School, Community, and English Learners (ELs)

by A. Green

A definition of Community (from Merriam-Webster):

2: a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals

https://www.merriam-webster.com/dictionary/community

A common goal for communities is schools and the education of our children.

English Learners and Community

- The education of students identified as English learners should include support from the community, in addition to the school, because it can be beneficial for success for all.

http://www.colorincolorado.org/article/working-community-organizations-support-ell-students

Community Involvement and the Ecological Model

- Community involvement is part of the ecological model of education according to Bronfenbrenner.

- The community is a part of the "exosystem – this layer defines the larger social system."

- The structures in this layer impact the child's development by interacting with structures in their microsystem.

- The exosystem supports students and leads to their feelings of inclusion, accomplishment, and success.

- Ryan, D. P. J. (2001). Bronfenbrenner's ecological systems theory. *Retrieved January, 9*, 2012

English Learners and the law

- Schools with an ESOL population have assessment pr____ in place as well as a system of interventions to improve their English proficiency.

- This is due to both federal and state legislation.

- These laws were set to regulate the importance of identifying and teaching ELs so that they can flourish and succeed in school and outside of school.

- The goal is for ELs to achieve to the same extent as non-ELs.

English Learners and the Law

- United States regulations have recognized students who are English learners since 1964's Civil Rights Act. One part of the Civil Rights Act requires that students are not discriminated against based on national origin.

- 1968's Bilingual Education Act, Title VII, officially recognized English learners which included funding for programs for students who could speak no English.

- Further modifications to this Act through the 1970's and 1980's included extending eligibility to students with limited English skills, further funding, limits on the time a student may be included in the program, the inclusion of programs which use only English, and some opportunities for professional continuing education.

https://www2.ed.gov/policy/elsec/leg/esea02/pg40.html

English Learners and Laws

- The 1994 version of the Bilingual Education Act, Title IV included funding for some private schools, professional development funding, a larger focus on research for ESOL curriculum, and funding for immigrant student education.

- In 2001, the No Child Left Behind Act (NCLB) included English learner provisions in Title III. Title III was called Language Instruction for Limited English Proficient and Immigrant Students.

No Child Left Behind Act of 2001

- The purpose of this Act was to "to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency" so that students meet the academic requirements now in place with the same success as students whose native language is English.

- This act also aimed to aid immigrant students. It assisted state and local agencies in the development of successful curricula for states; yet, it still allowed them the ability to decide which curriculum was best for their state's English learners.

- Every state must show adequate yearly progress in English proficiency for these students. Most importantly, it granted the funding necessary for states and districts to implement ESOL programs.
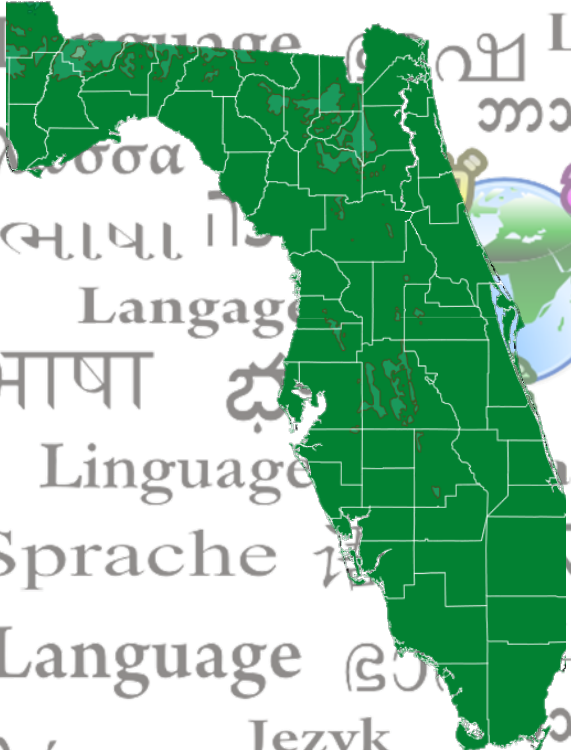
Every Student Succeeds Act of 2015

- In the U.S., the most recent set of regulations for school education is called the Every Student Succeeds Act (ESSA). This replaced NCLB.
  - This act creates more accountability to states and districts in curriculum decision making, goals and measurements of progress, including those for ELs.
  - When this is combined with the fact that many states are not accustomed to ELs in their school population, the Act requires states to show that they are taking ELs into account by implementing programs and resources through long and short-term goals.

https://www.ed.gov/esea, http://www.ccsso.org/Documents/2016/ESSA/20160303ESSAELWebinar.pdf

English Language Learners in Florida

- In Florida, through the Florida Department of Education, the Consent Decree (1990) was created as a result of a lawsuit.

- It follows the federal legislation in place, while meeting the needs of Florida high non-English and English learners.

- Florida is ranked 3rd in the nation for its ESOL population.

- Florida has almost 300,000 ELs with students speaking over 300 different languages as their native tongue.

- http://www.fldoe.org/academics/eng-language-learners/

- http://www.fldoe.org/core/fileparse.php/7506/urlt/English-Language-Learners-Update.pdf

Florida Consent Decree (1990)

- The Consent Decree seeks to meet the needs of ELs through its 6 sections.

- These include: Identification and Assessment, Equal Access to Appropriate Programs, Section III: Equal Access to Appropriate Categorical and Other Programs for ELs, Personnel, and Monitoring Issues and Outcome Measures.

- Section III can be applied to the issue of community involvement for ELs.

- Section III of the Florida Consent Decree, along with the flexibility of the current federal legislation, the Every Student Succeeds Act, could allow districts and states to allocate funding to create community involvement programs. http://www.fldoe.org/academics/eng-language-learners/

- The importance of inclusion of the community in schools cannot be underestimated.

- The community offers a wide range of cultures.

- These cultures are also represented in our schools.

English Language Development Standards

- These standards are based on WIDA (wida.us) Standards.

- Include the areas of Social and Instructional Language, Language of Language Arts, Language of Math, Language of Science, and Language of Social Studies.

- In these recommended areas, ELs communicate in English to acquire the required concepts across all academic areas.

- Online training is available on WIDA and its assessment.

- CPALMs includes suggested activities and lesson plans that meet these requirements.

- http://www.fldoe.org/core/fileparse.php/7506/urlt/English-Language-Learners-Update.pdf

Some ESOL Statistics

- ELs have become a large part of the current U.S. population.

- It is estimated there are 5 million students who are English learners, which equates to 1 of 10 students in the school systems. The states with most English learners are: California, Texas, and Florida. . http://www.npr.org/sections/ed/2017/02/23/512451228/5-million-english-language-learners-a-vast-pool-of-talent-at-risk.

- This large population continues to grow the most in states unaccustomed to the teaching of English learners, that is, in the southeastern states of Arkansas, Kentucky, Tennessee North Carolina and South Carolina. http://www.npr.org/sections/ed/2017/02/23/512451228/5-million-english-language-learners-a-vast-pool-of-talent-at-risk.

- These states generally have no requirements for training in the teaching of ELs in teacher preparation programs. https://www.esolinhighered.org/foundations-resources/consent-decree-educational-policies-practices/

The Achievement Gap

- There exists an achievement gap in the U.S. This gap exists for students based on race and ethnicity. Students with Limited English Proficiency also have an achievement gap.

- There is an achievement gap between English learners and non-English learners, i.e., the achievement gap was measured at 36 points for 4th graders. https://nces.ed.gov/programs/coe/pdf/Indicator_CGF/COE_CGF_2013_05.pdf

- Current academic achievement of ELs in Florida can be as large as a 46% difference. https://nces.ed.gov/programs/coe/pdf/Indicator_CGF/COE_CGF_2013_05.pdf

- There exists an overall achievement gap in Florida and across the nation.

Narrowing the Gap through Community

What works:

Case studies from Los Angeles

- positive class and community environment

- culture of cohesion

- parents made aware of school achievement data

- parent involvement both inside and outside the classroom, actively encouraged, many opportunities.

http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_PLCY_RES_DEV/PAR_DIVISION_MAIN/RESEARCH_UNIT/PUBLICATIONS/CONFERENCE_PRESENTATIONS/AERA%202006-BARELA.PDF

Narrowing the Gap through the School Community

- Teachers and administrators need to be aware of the different cultures that exist in their schools and community.

- One approach could be a database of knowledge available about the multitude of cultures that exist.

- This database could be an amalgamation of websites so that is easily accessible and searchable for every teacher and administrator.

- In addition, teachers need to be required to have continual education available.

- This is especially true due to the ever-changing cultural population that may arise from refugee arrivals and also general population movements and changes.

- Most of all, teachers need to create a positive classroom environment which includes equality for all students so they can achieve to their highest potential.

http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_PLCY_RES_DEV/PAR_DIVISION_MAIN/RESEARCH_UNIT/PUBLICATIONS/CONFERENCE_PRESENTATIONS/AERA%202006-BARELA.PDF

Narrowing the Gap through Community

- The community can also support English learners who are poverty-stricken through assistance with food and clothing.

- This will help build strong bodies and minds through higher self-esteem.

- The community can also offer services to the parents to assist in their communication with the school.
  http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_PLCY_RES_DEV/PAR_DIVISION_MAIN/RESEARCH_UNIT/PUBLICATIONS/CONFERENCE_PRESENTATIONS/AERA%202006-BARELA.PDF

- The community can offer translation but more importantly education in English for the student's families.

- After school English learning activities can be useful when dealing with the school and government agencies.

- An afterschool program which includes both parents and students from different cultures sharing their experiences may be a useful way to enrich the school and outside community.

Forming a Multicultural Community

- Some ways a community can be involved in the teaching of ELs include school programs.

- This includes teachers students, parents, administrators and the ESOL liaisons/specialists.

- It is important that everyone works as a well-managed team in order to bolster the success rate of ELs in learning English.

- Families of students from different cultures should be encouraged to participate in school activities through presentations to classes which may include descriptions of their cultures, photos, and personal narratives.

- They can describe their challenges and struggles as a newcomer of a foreign country with a lack of English proficiency.

Forming a Multicultural Community

- Students who are also dealing with coming from different cultures can benefit from the sharing of experiences.
- Students should be taught to value their differences and continue learning of their native languages and native cultural traditions
- Also, students who have been born as citizens should become more aware of their citizenship values. .

Resources (throughout slide presentation)

- https://www.merriam-webster.com/dictionary/community
- http://www.colorincolorado.org/article/working-community-organizations-support-ell-students
- Ryan, D. P. J. (2001). Bronfenbrenner's ecological systems theory. *Retrieved January*, *9*, 2012
- https://www2.ed.gov/policy/elsec/leg/esea02/pg40.html
- http://www.colorincolorado.org/article/chronology-federal-law-and-policy-impacting-language-minority-students
- https://www.ed.gov/esea
- http://www.ccsso.org/Documents/2016/ESSA/20160303ESSAELWebinar.pdf
- http://www.fldoe.org/academics/eng-language-learners/
- http://www.fldoe.org/core/fileparse.php/7506/urlt/English-Language-Learners-Update.pdf
- . http://www.npr.org/sections/ed/2017/02/23/512451228/5-million-english-language-learners-a-vast-pool-of-talent-at-risk.
- https://www.esolinhighered.org/foundations-resources/consent-decree-educational-policies-practices/
- https://www.census.gov/quickfacts/fact/table/sarasotacountyflorida/PST045216
- http://public-schools.startclass.com/l/22610/Bay-Haven-School-of-Basics-Plus
- https://nces.ed.gov/programs/coe/pdf/Indicator_CGF/COE_CGF_2013_05.pdf
- http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_PLCY_RES_DEV/PAR_DIVISION_MAIN/RESEARCH_UNIT/PUBLICATIONS/CONFERENCE_PRESENTATIONS/AERA%202006-BARELA.PDF

The end.