Preparing Long-Term English Learners (LTELs) for College and the Workforce

The majority of LTELs want to go to college and are unaware that their academic skills, academic record, and the courses they are taking are not preparing them to reach that goal. Neither students, their parents, nor their community realize that they are in academic jeopardy.

Laurie Olsen: Reparable Harm

An initiative supported by the Division of Educational Services and the Regional System of District and School Support (RSDSS)
**RCOE Pledge:** All students will graduate from high school well prepared for college and the workforce.

**The Riverside County Challenge**

- 19% of students in Riverside County are ELs.
- 41% of ELs in Riverside County are LTELs.
- 70% of Riverside County districts are in Program Improvement.
- 87% of Riverside County districts are in Title III (EL) Accountability.
- 3% of 2003 Redesignated 11th graders scored advanced on English Language Arts (ELA) CST, a near-equivalent of “college ready” on the Early Assessment Program (EAP).
- 14% of 2011 Redesignated 11th graders were college-ready in ELA as measured by the EAP.

**RCOE RSDSS Vision:** All English learners (ELs) will reach language proficiency in five years and all students, particularly ELs, will move to an advanced level of academic proficiency on the California Standards Test (CST) preparing them for college and career and closing the achievement gap.

**Definition:** A Long-Term English Learner (LTEL) is an English learner (EL) who has been enrolled in United States schools for five years or more who has not yet reached English proficiency as measured by the CELDT or proficient on the English language arts (ELA) section of the CST. A reclassified LTEL has met district criteria for reclassification but has not yet scored proficient or above three times on the CST ELA.

**What is RSDSS?**

RSDSS is one of three components of support for schools and districts identified for Program Improvement in California. Partners include California Department of Education (CDE) and the Comprehensive Assistance Center at WestEd. RSDSS is funded through the state’s Title I set aside. RCOE RSDSS is aimed at integrating Title I and Title III goals to promote greater student achievement and it emphasizes services to districts with schools in PI years 3-5.
RSDSS Goals:

The California Department of Education and the California County Superintendents Educational Services Association (CCSESA) in collaboration with 11 RSDSS directors, refined the following five goal areas or services in 2012 to establish more consistent offerings to districts and schools across the state while still meeting regional/county needs and/or priorities. The goal areas include:

1. Working with the districts to establish effective District/School Liaison Teams (DSLTs).
2. Changing instructional practice.
3. Creating partnerships and providing assistance in family involvement.
4. Providing customized technical assistance or professional development.
5. Linking to CDE, LEA, and county office initiatives.

A complete list, including sub goals, may be found at the RCOE RSDSS web site [www.rcoe.us/edServices/rsdss.html](http://www.rcoe.us/edServices/rsdss.html). The goals are taken from the mandates of the No Child Left Behind Act. Free RSDSS services across the state that meet RSDSS goals and are offered to all districts are considered “Foundational Services” and are required of all regions.

Why Focus on LTEL?

**Long-Term English Learner (LTEL) Institute:**
Laurie Olsen, author of *Reparable Harm* and EL expert and advocate, and Karen Cadiero-Kaplan, CDE Title III Director, are guest speakers and highlight this one-day institute on January 29, 2013, focusing on preventing and accelerating LTELs. Research specialists, districts, schools, K-12 classroom teachers, and the AVID Center will also present on successful approaches to accelerating and preventing LTELs.

*Registration and fee required: Link is available in November.*

**RSDSS Goals:** 1.2 1.3 1.4 2.2 2.3 2.4 4.2

“It is time to create the policies and practices and mobilize at the state and district levels to provide direction and support for schools to address the needs of LTELs in secondary schools and turn around the conditions in elementary grades that are resulting in the creation of long-term failure.”

*Laurie Olsen: Reparable Harm*
To prepare LTEls for college and the workforce, and for the California Common Core State Standards, RCOE RSDSS offers four types of assistance:

1. Systemic District, School, Classroom Support

Systemic District and Site Support for Differentiated Instruction Through Universal Design (DITUD):

DITUD aligns Title I and Title III goals by ensuring that Local Education Area (LEA) plans embody district priorities to support low-performing students. These plans are connected, implemented, and supported at the district, site, and classroom level to accelerate student achievement. DITUD offers to eligible, selected districts a clearly defined, articulated, capacity-building process to close the achievement gap between English learners (ELs), students with disabilities (SWD), economically disadvantaged students (SED), and their more advantaged peers. District and site leaders incorporate activities that support aligned Title I and III goals into school plans while customized professional development is provided for district and site leaders, teachers, and instructional assistants.

District selections are made in the spring prior to service. No fee.

RSDSS Goals: 1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 4.3 4.4 5

2. Systemic District and School Support

Preventing and Accelerating Long-Term English Learners (PALTEL):

Participants will learn keys to success for English learner (ELs), including programmatic and instructional approaches for aligning district systems to support English language acquisition and academic achievement of ELs. This will include components such as the alignment of Title I and Title III goals that, when woven together and coupled with effective monitoring and implementation support, will help form a comprehensive system that can lead to higher levels of English and academic proficiency for ELs. Participants may request customized follow-up to the workshop. Districts interested in more emphasis on classroom practice are encouraged to consider offerings under “Best Classroom Practice”.

Registration required. No fee. Go to http://rcoe.k12oms.org/485-60713.

RSDSS Goals: 1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 3.2 4.2 4.3 4.4 5
Making Money Matter for LTELs and Common Core State Standards:

Janelle Kubinec, Executive Director of WestEd, will demonstrate how schools and districts can maximize the use of their general and categorical funding to assist all students with an emphasis on preventing and accelerating LTELs. The training also focuses on strategizing the use of resources to support quality implementation of CCSS. District fiscal and program administrators are encouraged to attend as a team.

Registration required. No fee. Go to http://rcoe.k12oms.org/486-63524.

RSDSS Goals: 2.2 2.3 2.4 4.1 5

3. Best Classroom Practice

Differentiated Instruction for English Learners: Elementary Level (K-5):

In this three-day institute, teachers, coaches and principals will explore the fundamentals of differentiated instruction to address the specific needs of all learners, including English learners. Participants will learn how to align English language arts (ELA) standards, English language development (ELD) standards, and content area standards with the curriculum they are already using to develop content area specific skills as well as academic English language proficiency.

Registration and fee required. Go to http://rcoe.k12oms.org/485-59440.

RSDSS Goals: 1.1 2.2 5

Differentiated Instruction for English Learners: Secondary Level (6-12):

In this three-day institute, teachers, coaches, and principals explore the fundamentals of differentiated instruction at the secondary level to address the specific needs of all learners, including English learners. Participants will explore differentiated instruction in ELA, mathematics, science, and history-social science classrooms. They will also learn how to align ELA and ELD standards with their content area standards using research-based strategies that develop content area specific skills as well as academic English language proficiency.

Registration and fee required: Go to http://rcoe.k12oms.org/485-59824.

RSDSS Goals: 1.1 1.2 1.3 1.4 2.2 2.3 2.4 4.3 4.4 5
Strategic English Language Arts for English Learners (6-12):

In this two-day institute, participants will learn how to effectively implement a strategic language arts program (double-block) for ELs to support higher levels of proficiency on the ELA and ELD standards. Participants will learn how to incorporate research- and standards-based instructional strategies to provide structured academic language practice that is directly linked to adopted ELA curriculum and the ELD portion of the adopted curriculum. It will focus on the use of students’ strengths in listening and speaking to support the development of their reading and writing skills, all done within the context of teaching the ELA and ELD standards using the adopted curriculum.

Registration and fee required. Go to http://rcoe.k12oms.org/485-59718.

RSDSS Goals: 2.1 2.2 2.4

4. Other District and School Supports

Title III and Program Improvement School Planning, Monitoring, and Support:

This three-part series for Title III Year 2, 3, 4 and 4+ districts with PI schools incorporates actions from Title III-revised LEA Plans into school plans that promote student achievement especially for ELs. The series includes: (1) establishing and bringing together a District/School Liaison Team (DSLT) to analyze student achievement trends on CST, CAHSEE, and CELDT, identifying relative strengths on the APS, and integrating appropriate Title III and other district actions into site plans, (2) for PI year 3-5 schools, reviewing and selecting a PI mandate, and (3) methods of supporting and monitoring the school plan with DSLT personnel, and incorporating family involvement strategies. Services can also be arranged for districts wishing to incorporate systems and strategies to support achievement of all subgroups into their sites’ SPSAs. This can be customized for districts.

Registration or district collaboration required. No fee.

Go to:
Day 1, October 30, 2012 - http://rcoe.k12oms.org/486-63515
Day 1, November 1, 2012 - http://rcoe.k12oms.org/486-63517
Day 2, November 27, 2012 - http://rcoe.k12oms.org/486-63538
Day 2, December 5, 2012 - http://rcoe.k12oms.org/486-63539
PI Year 3 Corrective Action - http://rcoe.k12oms.org/486-63518
PI Year 4 and Year 5 Restructuring - http://rcoe.k12oms.org/486-63521

RSDSS Goals: 1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 3.2 4.1 5
Alternative Governance Boards (AGB):

RSDSS offers support for PI Year 4 and 5 schools and their district support personnel as an outside consultant to assist AGBs (one of five mandated sanctions for PI schools) in their work to support schools and hold them accountable for improvement efforts.

*Fee may be required. Contact Mike Barney.*

**RSDSS Goals:** 1.1 1.2 1.3 1.4 2.2 2.3 2.4

Project and English Learner Director Meetings:

These meetings are for district-level categorical project directors and EL program directors who oversee federal and state projects, funding, regulations, Federal Program Monitoring (FPM), mandates of NCLB and English language programs. Specialists will share their expertise about federal and state legislation and budget updates, Program Improvement requirements, FPM, and English learner programs and data.

*Registration and fee required. Go to [http://rcoe.k12oms.org/486-58821](http://rcoe.k12oms.org/486-58821).*

**RSDSS Goals:** 2.1 2.3 2.4 3.1 3.2 4.1 5

Family Involvement Network (FIN):

The FIN helps family involvement specialists, teachers, instructional assistants, principals, community liaisons, or school representatives working with improving family/community partnerships in schools/districts, learn about effective family involvement strategies. This includes obtaining free or low-cost parent resources, sharing ideas with other partners actively working in the area of family involvement, and providing conference training information and updates that will benefit school improvement programs.

*Registration is required. No fee. Go to [http://rcoe.k12oms.org/485-59828](http://rcoe.k12oms.org/485-59828).*

**RSDSS Goals:** 2.3 3.2 5

Long-Term English Learner (LTEL) Task Force:

The LTEL Task Force holds monthly meetings following Project/English Learner Directors meetings. It focuses on research and best practices to prepare long-term English learners for graduation from high school well prepared for college and the workforce.

*Registration required. No fee. Go to [http://rcoe.k12oms.org/485-59498](http://rcoe.k12oms.org/485-59498).*

**RSDSS Goals:** 1.2 1.3 1.4 2.2 2.3 2.4 4.2
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