Advocacy is for ALL of us.

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Advocacy activity: The Tree

1. What does the short video clip bring to mind regarding advocacy?

2. How have you used your advocacy voice for English Learners?

3. What are some concerns, fears, or anxieties you have regarding using your voice?

My next steps are:

1.

2.

3.
California English Learner Roadmap

Developing English learner (EL) students’ linguistic and academic capacities is a shared responsibility of all educators across the system.

1. Principle 1
   - Assets-Oriented and Needs-Responsive Schools
   - School climate is inclusive and safe
   - Instruction is responsive
   - Educators have high expectations for EL students
   - EL students have access to language support and development programs and language development
   - Instruction is scaffolded
   - Home language is used as a foundation

2. Principle 2
   - Intellectual Quality of Instruction and Meaningful Access
   - Learning builds on linguistic and cultural assets
   - Instructional materials support intellectual engagement and language development
   - EL students are provided access to full curriculum
   - Instruction is responsive

3. Principle 3
   - System Conditions that Support Effectiveness
   - Schools build strong partnerships with families
   - Language development is integrated across curriculum
   - Instructional materials support intellectual engagement and language development
   - Assessments are culturally and linguistically valid
   - Leadership is committed to EL achievement
   - School system provides adequate resources to support EL needs
   - School climate is inclusive and safe
   - Instruction is responsive

4. Principle 4
   - Alignment and Articulation Within and Across Systems
   - Learning is aligned across grades and systems
   - Capacity-building fosters systemic EL support
   - Leadership is committed to EL achievement
   - School system has a coherent approach to EL learning
   - Schools provide extra time and support for EL students
   - School system has a coherent approach to EL learning

1-5-18
On July 12, 2017, the California State Board of Education unanimously adopted a historic new policy for English Learners, the *California English Learner Roadmap: Educational Programs and Services for English Learners*, superseding the 1998 English Learner policy which was based upon Proposition 227. The new Roadmap policy offers a vision and direction for English learner (EL) education that sets California on a new course: one that views the education of English learners as a system-wide responsibility, recognizes the need to provide EL students with a rich and challenging curriculum from early childhood to grade 12, and respects the value of English learners’ primary language and culture. When implemented in counties and school districts, the Roadmap holds promise of greater success for California’s English learners.

**Vision**

*English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.*

**Mission**

*California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.*

Four principles support the vision and provide the foundation of California English Learner Roadmap, guiding all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st century education for our English learners.

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions to Support Effectiveness
- Alignment and Articulation within and across Systems

Underlying the Roadmap is the foundational understanding that simultaneously developing English learners’ linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.

The Roadmap inaugurates a new era in state policy for English Learners and leverages recent advances in educational research, development, policy, and practice. It is necessary and timely due to: (1) the passage of the *California Education for a Global Economy Initiative (CA Ed.G.E. Initiative)*, Proposition 58, effective July 1, 2017, amended most of Proposition 227 and resulted in changes to Education Code (EC); (2) the implementation of the State content standards and curriculum frameworks featuring evidence-based practices and exemplary services for English learners as described in the SBE adopted documents; (3) the implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP); and (4) changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015.

For more information: [http://www.cde.ca.gov/sp/el/rm/](http://www.cde.ca.gov/sp/el/rm/)
Advocacy Campaign Planning Framework
July 2017

(1) Research the issue:
   Carefully identify a problem/need/opportunity, and identify what needs to change,

(2) State broad goals and specific objectives,

(3) Identify overall strategies and specific tactics that could work, including a “Plan B”,

(4) Review how selected tactics fit current situation and goals,

(5) Determine what tools, data, messaging channels, etc., are available or are needed,

(6) Identify and engage natural or potential allies,

(7) Identify and plan to counter likely opposition,

(8) Describe how the campaign or project will be evaluated,

(9) Develop a plan for how to implement the campaign or project, and continually analyze, refine and adjust.

Based on the Kansas University Community Tool Box
References


Links

English Learner Leadership and Legacy Initiative (ELLLI)  -  www.ellli.org

CABE  -  http://www.gocabe.org/

Californians Together  -  www.californianstogether.org

Seal of Biliteracy  -  http://sealofbiliteracy.org/

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