



## PROP 58 HAS PASSED! NOW WHAT?

### KEY ASPECTS OF PROP 58:

- With the passage of Proposition 58, California school districts and sites will have more opportunities to consider in implementing a **multilingual/biliteracy program**.
- Starting in July of 2017, if there are parents of 20 students in one grade level or 30 students school-wide who request a **multilingual/biliteracy program**, it will trigger the exploration and implementation, to the extent possible, of a biliteracy program at the site.
- The California State Board of Education will approve guidelines and regulations concerning Prop 58.
- Keep in mind, quality **multilingual/biliteracy programs** are created with careful planning, resources, and at least one year of preparation. Don't rush!

**WHAT ARE SOME BILITERACY PROGRAM MODELS WE SHOULD CONSIDER?** CABE and Californians Together recommend these different models to explore to see which is the best fit for your school community—PreK-12:

- Dual Language Immersion (90:10 or 50:50 model)
- One-Way Immersion Programs
- Heritage Language Programs
- Developmental Language Programs
- Foreign Language Experiential (FLEX) and Foreign Language in Elementary School (FLES) Programs

More information on these models can be found at <http://www.resources.gocabe.org/index.php/home/programs/>

**OUR TOP 17 RECOMMENDATIONS!** Here are our top 17 recommendations from Californians Together and CABE on how to get your multilingual/biliteracy program planning and implementation started:

### GET SUPPORT AND GUIDANCE:

- 1) **Contact CABE's Professional Development Services for assistance in planning and implementing your PreK-12th grade biliteracy program!** [cabepds@bilingualeducation.org](mailto:cabepds@bilingualeducation.org) or (626) 814-4441 ext. 212

### LAY THE FOUNDATION:

- 2) **Commit to at least one year to plan for your biliteracy program**
  - a. There are many policy implications that take time to consider and process
- 3) **Assemble a Biliteracy Program Leadership Team**
  - a. Select representatives from district, site, and community stakeholder groups
- 4) **Seek support from the Board of Education and partnerships with civic and educational organizations**
  - a. A great resource: [https://www.californianstogether.org/wp-content/uploads/2015/01/The-Campaign-for-Biliteracy-2014\\_03\\_21-single-pages-3.pdf](https://www.californianstogether.org/wp-content/uploads/2015/01/The-Campaign-for-Biliteracy-2014_03_21-single-pages-3.pdf)
- 5) **Identify the type of biliteracy program you would like or that has been requested by the parents**
  - a. Descriptions are available at <http://www.resources.gocabe.org/index.php/home/programs/>
- 6) **Review the research on the program you've selected for PreK through 12<sup>th</sup> grade**
  - a. [https://rpnorton.files.wordpress.com/2014/01/el-pathway-flyer\\_all-els\\_jan-21\\_english.pdf](https://rpnorton.files.wordpress.com/2014/01/el-pathway-flyer_all-els_jan-21_english.pdf)
  - b. [http://www.lindholm-leary.com/resources/review\\_research.pdf](http://www.lindholm-leary.com/resources/review_research.pdf)

- 7) **Engage PreK-12<sup>th</sup> grade teachers, parents, and the public in the LCAP process to ensure inclusion, implementation, and funding for the biliteracy program from early childhood to high school graduation**
  - a. <https://www.californianstogether.org/does-your-local-control-accountability-plan-deliver-on-the-promise-of-improved-or-increased-services-for-english-learners/>

**SEEK OUT MODELS AND RESOURCES** - You don't have to start from scratch! There are many schools and districts that have implemented biliteracy programs that can serve as models and research based evidence to support your work.

- 8) **Visit successful programs that are aligned with the program you are considering**
  - a. Contact CABE Professional Development Services for a list of districts and schools with strong, effective biliteracy programs: [cabepds@bilingualeducation.org](mailto:cabepds@bilingualeducation.org) or (626) 814-4441 ext. 212
- 9) **Seek out customized consulting support and program-specific professional development for all staff**
  - a. Plan for building the capacity of teachers in the biliteracy program for at least 5 to 6 years
  - b. Contact CABE's Professional Development Services: [cabepds@bilingualeducation.org](mailto:cabepds@bilingualeducation.org)
- 10) **Attend institutes and conferences to learn more about biliteracy programs**
  - a. CABE 2017 <http://www.cabe2017.gocabe.org/>
  - b. Californians Together <https://www.californianstogether.org/>
  - c. Dual Language Education New Mexico <http://www.dlenm.org/>
  - d. CABE PDS Teacher Institutes <http://www.gocabe.org/index.php/educators/professional-development/>
  - e. Center for Equity for English Learners—CEEL, at LMU <http://soe.lmu.edu/centers/ceel/>
  - f. Sobrato Early Academic Language Model <http://www.sobrato.com/>
  - g. Center for Applied Linguistics <http://www.cal.org>
  - h. ATDLE <https://atdle.org/conference/>

**DEVELOP SCHOOL-PARENT-TEACHER-STUDENT PARTICIPATION** - Key factors in developing quality biliteracy programs

- 11) **Recruit highly qualified biliterate and bicultural certificated and classified staff (PreK-12) and administrators**
  - a. Information on bilingual authorization for teachers from the Commission on Teacher Credentialing: <http://www.ctc.ca.gov/credentials/leaflets/cl628b.pdf>
- 12) **Recruit students from both linguistic groups through a focused public relations campaign**
  - a. Know your community and where to connect with parents of students for your program
- 13) **Request a long-term parent commitment to the biliteracy program, and be prepared as a district to make a similar commitment to sustain the program**
  - a. At least 5 to 6 years, but even better, 13 plus years (PreK through 12<sup>th</sup> grade)
- 14) **Create a multicultural, multilingual, and collaborative school environment at the program site(s) from PreK through 12<sup>th</sup> grade.**
  - a. Value the culture(s)/language(s) in your program; teachers collaborate with English-only colleagues

#### **OTHER KEY ELEMENTS**

- 15) **Have high expectations for all; use standards-aligned curriculum in English and the target language**
  - a. Academic achievement and language acquisition to biliteracy; Seal of Biliteracy and Pathways Awards
- 16) **Document the success of all students in the program in both languages to ensure academic achievement and language development is on target**
  - a. Important to have data to show student progress to all stakeholders
- 17) **Engage parents and offer educational and leadership opportunities for all**
  - a. Multiple options for engagement--parent leadership, language classes in English and target language, etc.

**CONTACT US FOR MORE SUPPORT!**