



The Every Student Succeeds Act and English Learners

Latino Policy Forum
ESSA Event
August 5, 2016



Think about it...

“The future depends on what you do today...”

- Mahatma Gandhi



ESSA Requires

States to work collaboratively with stakeholders to:

- ***Set long term goals for schools and students***
- Measure performance and progress
- Identify schools in need of additional support
- Write plans for interventions for lowest performing schools
- Determine how funds will be distributed and used effectively



Promoting the Seal of Biliteracy within ESSA

- **Social, psychological, and cognitive** benefits of bilingualism (Bialystok 2008, 2010; Fish & Morford 2012)
- **Labor market benefits** of biliteracy – both increased pay and chance for hire (*Forbes Insights* 2011; Callahan & Gandara 2014)
- **Balanced bilinguals** are more likely to attend college (Santibanez and Zarate 2014)
- **Benefits to English Learners** in Dual Language Programs
 - *Academic benefits on multiple measures*
 - *Two-way boosts student integration across language, ethnic, racial and socioeconomic differences*
 - *Improved supports – continued language support after exiting EL status (Valentino & Reardon 2014; Palmer et al 2015; Thomas & Collier 2004; Umansky & Reardon 2014)*



Long Term Goals for Latinos and ELs

- If we know that there are benefits to bilingualism and biliteracy...
- How do we build cohesive systems from EC-post secondary?
- How can we prepare teachers?
- How would we structure school accountability?



Opportunities to Promote Bilingualism and Biliteracy: Preliminary Recommendations...

- Embolden both world language programming and the education of English Learners – **State Seal of Biliteracy**
- **Build cohesive systems from Birth to grade 12 using Title I**
- Promote linguistically and culturally responsive **teacher and leadership preparation** (Title II and Title IX for ECE)



Recommendations continued...

- Align state **accountability and assessment systems** under ESSA to support achievement of the Seal –
- **Develop native language assessments for literacy and science** (Title I)
- Advocate for **data collection and decision-making** that is fair, valid and reliable for ELs, particularly **longitudinal data** (Title III)



ESSA to be fully implemented by SY17-18

- July/August 2016: Final notice of rules is published and 60 day comment period
- August 2016: NCLB waivers expire/USDE develops final ESSA recommendations
- SY16-17: School Ratings maintained
- October 2016: Final regulations are published and go into effect
- Winter 2017: States submit plans to USDE for approval
- August 2017: Full implementation of ESSA

*Adapted from Education First (2016) "Making the Most of the Every Student Succeeds Act: Advice for States, Districts and Advocates & Funders to Advance State Goals"



Today's Objectives

- Reflect on the achievement of Latinos and ELs nationally and in Illinois
- Voice your recommendations
- Small group discussions
- Add recommendations to a document be sent to ISBE



Think about it...

“A student does not need to abandon his culture nor his language to be academically successful, rather these are assets to be treasured.”

K. Garibay-Mulattieri