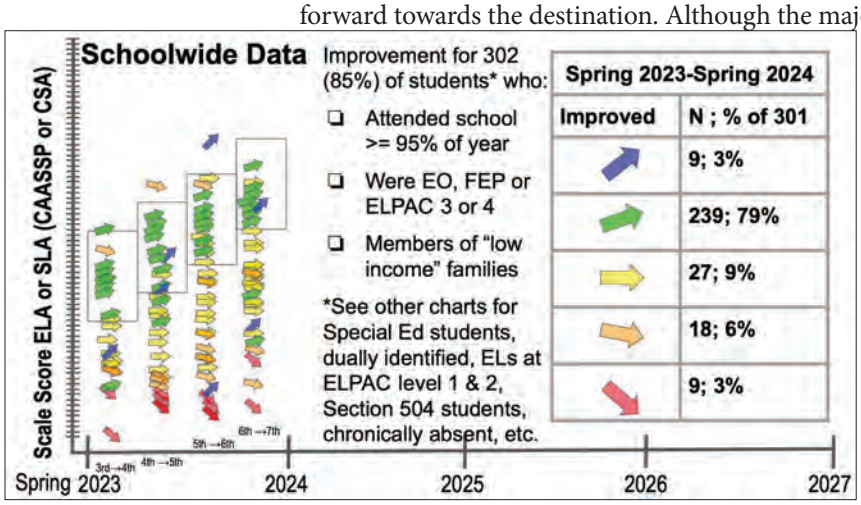

Figure 5.

In this final figure, each student is represented by an arrow. This time, the students' improvement in literacy (whether measured in English language arts or Spanish language arts in biliteracy settings, with measures such as the CAASPP test or the California Spanish Assessment) from one grade to the next is depicted by a color. Cool colors (blue or green) show

degrees of improvement, while warmer colors reveal stagnation (yellow) or a decline in performance (orange, red). Since all students start from a different point on the scale (along the y-axis), each student's relative increase or decrease would also show at different points on the scoring range, sometimes overlapping with others improving or declining. What matters here is to note how many students who have been continually in school and have reasonably or fully developed English proficiency fare across a year, irrespective of their inception. Some students who perform low may still show great improvement.

Moreover, similar to the previous figure, the range of students' predicted performance can be a box on the chart to note how many students are above, at, or below expectations for this profile group. For students still in the beginning stages of their English proficiency, those boxes may be at a lower point to account for the reality of the time it takes to master a new language. Year after year, the number and proportion of students ascending or descending can be monitored to reveal if, as a whole, the schooling of students is increasing their academic achievement. Above all, the visualization seeks to turn attention to the actual individual students in the data. In addition, by hyperlinking to each arrow, an assessment system could open up to a student's photograph and qualitative characteristics to more fully appreciate the complexity of their context.

Although innovative and challenging to produce, the sample figures shown in this article seek to inspire administrators and assessment publishers to lean into the reality of the correlation between language development and other academic areas, particularly literacy. As the ability of computerized and digitized data continues to advance, all educators, especially teachers, and administrators, should demand depictions of the data that more fully represent the broad circumstances of students' lives in the care of schools. Even so, rather than rely solely on automated assessments from external sources, educators would benefit from rereading Chapter 8 of the ELA/ELD Framework, which calls for three characteristics of effective assessment: validity, reliability, and freedom from bias. It is hoped that assessment data depictions through better graphics can improve the understanding of all three when English learners' achievement is examined and evaluated.

Mi cuento

Alejandra Acero Reilly
California State University, Los Angeles

Dedicado a mi Papi y Mami. Gracias por siempre apoyarme y ayudarme a creer que todo es posible. And thank you for never giving up on the stubborn one who refused to speak Spanish.

In a world where everyone navigates their words with grace,
I once found it a struggle to find my place.
While everyone spoke their native tongues together as one
No one spoke mine, and I was there all alone.
But in my home, mi cultura, mi lengua era en unión.

The demand for Spanish de mi Papi was a daily battle.
"No te entiendo si no es en español" is part of my tale to tattle.
Now, I am thankful and proud, but the journey was not all twinkles.
Learning two languages at once means they both have some wrinkles.
Socketines for socks and no word for colador.
Alejandra or Alex is still my brain's main questioner.

In high school, my world was opened to more Latinas like me.
First generation is what I was now proud to be.
While my Spanish was not perfect, I got by
Still thinking, "When in the world will this apply?"
But then I got older and understood my parents' reasoning.
It was opening doors much to my own pleasing.

I soon had my family, but wasn't using my Spanish to its full potential.
I was still saying Alex because people's pronunciation was still non-evidential.
But soon, I found myself on a journey no one saw coming.
I was in a setting that saw my Spanish language blooming.
A classroom setting changed my path to something worth knowing.
While I thought it was impossible, something inside said, "Keep going."
Now here I am saying, "Y en español se dice…" Gracias, Papi, for keeping the Spanish flowing.

Now, I proudly acclaim all that I am about.
I can sing my favorites from No Doubt.
I can twist and shout with John and Paul until the sun is out.
Pero también canto con Maná a todo volumen
Y bailo la cumbia hasta que mis tacones se disminuyen.
I proudly celebrate el 4 de julio
And on September 15th watch El Grito con mucho orgullo.

I may not have always embraced my two worlds with enough love
But now I see I was meant for bilingual education, as it suits me like a glove.
My learning journey has been a time to reflect on language and much more.
I spread the word about myself to little minds who seek to soar.
Reminding them that bilingualism is something to adore.
Es un superpoder que nos ayuda a aprender y a reír, en ambos idiomas con mucho mucho amor.

My journey to becoming a dual immersion Spanish teacher has been one of my reflections, one that has not been easy to face but one that has been necessary. Through my *testimonios* and *reflexiones*, I am now able to see how my experiences have formed my identity, and I have a newfound passion for spreading my bilingualism. Effective and equitable dual language bilingual education (DLBE) programs require teachers to be invested in enriching our students by creating connections through our own learned experiences and histories. By creating *testimonios* and personal *reflexíon*, we are seeing our journeys of being bilingual, any oppression we have experienced throughout our life, specifically in our education, and how we can do better for our students. While *testimonios* help unveil the oppressions of our narratives while highlighting survival and resistance, *reflexión* bridges the testimonios with recounted lived experiences that have built our social identities (Caldas & Heiman, 2021).

As a young girl, I always knew my parents grew up in Mexico, immigrated to Los Angeles in their early 20s, met and fell in love by living in the same apartment building, got married in 1973, and ten years later had a daughter named Alejandra. A name I was always told was beautiful, one that I knew my dad had given me. But it has taken me 41 years to fully embrace and love all the different aspects of my bilingualism and culture, some of which I hid in order to not be seen as an anomaly or an "other."

By the time I was a young school-age girl, my parents were both fluently bilingual, but my dad insisted we only speak to him in Spanish and consistently assured my siblings and me that we would need it as we grew up. However, my schooling was monolingual, and I was the only bilingual Spanish student in a class of thirty-five from kindergarten through eighth grade. After many years of teachers and classmates mispronouncing my beautiful name, I soon decided to become solely "Alex." I always wondered what was worse, consistently hearing "Alehandria" or concealing my given name, the beautiful one my dad had proudly given me at birth. Over the years, my answer to "What's your name?" has always been "Either Alejandra or Alex. Whichever is easier for you."

As I began my journey as an educator, I never considered a bilingual classroom until I stepped into one, and my heart instantly grew with a strong sense of pride. Not only were they speaking my second language, but they were fully embracing it, showing it love, expressing themselves in ways that were only allowed within my family, in the privacy of our home, family parties, o cuando iba a Tijuana. It was a sense of comfort. However, while I was bilingual, I felt it was not "good enough." I did not know about accents and struggled to fluently find my words at times. Yet, I kept being drawn to it and soon began my research on how I could become a dual language bilingual educator. I found myself on a journey that turned out to be a self-reflection of my own life and years of inequities that I had no idea had taken place. What I always believed to be simple mispronunciations of my name was actually an act of devaluing not only my name but my culture and my full identity. Rather than learning about all the intersectionality of Alejandra, they changed me to fit their comfort. On my journey, I also learned to embrace my level of Spanish and soon discovered it was much stronger than I had ever realized. My Spanish had always been "good enough"; it was just hidden inside, waiting to be called on, waiting to blossom, and be spread into the lives of my students, whose own bilingualism is flourishing before my eyes, still as empowering as the first day I stepped into a dual language bilingual classroom.

Reference

Caldas, B., & Heiman, D. (2021). Más allá de la lengua: Embracing the messiness as bilingual teacher educators. *Journal of Language, Identity, and Education*, 20(1), 58–70. https://doi.org/10.1080/15348458.2021.1864209

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An Ancient Innovation:
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Xenia Rueda, Ph.D.
Universidad Nacional Autónoma de México

Lilia Sarmiento, Ph.D.
California State University, Dominguez Hills

A buzz of excited chatter fills the air as Mrs. Fonseca ushers her 32 fifth graders into the classroom. Sunlight streams through the windows, illuminating a collection of intriguing objects scattered across the desks in the front.

On one desk, a mountain of rich, brown soil spills from several burlap sacks. Next to it, a colorful assortment of seed packets beckons. Gleaming metal shovels rest against a stack of popsicle sticks/tongue depressors. Folded thick plastic sheets cover another table. The students crowd around the desks, their eyes wide with curiosity. In partners, students are asked to share what they notice and questions they have.

Once seated in their seats, the teacher explains, *"Hoy iniciaremos un viaje al pasado, a una época de inventos fascinantes y gente innovadora. ¡Estas herramientas serán nuestras llaves para desvelar los secretos de un tipo especial de jardín, como ninguno que hayas visto jamás!"*[1]

Introduction

A 5th-grade dual language class explored *chinampas*, a sustainable agricultural technique, to address global food and climate issues. This week-long project brought real-world problems into the classroom, promoting Spanish language development through vocabulary and support structures.

This article explores engaging lessons on *chinampas*, their history, science, and cultural significance. A team of teachers (a classroom teacher, a UNAM—Universidad Nacional Autónoma de México—professor, and a dual language consultant) used *las chinampas* as a springboard to discuss sustainable food production, organic farming, and food security in large cities. Fifth graders learned and applied this knowledge by building their own school *chinampa*, as a collaborative project.

Rationale

Studying *chinampas* bridges science and social studies, showcasing Mesoamerican ingenuity and its relevance to modern challenges like resource scarcity and climate change. Students can explore these "floating gardens" to learn about different cultures, agriculture, and language!

The 5E Model (Engage, Explore, Explain, Elaborate, and Evaluate) guided the lesson planning. This student-centered approach fostered curiosity, critical thinking, and a deeper understanding of *las chinampas*.

Procedure

The objectives of the 5E learning sequence included: 1) access students' prior knowledge regarding alternative ways of growing plants; 2) provide students the opportunity to use the engineering design process to design a real-world simulation of a *chinampa*; and 3) maximize language development in Spanish through the content.

Phenomenon: Students viewed a video about land scarcity caused by urban life encroaching on farmlands and complicated by the worldwide drought. The images invoked the possibility of a bleak future unless there was a collective effort to find alternative ways of reversing our present ways and finding alternatives for a more sustainable future.

Engage: The teacher reviewed what the students knew about alternate ways of planting using a KWL (what I **K**now, what I **W**ant to know, and what I have **L**earned) chart. They discussed the important components *la chinampa* would need to be sustainable.

Explore 1: Photographs of *chinampa*s from both the era of Mesoamerica and present-day Xochimilco were placed on students' desks. As students rotated from

group to group, they noted their observations and listed questions on chart paper, such as: Who are these people? Did people live here, or is this land just for farming? What kind of crops are growing? How did they work?

Explain 1: Over two days, the science teacher visually explained *las chinampas*' parts and their function (*lodo* - how organic mud is made, and *estacas* - their function), linking them to everyday objects for optimal functioning of this agroecological system. This allowed the understanding of the concepts and uses to later reproduce them in their *chinampa*. (See Figure 1.)

Explain 2: After viewing several short videos on *las chinampas*, the students wondered how they could design a *chinampa* in their school garden that simulated the *chinampa*s of Mesoamerica. They plunked down and began to draw models of a *chinampa*.

Explore 2: Armed with drafts of designs and information from the video clips, the task began under the expert guidance of the science teacher. First, the class was divided into groups: 1) diggers, 2) foundation builders, 3) *chinampa* designers, and 4) planters. Some had a small measure of confidence in what lay ahead. A canopy of clouds shrouded the rising sunlight as the first small group, with shovels in hand, began to remove all the dirt from the existing planter. Then came the foundation builders. Their role was to measure the space and calculate the length and width of the plastic sheet, which would serve as the foundation. Once the plastic was secured, mounds of dirt covered the perimeter. Then, the designers began their task. They placed three crates inside, filled them with soil, and flanked the tongue depressors around them to sustain the crops. (See Figure 2.)

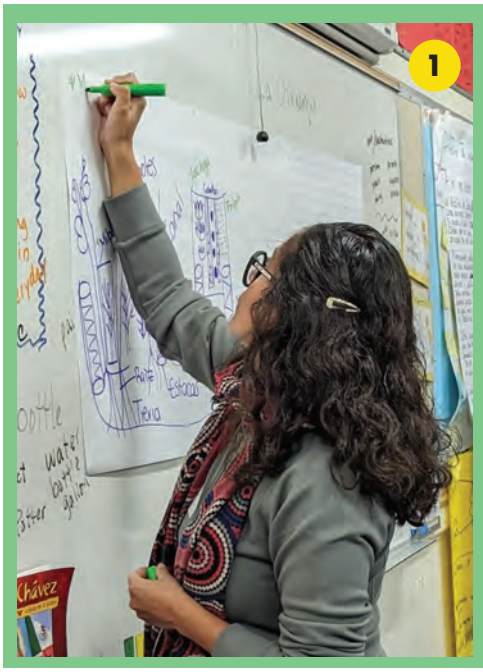
Meanwhile, inside, the students' incessant chatter buzzed. The planters had to decide what they would plant and how they would distribute the seeds. Their eyes set on the variety of seeds on the table. In particular, it was important to consider which plants had deep roots since these had to be placed close to the stakes to support the *chinampa naturally*. Meanwhile, plants with shallow roots could be placed inside the *chinampa*. They opted for green onions, two types of lettuce, cilantro, radishes, and tomatoes. (See Figure 3.)

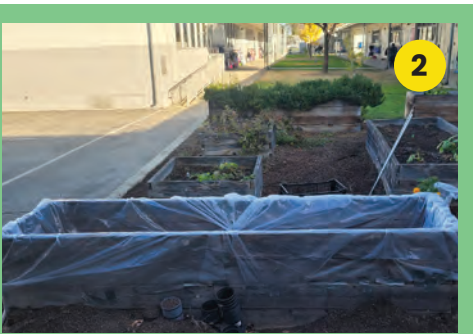
Evaluate: To document student learning and understanding, they maintained a scientific notebook. Each day, they were responsible for drawing, sketching, and writing what they were learning. Some examples included a drawing of a *chinampa* with critical concepts, key points from the video viewings, a draft of their *chinampa* design, a drawing of how seeds were to be planted, and a drawing of the final outcome. It was critical to label the seeds that were planted for future reference. In the back was a section where they kept track of new vocabulary words with a visual dictionary. (See Figure 4.)

Elaborate: As an extension to this project, students brought in a gallon soda bottle to create a homemade *chinampa* so that students could share the importance of the *chinampa* at home and for obtaining food on a smaller scale.

The bottle was cut into two equal parts in width. The lid was used, and a small hole was made so the stamen could pass through, simulating a root to allow water to rise to the plant. The top of the bottle is filled with soil, and the seed or plant of their choice is planted. We put water in it, and the bottom part will serve as a water tank, simulating the traditional *chinampa*.

In the end, the whole class gathered around their *chinampa* and, with a glint in their eyes, admired their impressive, collaborative, construction. While scanning the group, one noticed some students patting each other on the back, others nodding their heads, and even some who had disengaged with the ends of their lips lifted into a smile. It was a moment of connection with the past and relevance for present-day agriculture as they placed two miniature *trajineras*





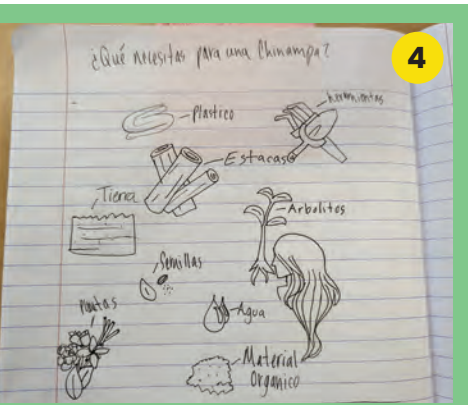


Figure 1. *Explaining las chinampas.*
Figure 2. *Building la chinampa.*
Figure 3. *Selecting and planting la chinampa.*
Figure 4. *Monitoring progress of la chinampa with scientifc notebooks.*

(traditional boats in Xochimilco) along their floating gardens.

Debate on preserving the chinampas in Mexico

Xochimilco, located south of Mexico City, is one of the most emblematic regions of the capital due to its importance in biodiversity, culture, and history. Its name originates in the Nahuatl language from the words *Xóchitl*, which means flower, and *Mílli*, which means cultivated field. Thus, the word Xochimilco means *Field of Flowers.*

Since pre-Columbian times, this region has been characterized by coexisting with and surviving the city's urbanization, making it a resource of great relevance. In environmental terms, Xochimilco is a climate-regulating zone of Mexico City because it buffers extreme heat events. In addition, it also houses a great diversity of pollinators, regulates flooding during extreme rain, and captures large amounts of carbon from the atmosphere.

Xochimilco has provided food since the pre-Hispanic era, when the ancient Xochimilcas adopted the wetlands as *chinampa*s. To this day, *las chinampas* mainly produce vegetables, such as various types of lettuce, spinach, beets, broccoli, radish, turnips, chard, kale, and zucchini.

What is a chinampa, and why is its preservation important?

The word *chinampa* comes from the Nahuatl word *chinamitl*, which means the frame of reeds, since they are rectangular plots that the *chinampero* have built with roots and trunks, holding them to trees called *ahuejotes*[2] (González and Torres, 2014). For its part, the *chinampería* refers to the agricultural system with a great ancient tradition. We can identify this system as a sustainable ecotechnology where simple and clean technologies prevail, based on organic fertilizers for the care of the soil, water, flora, and fauna (Mendoza, 2018).

A *chinampa* is a piece of arable land. Its structure is built from aquatic plants, which form a "mattress" that is then covered with mud extracted from the bottom of the canals. This mud is rich in organic matter, moisture, and nutrients, making it perfect for seed development. The mud is spread over the *chinampa* in a layer about eight centimeters thick.

The purity and beauty of *las chinampas* lie in their lack of need for fertilizers and agrochemicals. So, it is necessary to understand that *la chinampa* is a comprehensive agroecological production system related to the cultural aspect that gives identity to the human being. Therefore, we must understand that a "*chinampera* culture" refers to the identity and knowledge about *la chinampa*, generally transmitted orally from parents to children. Recognizing that there is knowledge and identity gives *chinamperos* dignity and resistance, which they have managed to form in the face of the segregation of capitalist forms of production (Chinampayolo, 2018).

Back in the classroom

Fortunately for these young scientists, the rainy season hit hard in their locale that year. The natural rainfall sustained their *chinampa* through the two-week winter break. Once they returned, they marveled as seedlings began to sprout. Unfortunately, all their labels scattered or disappeared due to the heavy rains, and their precious *trajineras* broke apart.

In the following months, the students kept a watchful eye on their garden. Assigned monitors kept track of the growth with little need to water since so much moisture was confined due to the construction. Huge weeds began to grow while their seeds grew at a slower pace. (See figure 5.)

By the fifth month, they had grown gorgeous lettuce heads, green onions, and cilantro. To celebrate, the students organized a day of harvest and collectively prepared a salad bar to enjoy the fruits of their labor.
(See figure 6.)

Support social science and science practices through investigations

The study of *chinampa*s in Mesoamerica through the lens of both social science and science allowed for a rich and multifaceted understanding of this remarkable agricultural system. Students explored their construction (science) and cultural significance (social studies).

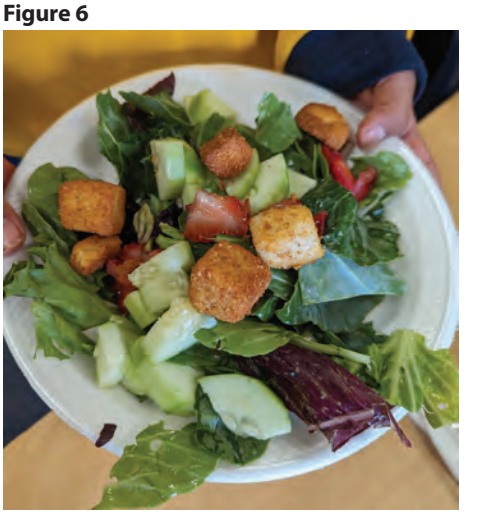
Figure 5

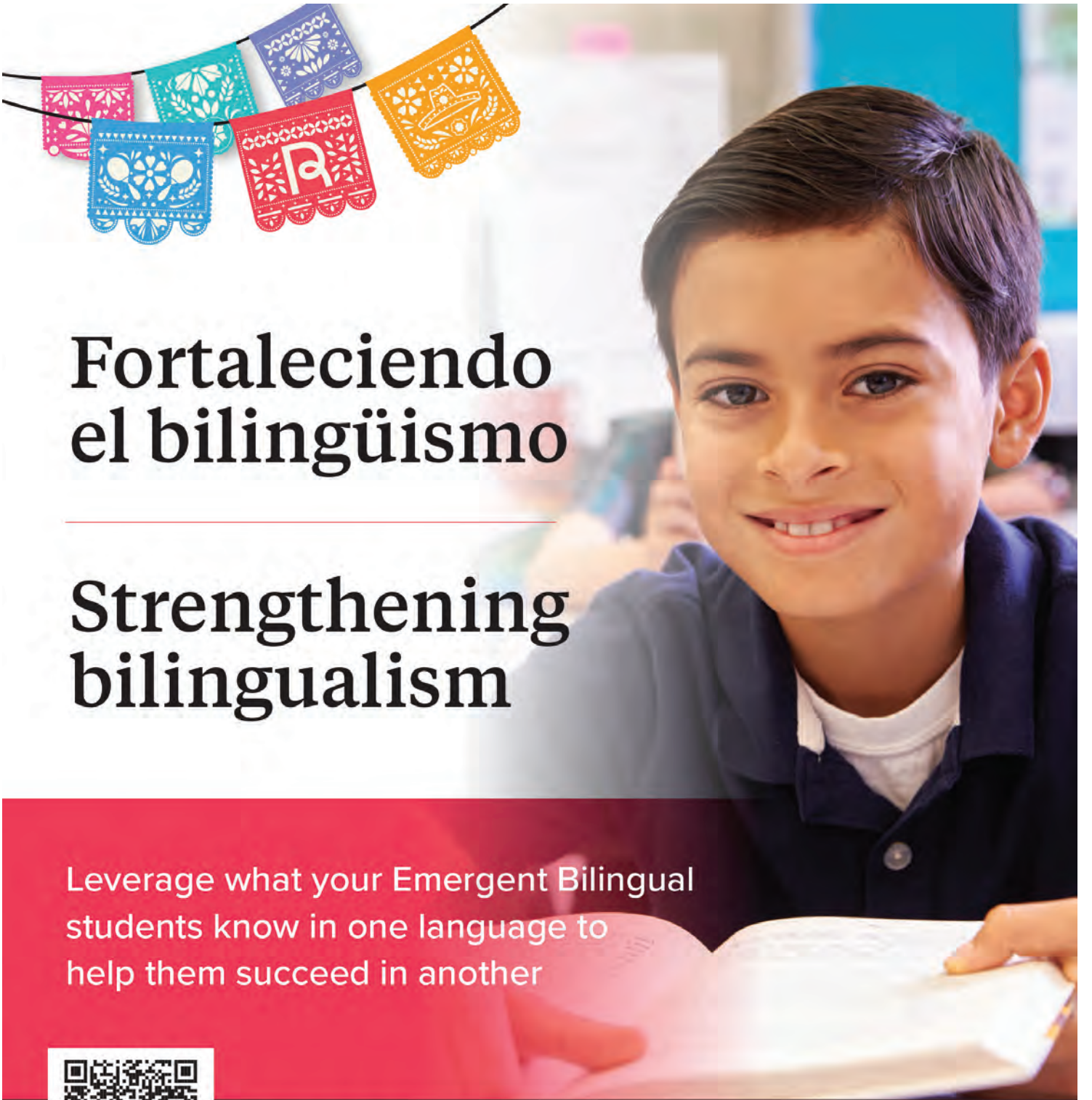
- **Why It Matters:** This combined approach provided a deeper understanding. Social context explained the need for *chinampa*s, while science showed how they functioned.
- **A Model for Today:** Examining *chinampa*s' engineering (physics), resource use, and environmental adaptation offers valuable lessons for sustainable agriculture today.
- **Overall Benefit:** Studying *chinampa*s through both lenses creates a rich understanding of this remarkable system, highlighting the connection between humans and nature.

Las chinampas highlighted the intricate relationship between human societies and the natural world, offering valuable insights for the future.

Notes and references are available on page 24 of the appendix.

Figure 6





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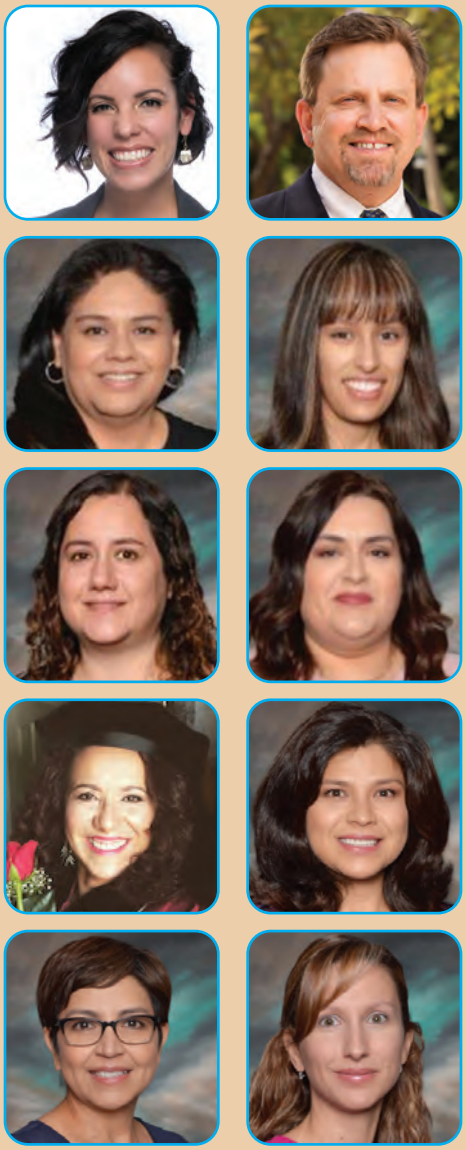

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Dolores Huerta International Academy

Combining Dual Language Immersion with International Baccalaureate:

Sí, se puede

Dolores Huerta International Academy (DHIA) is a dual language immersion (DLI) elementary school committed to nurturing its students' linguistic and cultural strengths. DHIA has received numerous accolades, including the CABE Dual Language Bilingual Education Leader (2023-2024), the CABE Seal of Excellence (2022-23), and the CABE Teacher of the Year (2018-2019). What can dual language bilingual education (DLBE) programs learn from DHIA that speaks to the spirit of CABE and the bilingual education community at large?

In this article, we highlight the unique integration of the International Baccalaureate (IB) Primary Years Programme (PYP), which reinforces DHIA's ability to meaningfully address each pillar of DLBE (GPDLE, 2018).[1]

We first present a brief introduction to DHIA, IB, and its PYP, followed by a crosswalk between the IB learner profile attributes and the DLBE pillars. We then present practical pedagogical examples of IB PYP implementation from the perspective of eight DHIA teachers. We conclude with a discussion of the benefits and lessons learned from integrating IB's PYP in an elementary DLI program.

DHIA at a Glance

Fontana is a diverse community where 87.2% of the population represents various communities of color, 69% being *Latine*[2] (Census, 2022). DHIA shares a similar composition, with 98.4% of the student population from communities of color, 97.3% who identify as *Latine* (CDE, 2024a), and 41.4% as English language learners (ELLs) (CDE, 2024b). This is an excellent setting for the implementation of a two-way DLI program[3] where the Spanish "named" language[4] (Otheguy et al., 2015) of instruction serves as a tool for language maintenance (Fishman, 1980) for Spanish L1 (first language) students, language reclamation (Anzaldúa, 1987) for *latine* Spanish L2 learners (students learning another language), or world language[5] acquisition (Turnbull, 2018) for non-*latine* Spanish L2 learners.

IB & the PYP

The mission of IB is to "develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" (IB, 2009b, p. v). All IB programs emphasize

international mindedness and the development of an IB "learner profile" consisting of 10 student attributes (Table 1). IB's PYP, designed for students aged 3-12, was introduced in 1997 following the establishment of IB's high-school level Diploma Programme in 1968 and Middle Years Programme in 1994. According to IB, the PYP "builds curious, creative, confident, empathetic and self-motivated lifelong learners who demonstrate multicultural empathy and respect" (IB, 2024a). PYP also supports the development of multilingualism from the age of seven (IB, 2009b). Research has found positive outcomes of PYP regarding school climate, student well-being, stakeholder perceptions, intercultural learning, and multilingualism (Bores-García, 2023; IB, 2020).

Participation in PYP has grown rapidly globally, from 1,520 schools in 2018 to 2,209 in 2022 (IB, 2024b). As of May 2024, 71 public IB World Schools in California had the PYP. Nineteen offered bilingual instruction featuring English and an additional language[6] (IB, 2024c). Although bilingual schools in the United States have not embraced PYP as strongly as many other countries (IB, 2018), the rapid expansion of both DLI and PYP in California suggests that an increasing number of schools will feature both programs on the same campus. However, little research has examined the successes and challenges of implementing the two programs simultaneously.

Connecting IB with DLBE

The DLBE Pillars and IB learner profiles share many similarities. Table 1 reflects our analysis of intersections across program goals. Although all IB attributes can intersect with each DLBE pillar, some learner attributes are naturally more aligned with one or two pillars.

Table 1. *DLBE Pillars and IB Learner Profile*

	DLBE Pillars		
IB Learner Profile Attributes	**Academic Achievement**	**Bilingualism and Biliteracy**	**Sociocultural Competence**
Inquirers: "They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives."	X		X
Knowledgeable: "They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines."	X		X
Thinkers: "They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions."	X		X
Communicators: "They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others."		X	
Principled: "They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them."			X
Open-minded: "They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience."			X
Caring: "They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment."			X
Risk-takers: "They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs."			X
Balanced: "They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others."	X		X
Reflective: "They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development."	X	X	X

Source: IB, 2009b, p. v.

We find five natural connections between the IB learner profile and the first DLBE pillar (academic achievement) and two connections with the second pillar of bilingualism and biliteracy. We see nine connections with sociocultural competence, the third pillar. This is striking, considering the well-documented ambiguity in DLBE practitioners' interpretations and implementation of sociocultural competence (González et al., 2024). We assert that IB can complement DLBE elementary programs to ensure that all three pillars are addressed. To make these connections more concrete, we provide examples of joint PYP and DLBE programming in practice below.

IB and DLBE in DHIA

DHIA teachers take the lead in the design and implementation of their core curriculum. They develop a scope and sequence that draws from six PYP transdisciplinary units: Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, and Sharing the Planet (IB, 2014). Teachers then engage in a backward design planning process by selecting IB learner profile attributes aligned with the transdisciplinary unit and state standards to determine the unit focus and the order in which the transdisciplinary units are covered. Once the scope and sequence of the curriculum is established, teachers create "lines of inquiry" to "define the scope of the inquiry into the central idea" (IB, 2009a, p. 33). Table 2 illustrates the design of DHIA's first-, fourth-, and sixth-grade units.

To illustrate how DLI and PYP work together, we present classroom vignettes of the unit Who We Are, which guides students through an inquiry of self, community, and society.

Grade 1

First-grade students develop the IB learner profile attribute of *caring* through a multimodal exploratory unit focused on how communities learn from each other to influence society positively. Through the purposeful selection of a mentor text, teachers model *caring* in a read-aloud titled *Biblioburro*. The protagonist, a teacher named Luis Soriano, creates a traveling library in rural Colombia using two donkeys. His actions exemplify how community members care for one another by providing access to books and making a difference in the lives of children.

Following the reading, students engaged in several activities that developed their reading, writing, and oral skills. Students sequenced the main events of the mentor text, compared the characteristics of the protagonist with someone familiar in their lives, discussed educational access and equity in rural regions, and wrote how they model *solidario* at home (Figure 1). As a culminating project, the first-grade team organized a reading challenge to raise funds for a rural Colombian school. DHIA students also engaged in a cultural exchange with Colombian students by sending videos of their school and learning experiences.

Table 2. *DHIA Transdisciplinary Unit – Who We Are*

The unit Who We Are represents "an inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human" (IB, 2009a, p. 12)	
First Grade	
Unit Focus	Human relationships including families, friends, communities, and cultures
Learner Profile Attribute(s)	*Caring*
Central Idea	Communities learn from each other to contribute and impact society
Lines of Inquiry	• The diverse communities around the world • The responsibilities that citizens have in each community • Communities interact and depend on one another.
Fourth Grade	
Unit Focus	rights and responsibilities
Learner Profile Attribute(s)	*Principled, Knowledgeable, and Open-Minded*
Central Idea	Rights and responsibilities affect society
Lines of Inquiry	• Rights and responsibilities of human beings • Human actions and how they affect society • The structure of the government, its laws, and its representatives.
Sixth Grade	
Unit Focus	the nature of the self; beliefs and values
Learner Profile Attribute(s)	*Open-Minded and Inquirer*
Central Idea	Human beliefs and values evolve
Lines of Inquiry	• Beliefs and values • How beliefs and values change over time • The importance of having beliefs and values in a society.

Connection to Sociocultural Competence

Finding a mentor text that purposefully related to the transdisciplinary theme and profile attribute was a curricular success. This supported the teachers' ability to scaffold student understanding of how to be caring in different situations and with different people. As a result, students were able to see themselves as active and caring members of the global community.

Challenges

As in many DLBE programs, authentic Spanish literature was challenging to find. Finding a mentor book that taught the profile attribute and transdisciplinary theme required hours of collaboration. In addition, communicating with teachers in Colombia was not easy due to technological limitations, making it impossible to communicate in real time.

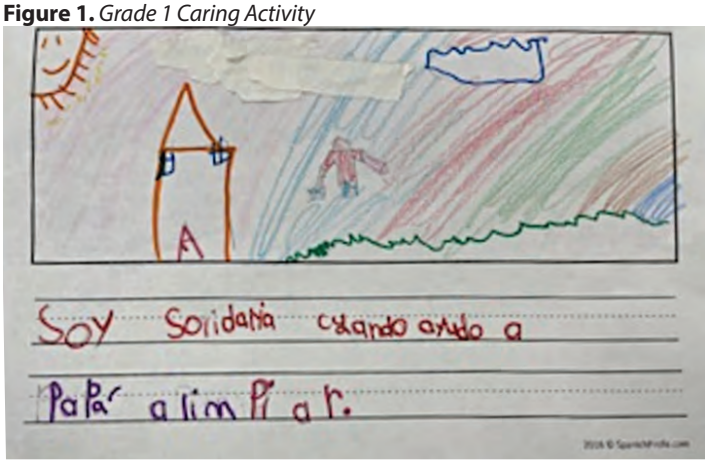
Grade 4

Fourth-grade students develop the IB profile attributes of *principled, knowledgeable, and open-minded* by exploring how individual rights and responsibilities affect society. Through multimodal inquiry, students learned about the structure, function, and purpose of the United States (US) government and the rights and responsibilities of its citizens. Students engaged in a final project in which they learned about the process of creating a law. They first identified problems in their school, community, state, federal, and/or global context; they then proposed a solution in the form of a new law or amendment (Figure 2). Students demonstrated an understanding of being *principled* when identifying laws with integrity. The students also understood the importance of being *informed* when using their knowledge to analyze whether we have the necessary rights to become effective participants in society. Lastly, students demonstrated *open-mindedness* when proposing a new law with cultural sensitivity. In learning about the importance of citizenship and taking action, students had the opportunity to reach out to a governmental representative with their proposals.

Connection to Sociocultural Competence

Students learned that the US is designed as a democracy,

Figure 1. *Grade 1 Caring Activity*



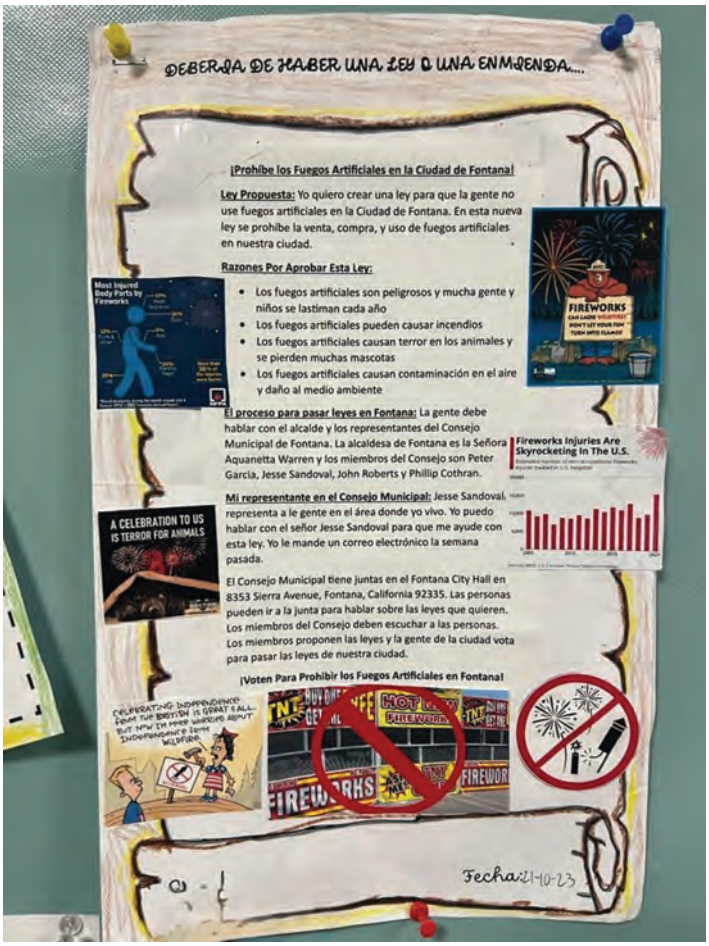


Figure 2. *Grade 4 Final Project*

that those who live in the US are expected to follow and respect society's rules, and that there are consequences for breaking the rules. Students understood that laws and rules are necessary for a community to function in an orderly way.

Challenges

The four-grade team's two major challenges included access to resources aligned to DLBE pillars and IB profiles and finding time to modify and adjust instruction. The team was also challenged with creating readings and modifying text to students' levels.

Grade 6

Sixth-grade students develop the IB profile attributes of *open-minded* and *inquirer*. Through an inquiry-based approach to learning, students investigated the values and beliefs of ancient civilizations and compared their findings to their own beliefs and practices. Students polished their research skills by investigating the beliefs, traditions, and cultural practices of ancient Egypt or China. They reported their findings through a comparative essay juxtaposing ancient civilizations with their own cultural practices. The process of investigation fostered an opportunity for students to learn how values and beliefs change over time.

The culminating project included a final presentation and the writing of personal narratives. Students created a collage

representing their values and beliefs. The notion of being principled manifested itself in these presentations when students learned to hold true to their beliefs and values while presenting to their peers.

Connection to Sociocultural Competence

Two successes worth noting are the inquisitive attributes nurtured and developed among students and their ability to develop a deep understanding of the nature of self and the beliefs and values of civilizations. When students studied the Pharaoh Hatshepsut, they asked about gender roles. Upon exploring "The Book of the Dead," students thought of their own religious notions of death. When reading Pan Gu, the creation story of China, students made connections to their own core beliefs.

Challenges

After three years of designing, refining, and adjusting the unit to ensure the curriculum was aligned with IB requirements, the sixth-grade team found that the depth and complexity of the content could extend to a year's worth of inquiry. Thus, challenges include adequately covering course content with limited time, ensuring the curriculum is updated and relevant, and purposefully incorporating the three DLBE pillars.

Conclusion

According to Conner (2008), the IB Diploma Programme has succeeded in the United States because it has reconciled two competing traditions: standards-based academic achievement and a focus on the "whole child." We assert that the same applies to the PYP in that the program supports the DLBE pillars. Combining PYP with DLI instruction also amplifies educators' ability to meaningfully address the third pillar of sociocultural competence by fostering opportunities for students to go beyond the superficial integration of culture (Soto-Peña & González, forthcoming). However, this powerful synergy does not come without great effort. DHIA teachers spend many hours in collaborative planning and searching for resources to ensure a high-quality learning experience. We recommend the following resources and supports:

- Sufficient time within contractual hours for both DLI and PYP planning.
- Stipends to compensate teachers for the additional time and effort required to implement DLI and PYP in the classroom.
- A teacher on special assignment or other support to provide resources and guidance in designing and delivering instruction.
- Instructional aides to support students during and after school.
- Support and an open mind on the part of district and school administrators.
- Teacher autonomy and trust in teachers' ability to do amazing work.

One founding DHIA teacher observed that building the program has required a great deal of learning and adjusting. Her advice to practitioners embarking on this process is, "Don't be afraid to start and learn through the process, refocus units, think about how to make the curriculum standards-driven and engaging, reflect on and review what is working and not working." Finally, remember the words of Dolores Huerta: *"Sí, se puede."*

Notes and references are available on page 25 of the appendix.

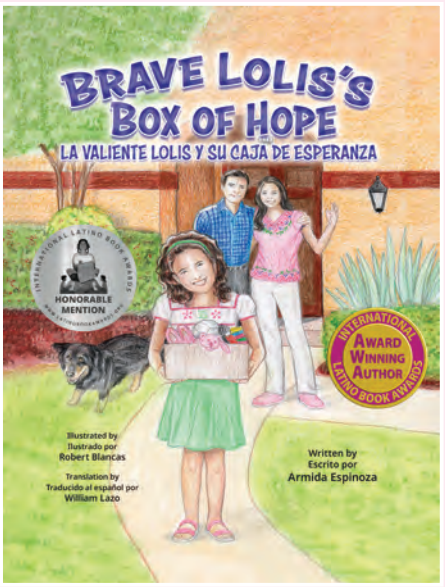
MEET AUTHOR ARMIDA ESPINOZA

A Retired Educator, Two-time International Latino Book, and BookFest Award Winner at the Empowering Latino Futures Booth!

In sharing her struggles and experiences as a second-language learner, Armida hopes to inspire children to overcome academic and emotional challenges and find their inner strength.

JOIN BRAVE LOLIS ON HER JOURNEY:
From Learning English to Finding Hope, One Story at a Time!

Follow Lolis as she bravely navigates her first day of school, learning English and discovering that the impossible might be within reach!



Moved by the devastation in Puerto Rico, Lolis finds hope and courage in a single bag of grain, asking herself, "What can I do to help?"

Testimonials

"This is a most powerful story. It provides a warm-hearted model of how the relationship between a mother and daughter helps Lolis gain self-confidence. Lolis learns to think positively and to face challenges. Every scene is real. Lolis comes alive with her art and voice. Every scene is beautifully real with the illustrations by *Robert Blancas*. We learn with Lolis, too! Every bilingual student, family, and teacher will treasure this book. *Armida Espinoza* has given us this treasure. I am waiting for the *"Lolis Series."*

- Juan Felipe Herrera, Author
American 21st U.S. Poet Laureate 2015-17
Poet Laureate of California 2012-2015

Edwin's teacher shared: "With tears in his eyes, Edwin said, "Lolis is just like me."

- Hector Ramos (Teacher), Edwin Miguel (Student), Age 7

ArmidaEspinoza.com

Available for school visits, professional development, and parent/community workshops (English and Spanish).

Hands

Kim Dieu, Ph.D.
Palo Verde College

I am a child conceived in the aftermath of the Vietnam War, and I dedicate this poem to my mother and all the immigrants, refugees, and English language learners who are seeking "home."

In sun-spotted hands,
You held mine,
Your heart sung songs,
Of a homeland,
Long gone,
A homeland fractured,
Into a million pieces,
Dispersed amongst peoples,
Across the shores,
Of distant lands,
Lands that forced you,
To feel shame in your mother tongue,
To produce words that felt unnatural in your mouth,
Yet, your scarred hands,
Held on to mine,
Your heart throbbed unsung songs,
Melodies of hope,
Survivalist lyrics,
Set to the tone of honoring those lost at sea,
Preserving the fragments of who you are,
Fragments that came to be,
From the hunger and want stemming from poverty,
From the sorrow and loss stemming from war,
With every ounce of your being,
You laid aside your broken heart,
To raise me in morsels of rice,
With your fatigued hands,
The same hands that hold mine now,
With the same heart that sings and longs,
For a homeland,
Too far gone,
A homeland that is now no more,
But is a fragmented illusion,
In your night's dreams,
Dreams that, perhaps,
Mend your heartbreaks,
Heal your pain,
And console your grief,
Dreams of your peoples,
Joined hand in hand,
Unfragmented and whole,
United on the coasts,
Of the homeland,
That resides in your memories.

Making the Case for Multicultural Children's Literature: Addressing the Complexities of Representation with Text Sets

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University of Texas, San Antonio

Preservation of one's own culture does not require contempt or disrespect for other cultures.
—César Chávez, Civil Rights Activist & Co-Founder of the National Farm Workers Association

Introduction

Every child has the right to see themselves, their family, and their communities positively represented in the curriculum they engage in. Students deserve access to instruction that centers their experiences and ways of knowing while avoiding stereotypes and misinformation. One way to accomplish this is through intentionally using multicultural children's literature and developing text sets, a group of materials on a given topic or category. By supporting teachers' use of multicultural text sets, we discover meaningful ways for students to see themselves in the stories we embed.

In this paper, I weave through multiple definitions of multicultural children's literature and advocate for the use of text sets as a means to support student learning. When thinking about the implementation of multicultural children's literature, I seek to answer these questions: 1) What is multicultural children's literature? 2) What must teachers watch for when using multicultural children's literature in their curriculum? 3) What does a multicultural text set look like? I close by providing a set of multicultural children's literature that connects broadly with the diverse children and experiences in our classrooms so that, as César Chávez once stated, we make space for the children's culture and teach them to respect other cultures.

Introducing the Author and Purpose of the Study

As a Chicana scholar and educator with over 20 years of experience, my identity is present in everything I do. The pedagogical decisions I make as an academic coordinator and former *maestra bilingüe* seek to address the inequities in schooling commonly experienced by underserved communities of color. Specifically, I work to amplify the voices and experiences of diverse families in the curriculum and strive to engage students with quality multicultural children's literature representative of their communities and those found in our growing global society. As educators forge into the future, we must do so with a pluralistic mindset that prioritizes diverse texts to help students affirm their identities while being open-minded toward their peers' cultures.

Exploring Multicultural Children's Literature

Multicultural children's literature is written from an insider's perspective and centers on diverse cultures and communities. These texts should honor language, multiple voices, and the "accumulated funds of knowledge that households possess" (Gonzalez et al., C., 2005, p. 41). Thus, I begin with the foundational metaphor from Bishop (1990) and the idea that multicultural children's literature should serve as mirrors, windows, and sliding glass doors. According to Bishop (1990), multicultural literature

should be a mirror where children can see themselves represented in the texts they read while also having the opportunity to see other cultures through the perspectives of characters and their experiences, just like a window. Multicultural children's literature as sliding glass doors allows readers to "step into worlds created by the texts' words and images" (Botelho, M., 2021, p. 119). For Bishop (1990), multicultural children's literature consists of texts that provide the reader with the opportunity to learn more about themselves, their cultures, and the cultures and communities that exist beyond their known experiences.

Many researchers and practitioners often refer to Bishop (1990) when explaining the importance of diverse texts. In her earlier work, Botelho (2009) deepened our understanding of multicultural children's literature by aligning with and extending Bishop's (1990) metaphors of mirrors, windows, and sliding glass doors. Botelho (2009) agrees that quality multicultural literature allows readers to see themselves mirrored in books. She holds that texts are sites for negotiating meaning and an opportunity to expose children to multiple experiences

Further, Botelho's (2009) work adds that multicultural children's literature allows students to explore common human experiences through texts and that those texts give teachers and students the space to address social justice issues. Multicultural children's literature includes texts that not only allow readers to learn about their own cultures and the cultures of others, but can also support student discourse centering critical conversations addressing socially just topics.

Extending on the idea of discourse and social justice means it is also important to consider who multicultural children's literature will serve. Oswald and Smolen (2010) cite the work of Nieto (1992) to clarify that multicultural literature is for all children and not just children from historically marginalized communities. They clearly align with Bishop's (1997) definition of multicultural literature, which states that such texts include literature that is reflective of the racial, ethnic, and social diversity that is characteristic of our pluralistic society and the world (Oswald & Smolen, 2010, p. 2). Oswald and Smolen's (2010) attention to a pluralistic society led me back to Botelho's ongoing work with multicultural children's literature. In her 2021 study, Botelho returns to her initial application of Bishop's (1990) understanding of books as windows, mirrors, and sliding glass doors by asking readers to reflect on the possible limitations the metaphor can impose on teacher use of multicultural children's literature. For Botelho (2021), Bishop's (1990) metaphor might simplify the complexities and diversities of cultures if teachers only select a single text as representative of a given culture. Botelho (2021) proposes using text sets to avoid single narratives. Her revised study engages the work of Buchanan and Fox (2019) to propose a pedagogy of mirrors and windows that exposes readers to intersectionality as counterstories. Acknowledging intersectionalities deepens and expands what we look for from multicultural texts and helps us avoid two important factors—active unity and monolithic representations. First, overlooking the diversity within groups can lead to "fictive unity" or the lumping of people into broader groups that hide the multiplicity that authentically exists within groups (Medeiros, 1996). Second, simplifying the diversity of cultural groups can lead to monolithic representations of cultural groups where, for instance, using the experience of Mexican Americans to represent the broader Latinx community would limit our understanding of Latinos in the United States (Botelho, 2021). Therefore, multicultural children's literature should also avoid single narratives and include the use of complex stories to help readers get a more accurate and realistic depiction of diverse cultures.

Ultimately, I must answer the question: What is multicultural children's literature? In my work, multicultural children's literature is texts that have been written by authors that can accurately convey the realities of diverse groups "from their own lived experience, their own intimate association with a particular culture, and their own continued learning" (Ada et al., 2016, p. x). I align with the words of Clark and Flores (2016), who "consider multicultural literature to be much more than just books by and about people of color" so that multicultural texts need not be written by someone from the same racial or ethnic background being portrayed in the narrative, but should be written by someone with an emic perspective or understanding of the given group they are writing about (p. 7). Furthermore, multicultural children's literature can be combined to reflect "the racial, ethnic, and social diversity that is characteristic of our pluralistic society and the world" (Lopez-Robertson et al., M. J., 2017, p. 48). These texts should honor the languages, multiple voices, and knowledge of those often not centered in the mainstream curriculum.

Amplifying Diverse Voices Through Multicultural Texts

It is not uncommon to find the overrepresentation of historically marginalized communities in deficit or single narratives. Sánchez and Landa (2016), for instance, analyzed twenty children's books centering on transnational Latinx communities seeking texts that viewed immigrant and transnational students "in a humanizing and authentic manner;" however, they uncovered a single narrative in the majority of the twenty books they analyzed (p. 71). Their study revealed that most multicultural children's literature texts they collected depicted transnational communities as predominantly farm workers. Analyzing multicultural children's literature for monolithic representations is something educators must keep in mind.

More recently, the work of Zhang and Wang (2021) explored the crucial role that multicultural literature can play in providing cultural awareness and the ability to think more critically. Their study, much like the work of

Sánchez and Landa (2016), found frequent misrepresentations of cultures and communities in texts (Zhang & Wang, 2021). Zhang and Wang's (2021) analysis of 53 children's books revealed a frequent mismatch of cultural elements in illustrations and storylines. Multicultural literature must accurately represent the diverse cultures they seek to include.

Educators can ensure more inclusive multicultural literature that presents the complex experiences of marginalized cultures through the use of text sets. Botelho, Young, and Nappi (2014) encouraged educators to consider text sets to question monolithic representations of communities. By collecting multiple texts around a similar cultural theme, we can provide multiple perspectives and nuanced cultural portrayals of those communities, which are often presented in simplified manners in children's books (Botelho et al., 2014). A study on text sets by Dodge and Crutcher (2015) reminds teachers invested in social justice to take bold steps to disrupt single stories for all students (p. 97). Again, we can accomplish this through carefully curated text sets that promote multiple narratives and avoid assimilationist perspectives. More specifically, multicultural text sets must include narratives representative of the dynamic cultures that make up our communities.

So, what must teachers "look for" when using multicultural children's literature in their curriculum? What constitutes quality multicultural text sets? Holland and Mongillio (2016) believe that literary quality, historical accuracy, portrayal of lifestyles, authentic dialogue, standards of success, roles of females, elders, and family, author's and illustrator's background, illustrations, relationships between characters of different cultures, selection of heroes and heroines, and copyright date should be part of the criteria with which we select multicultural children's literature (p. 18). In other words, multicultural children's literature is more than books written by and about any given cultural group. Such a pluralistic description of literature supports Bishop's (1990a, 1990b) explanation of multicultural children's literature as mirrors, windows, and sliding glass doors and Botelho's (2021) extension on using text sets to avoid single narratives.

A Multicultural Text Set

A common theme studied in schools is the idea of home and *comunidad*. The books in Figure 1 below are narratives that constitute quality multicultural texts. The titles are available in both Spanish and English to support language learners of English and/or Spanish. Furthermore, teachers of bilingual programs centering on Spanish and English instruction often have difficulty finding quality texts *en español*. This multicultural text set addresses that gap.

Additionally, the texts provide a range of experiences for readers to connect with. Utilizing this set to amplify student understanding of home and *comunidad* includes multiple perspectives to avoid single narratives. It gives ample opportunities for children to see themselves and others represented positively. These texts will allow teachers to engage multicultural literature within culturally sustaining pedagogy (Paris, D., 2012) to empower students.

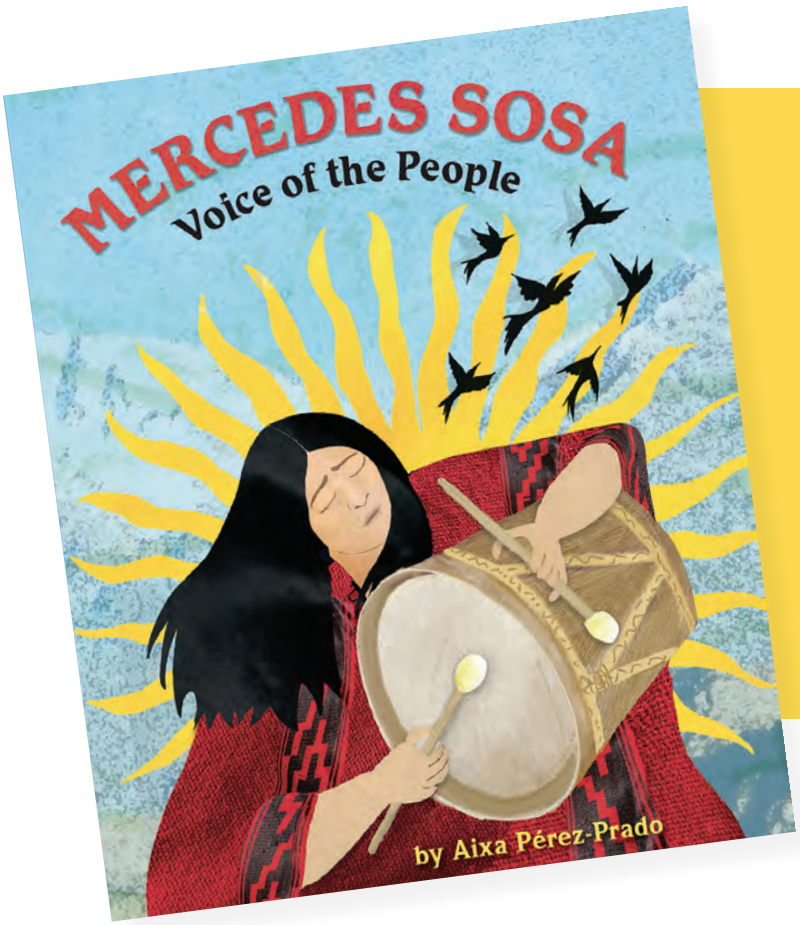
Conclusion

My work is anchored in the belief that teachers who employ multicultural children's literature provide Latinx youth with a safe and scaffolded space to explore their cultural identities via literature (Naidoo et al., R. E., 2016, p. 51). It is my goal to support the effective use of culturally sustaining instructional practices that center authentic multicultural children's literature in ways that help Latinx students develop a positive identity. Nurturing a child's ethnic identity positively impacts their self-conceptualization and academic success (Clark & Flores, 2016, p. 13). However, historically marginalized communities are often left out or misrepresented in public school curricula. Nevertheless, as our communities become more diverse, our classrooms should be seen as the ideal space for students to engage in critical conversations about the history of our country and the role that diverse populations continue to play in shaping our collective narrative. By incorporating multicultural children's literature and diverse text sets, teachers become advocates for marginalized youth and their experiences.

References are available on page 27 of the appendix.

Table 1 *Multicultural Text Set - Home y Comunidad*

Title	Author(s)
My Two Border Towns/Mis dos pueblos fronterizos	David Bowles, 2021
All Around Us/Por todo nuestro alrededor	Xelena González, 2017
Last Stop on Market Street/Última parada de la calle Market	Matt de la Peña, 2016
My Papi Has a Motorcycle/Mi papi tiene una moto	Isabel Quintero, 2019
Where Are You From?/¿De dónde eres?	Yamil Saied Méndez, 2019
Maybe Something Beautiful: How Art Transformed a Neighborhood/Quizás algo hermoso: Cómo el arte transformó un barrio	Isabel Campoy & Theresa Howell, 2016
Dreamers/Soñadores	Yuyi Morales, 2018
Carmela Full of Wishes/Los deseos de Carmela	Matt de la Peña, 2018



Lifting All Voices: An American Journey Through Language, Books, and Song

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Florida International University

When I reflect on my journey to becoming a teacher educator, children's author, and illustrator, I need to go way back. It's not just about my love for books and art or my international teaching experiences. I need to reach back into my childhood as an immigrant and language learner to find that once confident and eager little girl who turned sad and hopeless, and temporarily lost the words to speak her truth and the ability to sing out what was in her heart.

I was born in Argentina, where most mothers stayed home and most children didn't travel overseas. I was not like most people. By the age of three, my physician parents had left me multiple times to work abroad. My mother eventually emigrated permanently to the United States. I stayed in Buenos Aires with my father and abuela in a home filled with music, books, delicious food, and abundant affection for a semi-motherless child. I was happy and hopeful, cheerful and ebullient. I had strong opinions and no qualms about using my voice to express my feelings and beliefs. I loved to sing and draw and listen to stories. It was a good life.

One day, my father told me we would visit my mother in the US. I hadn't seen her for over a year and was excited. After a pleasant week in Buffalo, New York, my father told me he was going to work, as he did in Buenos Aires, so I thought nothing of it. That evening, my mother haltingly revealed that he had returned to Argentina without me. I didn't believe her. I packed my suitcase and waited by the door for hours, certain he would return. Eventually, I fell asleep. After the initial shock, I became very angry. I wanted nothing to do with the US, the English language, or anything else. I felt powerless and sad; I wanted to go home. My strong, confident voice in Spanish was scared and silent in this new place with a language I didn't know.

The biggest thing I remember about moving to the US is a profound sense of loss. I lost my country, my family, my school, and my ability to communicate through words. The linguistic and cultural experiences of my early years as an immigrant have shaped my entire life. These experiences undoubtedly led me to a multilingual/multicultural education career, starting as a bilingual kindergarten teacher in Salinas, California, and

spanning years and roles from Costa Rica to Morocco to my current position as a language education and diversity studies professor in Miami, Florida. My experiences, both positive and negative, have fueled my passion for helping others navigate new languages and cultures, fighting for language equity, and uplifting marginalized voices. Perhaps the most important thing that time and those experiences taught me was that language is an essential component of who we are and that every child deserves to feel pride and strength in their linguistic and cultural identity. Every child deserves to have their strong voice nurtured so they can speak up for themselves when needed. Every child, regardless of background, deserves the support of adults who value them for the complicated, diverse, and amazing human beings they are.

When I arrived in the US, I was immediately enrolled in an excellent school with a summer camp. There, I was immersed in English through fun activities all summer long. When kindergarten started in September, my mother sent me to the same wonderful school. A few months into the school year, she attended a parent-teacher conference, worried about my academic progress and language skills. Apparently, I hadn't been very forthcoming about my school days at home, and she had only ever heard me speak in Spanish. At the conference, my mother asked the teacher if I understood well enough to function in class. The teacher was confused; she had no idea why my mother was worried. She didn't realize I wasn't a native English speaker like the other children. According to my mother, the teacher was dumbfounded.

My mother often recounted this story, viewing it as proof of my brilliance and advanced linguistic abilities. She truly believed I had learned perfect English in just a few months. I thought so too until I started studying language acquisition. I realized I hadn't mastered English that quickly. Instead, I had learned to get by mostly in silence, carefully observing others to understand what was happening and following their lead. I was in a school with caring teachers who emphasized creative play. I spent many hours in a place where the primary expectations were to follow routines, sing simple songs, and express myself artistically. The language I used was personal, ritualistic, and repetitive.

Additionally, I had the advantage of being a young child with the ability to pronounce new sounds like a native speaker. However, my Spanish language began to deteriorate and almost disappeared. My idea of who I was started to feel confusing and uncomfortable. I remember the feeling but didn't have the words to discuss it in any language. Along with my growing English skills and shrinking Spanish skills, my whole identity felt uncertain.

After a few years, my father visited me in the US. He brought two albums, one for me and one for my mother. I found the children's album, a classic spoken story, boring and didn't want to listen to it. By then, listening to Spanish had started to feel uncomfortable. However, the album he brought my mother profoundly affected me. The first time I heard it, I stopped in my tracks while walking up the stairs. I had to sit down and catch my breath. It was as if the entire country of Argentina had magically filled the air around me, poignantly recalling everything I had lost. I felt it deeply, calling to me, reminding me of who I was. It was the powerful voice of Mercedes Sosa. Her music soon became the soundtrack of my childhood and teenage years. The more I learned about her concern for social justice, the rights of the poor and indigenous, and her profound love for the people of Latin America, the more I wanted to listen to my native language and embrace my cultural heritage. I fought to regain my Spanish and reclaim my identity.

Like Mercedes, I am American, both by birth and by choice. I don't mean "American" as in a citizen of the United States. I am not as American as apple pie; I am as American as empanadas. Everyone from North, South, and Central America has the right to this label if we choose to use it. With indigenous ancestry, like Mercedes Sosa, I have a deep-rooted claim to the term. My history on these continents spans thousands of years. I claim both the South by birth and the North by lived experience. I speak the three most spoken languages in the Americas daily and have begun exploring the indigenous languages of Quechua and Guaraní. In some ways, I am more American than many who use the term. Yet, as a child and even now, I often feel excluded.

What it meant to be American and who qualified as American was made clear to me during my elementary school years in Buffalo. When I started fifth grade, my teacher announced we would study North and South America in social studies that year. I was excited because it would be the first time South America was included in my education. I was eager to share my knowledge and learn more about the continent. However, that excitement was short-lived. Right after his announcement, my teacher said we would skip everything in the curriculum about South America because it was "not important."

With two words, an entire continent was dismissed—a continent rich with diverse landscapes, histories, countries, and people. My teacher's words rejected my family, language, music, and homeland. I was stunned into silence. His words negated the value of my very existence. My mortification wasn't about South America's supposed lack of importance; I knew my teacher was mistaken. It was about the other kids believing him, seeing me as 'not important' and not American. I remember hearing Mercedes Sosa's "Canción con todos" in my head as I walked home from school that day with tears running down my cheeks: "*…Siento al caminar, toda la piel de América en mi piel…*" America was part of me. I knew it, but my classmates didn't.

Even though we didn't use the South America section of our textbook in class, it still existed. I was relieved about not using it when I saw that the only image of Argentina was a boy who appeared to be a gaucho on a ranch, representing life in Argentina. I was mortified. I had heard about gauchos much

like children hear about cowboys in the United States. For some reason, it embarrassed me to think that anyone would believe Argentina was a vast grassland populated solely by cattle ranchers. The image was so far removed from my experience and such a narrow slice of Argentina that I felt it would be better to have no picture at all. Throughout my elementary years, it was the only schoolbook or library book I encountered that featured anyone from Argentina or most of Latin America. The stories reflecting my experiences were missing. Books in Spanish and bilingual books were missing. Fortunately, many books and resources today value diverse ways of being American and embrace multiple languages. Yet, the diversity of what it means to be Latin American continues to be underrepresented in books and curricula.

Latine students' languages are American languages, yet these learners are sometimes perceived as limited in their linguistic expression. Nothing could be further from the truth. The ability to speak and mix multiple languages is a valuable skill and an impressive talent. As teachers and parents, we must celebrate every attempt at language production and refrain from mocking, criticizing, and error-correcting learners when their grammar or pronunciation isn't standard. They are developing multilinguals; however, they produce language precisely as it should be based on their input and experiences. The more we surround them with literacy materials highlighting all American languages and cultures, the more they will see themselves celebrated and the more confident they will be in claiming their rich linguistic and cultural identities. And perhaps just as importantly, the more clearly and appreciatively their non-Latine peers will see them.

"Mercedes Sosa: Voice of the People / Mercedes Sosa: La voz del pueblo" is a book I created for the girl who was once a reluctant immigrant, searching for herself in the books and music surrounding her. It is for the girl who lost her strong voice for a while but eventually found it again. It is also for her classmates, the generations of classmates and child immigrants that follow. I hope it will give kids a glimpse into the many ways one can use their voice to fight for what they believe in. I hope it will provide girls of all backgrounds with an example of a resilient Latine woman who faced challenges with courage and heart and spoke out against injustice in how her voice was meant to be heard—through songs that lift spirits and celebrate every way of being American.

¡Somos!

Erick Jiménez
California State University, Los Angeles

Hermanos y hermanas del sol y la tierra,
Debemos luchar con palabras sin guerra.

No quiero homenaje con tacos los martes,
Ni fiestas de patria con fechas ignorantes.

Prefiero que acepten mi forma de ser,
Que el Cinco de Mayo se quede en ayer.

De pobre e ignorante ustedes me juzgan,
Mis letras e ideas sé que los asustan.

Quieren que un idioma y cultura dominen,
Sabiendo realmente que eso es un crimen.

Pa' que tú seas más, yo tendré que ser menos,
Así asimilan a nuestros pequeños.

Los Tongva, Luiseño, quedaron regados,
Y los Kumeyaay en dos países quedaron.

II

Plantemos semillas se ha dicho mil veces.
Voltea y pregunta, ¿por qué el árbol no crece?

Nos quieren borrar del planeta y la historia,
Que no quede huella o mancha en su memoria.

Nos quieren borrar eso ya lo sabemos,
Pero mientras luchemos invictos seremos.

Nos quieren callar al decir bienvenidos,
Pero detrás de su espalda hay algo escondido.

Inventan historias que somos fuereños,
Malvados, violentos, sin alma, y sin sueños.

No sé quién les dijo que así corre el agua.
La naturaleza nos guía y nos ampara.

A un mundo en cual todas las clases sociales
Miren hacia abajo sin ver criminales.

III

Desde el Ecuador hasta tierras lejanas,
Que no haya barreras en un nuevo mañana.

Quiero que mis hijos no tengan vergüenza.
Quiero que se quieran de pies a cabeza,

Sus ojos, su lengua, su clase, y su piel.
Maestres su esfuerzo termina lo cruel.

No solo con libros ni palabras vacías,
Unamos la mente hasta un nuevo día.

Donde crezcan los niños sin miedo y rencor,
Con apoyo del pueblo, y con mucho fervor.

Que todos idiomas florezcan y brillen
Para que a los niños jamás los humillen.

Que jueguen con niños de todas apariencias,
Porque esa es la meta, una misma conciencia.

IV

Del campo al espacio varios hemos viajado,
Volando con NASA ya está comprobado.

Yo no soy Azteca, Mixteca, ni Maya.
Yo soy un Caxcan con la misma batalla.

Yo soy del maíz, de volcanes amantes,
Huaraches, huipil, La Llorona, y danzantes.

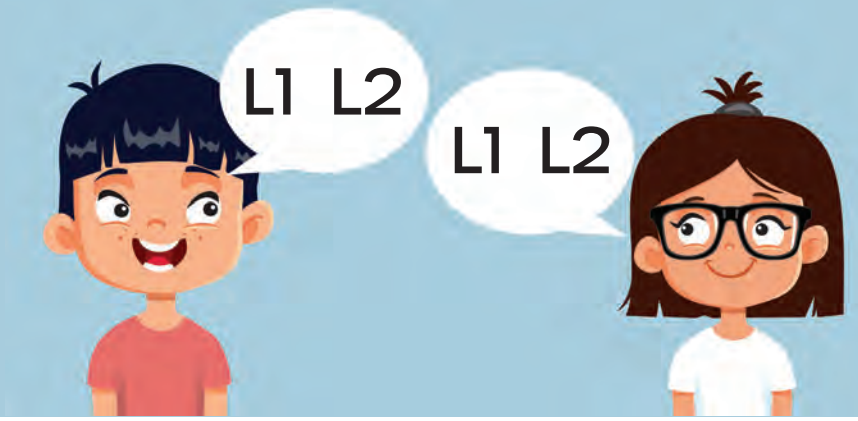
No es idealismo, son derechos humanos.
¡Tú eres el héroe, maestre, mi hermano!

Termino mis quejas que hablé con medida.
Maestres,

Amigos,
su lucha

Nunca
termina.

Translanguaging Pedagogy in Integrated ELD Classes for High School Students



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What is Translanguaging?

Translanguaging pedagogies consider not only students' language repertoires but also connect the classroom with their home environment and cultural traditions. Education scholars who study translanguaging believe that students are more likely to experience academic success when presented with the opportunity to engage in this form of flexible bilingualism (Garcia-Mateus & Palmer, 2017). Cen Williams first coined it as *trawsieithu*, a Welch term that meant to learn and teach in two languages during the same lesson. In 2001, Colin Baker translated the term *trawsieithu* into English as translanguaging, and it is the term we use today. Ofelia García has played a significant role in translanguaging pedagogy in the United States. According to García, translanguaging is the process of engaging in the "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds (2009, p. 45). A translanguaging pedagogy is designed to give our multilingual learners a better chance of success. García emphasizes that when translanguaging is not allowed in schools, bilingual students are placed at a disadvantage because they are assessed on only a portion of their linguistic repertoires and are taught in ways that do not fully leverage their language resources (2017, p. 11). A translanguaging pedagogy provides a support system for long-term English learners (LTELs) as well as other multilingual learners. It is a pedagogy that also deepens educators' understanding of the complex ways multilingual students use language in academic settings (Karnes, 2019).

Designated and Integrated ELD Classes

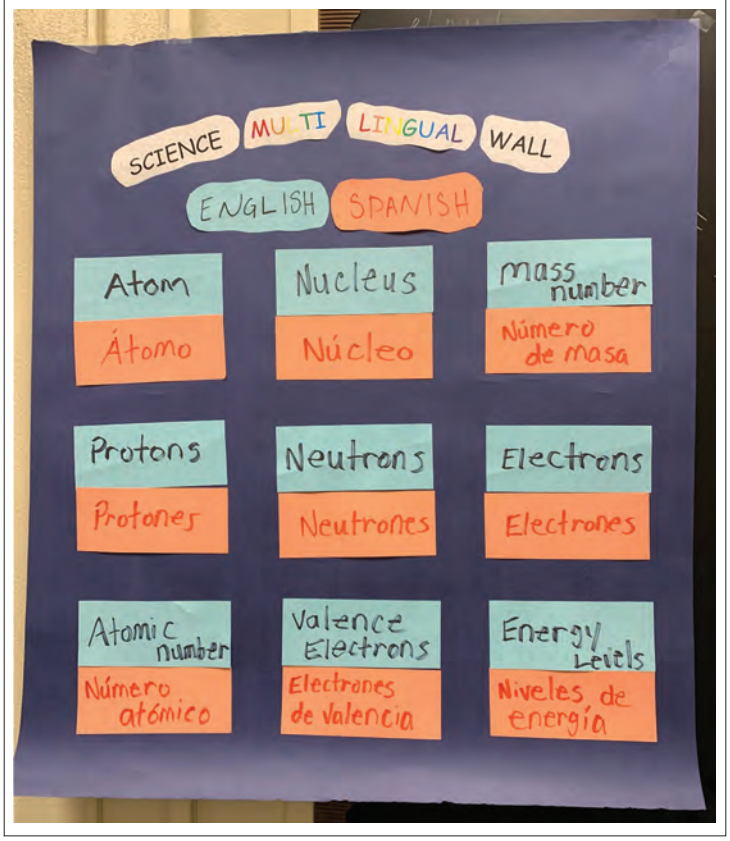
In many high schools, multilingual learners can be supported in one of two ways within an English Language Development program (ELD). Both types of ELD provide scaffolds for students to meet academic and language needs yet remain intellectually challenging, interactive, and engaging (Salas Salcedo, 2018). For newcomers, who are students that have been in the system for three years or less, Designated ELD classes are provided. Designated ELD is a protected time focused on ELD standards and connected to content standards. It focuses on providing extended opportunities for students to use English to interact in meaningful ways. The class should be full of opportunities for extended discourse (Salas Salcedo, 2018). Some newcomers receiving Designated ELD support can also receive Integrated ELD support in some mainstream classes. Once they have exited the Designated ELD program by going through the three levels of ELD (emerging, expanding, and bridging), they will rely heavily on Integrated ELD support. Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English (Thurmond, 2019). Integrated

ELD support provided to all multilingual students consists of students just exiting Designated ELD and students classified as English learners (ELs) for up to six or more years. These would be our long-term English learners (LTELs) and, most likely, the students who would most benefit from Integrated ELD support. Instruction in an Integrated ELD class focuses on content learning and the academic language necessary for successfully learning the content and transmitting that learning to others (Salas Salcedo, 2018).

Why Should Teachers Implement Translanguaging Pedagogies Into Their Integrated ELD Classrooms?

Many multilingual students enrolled in classes that provide Integrated ELD support are LTELs. Others are students who might have just exited the ELD program at their respective schools. Some students are newcomers who are still trying to master the English language, and with such a wide range of English and academic abilities, meeting the needs of ELs is not an easy task for any educator. Teachers nationwide need strategies to help bridge the gap between cognitive-linguistic ability and monolingual standardized norms, and they need strategies that can be easily implemented into everyday routines. (Karnes, 2019). If teachers can create a space for LTEL students to develop translanguaging skills, this will give them another resource. Translanguaging strategies can be implemented in any classroom—mainstream, ESOL (English for speakers of other languages), bilingual, and Integrated ELD classes (Dougherty, 2021). The following are just three of many translanguaging strategies that can be used in any Integrated ELD classroom: multilingual groups for group practice of content taught, *preview-view-review* for teaching content (can be any subject), and the use of multilingual labels and cognates to introduce new vocabulary.

Image 1: *Multilingual labels or word walls give LTEL students and other multilingual learners the opportunity to recognize academic language that otherwise may be confusing to them.*



Multilingual Groups for Discussions/Projects

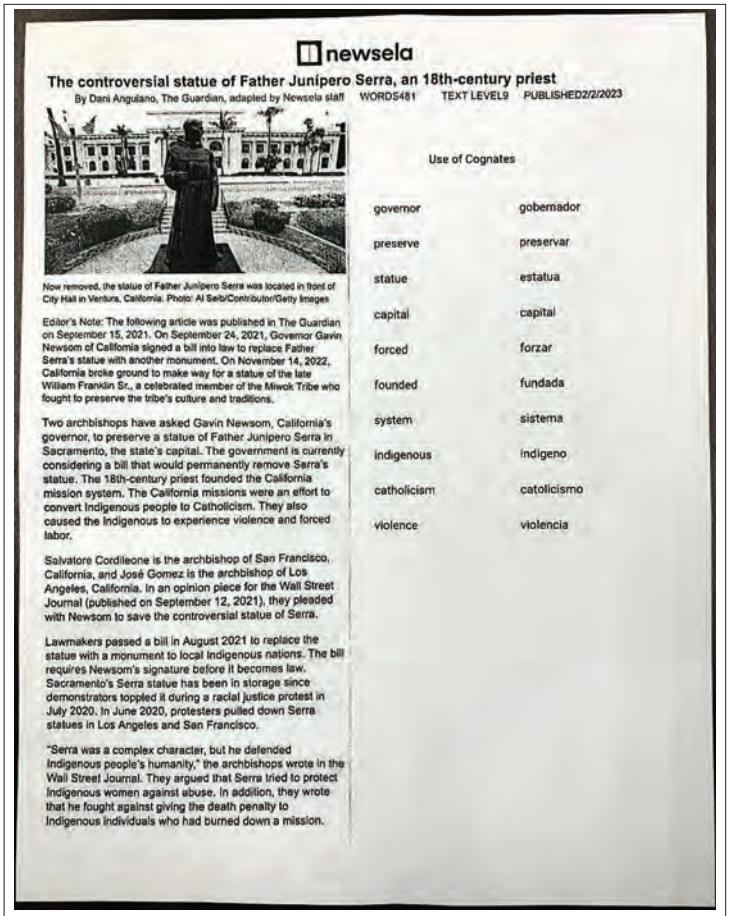
In any classroom setting, the power dynamics can be unbalanced. There will always be the students who dominate classroom discussions or want to do all the work in a group project. When creating groups, students' English proficiency levels must be considered. Likewise, students' cultural backgrounds must be given some thought. Multilingual groups work best to prevent one or two students from controlling a group discussion or project. When multilingual groups are carefully and thoughtfully created, students are less likely to feel intimidated and more likely to participate in any discussions concerning the topic. LTEL students with lower English proficiency will feel more comfortable and empowered by the use of both secondary and primary languages by members of the group.

Preview-View-Review for Teaching Content

This translanguaging strategy serves as a way of front-loading students with new vocabulary they will encounter when beginning a new curriculum in their primary language. Teachers prepare students for the lesson by previewing the content in a language other than English (preview). This makes up approximately 5% of the lesson. Next, the main part of the lesson is taught in the language of instruction, English. As one teacher put it, "We want our students to stay in the language of instruction" (view). Finally, the teacher will review the lesson's key points in the students' primary language (review). Preview-view-review is a dual language strategy used to help students connect the target language and their primary language.

Vocabulary Introduction with Multilingual Labels and Cognates

When I was in the classroom, I remember saying to my multilingual learners, "Before you try to understand the meaning of a particular word, first translate it into Spanish." I thought that once they knew the word in Spanish, it might be easier to understand. Without thinking about it, I was implementing a translanguaging pedagogical approach. I helped them create a multilingual label or multilingual word wall. Any teacher, in any content, can help multilingual learners by utilizing multilingual labels. Cognates are another tool that can help our multilingual learners. Patty Vásquez is an American Government/Economics teacher for LTELs at Bell Gardens High School. Patty believes that cognates give students the tools they need to decode text when they do not have total dominance of the English language. Cognates are something she also relied



newsela

The controversial statue of Father Junípero Serra, an 18th-century priest

By Dani Anguiano, The Guardian, adapted by Newsela staff WORDS481 TEXT LEVEL9 PUBLISHED2/2/2023

Now removed, the statue of Father Junípero Serra was located in front of City Hall in Ventura, California. Photo: Al Seib/Contributor/Getty Images

Editor's Note: The following article was published in The Guardian on September 15, 2021. On September 24, 2021, Governor Gavin Newsom of California signed a bill into law to replace Father Serra's statue with another monument. On November 14, 2022, California broke ground to make way for a statue of the late William Franklin Sr., a celebrated member of the Miwok Tribe who fought to preserve the tribe's culture and traditions.

Two archbishops have asked Gavin Newsom, California's governor, to preserve a statue of Father Junípero Serra in Sacramento, the state's capital. The government is currently considering a bill that would permanently remove Serra's statue. The 18th-century priest founded the California mission system. The California missions were an effort to convert Indigenous people to Catholicism. They also caused the Indigenous to experience violence and forced labor.

Salvatore Cordileone is the archbishop of San Francisco, California, and José Gomez is the archbishop of Los Angeles, California. In an opinion piece for the Wall Street Journal (published on September 12, 2021), they pleaded with Newsom to save the controversial statue of Serra.

Lawmakers passed a bill in August 2021 to replace the statue with a monument to local Indigenous nations. The bill requires Newsom's signature before it becomes law. Sacramento's Serra statue has been in storage since demonstrators toppled it during a racial justice protest in July 2020. In June 2020, protesters pulled down Serra statues in Los Angeles and San Francisco.

"Serra was a complex character, but he defended Indigenous people's humanity," the archbishops wrote in the Wall Street Journal. They argued that Serra tried to protect Indigenous women against abuse. In addition, they wrote that he fought against giving the death penalty to Indigenous individuals who had burned down a mission.

Use of Cognates

governor	gobernador
preserve	preservar
statue	estatua
capital	capital
forced	forzar
founded	fundada
system	sistema
indigenous	indigeno
catholicism	catolicismo
violence	violencia

Image 2: *The use of cognates in any subject will help our LTEL students make connections with their primary language.*

on when she was learning Italian. By demonstrating a list of cognates in early reading, students will learn to create their own list of cognates.

Effects/Benefits of Translanguaging for LTEL Students

There is no question of the many benefits for students when teachers implement a translanguaging pedagogy. Whether used in an impromptu fashion or in a purposeful manner, translanguaging pedagogies are a valuable tool for both teachers and their students. Translanguaging strategies directly impact students' comprehension of directions and subject area content, as well as foster identity formation and increased participation (Dougherty, 2021, p. 24). Besides helping students understand classroom work, translanguaging pedagogies can also have social and emotional benefits. As one teacher in a study noted:

> "I know if this were purely English, they would have a lot more difficulties understanding the learning or even making friends with others. So, because everyone is equal with Spanish and English, it gives them (students) a boost of confidence and self-assurance because they can use both (languages). I think it mostly helps them feel confident because they can use the other language, and it's a resource for them" (Dougherty, 2021, p. 24,25).

Apart from its cultural relevancy, a translanguaging pedagogy has the potential to address language-related social justice issues in the context of critical multicultural stories and real classroom situations (Garcia-Mateus & Palmer, 2017). The overall benefits of implementing a translanguaging pedagogy in an Integrated ELD classroom for LTEL and other multilingual students are endless.

Summary

In the 2023-24 school year, Bell Gardens High School of the Montebello Unified School District implemented Integrated ELD support within their social science classes to service LTEL students. Teachers participated in an EL RISE (Reaching Independence Through Structured Education) training a year prior to implementing these targeted social science classes. During the school year, teachers continued to participate in professional development that would allow them to share their experiences and learn additional strategies that could be implemented in their classrooms. Although these strategies were not specifically translanguaging strategies, they consisted of scaffolding strategies very similar to those we see in translanguaging pedagogy. We still do not know if these classes will produce higher reclassification numbers or help bridge the achievement gap, but it most definitely is a start in the right direction. If teachers are going to support our changing student population, they, too, like the student population of our schools, must evolve. LTELs are an important group of students to pay attention to and understand in the education system in the US (Soto, 2021). A new approach to some curriculums must be looked at to determine if we will meet the unique needs of not just our LTEL students, but also our emergent bilingual students. Translanguaging is one such approach since it utilizes all the languages spoken by educators and students to purposefully and simultaneously deliver instruction and teach language through the employment of specific strategies (Dougherty, 2021). Although some of these strategies can happen naturally, a well-thought-out translanguaging pedagogy specific to the needs of LTEL students can be more effective. This requires teachers to be willing to put in the time and effort to integrate such teaching strategies. It also requires administrative support, especially in the form of professional development. Integrated ELD support is important to the success of many English learners. A translanguaging pedagogy can be another tool to enhance the support schools can provide our LTEL students.

References are available on page 29 of the appendix.

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Becoming Bicultural, Biliterate, and Bilingual

Patricia Villalobos, M.A.
Ernest Righetti High School
Santa Maria Joint Union High School District

Every day, I walk into my classroom with the conviction that my students can use their learning, personal experiences, and knowledge of cultures to advance in life. Through my teaching, I instill the idea that being bilingual, bicultural, and biliterate are assets that give a person more advantages. This philosophy is reflected in my personal experience. I was born in Zamora, Michoacán, and at the age of seven, my parents brought my six siblings and me to the United States. In México, I went to school until the third grade, where I learned to read and write Spanish, follow classroom rules to avoid getting hit with a ruler, and honor the flag. They were significant formative years because I felt happy and free in the small town where my *Abuelita* and many family members lived. People knew each other, and my parents trusted that I would be safe while I played in the streets with other children. We played with tops and marbles, made kites, and anything else we could imagine. We lived in a small house that our parents built with their own hands and hard work. It was truly a life of freedom, memorable experiences, and joy for me.

I vividly remember the day we secured everything in our humble home and closed all doors and windows before leaving. I was too young and innocent to understand what was really happening, but my life would soon take a turn that changed my future forever. We packed very few belongings and headed to the bus station to purchase tickets with Tijuana as our destination. Our journey to the United States, or *El Norte*, as people called it, had begun. I had only heard of *El Norte*, but I did not have the slightest idea what it meant, only that it was another land with endless opportunities for a better life. The journey was riddled with challenges and risks for our young family. The bus ride to Tijuana took two days, and I remember my sister fed me *Bimbo* bread the entire time. Every time I smell that type of bread, I relive that unpleasant moment.

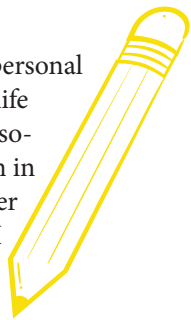
After crossing, we arrived late at night to a small town called Lompoc, California. The moon shined bright as we walked from the bus stop to our new home, imagining all the dreams we wanted to fulfill. We were so excited to be reunited because, in México, my siblings and I had lived alone for a couple of years while our parents worked in the United States to pay for our schooling. My parents always instilled in us the importance of education since they were denied that opportunity in their childhood. I started school in the fourth grade without knowing English, unfamiliar with the educational system, and with very few resources at my disposal. Outside of school, all the freedom I had in México disappeared. My parents kept me at home most of the time because they were afraid that I would get hit by a car or get lost around our new town. That fear was very real in the decisions they made. As a child, I was frustrated, but now I understand that they simply wanted to protect us as we learned to navigate the culture of a new country. Every day, my parents worked hard in the fields and reminded us to focus on school so that one day, we would have a job where we pushed a pencil and not a shovel like them. We lived in a small garage and used a bathroom built next to it. It was not much, but my parents filled it with love and met our basic needs so we could focus on learning and adapting.

With great effort and an intrinsic desire to honor my parents' sacrifice, I dedicated myself to learning English, paying close attention to the bilingual assistants who helped us in the classroom. I learned to navigate the educational system, ask questions, and participate in class, even with my limited English. That earned my teachers' attention, who recognized my efforts and continued guiding me until I mastered English. By seventh grade, I was reclassified to take regular English classes. During those years, I decided that I wanted to be like the teachers who

inspired and helped their students achieve their goals. I was resolved to continue getting the best grades possible because my next goal was to attend a university and become a professional. However, the label of "English learner" stuck with me, becoming a type of stigma that others used to judge my academic capacity. I learned Advanced Placement classes could better qualify me for college, so I asked my counselor to enroll me in a few. He responded that those classes would be challenging because I had learned English as a second language, and he refused. My parents taught me to respect others, especially elders, so I left the office without questioning him further, but I felt very confused. Now, I know that the stigma imposed on me for having learned English as a second language was incorrect. Being bilingual or being able to speak more than two languages is a highly valued skill. As a bilingual educator, I emphasize that principle to my students so they realize that being bilingual, biliterate, and bicultural are assets they possess. Eventually, I graduated from Lompoc High School among the top five students with the highest grade point average. That was the result of my perseverance, self-advocacy, and determination to make my parents proud and honor their sacrifices.

I was accepted to the University of California, Santa Barbara, where I studied sociology and Spanish. Attending college as a first-generation student also exposed my family and me to new experiences. I am the first in my extended family to attend a university, opening that door for others who have followed. Among my relatives are doctors, police officers, teachers, counselors, engineers, and architects. The first ingredient to achieve that big dream was believing in myself; the second was a plan of action to make it happen. The third ingredient was my parents, who provided unwavering support, advice, love, care, and discipline. In school, I found the fourth ingredient in many of my teachers and counselors, who believed in me and encouraged me to follow my dreams. During an awards ceremony in my senior year of high school, the superintendent gave me his business card and told me to return to the district to teach because he was very impressed with my achievements. As educators, we must support our students' dreams with uplifting words and advice that guide them along the way. Equally important is helping them find the necessary resources to build the path that will take them to the destination on their roadmap. All these ingredients are part of the recipe that motivates me as a bilingual educator because I want to see all my students reaching for the stars with college degrees in their hands.

My university studies reinforced my conviction that education and knowledge of cultures open doors to new possibilities and provide upward economic mobility. During my third year in college, I was accepted to study at the Complutense University of Madrid in Spain. During my stay, I was able to travel through many countries in Europe and the northern part of Africa. This time, adapting to new social norms, eating different food, and figuring out another educational system felt familiar. That was because the seven-year-old girl who came to the United States to navigate a new culture was there with me. I had the advantage of understanding how to explore a new country with another language and different customs. One of my most memorable experiences was realizing that the Spanish I grew up with was quite different from the *Castellano* spoken in Spain. Studying abroad and traveling to other countries consolidated my appreciation for cultural and linguistic differences. Being immersed in another culture also reinforced my understanding of identity at a global level. As a result, I intentionally plan units for my students anchored on these personal experiences to expand their worldview and explore their cultural and linguistic identity.



My conviction that students can take their learning, personal experience, and knowledge of cultures to advance in life will always influence my teaching practices and philosophy. Implementing a culturally responsive curriculum in my Spanish for Spanish Speakers and Ethnic & Gender Studies classes also aligns with my personal journey. I am driven to create dynamic and relevant lessons to engage students with activism, social justice, linguistic diversity, gender inequalities, immigration, and agency in our communities. I motivate students from diverse backgrounds and readiness levels to engage and participate by keeping my curriculum relevant and innovative. I typically work with Spanish-speaking Latino students, many of whom come from agricultural families where they have learned the value of hard work. I support them in overcoming disadvantages, finding the necessary resources to pursue higher education, finding their voice, and empowering themselves through their identity and cultural background. In my classes, students embrace being bilingual, bicultural, and biliterate. My role as an educator goes beyond the curriculum I teach. Students seek me out as a mentor when they run into challenges, and they value my advice and guidance. I strive to act as a role model they can count on for support because I recognize that many see me as a reflection of who they are or could be.

On the Path to Hopefully Become a Mirror: The Experience of a First-Generation Latinx in Becoming a Dual Language Teacher

Sara Robledo Lucas, B.A.
California State University, Los Angeles

At my first CABE conference in February 2024, I learned the extent of the underrepresentation of Latinx teachers in schools. According to the California Department of Education, there are 319,004 teachers in California; of those, 64,904 identify as Hispanic or Latino, which is about 20%. Students Racial/Ethnic distribution of public-school students: 2022–23 state that 56.1 % are Hispanic or Latino. When half of our student population is Hispanic or Latino, but our Latinx teachers only make up one-fifth of the workforce, do our students see themselves represented in their teachers?

I thought about my schooling and how many teachers I had that I felt represented me and my lived experiences, and I believe I had four. Emily Styles's (1988) mirror concept mentions that a mirror is a story in which students see themselves. Rudine Sims Bishop expanded the definition (1990) as a "reflection [where] we can see our own lives and experiences as part of the larger human experience." My use of the word mirror will be used beyond literature, showcasing my human experience in teaching. My hope in sharing my experience is to provide a mirror for other Latinxs to become dual-language bilingual education (DLBE) teachers so that our Latinx students have mirrors in their classrooms.

DLBE Teacher Struggles

As a first-generation college graduate, becoming a teacher has been a challenging path to start, follow, and continue on. Two major struggles I faced were my academic language in Spanish and financial limits when considering and entering a teacher preparation program.

Academic Target Language

My first obstacle was realizing that my academic Spanish could improve through my teaching practice and as I went to school. Arroyo-Romano (2024) explored the challenges DLBE teachers faced because of their academic language, concluding that "a future bilingual teacher should have received at least ten years of formal schooling in their native language (K-high school) to be fully competent in academic language in L2" (p. 405). How can we expect DLBE teachers to have received formal schooling in the target language when most did not have the opportunity to access this education? It was not until 2016 that Californians passed Proposition 58, which removed "most of the barriers to bilingual education" (Olsen, 2021), allowing for easier access to DLBE programs. In order to provide our DLBE students with a strong DLBE program, teachers are required to have advanced levels of the Spanish language to meet the state exam requirements (Amanti et al., 2023; Arroyo-Romano, 2024, p. 405; Collins et al., 2019, p.98; Gauna et al., 2023, p. 188). Due to this obstacle, some teacher preparation programs have started focusing on academic language in the target language to help DLBE teachers understand their language abilities and skills (Arroyo-Romano, 2024, p. 417; Collins et al., 2019, p. 100). Higher education institutions with teacher preparation programs should note this obstacle. If they wish to have a comprehensive and enriching DLBE preparation program,

Racial/Ethnic distribution of public-school students: 2022–23

Ethnicity	Number of students	Percentage
African American not Hispanic	273,148	4.7%
American Indian or Alaska Native	26,108	0.4%
Asian	557,190	9.5%
Filipino	127,735	2.2%
Hispanic or Latino	3,284,788	56.1%
Pacific Islander	23,847	0.4%
White not Hispanic	1,175,911	20.1%
Two or More Races Not Hispanic	252,400	4.3%
None Reported	131,417	2.2%
Total	**5,852,544**	**100.0%**

Number of teachers in public schools: 2018–19

2018–19 is the latest teacher data available. Please check back later for current data.

School Type	Number of Teachers
Elementary schools	146,521
Middle and junior high schools	47,374
High schools	83,206
Other (includes continuation schools)	41,903
Total	**319,004**

*Data has duplicate count of teachers if they teach at multiple agencies.

Ethnic distribution of public-school teachers: 2018–19

2018–19 is the latest teacher data available. Please check back later for current data.

Ethnicity	Number of Male Teachers	Number of Female Teachers	Total
American Indian or Alaska Native	476	1,103	1,579
Asian	4,203	13,664	17,867
Pacific Islander	270	655	925
Filipino	1,250	3,458	4,708
Hispanic or Latino	17,756	47,148	64,904
African American	3,705	8,293	11,998
White (not Hispanic)	49,590	138,639	188,229
Two or More Races Not Hispanic	825	2,160	2,985
No Response	3,965	10,310	14,275
Total*	**82,040**	**225,430**	**307,470**

*Some totals in the public-school Teachers table may not match due to difference in reporting strategy.

they should consider providing classes in the target language so that their teacher candidates feel prepared to teach in a dual language setting and pass their state exam. School districts can also help overcome this obstacle by providing professional development to prospective DLBE teachers who can help them with the state exams and best dual language practices. Once teachers are established in the program, professional development opportunities in DLBE should be constantly available and properly compensated.

Work-Life Balance and Proper Compensation

I was raised by a single mom who is undocumented. She worked in a sewing factory and was paid four pennies per piece she sewed. When she messed up, she would not get compensated and would have to bring the pieces home to re-sew at night. My sister and I made it a game to see who could unsew the most. Money is something that has always been scarce. I decided to pursue another degree before education when I found out that student teachers are required to work in a school setting for a school year (at the time, now some programs just require one semester) for free. When I finally realized I should have been a teacher, the aspect of student teaching felt like I was imposing unnecessary financial stress on my small family. I felt selfish. I knew student teaching would take me away from my daughter as I had to do my student teaching, work, and attend classes. I decided to take out loans. Therefore, proper compensation for teachers should start during our schooling, and student teaching should come with a stipend from the district or the government to incentivize people in the same financial position to pursue a teaching degree. Fair and livable compensation should not be something we as professionals should have to beg for. When prospective teachers are discouraged from pursuing a teaching degree by their families or their financial situation because of the low wages (Gauna et al., 2023; Gauna & Beaudry, 2016), districts and political institutions should reevaluate their priorities. Administrators and districts should be aware of the extra work that DLBE teachers take on in their school settings (Beth et al., 2023). Takimoto Amos' (2016) study highlights how one of the participants felt pressured to provide translation services for other teachers on top of her workload. Another participant, as a first-year teacher, was the "only one who was required to switch the instruction of language, carry students from other classrooms, and attend many sets of trainings...creating an unequal workload" (Takimoto Amos, 2016, p. 48).

Hope

Despite these obstacles and challenges, I love being a DLBE teacher. My students are never silenced in the classroom or made to feel inferior or less intelligent because they cannot communicate in one language. Instead, I remind them that they can express their thoughts and knowledge in whatever language they feel most confident in, and I will help with translation. Several caregivers have told me how happy they are that their children are part of the DLBE program, which allows their students to maintain or learn to speak Spanish. By the middle of the year, they start noticing the difference in their student's appreciation of a new language. They are excited and proud that their students can communicate with family members who only speak Spanish. It is not an easy job, and sometimes, I get frustrated because of the inequities in resources and support, but at the end of every school year, I am excited to start all over again. If you are on your path to being a DLBE teacher, I urge you to continue. Our children long to see someone like them in the classroom; they deserve a constant representation of themselves as authority figures. As a DLBE teacher, there will be struggles, so I will reiterate what I always tell my students: "Use your voice." If you believe something is unfair, let other veteran teachers guide you and help you know your worth; districts are scrambling to hire DLBE teachers. Do not feel you must stay in one school if they do not acknowledge your contributions or compensate you for your time. I felt so grateful just to be offered a job in the district I where student taught, that I did not interview at other districts and did not need to ask questions that I now deem necessary. Ask questions in your district interviews about DLBE stipends, ask about the DLBE professional development (PD) that can further your practice, and if those PDs are compensated, and ask DLBE teachers already in that school's program about the workload at that school or district regarding DLBE.

This work is not easy, but keeping your passion and remaining motivated can be extremely rewarding. Follow the words of Alfaro (2022): "Study the words and actions of scholars and activists that got us this far. Internalize their courage and empathy." (p. 126). By developing your "Critical Ideology Clarity", which reminds us "why" we do this, through "intentional self-interrogation" (Alfaro, 2022), we can keep our passion and spirit for DLBE programs, and we can hopefully create programs that are rewarding for all.

References are available on page 30 of the appendix.

Me dicen que

Monserrat G. Aguilar, M.A.
California State University, Los Angeles

Un país nuevo, a new country full of opportunities, where I can be anything I want, but yet they tell me, me dicen que…

Me dicen que me calle que no hable en la lengua que me enseñó mi madre, la lengua de su madre y de la madre de su madre.

Y si no hablo con la lengua de mi madre, cómo le hablo a mi madre, mi madre who brought me to this country, a country of immigrants, or so they say.

In a country where everything looks and sounds so monolingual and one-sided, the acceptable language is the one we learn from our books, the books that are…

The books that are about new worlds but always one language. How can new worlds be heard and imaginados through one language? How can they be a reflection, un reflejo de mí, if I speak and think in two languages?

Dos lenguajes, dos lenguajes that fight for the light, that are intertwined like una trenza, como una trenza que me hace mi madre, una trenza that carries the stories of my ancestors.

Mis ancestors, that one who fought bravely against those who tried to colonize their tongue, the wild tongue, the wild tongue that was passed down to me through the lengua que me enseñó mi madre. Her voice, mi voz…

The voices, las voces de mis antepasados en los libros, en las páginas of my classroom and my Spanish, my broken Spanish is at the tip of my tongue—gritando déjame salir y yo soy parte de ti, la parte que tu madre grew with her hands to soil and her feet in the ground.

Soy una mezcla, the mix, the intertwining of this country's golden language y la lengua que me enseñó mi madre.

Leticia García, M.A.
Salinas City Elementary School District

Languages

Tapestry of sights and sounds

Lingering memories of things that once were

Jokes and laughter

Nuances of language that make your heart flutter

Smiles and scowls

Even those resonate

Even those harsh words taste good in your mouth

Languages

Communication, Exaltation, Divinity, Familiarity

You belong

Languages

Cross-Linguistic Awareness in 90/10 Two-Way Bilingual Immersion Programs

Patricia Mondragón-Doty, Ed.D.
Del Roble Two-Way Bilingual Immersion
Oak Grove School District
Gavilan Joint Community College

This article summarizes a phenomenological study conducted on cross-linguistic awareness in 90/10 two-way bilingual immersion (TWBI) programs. It presents the findings, conclusions, implications for actions, and recommendations that all educational partners should take to support emergent bilingual learners (EBLs) (https://digitalcommons.umassglobal.edu/edd_dissertations/549/).

In a time when there is a continued interest in expanding current dual language programs and establishing new ones, educators are challenged to create comprehensive programs that support EBLs. Specifically, educators in dual language programs struggle to ensure that bilingual students have the necessary experiences within their education to fully apply their complete linguistic repertoire, a fluid language practice in which students use their different languages to make meaning (García et al., 2008; Hamman, 2018; Pratt, 2017; Rajendram, 2019). This practice allows students to make connections between the languages they are learning and cross-linguistic connections (García-Mateus & Palmer, 2017). This is causing a reckoning within the dual language professional community and a reexamination of dual language program practices (Gregory, 2021; Herrera, 2017). TWBI programs could be improved by identifying the strategies that dual language teachers use to effectively support students in using their complete linguistic repertoire to make cross-linguistic connections based on the context in which they want to communicate (García, 2009; Medina, 2022).

Experts in the field

Teachers in TWBI 90/10 model schools have identified and described specific cross-linguistic connection instructional strategies they found most effective for fostering language and literacy development in their EBLs through bridging, cognate awareness, and translanguaging. In addition, TWBI teachers have recommendations to strengthen cross-linguistic connections that support EBLs in achieving language proficiency and literacy in two languages.

Cross-linguistic connection instructional strategies

Think-pair-share, peer collaboration time, identifying cognates through read-alouds, vocabulary in context, listing cognates, and modeling language in a safe space have been found to be the most effective cross-linguistic connection instructional strategies for fostering language and literacy development in EBLs. In addition, TWBI 90/10 teachers recommend thematic teaching and having visual references around the learning environment to strengthen cross-linguistic connections to support EBLs in achieving language proficiency and literacy in two languages.

Conclusions

Providing opportunities for students to interact with other students is critical in strengthening students' cross-linguistic connections. It is important to provide time for EBLs to engage in learning school-related language concepts such as grammatical structures, language functions, and academic vocabulary (Cummins, 2021). Thus, there must be a conscious effort to use various strategies to analyze and identify cognates through semantic and syntactic cues to unlock meaning and build EBLs' vocabulary. EBLs must be afforded the opportunity to engage in learning school-related language concepts. Once EBLs develop these cross-linguistic connections, they will excel much faster and continue developing their skills within both languages (García-Mateus & Palmer, 2017). Furthermore, having a learning environment in which students are encouraged to use their complete linguistic repertoire and are welcomed and valued will foster language and literacy development in both languages.

According to Pratt (2017), "Language and power have a historic and significant role in the access to equal educational opportunity" (p. 190). Thus, implementing appropriate strategies and learning spaces will influence students' outcomes and successes. Teachers must support students by helping them amplify their academic repertoire by ensuring that they understand the assets they hold within them and not

have them restrict themselves to only using one language at a time. The strict separation of languages is an instructional practice researchers have debated regarding its effectiveness in supporting student outcomes. Teachers must foster a positive interdependence climate within the classroom and model ways students can communicate with each other. The shift from strict separation of languages to having students use their complete linguistic repertoire is a significant shift in linguistic instruction that has created turmoil within the dual language expert community (Gregory, 2021; Herrera, 2017). The interdependence between languages supports EBLs' literacy development and skills to reach proficiency in both languages much faster (Lindholm-Leary, 2001).

Implications for Action

Based on the study's findings and the alignment with past research presented in the literature review, certain implications for action can be concluded. These implications would benefit teachers, especially TWBI teachers, allowing them to embed specific teaching practices that bolster exemplary strategies into their teaching and support the cross-linguistic connections students need to excel in two languages.

- ***Teachers Must Use a Variety of Collaborative Strategies that They Can Use to Support Cross-Linguistic Connections.*** It is recommended that teachers provide students with a cooperative learning structure, such as think-pair-share, to help them discuss the languages' commonalities and differences.

- ***Teachers Need to Use a Variety of Cognate Awareness Strategies to Support Cross-Linguistic Connections.*** Teachers must explicitly tell students the importance of noticing and identifying cognates and false cognates as they read the text. They must also provide students with strategies for analyzing and identifying cognates, including creating cognate lists for students to reference throughout the lessons.

- ***Schools Must Foster an Environment that Supports the Use of Students' Complete Linguistic Repertoire.*** School communities must create a learning environment where students' complete linguistic repertoire is welcomed, practiced, and valued.

- ***All School Staff and Faculty Must Model Effective Cross-Linguistic Strategies in Both Languages.*** School communities must model how to use their complete linguistic repertoire by showing students how to use effective cross-linguistic strategies in both languages of instruction.

- ***County Offices of Education Need to Provide Dual Language Centers Where Dual Language Program Resources and Expertise Are Available to all Educational Partners.*** County offices of education would be ideal candidates to establish dual language centers to support programs across the county. This should include identifying model programs that could be used to support the professional development of teachers, district staff, and site administrators and ensure that training and best practices are being implemented. Model programs can highlight the benefits of best practices and present the most current instructional practices that support EBLs. In addition, these dual language centers could coordinate tours for educational partners, parents/guardians, and community members to visit the model programs. District and site administration must pivot to reflect the new practices researched and shown to support students effectively. Thus, they must receive professional development from the county office center for dual language to understand how to support sites and hold teachers accountable for implementing effective strategies. Many shifts in dual language education must be explicitly presented to educators to support the development and success of dual language learners (Gregory, 2021; Herrera, 2017; Lindholm-Leary, 2000).

- ***Provide More Opportunities for Parents to Receive Information on Dual Language Programs.*** The dual language programs' forward movement in language instruction and cross-cultural competencies make them attractive to educational partners, such as parents and community members. This has caused an urgency for local educational agencies to establish more of these programs (Lindholm-Leary, 2001; Singleton et al., 2018). Thus, county office centers for dual language could support in providing parents with information regarding cross-linguistic connections, how they can foster it within their home language/s, and learn from other parents of students who successfully completed dual language programs. They could also coordinate tours of exemplary dual language programs for groups of parents.

- ***Partnerships Between School Districts and Higher Educational Organizations Must Be Cultivated to Provide Professional Development to Support the Implementation in the Classroom of Specific Strategies.*** Districts must create solid partnerships with higher educational organizations (community colleges, universities, etc.) to create a teacher pipeline and support teacher preparation programs with this research to prepare teachers with the needed understanding and professional development opportunities for their teaching profession. Districts must provide ongoing required professional development for all teachers to stay abreast with new research and best practices. Districts must provide reputable and knowledgeable teacher coaches who will follow up with teachers and hold them accountable for implementing what they learned through the required professional development.

  Many educational instructional shifts and new understandings about the linguistic continuum of dual language learners have emerged (Gregory, 2021; Herrera, 2017; Lindholm-Leary, 2000). There is an urgency for TWBI teachers to receive professional development that promotes a variety of strategies that support collaborative structures for students.

- ***Universities Must Advocate for Additional Research.*** University programs must advocate for additional research regarding cross-linguistic connections. Doctoral institutions, such as UMASS (University of Massachusetts) Global, should promote additional qualitative and case studies to further understand how to support EBLs. The lack of research in this area has caused great debate, causing scholars to investigate further the benefits of translanguaging on students (Hamman, 2018).

- ***Bilingual Organizations and Advocates Must Advocate for Additional Research.*** Bilingual education organizations, advocates (National Association for Bilingual Education [NABE], California Association for Bilingual Education [CABE], Association of Two-Way & Dual Language Education [ATDLE], California Association of Latino Superintendents and Administrators [CALSA], etc.) must explicitly provide academies, workshops, and conference sessions that cover a variety of specific strategies to support EBLs in TWBI programs to new and seasoned teachers. Helm and Dabre (2018) stated that the use of cross-linguistic connections instructional strategies has challenged past practices, and research shows several positive impacts with its implementation.

- ***Publishers and Authors Must Highlight Cross-Linguistic Connections in Their Text.*** Curriculum publishers must provide a list of cognates used within the book to point out specific cognates in the text, bringing them to the attention of the reader and supporting their cognitive awareness skills. They must also create supplemental materials that support the teaching of specific cross-linguistic strategies so that students know how the languages connect.

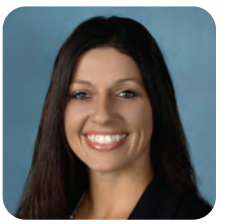
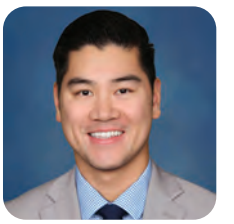
Recommendations for Further Research

The findings in the study have led to six recommendations for further research that would contribute to the field of dual language education:

- It is recommended that this study be replicated to include other counties within California and the United States.
- It is recommended that a multi-case study be conducted with principals of schools recognized with the California Association for Bilingual Education (CABE) Seal of Excellence school award to compare/contrast the paths each school took to achieve excellence. When provided with the appropriate cross-linguistic connections, qualitative and quantitative data can be gathered from these to determine students' academic achievement.
- It is recommended that a thematic dissertation be conducted to further the research on dual language education, focused on other strands from The Guiding Principles of Dual Language Education.
- A future case study is recommended to determine what professional development teachers need to support cross-linguistic awareness in dual-language classrooms.
- It is recommended that this study be replicated in other dual language schools (one-way, bilingual, early exit, etc.) to determine similarities and differences in the instruction of cross-linguistic connections.
- It is recommended that this study be replicated at Sobrato Early Academic Language (SEAL) schools and that quantitative data be collected to determine the types of strategies used and their impact on student's academic performance in both languages of study.

References are available on page 32 of the appendix.

Igniting a Passion for Dual Language in Future Generations

Gunn Marie Hansen, Ph.D.
Michelle Watkins, B.A.
Tony Phan, B.A.
Westminster School District

Introduction

The California Association for Bilingual Education (CABE) has significantly impacted early education, TK–12, and higher education bilingual/biliteracy/dual language immersion(DLI) programs throughout the state in many ways, especially at the Westminster School District (WSD) in Orange County, California.

In 2015, WSD started the first Vietnamese DLI program in California, then added Spanish DLI to answer the language acquisition needs of the community. After extensive research on DLI programs, the district adopted a 50:50 model to support home language development while introducing English. Families want their children to learn their heritage language, even when English is used at home. Classes are approximately 50% English-speaking students and 50% students whose primary language is a language other than English (LOTE), either Spanish or Vietnamese. Both programs earned the prestigious Golden Bell Award and were recognized by Senator Tom Umberg. In just eight years, both the Vietnamese DLI and Spanish DLI programs received the CABE Seal of Excellence awards in 2023.

Why implement DLI?

The 2021 Local Control and Accountability Plan (LCAP) Community Survey revealed strong stakeholder support for the Dual Language Immersion (DLI) program, with 79% of respondents agreeing or strongly agreeing that participation in the program equips students with essential skills for future career success. The district is in the process of establishing an infant/toddler program for the Vietnamese DLI, while the Spanish DLI already has one. As shown by our current data at DeMille My Viet Language Academy, a majority of our population attends DeMille to enroll in the DLI program. Our goal within the next few years is to transform the school into a Dual Language Academy. Much of this is only possible with the continued support of CABE and access to the network of bilingual educators.

In addition to academic success, bilingual education plays a pivotal role in cultivating cultural awareness and promoting heritage connectivity. By learning a second language, students in the Westminster School District gain invaluable insights into diverse cultures, traditions, and perspectives. CABE unlocks a deep passion for our students and staff; they are

eager to participate in extracurricular activities offered in the local community and beyond. Our Vietnamese DLI (VDLI) students annually participate in the Tet Parade, Tet Festival, and Mid-Autumn Festival. The Spanish DLI (SDLI) students host Hispanic Heritage Month activities and performances, celebrate Cinco de Mayo, and perform traditional *Folklórico* dances at various community events.

The district's dual language immersion programs not only teach language proficiency but also incorporate cultural elements, ensuring that students develop a rich understanding of the customs, histories, and values associated with the languages they are learning. These extracurricular activities and experiences give students another perspective on developing their language skills and deep connection to their culture.

Process and Execution

The Biliteracy Framework and the Guiding Principles for Dual Language Education have allowed WSD DLI staff to infuse bridging of best practices in English and the LOTE to increase student achievement and language proficiency while assessing student progress. Language proficiency is measured by observations, student work, summative and formative assessments, and reflected in the Pathways to Biliteracy award recipients.

The district's base program budget supports and will sustain the DLI structure, as the current and new DLI programs align with the Local Control Accountability Program (LCAP) community input. LCAP goals 1-4: student achievement, personal and professional growth, fiscal stewardship, and learning environment have action goals that support the sustainability and expansion of the Vietnamese and Spanish DLI programs. New student and staff recruitment is prioritized through advertising, tours, showcase events, and community partners.

With our unique demographics and student population, WSD's Vietnamese and Spanish DLI programs remain a school board priority. Our current program funding is supported by Title I/II/III budgets, community liaisons at both sites, curriculum aligned to the language and the Common Core State Standards (CCSS) standards, district translators to help support curriculum translations, and the School Specialty Department, which helps support the program's needs.

To further district initiatives, during the 2023-24 school year, WSD created the WSD INSPIRES! Strategic Plan. The new 2023-2029 Strategic Plan is a coherent roadmap to guide the district and achieve its agreed-upon goals and objectives. The plan provides the framework for guiding our direction through 2029 and helps to distinguish Westminster School District as a world-class, first-choice public school system that students and families select for success. This new strategic plan offers direction for the future and serves as our commitment to priorities in providing quality educational programs to students. It serves as a declaration of the vision, mission, and core values guiding our collaborative work, and the plan for

internal and external accountability. We fully expect our WSD Community—employees, students, families, and educational partners—to provide continuous input and gauge our progress in fulfilling our vision, mission, goals, and objectives. Focus Area 1.0—Academic Achievement and Continuous Innovation—highlights the next steps to developing a strong curriculum for all our students, including the DLI programs. CABE heavily influences us to create an even playing field for all our students—not just those inclined to develop their biliteracy skills.

Bridging the Gap for the Next Generation

To ensure the continuity of the Vietnamese DLI program, Westminster School District and Huntington Beach Union High School District (HBUHSD) met to strategize how to continue VDLI in high school. Community, parents, staff, and district partnerships made it a reality. The collaboration between WSD and Westminster High School in HBUHSD represents a significant milestone in promoting linguistic diversity and cultural understanding within every VDLI student's academic journey. By offering a seamless pathway for students to develop proficiency in both English and Vietnamese, this program elevates the academic potential of the next generation of bilingual learners.

The first cohort of VDLI students were promoted to high school for the 2024-25 school year. These trailblazers will lead the way in developing the first PreK–12 VDLI Program in the nation. This development creates a pipeline for future students to enter the program and have confidence in their academic careers beyond eighth grade.

Frances Nguyen, Board President of WSD, says, "It is unbelievable to watch these eighteen students grow up and achieve a myriad of accolades in a short time. I am eager to see how much more they will accomplish in their academic career."

CABE is an unbelievable support system that provides educators with a plethora of opportunities and knowledge. Our district makes connections in bilingual education through CABE staff and conferences. We look forward to attending CABE's 50th anniversary in 2025.

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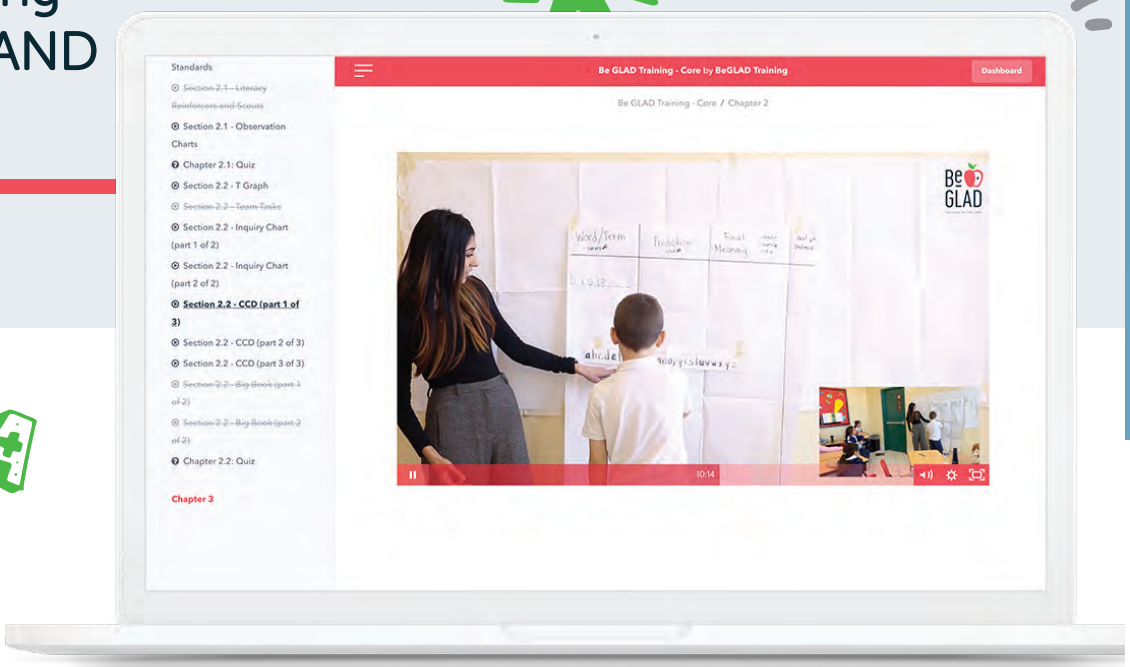

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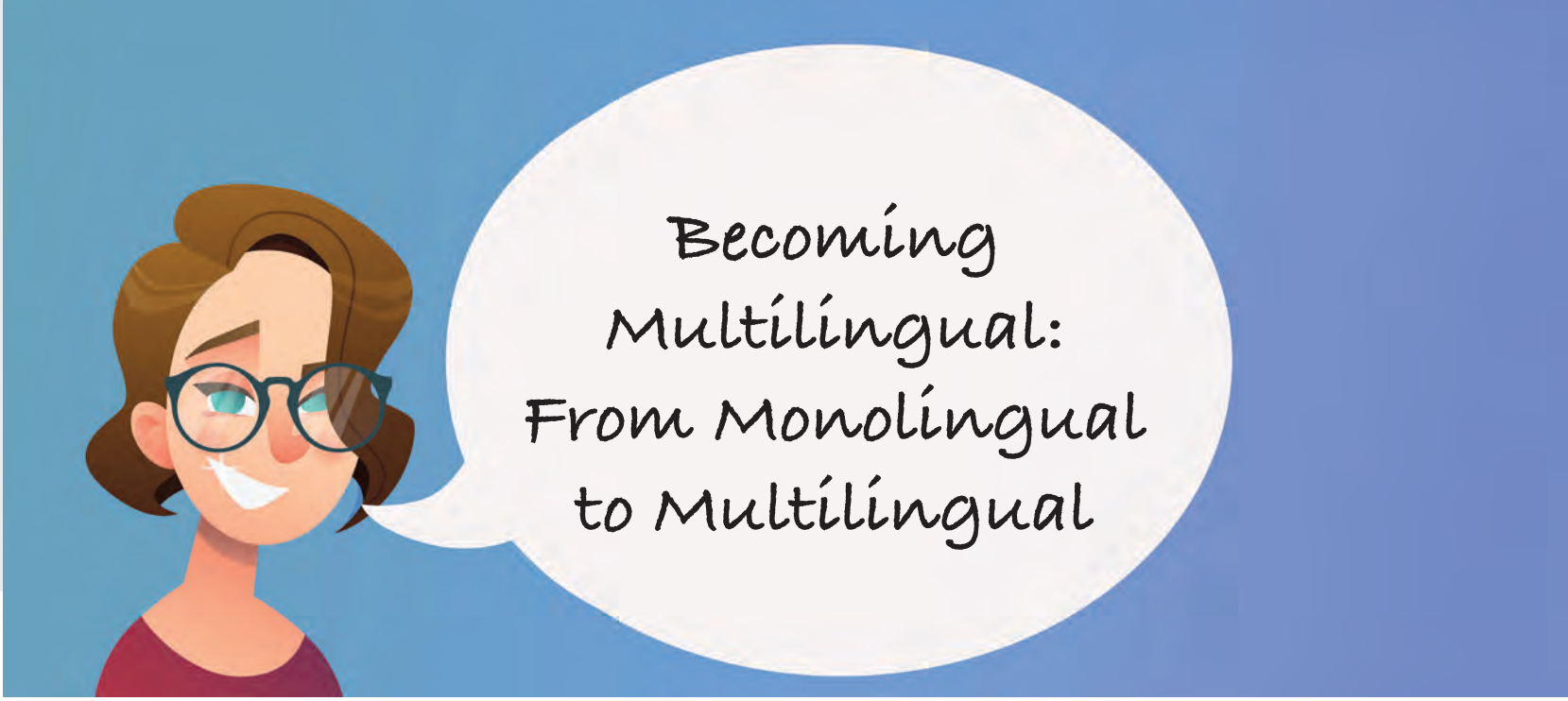

Cynthia Geary, Ph.D.
California State Polytechnic University, Pomona

My journey to multilingualism has had its share of hills and valleys. Through it all, the California Association for Bilingual Education (CABE) has been there to shine the light on the road to language acquisition. I started as a bilingual K–12 educator and later became a university professor in charge of preparing dual language, multiple-subject, and single-subject Spanish teachers. Throughout the last 25 years, my language acquisition adventure has been filled with memorable people and amazing learning experiences. The evolution from being a monolingual English speaker for the first 12 years of my life to acquiring Spanish proficiency and then basic knowledge of Mandarin has brought unparalleled richness and beauty to my life.

¡Ponerse las pilas! Acquiring Spanish

Many social and linguistic factors guided my acquisition of Spanish. Researchers have noted that achieving advanced literacy takes five to seven years (Robertson & Ford, n.d.). This was certainly true in my case! In middle school, I studied under a wonderful Spanish teacher who took his role seriously. He simultaneously cultivated my enjoyment of speaking the language and my appreciation of the beauty of Spanish-speaking cultures. As a college-bound high school student, I dutifully enrolled in Spanish as my foreign language requirement. Throughout high school, my well-intentioned teachers were exemplary in instructing me on Spanish grammar and syntax. However, the beauty of the culture, music, and people seemed very detached from the curriculum. This changed when, in college, my instructor showed us the gentle ballads of Julio Iglesias. Without hesitation, she proclaimed her love for Julio and made us promise to let him know if we ever met him! My years of Spanish language studies have made me well-versed in conjugation and tenses. Still, the alignment of the language with the hospitality and generous nature of Spanish-speaking people had somehow been lost. Although I had achieved advanced literacy, the best parts of bilingualism had eluded me.

I returned to Spanish language instruction postbaccalaureate during my time in the United States Peace Corps, as I had decided to continue studying the fourth most-spoken language in the world (Ethnologue, 2023). We trained for three months in a small picturesque village in the mountains outside of Tegucigalpa, Honduras, where I met Claudia, our Spanish instructor. She taught us six hours a day, five days a week. According to Collier (1995), a socioculturally supportive school environment that allows natural language, academic, and cognitive development to flourish results in the greatest language acquisition. Vygotsky's sociocultural theory of learning reinforces this theory of increased learning in the community (Cherry, 2022). In this holistic learning environment, Claudia's beautiful pronunciation and grammatical correctness rolled off her tongue like a magic carpet flying through the air. I longed to possess this exquisite superpower! I wanted to be able to converse casually with my host family and navigate life

Image 1: *Dr. Cynthia Geary in Honduras, Central America with coffee plant*

Image 2: *In Shijiazhuang, China, at the Hebei University of Science and Technology*

in my adopted country with fluidity. Ultimately, I earned this superpower through thoughtful attention to detail and linguistic observation. This superpower fueled contextual learning like gasoline on a wildfire!

After three months of training, I arrived at my assigned site and set about forming relationships with the Honduran people. (Image 1). I had initiated these relationships to survive, but soon, they motivated my work in maternal and infant health care as a Peace Corps volunteer. I rode my Peace Corps-provided motorcycle to nine small villages, forming health committees and providing training. The health committee members were trained in current midwifery practices and basic first aid—saving many from the arduous one to three-day walk to the nearby clinic. Upon reflection, acquiring Spanish was the secret sauce to this success. Had I not worked hard to learn traditional Spanish in Claudia's class and the colloquial Spanish of my agrarian neighbors, I may not have built enough trust with these communities to serve them properly. My multilingual superpower allowed me to train life-saving health personnel who could protect women and their communities!

¡La educación bilingüe! Dual Language Multiple-Subject Instruction

I first became aware of CABE upon my return to the United States, when I began my teaching career as a bilingual K–12 educator. I clearly remember when my principal took me aside and described all of the multilingual resources that awaited me at the CABE annual conference. Although we could only attend one conference day, we excitedly returned to our school sites and shared what we had learned with our bilingual educator colleagues. I remember browsing all of the bilingual resources offered by CABE and quickly calculating what I could afford to bring back to my classroom! However, the biggest takeaway from the annual conference was that, although there were few bilingual teachers at my school, when brought together at CABE, we really became a force for change in my home state.

¡Adelante! Transitioning to Teacher Preparation

As my career progressed, I took on a new position as an instructor in a teacher credential program supporting bilingual teacher candidates in their quest to serve their communities as dual language, multiple-subject, and single-subject Spanish teachers, and I returned to CABE. The annual conference once again ignited my passion for multilingualism, but this time as a guide for new teachers. Frequently, I would explain to teacher candidates the importance of CABE as a social and political organization and as a resource for materials and encouragement as they navigated their first few years of teaching. I enthusiastically listened as they shared their wonderful and inspiring experiences as conference attendees and the multitude of multilingual resources they had found—all in one place!

¡Ser plurilingüe! Mandarin Immersion

After nine years as a bilingual Spanish educator in public education, I accepted a teaching position in Shijiazhuang, China, at the Hebei University of Science and Technology (Image 2). My husband and I arrived with the basic knowledge of how to say numbers in Mandarin and a few greetings memorized based on these words using pinyin (the phonetic sound for Chinese characters). Our fluency in English and Spanish positively contributed to our acquisition of Mandarin. We relied on the pragmatics of our native and adopted languages to highlight which aspects of our new language we should focus on (Bialystok, 1993). Once in China, we relied on workbooks and listened to cassette tapes from the Beijing Language Institute to begin our Mandarin acquisition journey. Building relationships with our colleagues and neighbors bolstered our motivation to acquire Mandarin.

The Pew Research Center cites that 80% of personal learners sustain learning to make their lives more interesting and complete, which I can wholeheartedly confirm! Horrigan (2016) described opening up new perspectives about their lives as the motivation for 69% of lifelong learners. It was a thrilling year of new outlooks, discoveries, and wonder as we traveled within China and worked with our students. Upon our return stateside, I once again sought out CABE as a pillar of multilingualism that extends a warm welcome not only to Spanish speakers but to Mandarin speakers, as well.

¡En servicio a la comunidad! Strengthening Multilingual Teacher Candidates

Soon after our return from China, I embarked on a doctorate to better serve multilingual families in language acquisition, students with special needs, and neurodiverse learners. Six years, countless teacher candidates—the majority Spanish-speaking—and one graduation later, I was finally equipped to offer the "CABE'spiration" to young adults wanting to pursue a life of meaningful work and service to their communities. One highlight of my career came when I was gathering my things after a credential class, and a quiet female teacher credential student approached the podium. She showed me a photograph of a second-grade class of bilingual students and their teacher. She asked if I was the teacher in the photograph, to which I sheepishly responded, "Yes, that is me." I then asked where she had gotten the photo. She pointed to a young student and responded, "That is me." CABE's influence had come full circle: from being the new bilingual educator to becoming a bilingual university supervisor and lecturer, I had shared my journey with a bilingual second grader-turned-adult seeking her bilingual authorization to serve her Spanish-speaking community further. When my English-speaking children began their paths toward bilingualism, learning Spanish in our public schools and speaking it in their work communities, the joy crackled through me like a lightning bolt in the sky! My adult daughter continues to study Spanish, and my son received his Seal of Biliteracy upon his high school graduation. CABE's impact on my professional and personal lives has been undeniable!

¡Ojo! Language Maintenance

Maintaining a language is of utmost importance. Having spoken Spanish in various intensities throughout the past four decades, I cherish Spanish as one of my most endearing abilities—and not one I will easily forfeit. As I look toward my future, online Spanish language instruction fits nicely into my work and personal life. Language acquisition platforms provide synchronous conversation classes multiple times weekly and asynchronous grammar instruction. Research supports the long-term quest for multilingualism, reporting that where it was once thought that only younger, prepubescent brains are adaptable enough to develop specialized areas for language acquisition, research now supports this adaptability in older brains as well (Li, et al., 2014). For older adults, classroom grammar instruction in their second language results in more rapid language acquisition than immersion (Lichtman, 2016).

In my synchronous Spanish classes, not only am I once again interacting with language learners across the globe, but I am also caring for my mental and social health. Research advocates for bilingualism as a preventive measure for age-related decline. First, second language acquisition delays the onset of Alzheimer's disease and dementia. Second, bilingualism has been shown to improve attention span. The general population's attention span has shortened from twelve to eight seconds. However, code-switching (switching between two languages within one idea) has been shown to help the brain focus and block distractions. Third, bilingualism increases potential employment/travel options by increasing the number of skills individuals have to reach a wider audience. Fourth, bilingualism increases creativity, as bilingual speakers constantly create new linguistic, cultural, and socially diverse ways to express themselves. Fifth, bilingualism improves an individual's understanding of the grammar and syntax of their primary language. Sixth, bilingualism challenges the brain to flex its muscle memory to acquire new languages and continue building its linguistic repertoire (UOTP, 2024).

¡Al final! Conclusion

Multilingualism has allowed me to connect with people in ways that would not otherwise have been attainable. My Spanish teachers, Honduran people, and Chinese citizens shared a multilingual world of community and conversation with me. Across the decades and continents, speaking another culture's language has created bridges, enabling collaboration in personal and professional circles and breaking down hidden walls to communication. CABE is a lighthouse for those seeking multilingualism and exemplifies fellowship and language learning for those far and wide. The rewards of "CABE'spiration" are many, and they are equal to the hope for continued multilingual fellowship—the true superpower!

References are available on page 34 of the appendix.

Boricua in the Central Valley: My Journey of Resilience and Self-Discovery

Ana York, Ph.D.
California State University, Stanislaus

Embarking on a journey that spans the lush landscapes of Puerto Rico to the diverse environment of California's Central Valley, my life is a story of resilience, adaptation, and self-discovery. Born into a family of missionaries in Sabana Grande, Puerto Rico, my upbringing was anything but static. My parents, dedicated to their faith, moved us from one community to another. This nomadic lifestyle meant I had moved over twelve times by age five.

On one of my father's missionary trips, he settled in Modesto during an unexpected stop on a Greyhound bus destined initially for Salinas. The bus paused in Modesto, and the name struck a chord with him. To him, "Modesto" embodied modesty—a quality he admired deeply. Captivated by this serendipitous moment and the meaning he found in the name, he chose to remain there. Meanwhile, my mom stayed behind in Puerto Rico in an impoverished home with five children ranging in age from four to 14. Six months later, in the middle of the school year, my dad sent for us, marking the beginning of a new chapter filled with the challenges and opportunities of assimilating and educating ourselves in a new place.

In Modesto, I was caught between the Spanish of my Puerto Rican heritage and the English of my new home, struggling to find a voice in either. My Mexican Spanish-speaking classmates highlighted the differences in our dialects, further alienating me, while the English-speaking world seemed just as unreachable. For instance, when I would use "coger" to mean "to take", my classmates would laugh, as in Mexican Spanish, it has an entirely different, inappropriate meaning. Similarly, I would say "zafacón" for a trash can, but my classmates would use "bote de basura." This linguistic limbo left me feeling isolated and unsure of my place in either community. The language rhythm, meaning of words, music, and food were different. The transition was overwhelming.

School became an academic battleground and a space that constantly challenged my identity. I often sat and ate alone, not having friends because I felt I did not belong in either group. I was in a "sink or swim" scenario that would dictate my educational journey. My elementary years, filled with isolation, influenced my low self-esteem and self-worth, which led me a few years later at the age of fourteen, to marry a 20-year-old man I met at church. He was Mexican, and the differences in language and culture played a pivotal role in that relationship. He was abusive both physically and verbally. A year later at fifteen, I had my first baby girl, who inspired me to graduate from high school. Being married and having a child at such a young age once again placed me in an environment where I felt I did not belong. As a young mother, I did not fit in with other teens at school, and adults viewed me as a child raising a child.

Despite its struggles, my journey was a testament to my resilience and determination. It marked the beginning of my transformation, propelling me through the challenges of language acquisition and cultural assimilation and laying the groundwork for my future in education. After high school, I graduated from Modesto Junior College and transferred to California State University, Stanislaus, where I received my BCLAD credential. These educational achievements were

significant milestones in my life. I worked as a teacher for 25 years for Modesto City Schools, earned a Ph.D. from Grand Canyon University, and am now in my second year as a tenure-track assistant professor in the Education Department at CSU Stanislaus, a role that I find deeply fulfilling.

My former experiences and current work at a Hispanic-Serving Institution (HSI) confirm the importance of representing various Spanish-speaking groups. I am a proud Puerto Rican, even though there is not much representation of my culture in the Central Valley. My experience has taught me to ensure the representation of various groups. In the Central Valley, if you are a Spanish-speaking native, society often identifies you as Mexican due to the region's significant Mexican population and cultural influence. While I admire and love Mexican culture, recognizing and honoring other Spanish-speaking communities' diversity is imperative. To address the need for broader representation, I have equipped myself with the necessary tools to enhance my teaching through the training and opportunities provided by CABE, including the 2023 Summer Dual Language Immersion Institute. In my bilingual reading methods course, I facilitate various projects and activities that encourage students to explore the contributions of individuals from different Spanish-speaking countries. From identity maps and student-created books to the California English Learner Roadmap and "I am" poems, I foster a space where every student's story is valued and every voice is heard.

By promoting dual language programs and translanguaging, I advocate for a learning environment that acknowledges and embraces the rich tapestry of cultures and languages that students bring with them. My experiences have shaped my educational philosophy and practices, driving me to create inclusive and representative learning environments. My journey from isolation and struggle to academic and professional success has given me a unique perspective and the motivation to ensure that no student under my care ever feels the same sense of displacement.

The Need for Dual Language High School Programs: A Call-to-Action

Leslie Banes, Ph.D.
Sergio Sánchez, Ph.D.
California State University, Sacramento

I've been thinking for years about establishing a secondary bilingual program. Parents are asking for it. They want their children to continue learning in both languages beyond the elementary level. But I'm not sure how to start or how to garner support. Where do I find qualified teachers?

—Middle School Principal, Sacramento City Unified School District

Because of the lack of high school DL programs in the area, we are preparing candidates for future work in DL programs without having the opportunity to student teach in a bilingual classroom. This means they leave our programs having never actually taught their content in the target language, observed a bilingual mentor teacher, or, in many cases, having stepped foot into a bilingual school.

—Bilingual Teacher Educator, California State University, Sacramento

I grew up speaking Spanish at home. When I started school, I didn't speak any English. I struggled. School made me feel like being bilingual was a negative thing. When I started the credential program, I learned about bilingual education. Why weren't there more programs like this when I was young? I wanted to earn a bilingual authorization so I could support my students in both languages. But then I was told my Spanish was not good enough to be a bilingual teacher. This broke my heart.

—Bilingual Student Teacher, University of California, Davis

The Chicken or Egg Conundrum

We are a team of bilingual educators working to extend and strengthen Dual Language (DL) pathways through high schools across California. The three quotes above from exploratory interviews illustrate the challenges associated with the lack of DL programs at the secondary level. These three stakeholders' concerns shed light on the issue from three different perspectives. First, administrators report challenges in hiring qualified single-subject bilingual teachers to staff their high school DL programs. Administrators also may lack experience and often feel unprepared to initiate and sustain high school DL programs despite serving large populations of ELs (English learners)[1] whose academic success could depend on such programs. Second, credentialing institutions preparing secondary bilingual teachers have struggled to place bilingual teacher candidates in a high school bilingual classroom due to the limited number of high school DL programs in local schools. This prevents bilingual candidates from fulfilling crucial clinical experiences required for bilingual licensing and from gaining specific skills learned by working with a mentor teacher in the corresponding grade level. Finally, due to historical restrictions, California's prospective teachers have had few opportunities to develop professional-level bilingual proficiency required for the state's bilingual teaching authorization (Ramos-Harris & Sandoval-Gonzalez, 2017). We have met many single-subject teacher candidates interested in pursuing such authorization yet felt concerned about their language skills since their use of the target language for academic purposes is often stalled, at best, in the middle grades. These three issues present a "chicken-or-the-egg" conundrum, with each piece needed in order to fulfill the others that must be unlocked if we are to fulfill the promise of Global California 2030 and build on the diversity that is California's strength.

A lack of DL high school programs is particularly inequitable for California's multilingual students, most of whom attend already underserved schools. Currently, many English learners–

1 We use "English learner" only to refer to the way students are classified by school districts. However, we prefer the asset-based term, Bilingual/Multilingual Learner (BL), which we use at times in this piece.

are denied meaningful access to content, are disproportionately placed into remedial classes (Johnson, 2020), and experience graduation rates 20% lower than average (CDE, 2020-21). Research indicates that DL programs are best for ELs to learn English, develop home languages, and succeed academically (e.g., Steele et al., 2017). However, most DL programs in California operate primarily in elementary/middle school. With a dearth of high school bilingual programs, learning gains from K–8 DL programs stall when students enter high school.

In DL high school programs, multilingual learners can be celebrated, build on their linguistic strength, reap the social, financial, and academic benefits of bilingualism, better serve their communities, and sustain cultural connections. The time is right to act, particularly after voters passed Proposition 58 in 2016, reversing long-held bilingual education restrictions. State policy is currently primed for initiating high school DL programs (Umansky & Porter, 2020), presenting a unique opportunity for us to transform multilingual learners' experiences. Such opportunity requires, however, that stakeholders across the field work together to determine effective ways to extend DL programs to create sustainable K–12 pathways (and soon, PK–12) bilingual pathways.

The State of the Field

Ample research establishes guidelines for DL programs in elementary schools (e.g., Freire et al., 2024; Howard et al., 2018). However, research and guidelines are limited for high school. Those wishing to start high school DL programs must learn as they go, which dissuades many school leaders.

Dual Language Programs in K–8: In DL programs, students learn through the partner language (e.g., Spanish) for at least 50% of the school day, with instruction integrating content and language development across subjects. Program goals include full bilingualism/biliteracy and cross-cultural understanding. Research has shown DL programs to be a driving force, one of the best ways to overcome inequities and offer bilingual students opportunities to develop academic literacy in both English and their home or heritage languages, with benefits to students' academic, cognitive, social, economic, and career trajectories (Bialystok, 2011; August & Shanahan, 2007; Moore et al., 2014). Of existing programs for ELs, only those with content-area native language instruction have been shown to close the achievement gap between ELs and non-ELs on English reading tests (grades 6-8) (Steele et al., 2017; Valentino & Reardon, 2015).

Research syntheses and meta-analyses have examined long-term EL achievement in various language support programs in the US (Greene, 1998; Lindholm-Leary & Genessee, 2010; Thomas & Collier, 2017). All point to the single, most powerful predictor of EL achievement: programs that include continuous native language instruction across the curriculum. In fact, programs with more native language instruction and for more years lead to higher levels of achievement (Genessee et al., 2006). Scholars theorize that high school students would experience similar benefits; however, achievement outcomes in high school DL programs have not yet been studied (Collier & Thomas, 2018). Studies of K–8 DL programs and other bilingual models, such as International Baccalaureate and Content and Language Integrated Learning (CLIL) programs abroad, offer a foundation to envision possibilities for high school DL programs.

High School Dual Language Programs: In California, over 200,000 high school students are classified as ELs, nearly 600,000 are former ELs, and many more are heritage speakers of languages other than English. These students are currently underserved. Elementary school DL programs offer a crucial start toward biliteracy but cannot get students to levels required for career use (Olsen et al., 2020). Secondary DL programs, in contrast, prepare students to use bilingualism as career professionals with very high academic literacy and proficiency in both languages. When DL programs stop in elementary school, opportunities for language use dwindle, literacy skills stagnate or decline, and the language and culture of bilingual students go from celebrated to marginalized, often resulting in disengagement from school (Aldrich, 2018). Traditional high school world language courses will not support the levels of academic proficiency required for career language use and are not appropriate for students who attended DL programs previously. Only with high-quality DL programs that extend through high school will California grow the fully bilingual doctors, teachers, and lawyers we desperately need.

Case studies of secondary DL programs across the US offer a glimpse into some of the logistical and sociopolitical issues faced by secondary programs, as well as the many potential benefits (Collier & Thomas, 2018; Carzoli, 2018). Students who participate in secondary DL programs include ELs (including newcomers), heritage speakers, and students who attended DL programs previously, including native English speakers (Collier & Thomas, 2018). Unfortunately, program models still commonly used to teach ELs in high school are inadequate for closing the achievement gap (Thomas & Collier, 2017). Moreover, to reach achievement levels on par with native-English speakers, ELs who joined DL in late elementary or middle school require high school DL programs to fully reap the benefits (Collier & Thomas, 2018).

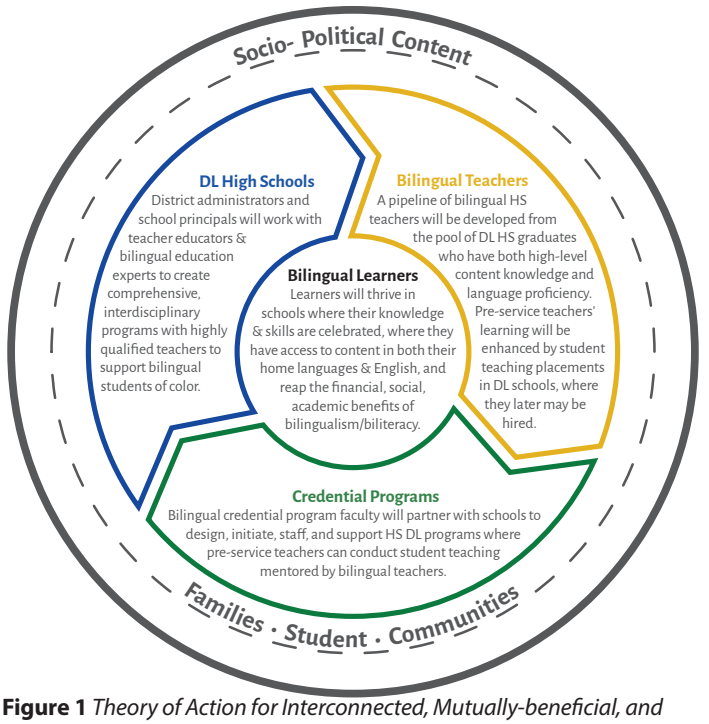

Figure 1 *Theory of Action for Interconnected, Mutually-beneficial, and Simultaneous HS DL Development*

Students with higher levels of biliteracy are more likely to go to college and have higher-paying jobs than those with lower proficiency levels in their home language (Santibañez & Zárate, 2014; Rumbaut, 2014). Thomas and Collier (2019) assert it is "non-negotiable" that DL programs continue through grade 12, while Olsen and colleagues (2020) posit that much research and planning will be needed to extend DL into the secondary grades.

Bilingual Teacher Education: Research on effective programs highlights the importance of a school leadership team, bilingual teachers, and staff who fully understand and support the DL model and goals (Howard et al., 2018). Recognizing the specialized knowledge required, California requires DL teachers to hold a bilingual authorization. Secondary DL teachers must have both advanced levels of language proficiency and content expertise (Thomas & Collier, 2019). However, after decades of English-only policies, most districts report an acute shortage of qualified bilingual teachers (Carver-Thomas et al., 2021).

With so few high school DL programs in existence, there are few sites for single-subject teacher candidates to conduct their student teaching in schools where they can practice teaching content in the target language and experience the DL program model they learn about in their methods courses. As such, teacher educators are struggling to prepare secondary candidates who are truly prepared for DL teaching (Thomas & Collier, 2019). School-university partnerships and "grow your own" bilingual teacher pathways hold promise for preparing bilingual teachers and staffing bilingual programs (Rutherford-Quach et al., 2021).

A Call to Action

High school DL programs cannot and should not look exactly like elementary DL programs. We have an opportunity to innovate and co-design to enrich the theory of action and troubleshoot existing narratives about why ELs often falter in high school. We must advance equity and bilingualism for youth by building on the vision of those who developed California's Ethnic Studies requirements by creating robust, comprehensive, interdisciplinary offerings taught by qualified educators that support multilingual learners.

Specifically, school-university partnerships are needed. We believe there is a need to establish partnerships between universities and school leaders of existing and future DL high school programs to understand more about these types of programs. A range of expertise may allow these partnerships to examine problems from many perspectives, including that of teacher educators, district/school leaders, pre- and in-service teachers, students, and families (Figure 1).

We authors are investigators in a multidisciplinary and multi-university project funded by the Spencer Foundation, initiating such school-university partnerships in Northern and Central California. Our team, composed of current and former bilingual teachers, teacher educators/scholars, and school administrators, has chosen to focus on the following steps to learn more about DL programs:

1. Investigate the ecology of the few existing high school DL programs across California, who champions them, and how they have overcome challenges.
2. Co-design, implement, and study school-university partnerships that include specialized professional learning opportunities and investigate the opportunities they provide to engage, retain, and support in-service bilingual teachers, which is essential to sustaining such programs.
3. Collaborate with existing dual language middle schools to strengthen their programs in preparation for extending DL opportunities into the high school programs they feed
4. Investigate the qualitative and quantitative effects of high school DL programs on students' experience and achievement (beyond English proficiency).
5. Engage teacher educators grappling with preparing qualified teachers to identify further the knowledge, skills, and dispositions required to prepare high school bilingual teachers as unique from elementary teachers and develop guidelines for fostering a pipeline to ensure a constant flow of well-prepared K–12 bilingual teachers.

Our team is committed to ensuring that multilingual learners have equal access to content and opportunities to develop biliteracy for a globalized/plurilingual world. We are calling on stakeholders across California who might already have or are interested in starting a DL high school program. We hope this call-to-action will ignite others to take up the challenge and join us. The chicken-or-the-egg conundrum can only be overcome with collaboration across the system.

References are available on page 35 of the appendix.

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Growing up Bilingual and Biliterate: Family Literacy Practice



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Danling Fu, Ph.D.
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The California Association for Bilingual Education (CABE) positions bilingualism, or the coexistence of more than one language, as the norm. This is quite apropos since California is one of the most culturally and linguistically diverse places. The organization envisions multiculturalism and biliteracy as goals to help emergent bilingual students achieve their full potential. Its immediate goal is to promote bilingual education, and its long-term aim is to nurture a more equitable world.

In the past five decades, bilingualism in the United States has experienced turbulence by progressing and regressing in theory, pedagogy, and politics, seeking effective ways to serve emergent bi/multilingual students (Contreras et al., 2023). Immigrants and their children from successive generations have been riding these waves, from assimilating into an English-only society to embracing multiculturalism and plurilingualism. While the effective enactment of bilingualism and inclusive education continues to struggle in English-dominant societies, current immigrants are more determined to maintain their home languages and heritage and raise their children to be global citizens.

This article presents how two Chinese American families consciously raise their children to be bilingual and biliterate through home literacy practices. The two families have young children ranging from two-and-a-half to seven years old: one family of three lives in New Jersey with the parents and Qianwen, a two-and-a-half-year-old girl, and the other consists of four in Texas with two parents and two children—Aili, seven years old, and Bolei, four years old. Although they reside in Texas and New Jersey, their bilingual and biliterate family practices are relevant to the California context, as these states were among the states that had the largest Chinese American populations, according to the 2010 Census.

In these two families, both parents are fluent English and Mandarin Chinese speakers and are all educated professionals with advanced degrees. The authors of this paper are scholars in the language and literacy education field. We report how we view our (grand)children's daily bilingual, biliterate, and bicultural practices with a fluid and dynamic lens. We aim to provide insights for other (grand)parents who share the joy and frustration of raising bilingual (grand)children in U.S. society.

Home Biliteracy Practice

Reading has been a daily activity in the house since the children were born. There are many books in both languages and various genres in both homes. At first, the parents would alternate between Chinese and English books, and now the children would choose any books in whichever language they

would like to be read to and to read on their own. Below is a reading activity described by Qianwen's mother:

Recently, she has been showing interest in reading Chinese characters. Every night before bed, we read leveled Mandarin books together. When we first started, she looked at the pictures and asked questions like: "为什么爸爸是小？"[Why does the dad look small?] or "小鸟怎么飞走了？"[How come the birds flew away?] These personal queries helped her understand the stories, and after a few weeks of reading the same books, she can now open a book and try to tell the story by herself.

Aili and Bolei started learning Chinese characters when each was about two-and-a-half years old. Now, Aili can read about 300 characters, and Bolei about 50. Like Qianwen, they always translanguage when they talk about their reading. The following is an episode where Aili and her Grandma discuss the book Lon Po Po by Ed Young (a Chinese folktale written in English).

After reading the title and author, Grandma asked, "Do you know the Little Red Riding Hood story? What do you know? 你知道什么？ (What do you know?)". Aili answered, " 那个狼来到她们 , 然后掉下了in the basket (That wolf came to their house and then fell in the basket)" because she had already heard this version of the story, and remembered that the wolf is killed after falling from the tree in the basket. Then, Grandma clarified in Mandarin that she meant the Western version of this story. Aili went on to explain, "然后那个狼把她奶奶eat掉了。然后Little Red Riding Hood来了。(And then, that wolf ate the grandma. And then, Little Red Riding Hood came.)"

In these translanguaging interactions, Grandma and Granddaughter mutually constructed their background knowledge and nonfictional context of this story, both the Western version and Young's Chinese version. Aili emphasized that Young's version had the wolf coming to the children's house, whereas the Western version had Little Red Riding Hood visiting her grandma. She also shared the major difference in plot, as the wolf is dropped to his death from a tree in Young's version. In this translanguaging exchange, grandma and Aili negotiated the discrepancies between the two iterations.

Beyond these narrative facets, Grandma also taught nonfictional facts. For instance, she reminded Aili that there were indeed wolves around the villages in China, but today, there is never much wildlife around residential communities. The two also discussed how candlelight was the only light source in the past, so Grandma conveyed pertinent semantic information in Mandarin.

No matter in which language the reading is done, the book talk is usually translanguaging. Because written Chinese is quite distinct from oral Chinese, adults use English to explain the text. When reading English books, Mandarin is used to make linguistic connections through translingual translations and metalinguistic awareness. Through bilingual reading and languaging and recognizing the different written languages, these young children learn to read, think, and develop their biliteracy.

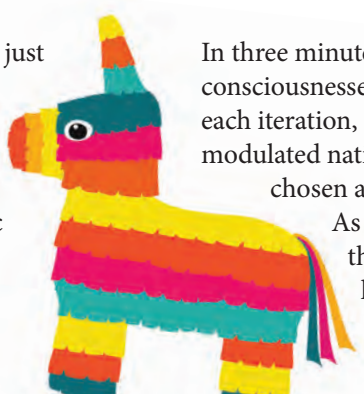
Home Cultural Practice

These two family houses have walls adorned with Western oil and Chinese brush paintings and other Western and Eastern décor, such as posters and picture frames, and photos of the children in t-shirts and jeans, but also in traditional Chinese clothes. These children love hotdogs, chicken nuggets, and pizza, as well as dumplings, chow mein, and fried rice. Growing up in south Texas, Aili and Bolei also love Mexican food, especially tacos al pastor, de bistec, and barbacoa (without onions).

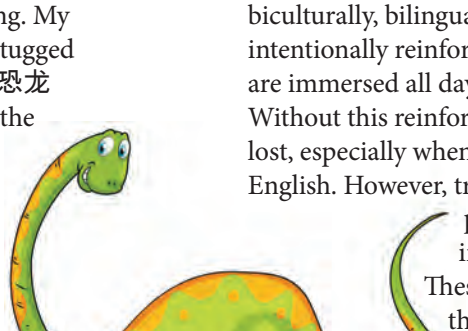
They celebrate all holidays, receiving gifts from Santa at Christmas, red envelopes during Chinese New Year, and going on Easter egg hunts. They dress up for Halloween and have sticky rice buns during the Duanwu Festival and moon cakes during the Mid-Autumn Festival. They love stories like Quyuan, a national hero in ancient China associated with the Duanwu Festival, and the legend of the Mid-Autumn Festival. Chinese New Year is a big holiday for Chinese people, similar to Thanksgiving when people long for their relatives. Here, Qianwen's mother recounts their Chinese New Year celebration:

We celebrate Chinese New Year by putting up decorations, cooking Chinese dishes, having Chinese snacks, and inviting family and friends to our house for 年夜饭 (New Year's Eve dinner). We watched the Chinese New Year Gala (春晚). Kids stayed up late on Chinese New Year's Eve (守岁). Qianwen noticed the change of decorations from Christmas to Chinese New Year and would ask us why we put up these red lanterns and the couplet. We explained to her that now is 春节 and these are the traditional decorations for the holiday. We read a story about Chinese New Year and the monster. She loved to hear where the monster jumped out of nowhere and scared the children.

Birthdays are a big occasion for the children, not just for gifts, but for connecting with their community and friends' families. Aili and Bolei either go to their friends' houses to celebrate their friends' birthdays or invite their friends to their houses. Living in a predominantly Hispanic community, they have learned to enjoy Mexican food and snacks, like tamarindos and Takis, at their friends' birthday parties, and their friends have learned to love Chinese snacks and food at theirs. They also learned to enjoy Mexican dance and music and sing celebration songs in Spanish (e.g., the piñata song). They also celebrate their birthdays with their Asian friends. Their father recounted the following story of Bolei's birthday:



> 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 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 were placed two candles. Everyone gathered around the table to sing *Happy Birthday* to Bolei. 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 Mandarin. She, along with my daughter and son, as well as myself, all sang the song in Mandarin. Our Korean friends clapped along. We decided to sing the song for the 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, I went over to turn off the camera, but 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, they had assumed four different linguistic consciousnesses in rendering a birthday celebration. With each iteration, as they traversed named languages, they also modulated national contexts (Blommaert, 2006). The language chosen affects the speakers' tones and intentionality. As their heteroglossic community negotiated their linguistic repertoires to match four named languages, they translanguaged intentionally and deliberately while also venturing to match those four global cultures of China, the US, South Korea, and Mexico. They alternatively brokered across those four nations with their four versions of the song.

Discussion

These bilingual and biliterate events and stories align with CABE's vision of promoting a space where different languages and cultures converge. These vignettes show that equity in the world is based on a plurilingual and culturally transactional space. The named languages described carry nuanced cultural tints, whether in everyday home biliteracy, family celebrations, or multicultural gatherings. These stories highlight that multilingualism and multiliteracy are becoming the norm.

No doubt, the children in these two households grow up biculturally, bilingually, and biliterately. At home, their parents intentionally reinforce Mandarin, especially when the children are immersed all day in English-speaking daycares or schools. Without this reinforcement, the heritage language could be lost, especially when children know their parents speak fluent English. However, translanguaging happens naturally and purposefully in their daily interactions, including book reading and conversations. These children learn to access any language in their linguistic repertoires to communicate with friends, family, and relatives in the US and China, with a clear awareness of linguistic preference according to different audiences and contexts.

These children are growing up as Chinese American and global citizens. Celebrating different holidays and community events has taught them to appreciate diverse cultural values, love their communities and families, and enjoy the diversity that unites them. By documenting their children's literacy experiences, these parents, educators, and scholars illuminate the meaningful opportunities created for their children to grow bilingually, biliterately, and biculturally. Such culturally and linguistically sustaining spaces for multilingual students should also be fostered in K–12 classrooms, particularly during times of political and social upheaval (Ronan & Díaz-Ramírez, 2023). These two families present a vision of healthy bilingualism from across generations in U.S. society, beginning at home!

References are available on page 37 of the appendix.

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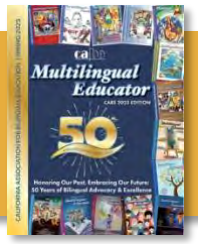
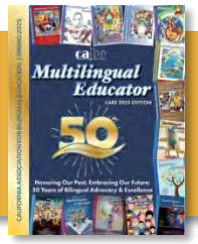


APPENDIX

Notes • References • Translations



The Bilingual Renaissance:
Opportunities and Challenges for the Next 50 Years of Bilingual/Dual Language Education
Adam Sawyer, Ed.D. and Magaly Lavadenz, Ph.D.

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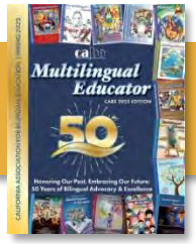

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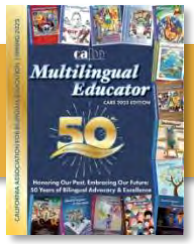

CABE Believes in the Power of Families to Become Partners in Their Children's Education!
María S. Quezada, Ph.D.

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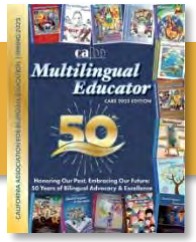

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Sally Fox, M.A.

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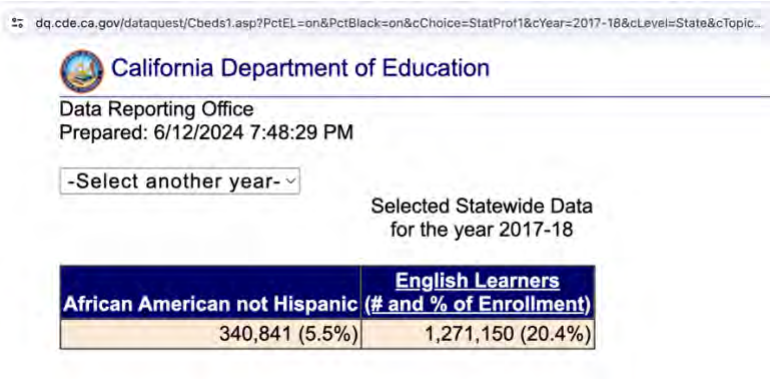
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Data Reporting Office
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Selected Statewide Data
for the year 2017-18

African American not Hispanic	English Learners (# and % of Enrollment)
340,841 (5.5%)	1,271,150 (20.4%)

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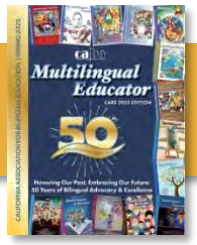


Hace treinta años
Jorge Dueñas, M.A.

English Translation

Thirty Years Ago

As we celebrate CABE's 50th anniversary, I had to transport my mind back in time. Remembering that 14-year-old young man, who had just arrived from Mexico with a wealth of knowledge in history, mathematics, science, literature, with his love for archeology and historical facts. Coming to a nation with a different culture and language. Looking for clues and signs to survive and fit in.

That well-spoken young man stood silently, confused, trying to use his skills to solve issues and problems. Algebraic equations became simple addition and subtraction problems. Studies and knowledge about history, space, Aztecs, Mayans, Toltecs, became a repetition of sounds without connection to the knowledge already embedded in the brain.

The love of writing, poetry, became a daily process of copying an encyclopedia, page by page, word by word, with the teacher's request to try to quietly pronounce each word that was copied.

The truth is that that 14-year-old boy became a secret apprentice. At home he read every newspaper, message, magazine or book that appeared in the language that was once his greatest learning tool but was now considered an obstacle. How could something that paved the way for learning be so bad for a student's progress and future?

The young man was able to survive, and his learning continued in secret. He slowly acquired the language to survive and then to perform academically. The teachers took credit but knew nothing of the secret learning. It took years for this young man to understand that indirectly he had provided his own bilingual education program. It wasn't the best system, but it worked.

A few years later, thanks to an affirmative action program, this young man became a teacher. Once in his classroom, he found students who shared similar backgrounds and languages. This new teacher had to face state mandates, district mandates, and direction from the principal and teachers in charge.

The direction was to limit the use of the mother tongue and provide multicultural education to these students who came from another country. Multicultural education was educating them about the customs and traditions of this nation. It had gone in the same direction as his experience at school, except that students were not copying encyclopedias.

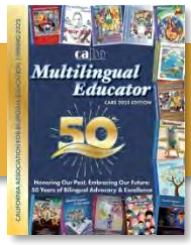
A little more than 30 years ago, another teacher shared information about a state conference called CABE. He was intrigued and requested to be allowed to attend the conference, but the request was denied. He saved his money and paid his own expenses, which he repeated many times throughout his career.

Attending was like going to a different world. There were many teachers, parents and people like him. They had a lot of experience and knowledge. They shared materials, ideas, research and support. It was a total life changer.

He became so strong that he continued his education, specializing in bilingual education and multicultural education.

It took him years to understand that the teachers he encountered at his high school were not bad teachers. They just didn't know what the needs were. They did not know the process of language acquisition. They didn't know that a child from another culture, country or language does not come with an empty brain. They simply come with a different language and a wealth of knowledge. They did not know that ignorance can hurt and kill the spirit of the student who wants to learn, and even more so that he is already in a fragile situation due to changes, confusion, sometimes violence, discrimination, stereotypes.

I want you to know that even if you do not publish this letter, CABE and Mini-Corps were the two groups that changed my life and the lives of the students, parents, administrators and community members who have been involved in this great educational and life adventure and transformation. Thank you.



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Lilia Castillo, M.A.

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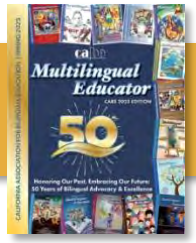

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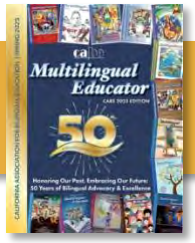

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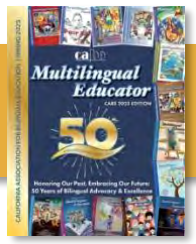
Links

Dr. Mora's online resources about the Science of Reading available at moramodules.com
Science of Reading Mandates Analysis: Click below for Dr. Mora's analysis of the Science of Reading Movement and legislative initiatives from the perspective of a multilingual educator.
Science of Reading: A Critique
Dual Language Researcher Fact-checks SoR
Fact-checking Claim 5 Debunking Bans against Three-Cueing



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A Midpoint Reflection on Equity and Seal of Biliteracy Achievements
in the Global California 2030 Initiative
Jongyeon Joy Ee, Ph.D.

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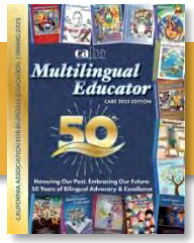

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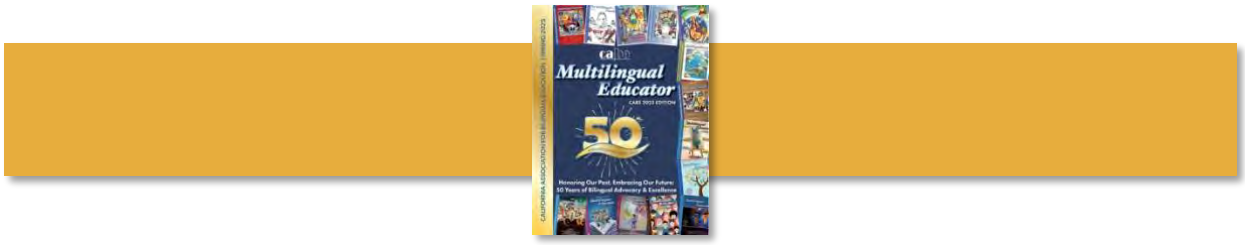

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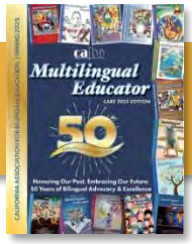

Des-bordando paredes/Dismantling Walls and Embroidering Care:
Preparing Educators for Bilingual and Multiliteracy Education in US/Mexico Transborder Regions
Minea Armijo Romero, Ph.D. and Susana Ibarra Johnson, Ph.D.

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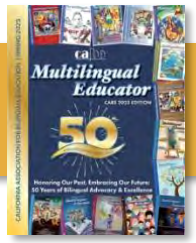

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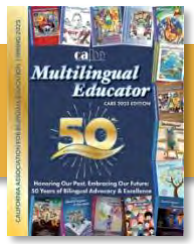

Culturally and Linguistically Sustaining Instructional Design: Leveraging Technology

María Cordero, Ed.D.

About the Author

Dr. Maria Cordero has experience as a teacher; administrator at the site, district, and county level; and is currently serving as an Executive Leadership Coach at the Multilingual Education and Global Achievement department at the San Diego County Office of Education's Learning and Leadership Services division. She is also a professor at San Diego State University. Dr. Cordero participated in the ConnectEd initiative as an Apple Distinguished Educator providing professional development for educators across the country specifically focused on English language development through instructional technology. Dr. Cordero has made it her goal to increase the number of STEM pathways for multilingual learners. Maria has a doctorate in instructional technology and her focus is the implementation of technology for language development.

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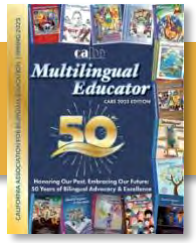

An Ancient Innovation: Designing a Chinampa for Sustainability

Xenia Rueda, Ph.D. and Lilia Sarmiento, Ph.D.

Notes

[1]Today, we are embarking on a journey to the past, to a time of fascinating inventions and innovative people. These tools will be our keys to unlocking the secrets of a special kind of garden, one unlike any you've ever seen before!

[2]*Salix bonplandiana* is a tree of the Salicaceae family, to which the weeping willow belongs, among others. It is known by the common names of ahuejote, huejote and willow, although it should not be confused with other trees of the same family that receive that name. During pre-Hispanic times, the Mesoamerican indigenous people used it to fix chinampas to the beds of lakes, and it served as a windbreak to protect the crops on these artificial islands in those places where chinampa planting is still practiced. Tree native to central Mexico (Valley of Mexico). It is distributed from the southern United States (Arizona, Baja California) to Guatemala. It is common in riparian forests, and riverbanks, and is an essential part of the flora of lake systems.

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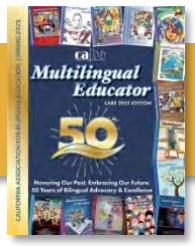

Combining Dual Language Immersion With International Baccalaureate: Sí, se puede

Michelle Soto-Peña, Ph.D., Thomas F. Luschei, Ph.D., María Dolores Delgado, M.Ed., Susana Galaviz, M.A., Erica García-Ochoa, M.A., Donaji Guzmán, M.Ed., Silvia Guzmán-Carrete, Ed.D., Leticia Ruiz-Rodríguez, M.A., Yasmín Uribe-Luschei, M.S., and Elizabeth Vázquez, B.A.

Notes

[1]The three pillars of DLBE are academic achievement, bilingualism and biliteracy, and sociocultural competence. Sociocultural competence is defined as "a term encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students" (Howard et al., 2018, p.3) We chose not to include the proposed fourth pillar to DLBE – Critical Consciousness (Cervantes-Soon, et al., 2017). Operationalization and integration of critical consciousness goes beyond the scope of this article.

[2] Latine (pronounced La - teen - eh) "is a gender - neutral term that originated in Spanish-speaking countries as an alternative to Latino and Latina" (Google AI Overview, May 23, 2024).

[3] DHIA follows a traditional 90/10 elementary dual language immersion (DLI) model where students learn various content areas in both English and Spanish.

[4] Drawing on the work of Otheguy et al. (2015), "named language" is what we refer to as part of an individual's linguistic repertoire that is identified, bounded, and socially constructed by society (i.e. Spanish, English, etc.).

[5] The term world language is used in place of foreign language to disrupt deficit orientations of named languages other than English.

[6]Languages include Spanish (15 schools), Chinese (2 schools), German (1 school), and Russian (1 school).

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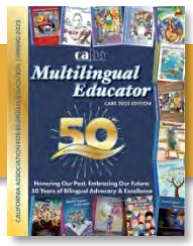

Making the Case for Multicultural Children's Literature:
Addressing the Complexities of Representation With Text Sets
Genevie Rodríguez-Quiñones, M.A.

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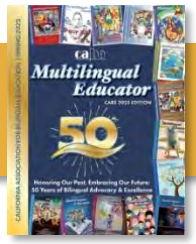

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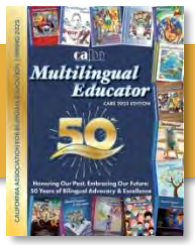

On the Path to Hopefully Become a Mirror:
The Experience of a First-Generation Latinx in Becoming a Dual Language Teacher
Sara Robledo Lucas, B.A.

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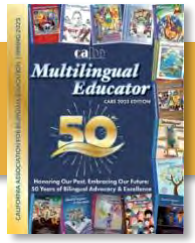

Cross-Linguistic Awareness in 90/10 Two-Way Bilingual Immersion Programs
Patricia Mondragón-Doty, Ed.D.

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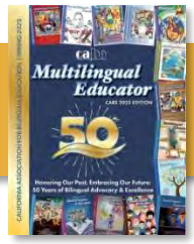

Becoming Multilingual: From Monolingual to Multilingual
Cynthia Geary, Ph.D.

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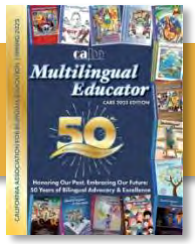

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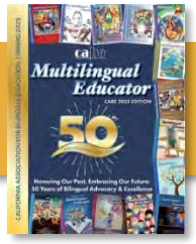

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