Allison Briceño is an Assistant Professor in the Department of Teacher Education at San José State University, where she coordinates the Bilingual Authorization for the Multiple Subject Teaching Credential and MA Program. Prior to SJSU, Briceño was a bilingual teacher in California public schools for over a decade. She studies the preparation of diverse and multilingual teachers, and she explores the literacy practices of emergent bilingual students and their teachers. She teaches courses related to literacy and second language acquisition at the credential, master’s and doctoral levels. Briceño’s recent scholarship has appeared in *Reading Teacher, Language and Education, Reading Psychology, NABE Journal of Research and Practice, International Multilingual Research Journal, Journal of Bilingual Education Research and Instruction,* and *Journal of Reading Recovery.*

Priscilla Figueroa is a Teacher on Special Assignment with an emphasis on EL programs for the Mountain View School District in El Monte. For the past 29 years she has taught in both bilingual and Structured English Immersion (SEI) programs. She has been instrumental in developing and delivering professional development for teachers and paraprofessionals to support a rigorous language-rich curriculum with an emphasis on accelerating language growth and academic proficiency for ELs. She has worked on the implementation of the SEAL program, Newcomer and Biliteracy programs, as well as monitoring and working with LTELs. In 2004 she was recognized as a LA County Teacher of the Year. She is passionate about creating policy that promotes high-quality, effective programs for ELs.

Graciela García-Torres is the California Region 3 Title III lead in the Sacramento County Office of Education. Throughout her 20 years in the education field she has held leadership positions including English Learner Programs Director, ELD Curriculum and Instruction Coordinator, and bilingual teacher. García-Torres has led teams of teachers in service learning projects focused on building the skills and knowledge of students to access college, and guided administrators and teachers in creating long-term EL courses and pathways to biliteracy. In addition, she served as principal of a highly diverse, high poverty urban PreK-8 school with a 36 percent EL population and has taught in México. An immigrant from México, García-Torres’s first-hand experience as a migrant student enriches her ability to deeply understand English Learners’ needs.
**ELLLI Fellows**

**Laura A. Gonzalez** serves as the ELA/ELD Staff Development and Curriculum Specialist at the Tulare County Office of Education and is an Adjunct Professor at Fresno Pacific University where she teaches in the Administrative Program. Inspired by her experience as an English Learner herself, Gonzalez has dedicated much of her study and work in the field of ELD and supporting schools and districts with high populations of English Learners. She served as a member of California’s ELD Panel of Experts that provided guidance for the creation of the state’s new ELD standards. Recently, Gonzalez participated in California’s Global Education Summit hosted by the California Department of Education (CDE), as well as other CDE committees that support work to improve instruction for English Learners.

**Vickie Ramos Harris** has two decades of experience advocating for educational equity in California, Boston, and NYC. A “community-based policy making” lens drives her work in early childhood (ECE), K-12 and Dual Language Learner/English Learner (DLL/EL) education. As Associate Director of Educational Equity at Advancement Project California, Ramos Harris leads policy advocacy for ECE, DLLs/ELs, racial equity, and ECE-K-12 systems alignment. She has led and supported research, program design, community engagement and local, state and federal policy and implementation, including transitional kindergarten legislation and state/school district investments in ECE and bilingual education. She was Chief of Staff to LAUSD’s Board Vice-President, Early Edge California’s State Policy Director, and currently advocates for DLLs with the Coalition for Quality Early Education and as the Children’s Collabrium’s Board President.

**Anya Hurwitz** is the Executive Director of the Sobrato Early Academic (SEAL) model. SEAL is a preschool through 3rd grade model being implemented in over 100 sites across 20 districts throughout California. Hurwitz has a longstanding commitment to creating the conditions for public schools to meet the diverse needs of their students’ academic and socio-emotional development. She has worked as a teacher, school leader, district administrator, and within the educational nonprofit sector. Hurwitz spent the early part of her career in NYC and in 2010 moved to northern California. She joined the SEAL team in 2014, first as Deputy Director and then taking on the role of Executive Director in 2016. She holds a doctorate from UC Berkeley’s Leadership for Educational Equity Program.
**Ellen Jiménez** is an elementary school teacher in the Val Verde Unified School District. In this capacity, she is part of a team that has substantially increased student academic achievement, available enrichment programs, parent engagement and community outreach opportunities. She participates in the ELAC, PTO and School Site committees and has previously served as PTO Auditor and School Site Council Chairperson for her local school as well as DELAC president for the Val Verde Unified School District. For two years, she served as the administrative systems manager for the California Association for Bilingual Education. Jiménez is very passionate about parent advocacy and the importance of the home-school-community collaboration. She is bilingual/biliterate and is proud to be passing on those skills to her two young daughters.

**Eduardo Muñoz-Muñoz** is Assistant Professor in the Teacher Education Department in the College of Education at San José State University, CA. His experience as an educator in diverse capacities spans over 17 years. He taught in elementary, secondary and higher education in Spain, the UK and the US, and was an English Learner Coach and bilingual school principal in Oakland USD. Muñoz-Muñoz’s research interests revolve around the educational issues and rights of language minorities with a commitment to actionable knowledge: access to multilingual education, English Learners and parental engagement. He completed advanced degrees at University of Córdoba, Spain (English philology), at UC Berkeley (Educational Leadership), and Stanford (Sociology and Education). He is committed to channeling research into the equitable transformation of educational settings.

**Linh Xuan Nguyen** is Assistant Superintendent of Educational Services for the Cambrian School District, a TK-8 school district located in San Jose. He has over 24 years of education experience. He first worked in the biotech industry before moving into the classroom as a bilingual teacher and English language development teacher. As a teacher of ELs and newcomers, he integrated science and math concepts through language instruction and engaged his students in project based and experiential learning experiences. While still a classroom teacher, he took on many district leadership roles that included developing instructional programs with emphasis in Science, Math and English Language Development. He then served as principal of Title I schools in three districts over 13 years, before assuming his current position in 2013.
Maxine Sagapolutele is an ELD/English Language Arts teacher and English Learner advocate at El Cajon Valley High School. During her 10 years as EL Coordinator, she was a founding member of the EL Task Force and the Newcomer Academy at ECVHS. Sagapolutele provides district-wide professional learning emphasizing access and equity for English Learners. She believes cultures and languages are assets and creates a multilingual/multicultural learning environment. She completed formal Arabic and Spanish courses to connect with students and their parents and partnered with the Bilingual Community Liaison, to design and co-teach parent courses focused on individual student data and information families need to navigate U.S. schools. Sagapolutele strives to be a resource and support to help implement research and state policy at the local level.

Michelle Soto-Peña is an Assistant Professor at California State University, Stanislaus (Stan State). She currently serves as board member for the California Association for Bilingual Teacher Education. Her research interests include education policy as it relates to bilingual education and English language development, access and equity in bilingual education, parent engagement, and critical and transformative education. Prior to her role as Assistant Professor, Soto-Peña served as an elementary school teacher and parent education coordinator in Northeast Los Angeles. As a practitioner, she incorporated Freire’s critical framework in her pedagogy and practice. As an ELLLI Fellow, Soto-Peña aspires to combine her interests in advocacy and research to inform educational policy for students identified as English Learners.

Lilia Torres-Cooper has served the Whittier area school community for over 25 years with an emphasis on developing systems of support for second language learners. As the Federal & State Categorical Programs Director for the Whittier Union High School District, she has led the district’s efforts to expand professional learning for teachers and administrators and has cultivated a broad support system for teachers around appropriate instruction for ELs. Torres-Cooper has established a network of collaboration with neighboring districts to strengthen and improve English Learner programs and services. By creating community pathways for parents to organize and educate themselves, she has shaped parent leadership to ensure that parents have multiple opportunities to engage in their children’s education, and the capacity to improve their children’s educational outcomes.

Mayra Vega-Manriquez serves as Principal at Anacapa Middle School in Ventura USD. She works collaboratively to transform educational systems and practices to support an increasingly complex global society and maintain a focus on English Learners. At AMS, she is implementing a two-way immersion program that supports bilingualism, biliteracy, multicultural proficiency, and community participation. Previously Vega-Manriquez was the Assistant Principal at De Anza Academy of Technology and the Arts (DATA) magnet middle school in VUSD. There she focused on a one-to-one computing initiative and trained teams on technology tools to assist English Learners. Vega-Manriquez has taught elementary and secondary levels in both general and special education settings. She is passionate about policy development and serves as Vice-President of Legislative Action for the ACSA North Ventura Charter.
Cristina Alfaro is Professor and Chair, Department of Dual Language and English Learner Education (DLE) in the College of Education at San Diego State University (SDSU). She leads the largest Bilingual Teacher Preparation Program in California and has over two decades of experience in directing local and international teacher education programs in California, Mexico, and Europe. She has over 30 years of experience in education and background as an elementary biliteracy teacher and administrator in ethnic and linguistically diverse low-income communities. Alfaro’s research interests include the role of teachers’ pedagogical and ideological clarity related to interrupting harmful hegemonic practices in both English and Dual Language classrooms. She also serves on the CABE Board as Director of Secondary Education and Institutions of Higher Education Affairs.

Anaida Colón-Muñiz is Professor of Scholarly Practice for the Attallah College of Educational Studies at Chapman University. Research interests include critical bilingual multicultural education, community education, teacher education, and the educational civil rights of Latinos. Colón-Muñiz is dedicated to educational opportunities for language minority and poor children, with an emphasis on the role of teachers and teacher educators for equity and social justice. She began as a bilingual teacher and teacher trainer in New York City in 1975. After 1982, she joined the faculties of CSU-Fullerton and San Diego SU. She later served as bilingual and curriculum administrator for three urban school districts, before returning to higher education in 1999. She currently teaches graduate and doctoral students and directs Centro Comunitario de Educación.

Xilonín Cruz-González is Director of Programs at Californians Together. A native Californian, Cruz-Gonzalez is very proud to be both a fifth-generation Azusa, CA, resident and the daughter of a Mexican immigrant. Understanding the similarities and differences between the life experiences of her parents in California schools has driven her passion to be an advocate for all students in California public schools, but especially English Learners. Aligned with this passion, she has served on the Azusa USD Board of Education since 2001 and has served on the boards of several statewide and national non-profits. She works to provide tools and resources to educators to foster a safe and inclusive learning environment for immigrant and refugee students.
**ELLLI Mentors**

**Mary Hernández** is a founding partner of the law firm Garcia, Hernandez and Sawhney, LLP. She is a graduate of Stanford Law School and Harvard University. She serves as general counsel of the California Association for Bilingual Education, California Latino School Boards Association, the EJE Charter Academies, the Fairview Fire Protection District, the Gilroy USD, the Hayward USD, the Latino Business Action Network and the Society of Hispanic Professional Engineers and as special counsel to the Alameda COE, the San Francisco USD and San Leandro USD, among others. Hernandez serves on the board of the California State Bar Foundation and is a former President of the Board of the San Francisco USD and the Hispanic National Bar Association.

**Carla B. Herrera** has been a bilingual teacher/program specialist for more than forty years. She has worked in multilingual settings, including two-way immersion (Spanish and Portuguese), and technology integration. Herrera retired from ABC USD and is currently a trainer for the Sobrato Early Academic Language (SEAL) Model. She has provided technical assistance and professional development in EL education at site, district, county, state, IHE, national and international levels for preschool, elementary, secondary and future teachers. In 1989, Herrera was recognized as the first CABE Teacher of the Year, and also as the NABE Teacher of the Year. She was the first EL/Dual Language Learner Regional Lead and Advisory Member for the California Preschool Instructional Network and served as Commissioner on the Instructional Quality Commission (IQC).

**Magaly Lavadenz** is Professor in the Department of Educational Leadership and Director of Loyola Marymount University’s Center for Equity for English Learners. She previously served as Chair of the Teacher Education Department, Associate Director of LMU’s doctoral program in Educational Leadership for Social Justice, Director of Spanish and Mandarin Bilingual/Bicultural and TESOL programs. Lavadenz has held top leadership and policy positions in the California Council on Teacher Education and CABE. She was the founding president of the California Association of Bilingual Teacher Educators, and a member of expert panels for California’s new ELD Standards, the AB 250 Advisory Panel on Assessment, and others. Research interests include preparation and professional support of Latino and bilingual teachers, the Central American immigrant community, language use policy, and biliteracy, and education for Latinos and immigrant communities.

**Jan Mayer** began her career as a bilingual classroom teacher before moving into administrative positions at the district, state and county levels. After earning her doctorate in Second Language Acquisition from the University of San Francisco, she worked at the California Department of Education as a bilingual education, and research and evaluation consultant. She was also the state’s first Title III Director and later an Assistant Superintendent for the Learning Support and Partnerships division. In these roles, she had the opportunity to work with districts throughout the state to address appropriate English Learner services and accountability issues. Currently, she is the Director of Planning and Improvement at the Sacramento County Office of Education and is able to support schools and districts in the capital region.
**Alberto Ochoa** is Professor Emeritus at SDSU. He has been involved in action research-based work for over 40 years. Major interests include educational policy, cross-cultural and intercultural education, bilingual/biliteracy teacher education, educational organizational receptivity and change, and parent leadership development. Ochoa’s work combines theory and practice in the resolution of equity problems confronting social and educational institutions. He has been engaged with over sixty school districts in advocating for the rights of culturally and linguistically diverse students, as well as being active member in the leadership team of the Parent Institute for Quality Education (PIQE) for over 30 years, working with low-income parents and schools. In all his teaching, research and projects he seeks to promote democratic schooling and broad-based community participation.

**María S. Quezada** recently served as the project director for a federal Investing in Innovation (i3) research grant in family engagement after retiring as the Chief Executive Officer for CABE. During her tenure as CEO she directed two grants funding CA State Parent Information Resource Centers. Formerly Quezada was the Title VII Multifunctional Resource Center Director, the Director for Professional Development at the Center for Language Minority Education and Research, and an Associate Professor in Educational Administration at CSU-Long Beach. Quezada has also served as: an elementary bilingual teacher; CABE President; district level administrator of EL programs, where she implemented an award-winning Dual Immersion Program; and a field colleague for CDE. Quezada has provided leadership and received recognition for her lifetime work in bilingual education.

**Cirenio A. Rodriguez**, Professor Emeritus, from CSU-Sacramento, was born in Michoacán, Mexico, and arrived in Los Angeles at age 14. Like many immigrant students, he was initially placed in special education courses when he enrolled in high school. During summers he worked in the agricultural fields. In the 1960s, he became involved in the Chicano Movement, and later worked as a teacher, community organizer and advocate for the Chicano community. Rodriguez was on the faculty at CSU-Sacramento (1981 – 2011), where he developed programs to prepare bilingual school leaders, served as Chair of the Educational Leadership and Policy Studies Department, and Associate VP for Academic Affairs. He also served for over 10 years on the Woodland JUSD school board and for 10 years on the Yolo COE Board of Trustees and is currently President of the Board.
**ELLI Mentors**

**Rosalía Salinas** is a biliteracy education expert with over 40 years’ experience as teacher, site and county level administrator. She presently serves on the Latino Advisory Committees to the San Diego USD and San Diego County Superintendents and is on the board of directors for Parent Institute for Quality Education (PIQE). Salinas was senior director for the Learning Resources and Educational Technology division at SDCOE. Early on in her tenure at SDCOE she implemented the first countywide institute on Spanish for Spanish Speakers that focused on native Spanish speakers and English dominant Latinos. She was director for the statewide Spanish Language Literature Project for CRLP, and later coordinated the Asian Language Literature Project Institute. Salinas served as president of CABE and Californians Together.

**Guadalupe Solís** has been long-time resident of the South San Joaquin Valley and is an associate professor for Brandman University and Board President of the Lemoore Union High School District. He is involved with local community initiatives in leadership and capacity building through organizations like the Tulare County Hispanic Leadership Network and Professional Latino Organization. He has served as an educator for over forty-two years, primarily in Fresno, Kings and Tulare Counties, at all levels from elementary to post-secondary education. The majority of Solis’ own education has focused on the English Learner community. His graduate studies focused on the development and implantation of instructional practices for ELs, and his personal experiences learning English have given him a deep understanding of the challenges ELs face.

**Marcia Turner** was the Assistant Superintendent in Ocean View School District until her retirement in 2017. She has worked in English Learner education for 35 years in bilingual education, migrant education and special education assignments as a teacher, administrator, and university instructor. Her most recent position was in a small district in a high EL and high poverty community in south Oxnard. Other experiences include serving on the CABE Board, and legislative advocacy work on various ACSA councils. She was active in the “No on Prop 227” campaign in 1998 and has worked on political campaigns to elect EL-friendly school board members and state legislators. She was a founding member of the Ventura County CABE chapter and has been actively involved since that time.
Marcia Vargas retired as the Director of 2-Way CABE, an affiliate of the California Association for Bilingual Education (CABE) that works specifically with two-way bilingual/dual immersion programs. Vargas has provided professional development and advocated for two-way bilingual/dual immersion programs throughout the U.S. and internationally for over 30 years. Prior to her position with 2-Way CABE, Vargas worked as Curriculum Coordinator for Dual Immersion Programs for the San Bernardino County Superintendent of Schools office. She began her work with dual immersion programs while working as a senior professional development specialist with the Center for Language Minority Education and Research (CLMER) at California State University, Long Beach. In addition, during her educational career, she worked as a bilingual classroom teacher, bilingual resource teacher and district bilingual coordinator.

Christina Mei-Yue Wong has been an English Learner advocate for over 20 years. She serves as Special Assistant to Superintendent Vincent Matthews in San Francisco USD, facilitating the implementation of the district’s Master Plan for ELs. Wong works closely with district departments to ensure that ELs have systems of support to succeed academically, including consistent and appropriate implementation of ELD Standards, language pathways that provide ELs with access to the core curriculum, and language access for families of ELs in order to meaningfully engage in their children’s education. Wong was previously the Director of Community Initiatives at Chinese for Affirmative Action where she led local and state-wide policy work on EL pathways, language access for families, school integration, violence prevention, and other educational equity issues.

Francisco Ortiz is an elementary school teacher in the West Contra Costa Unified School District. Ortiz advocates for his students and community by undertaking leadership positions at the site and district level. He serves on the School Site Council, the Instructional Leadership Team, the English Learner Advisory Committee, the Culture and Climate Committee and the district Common Core Academic Committee. Ortiz works to leverage students’ cultural and linguistic assets, providing robust and responsive instruction to promote reclassification and biliteracy. Navigating the same school district as a bilingual student and teacher fueled his drive to improve educational experiences and outcomes for historically underserved youth. In the fall 2018 he will start doctoral studies at the University of San Francisco with a focus on Organization and Leadership.
Steering Committee Members

Steering Committee (August 2018)

1. Jan Gustafson Corea  ExOf
2. Xilonín Cruz-González
3. Norm Gold >
4. Martha Hernández
5. Carla Herrera
6. Elizabeth Jiménez-Salinas
7. Claudia Lockwood
8. Eduardo Muñoz Muñoz
9. Laurie Olsen >
10. Vickie Ramos Harris
11. Maxine Sagapolutele
12. Peter Schilla >
13. Guadalupe Solís
14. Shelly Spiegel-Coleman  ExOf
15. Fred Tempes >
16. Marcia Turner
17. Martha Zaragoza-Díaz

ExOf - Ex Officio, as CEO and Executive Director of CABE and Californians Together

> On emeritus status February 2019: Norm, Laurie, Peter, Fred, Elizabeth
Jan Gustafson Corea is the Chief Executive Officer of CABE, the California Association for Bilingual Education, an organization with a vision for biliteracy, educational equity, and 21st century success for all. Corea has over 30 years of experience working in the field of education with an emphasis on multilingual and culturally diverse settings. She has served as a teacher, principal, district office director, county office of education director, university adjunct professor, non-profit organization leader, and educational advocate. Corea is bilingual in Spanish and English and has worked directly with dual language immersion programs, English Learner, and other biliteracy programs.

Xilonín Cruz-González is Director of Programs at Californians Together. A native Californian, Cruz-Gonzalez is very proud to be both a fifth-generation Azusa, CA, resident and the daughter of a Mexican immigrant. Understanding the similarities and differences between the life experiences of her parents in California schools has driven her passion to be an advocate for all students in California public schools, but especially English Learners. Aligned with this passion, she has served on the Azusa USD Board of Education since 2001 and has served on the boards of several statewide and national non-profits. She works to provide tools and resources to educators to foster a safe and inclusive learning environment for immigrant and refugee students.

Norm Gold is an EL education expert specializing in systems development for education, with an emphasis on language, learning and equity. He has over 40 years of experience in the field of EL schooling – 21 of those with the California Department of Education (CDE). While at CDE, Gold managed the teams that monitored implementation of EL programs throughout the state, directed the work of the categorical programs complaint unit and served as acting director of the School and District Accountability Division. In his career he served as teacher, state consultant and administrator and independent evaluator. He and his wife, two daughters and four grandchildren are all Spanish-English bilinguals. Gold currently serves as Director of the English Learner Leadership and Legacy Initiative.
Steering Committee Members

Vickie Ramos Harris has two decades of experience advocating for educational equity in California, Boston, and NYC. A “community-based policy making” lens drives her work in early childhood (ECE), K-12 and Dual Language Learner/English Learner (DLL/EL) education. As Associate Director of Educational Equity at Advancement Project California, Ramos Harris leads policy advocacy for ECE, DLLs/ELs, racial equity, and ECE-K-12 systems alignment. She has led and supported research, program design, community engagement and local, state and federal policy and implementation, including transitional kindergarten legislation and state/school district investments in ECE and bilingual education. She was Chief of Staff to LAUSD’s Board Vice-President, Early Edge California’s State Policy Director, and currently advocates for DLLs with the Coalition for Quality Early Education and as the Children’s Collabrium’s Board President.

Martha Hernandez is Director of Policy and Initiatives for Californians Together and was formerly Assistant Superintendent of Educational Services for the Fillmore Unified School District. She has 42 years of experience in PK-12 education as a district and county curriculum and instruction administrator, principal, staff developer, Title VII director, and bilingual and special education teacher. She was also Director of Bilingual Teacher Training at California Lutheran University and served as past president of CABE. Hernandez was appointed by the Senate Rules Committee to serve on the California Department of Education’s Curriculum Development and Supplemental Materials Commission and the Instructional Quality Commission. In 2014, she was appointed by the State Board of Education to serve as the Co-Chair of the California ELA/ELD Curriculum Framework and Evaluation Criteria Committee.

Carla B. Herrera has been a bilingual teacher/program specialist for more than forty years. She has worked in multilingual settings, including two-way immersion (Spanish and Portuguese), and technology integration. Herrera retired from ABC USD and is currently a trainer for the Sobrato Early Academic Language (SEAL) Model. She has provided technical assistance and professional development in EL education at site, district, county, state, IHE, national and international levels for preschool, elementary, secondary and future teachers. In 1989, Herrera was recognized as the first CABE Teacher of the Year, and also as the NABE Teacher of the Year. She was the first EL/Dual Language Learner Regional Lead and Advisory Member for the California Preschool Instructional Network and served as Commissioner on the Instructional Quality Commission (IQC).

Elizabeth Jiménez Salinas is an EL education expert whose 40-year career began as a bilingual teacher and activist for bilingual education. She was recruited to serve in Sacramento as Legislative Aide to Assembly member Peter Chacon where she worked for passage of AB507, California’s historic bilingual education legislation. She was later hired into a national position in the textbook publishing industry, earned her MBA and in 2000 she launched GEMAS Consulting providing consultation, professional development, and advocacy as a registered lobbyist, authoring Spanish language children’s books, and developing EL support materials for major US publishers. She currently provides professional development throughout the US and Puerto Rico and serves as a consultant member of Californians Together.
Steering Committee Members

**Claudia Lockwood** has served English Learners for 38 years as a teacher, administrator and Director of Multilingual Education at San Joaquin County Office of Education. As a professional developer, she offered a broad range of services to a wide geographic area with the goal of developing institutional capacity to provide appropriate education to English Learners. She has served on many regional and state committees including facilitating the Commission on Teacher Credentialing panel to develop a Single Subject ELD Credential. She continues to consult with school districts in developing and implementing programs for English Learners and coaches beginning administrators. Claudia now serves as the CABE Multilingual Excellence consultant, identifying promising practices in bilingual education.

**Eduardo Muñoz-Muñoz** is Assistant Professor in the Teacher Education Department in the College of Education at San José State University, CA. His experience as an educator in diverse capacities spans over 17 years. He taught in elementary, secondary and higher education in Spain, the UK and the US, and was an English Learner Coach and bilingual school principal in Oakland USD. Muñoz-Muñoz’s research interests revolve around the educational issues and rights of language minorities with a commitment to actionable knowledge: access to multilingual education, English Learners and parental engagement. He completed advanced degrees at University of Córdoba, Spain (English philology), at UC Berkeley (Educational Leadership), and Stanford (Sociology and Education). He is committed to channeling research into the equitable transformation of educational settings.

**Laurie Olsen** is an EL education expert with over 40 years as a researcher, writer, and provider of technical assistance and professional development on programs for ELs from preschool through community college. She is Founder of and current Strategic Advisor to the Sobrato Early Academic Language Initiative for English Learners, a preschool through 3rd grade model for EL academic and language development. Previously for 23 years, Olsen led California Tomorrow, a non-profit committed to California’s future as a culturally and linguistically diverse state. Her publications, Reparable Harm (2010) regarding California’s Long-Term English Learners, and Secondary School Leadership for English Learner Success series (2006) have supported thousands of educators to address EL needs.

**Maxine Sagapolutele** is an ELD/English Language Arts teacher and English Learner advocate at El Cajon Valley High School. During her 10 years as EL Coordinator, she was a founding member of the EL Task Force and the Newcomer Academy at ECVHS. Sagapolutele provides district-wide professional learning emphasizing access and equity for English Learners. She believes cultures and languages are assets and creates a multilingual/multicultural learning environment. She completed formal Arabic and Spanish courses to connect with students and their parents and partnered with the Bilingual Community Liaison, to design and co-teach parent courses focused on individual student data and information families need to navigate U.S. schools. Sagapolutele strives to be a resource and support to help implement research and state policy at the local level.
Steering Committee Members

**Peter Schilla** is an attorney and has been active for over 45 years as a champion of children and families who speak a language other than English. In 1969, Schilla joined California Rural Legal Assistance (CRLA), which had clients concerned about their limited English speaking (now: EL) children being misplaced in classes for the “mentally retarded” based on an English-only test. He was instrumental in CRLA filing the Diana v. State Board of Education case. He then moved to Sacramento to support needs of ELs through legislation. Schilla and the CRLA team worked with Assembly member Peter Chacon to secure passage of AB 2284, which created the first public school language census and appropriated $5 million for bilingual education pilot projects (1972). He also helped draft and lobby AB 1329, the Chacon-Moscone Act of 1976, and in 1979, AB 507 which provided the first California mandate for bilingual education. He serves as a consultant to Californians Together.

**Guadalupe Solis** has been long-time resident of the South San Joaquin Valley and is an associate professor for Brandman University and Board President of the Lemoore Union High School District. He is involved with local community initiatives in leadership and capacity building through organizations like the Tulare County Hispanic Leadership Network and Professional Latino Organization. He has served as an educator for over forty-two years, primarily in Fresno, Kings and Tulare Counties, at all levels from elementary to post-secondary education. The majority of Solis’ own education has focused on the English Learner community. His graduate studies focused on the development and implantation of instructional practices for ELs, and his personal experiences learning English have given him a deep understanding of the challenges ELs face.

**Shelly Spiegel-Coleman** is an EL education expert with 45 years of experience, including as a teacher, principal and district specialist. She currently serves as the Executive Director of Californians Together. She served on State Superintendent (SSPI) Tom Torlakson’s Transition Team and is consulted frequently by the SSPI and CDE leadership. Previously, Spiegel-Coleman was Senior Project Director for the Multilingual Academic Support unit for the Los Angeles County Office of Education (LACOE), English Language Development Consultant, Coordinator for the Bilingual Teacher Training Program and Title VII Developmental Two-Way Immersion Director for LACOE, member of the English Learner Advisory Committee to the California State Board of Education, member of the Public School Accountability Act Advisory Committee, English Language Development Standards Project and the California Curriculum and Supplemental Materials Commission.
Californians Together is a non-profit organization that champions the success of English Learners. It is a statewide advocacy coalition of two-dozen powerful organizations from all segments of the education community including:

- Teachers
- Administrators
- Board Members
- Parents
- Civil Rights non-profit groups

Californians Together aims for an educational system that is funded and structured so every child will have full access to a high quality 21st century education and will graduate from our public schools fully prepared for success in college and career and full civic participation. Each student will achieve or possess cross-cultural skills and knowledge, connections to their families and communities, informational and technological literacy, communication and literacy skills in more than one language.

**Californians Together is the sponsoring and fiscal agent [501(c)(3) tax-exempt status] for ELLLI.**

In 2018, CABE celebrates its 43st year as a non-profit organization dedicated to a vision of biliteracy, educational equity and 21st century success for all students with a special focus on the over 1.4 million English Learners in California. CABE is a membership organization with chapters and affiliates who work to promote equity and achievement for students with diverse cultural, racial, and linguistic backgrounds. CABE supports ongoing research, planning, professional development, educational conferences and events, and learning to guide equitable instructional programs and practices that support multilingualism and multiculturalism in our schools and society.

To support its central vision, CABE implements priorities, initiatives, and services targeted to teachers, administrators, parents, students and others. These services and initiatives are designed to dramatically increase California’s capacity to create culturally diverse and competent 21st century learning environments and to graduate all English Learners ready for college, career, and the 21st century and prepared to live their lives to their full potential.

**CABE is collaborating with Californians Together to support ELLLI.**