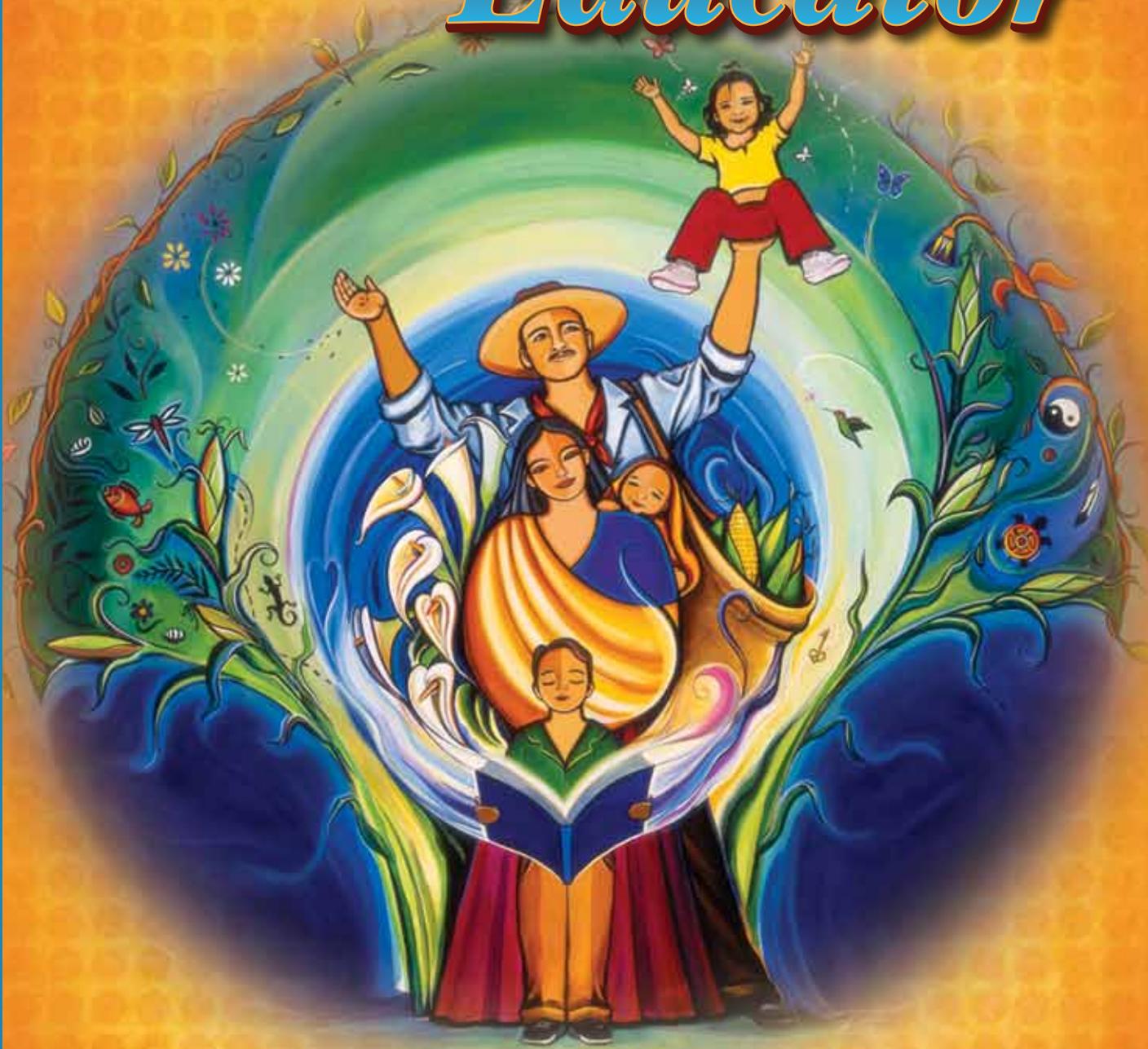


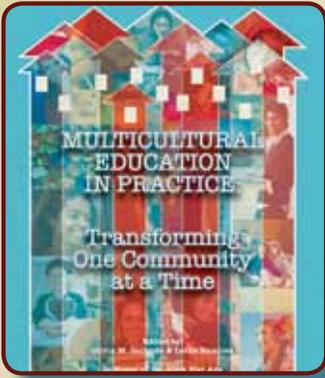
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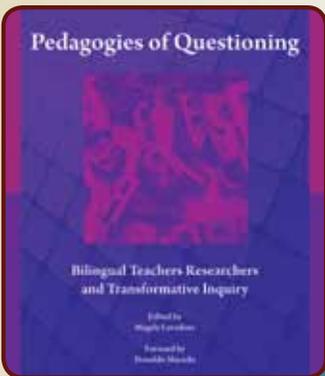
CABE: A Legacy of Promoting Equity and Access
through Multilingualism and Multiculturalism

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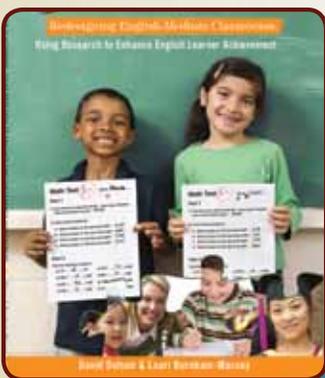
***Multicultural Education in Practice:
Transforming One Community at a Time***
Edited by Lettie Ramirez and Olivia Gallardo

Multicultural Education in Practice: Transforming One Community at a Time presents a compelling challenge to the prevailing paradigm of American education and how student achievement is conceptualized. The experiences reflected in the text challenge us to speak the truth when we raise issues of race, class, and gender. Similarly, and just as intensely, we are energized and our faith in our abilities to transform education collaboratively is reinforced.



***Pedagogies of Questioning:
Bilingual Teacher Researchers and Transformative Inquiry***
Edited by Magaly Lavadenz

In this book you will find the enlightening and encouraging results of thoughtful inquiry into the teaching and learning processes...between research done in universities and the work done in schools. Through a collaborative model that connects universities, schools and professional development academies such as the California Reading and Literature Project and CABE, bilingual teacher-researchers experienced authentic praxis.



***Redesigning English-Medium Classrooms:
Using Research to Enhance English Learner Achievement***
David Dolson & Laurie Burnham-Massey

Dolson and Burnham-Massey highlight a number of key messages that are intended to assist educators in the design and delivery instruction for English learners. This book serves as a complement to the 2010 CDE publication, *Improving Education for English Learners: Research-Based Approaches*, and hopes to inform teachers and educational leaders of additional practical, effective, research-based approaches that build and reinforce what English learners know and how best to meet their unique instructional needs in English-medium classrooms.



***Negotiating Identities:
Education for Empowerment in a Diverse Society***
Jim Cummins

The focus of this book is on how power relations operating in the broader society influence the interactions that occur between teachers and students in the classroom. These interactions can be empowering or disempowering for both teachers and students. The basic argument is that culturally diverse students are disempowered educationally in very much the same way that their communities have been disempowered historically in their interactions with societal institutions.

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This past year CAFE, Californians Together and all of its partners faced many challenges and achieved great things. We know that biliteracy, for our students, widens their opportunity to succeed not only in school, but later in their careers and life. With the focus on a world-class education, students, who participate in quality bilingual/dual language programs, will have a decided edge in meeting the newly adopted Common Core Standards. Not only does biliteracy mean being proficient in another language, but it also brings greater mental flexibility—just what is needed for meeting these new standards and for receiving the new “State Seal of Biliteracy.”

We applaud our State Superintendent for Public Instruction, Tom Torlakson, for his vision of what our students need to be successful and “thrive in a highly connected world.” In his *Blueprint for Great Schools* (August 14, 2011) he provides, “a vision and direction for our education system, including a focus on 21st Century learning, meeting the needs of the whole child, and rebuilding the ranks of California’s teachers with resources and respect” (CDE 2011). A critical priority in the area of curriculum and assessment outlined in his *Blueprint* includes ... “support high levels of literacy and **bi-literacy** to prepare students for the globalized society they are entering.” We appreciate and acknowledge his understanding of what English learners bring to school and how this can be an asset for them in this “highly connected world” and how English learners can share their language with other students in dual language programs so they also gain another language.

This edition of the *Multilingual Educator* focuses on “stories of educational success.” We start with sharing the success of CAFE’s Project 2-INSPIRE and how this program has helped to build the capacity of schools to engage parents and become true “partnership” schools. The schools that participated in the research study found not only that parents can become true partners, but that this partnership does indeed increase student achievement. “Mapping Writing Development in Young Bilingual Learners” informs us of research conducted on kindergarten dual language writers. Young bilingual learners demonstrate and apply linguistic resources across languages, and how central it is to biliteracy development and learning to write in a second language. Thus giving us another example of the mental flexibility developed when children know more than one language.

Another success story is reported by the Lennox School District who took a proactive approach to addressing the academic and linguistic needs of Long Term English Learners (LTELs) in the upper elementary and early middle school grades by designing and implementing a project-based, differentiated English Language Development (ELD) Intervention afterschool program that is helping to **prevent** the long-term trajectory of prolonged EL status for this group of students.

Finally we look at CAFE’s success in 1) continuing their Teacher-ship program for increasing the pool of bilingual teachers needed for those dual language programs and 2) for developing young artists through the yearly CAFE Art Contest. As you can see, we can have “educational success” for every student when we work with the entire school community and everyone in that community looks to celebrating our strengths and meeting the challenges by having innovative programs that bring about that success.

The *Multilingual Educator*

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By Ana M. Hernández, Ed. D, California State University, San Marcos and Magaly Lavadenz, Ph.D, Loyola Marymount University, Los Angeles, California

Data indicate that young bilingual learners demonstrate and apply linguistic resources across languages, and that it is central to biliteracy development and learning to write in a second language.



22 CAFE ANNUAL ART CONTEST: DEVELOPING ARTISTIC TALENT

Art education and learning through the arts is as important as reading, writing and math. Students in our schools learn important concepts while engaged in creative expression so at CAFE we want to continue nurturing our young artists through our annual art contest.



24 PREVENTING LONG-TERM ENGLISH LEARNERS: RESULTS FROM A PROJECT-BASED DIFFERENTIATED ELD INTERVENTION PROGRAM

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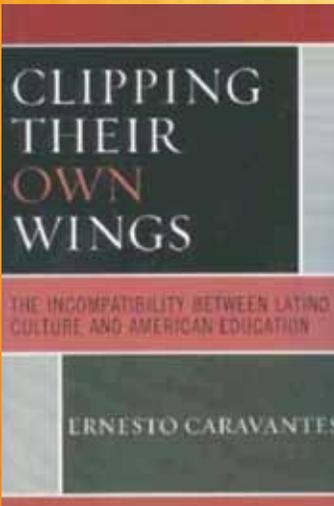
Districts struggle with how to address the needs of an increasing number of ELs who enroll in the early elementary years, yet after five or more years of continuous enrollment in their district, do not attain fluent-English proficient status and are underachieving.



31 CLOSING THE BILINGUAL TEACHER SHORTAGE GAP: CABE TEACHERSHIP AWARDS

By Maria S. Quezada, Ph.D., CABE CEO

Staffing highly diverse, urban public school classrooms is one of the most pressing and challenging problems facing schools in California. The California Association for Bilingual Education, seeing this challenge, created the Bilingual Teachership (scholarship) program to provide needed resources to para Educators and other minority teacher candidates who desire to become bilingual teachers.



34 A CRITIQUE OF ERNESTO CARAVANTES' BOOKS.

By Francisco Ramos, Associate Professor, Department of Elementary and Secondary Education, School of Education, Loyola Marymount University.

Despite being widely recognized as a nation of immigrants, the United States has unfortunately witnessed throughout its history the appearance of repeated, vicious, attacks against this vulnerable population.

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CALIFORNIA
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TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

**THE CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION
37th Annual Conference and Exhibit Show
Sacramento Convention Center
MARCH 7-10, 2012**

It is my pleasure to welcome you to CABE 2012! This year's theme, "CABE: A Legacy of Promoting Equity and Access through Multilingualism and Multiculturalism," reminds us of the important role language and culture have in our schools and in the life of students, especially English learners. The theme also conveys the message that effective educational practices can be the bridge to fully reaching California's vision of promoting college and career readiness for all students. We know that our students need multilingual, multicultural skills to have a fuller, richer future in a global society.

CABE 2012 affords participants to learn new and more effective ways of improving instructional practices for English learners. Furthermore, in the age of standards and accountability, educators, and parents must share ideas and practices to promote learning English and subject-matter content so our students meet with success and not academic failure. CABE 2012 is a place to network and to recharge your energy to continue advocating for equitable programs and services for English learners. It is also a safe place where your voices are loud, clear and unified.

The CABE community—planning committee, volunteers, and staff—worked diligently all year long to bring you the best conference ever. Their hard work and collaboration enhance the fabulous opportunity you have of hearing about the latest techniques, research, instructional practices, and materials available to educators, parents, and the wider community. This planning will be evident to you as you choose among the many workshops, institutes, featured speakers, and general sessions. The four days of the conference are filled with many occasions to acquire new knowledge and/or reinforce the great things happening for students in your schools.

I hope that you will leave the conference fully inspired and energized, because we believe that it is your advocacy efforts that make a difference. It is your voice that motivates other voices to the ideal of a multilingual, multicultural, unified, and caring world where our children can live, learn, and be respected for who they are and for what they will accomplish. I hope that you have a great conference experience.

Sincerely,

Tom Torlakson

Project 2-INSPIRE: Building Partnerships for Parental Engagement in Schools



Project **2** *Inspire*

By Maria Villa, M. Ed and Maria S. Quezada, Ph.D

Building the capacity for schools to become “Partnership Schools” with well established relationships with parents is one of the premier goals of the CABE Project 2-INSPIRE parent leadership development program. In *Beyond the Bake Sale: the Essential Guide to Family-School Partnerships* (Henderson, Johnson, Mapp, Davies, & Bailey-Reviewer, 2007) the authors outline five core beliefs that are essential if schools are to be successful in developing meaningful and critical relationships with parents and their communities. These are: 1) building relationships; 2) linking to learning; 3) addressing diversity; 4) supporting advocacy; and 5) sharing power. The authors also lay out the characteristics of four levels or types of schools:

- **Partnership Schools** - All families and communities have something great to offer – *“we do whatever it takes to work closely together to make sure every single student succeeds.”*
- **Open-Door Schools** - Parents can be involved at the school in many ways – *“we’re working hard to get an even bigger turnout for our activities.”*

- **Come-if-We-Call Schools** - Parents are welcome when asked, but there’s *“only so much they can offer.”*
- **Fortress Schools** - Parents belong at home, not at school. *If students don’t do well, it’s because their “families don’t give them enough support.”*

In their book, Henderson, et. al. (2007) include a checklist/rubric that lists individual descriptors and characteristics assigned to the core beliefs for each type of school outlined. By using this checklist schools can engage in dialogues with the entire school community and also assess where they are on their path to becoming partnership schools where everyone works together for the benefit of every child in that school.

Project 2-INSPIRE, CABE’s Family, School and Community Engagement Program, is the result of a five year research project (2006-2011) funded by the Office of Innovation and Improvement-Parent Information Resource Centers at the U.S. Department of Education. In our work with schools and parents, Project 2-INSPIRE staff offered participating schools in the research study new ways of increasing partnerships with parents for the

benefit of increasing student academic achievement and for building and establishing critical relationships with parents. This was essential for schools to increase their level of parental engagement, while at the same time developing a critical mass of parent leaders to carry out this important work with additional parents at those schools when the project ended.

One of the important findings of the research, as other research on parental engagement has found, was that there is a developmental nature and process to building meaningful parental engagement at schools. Michelle Brooks (2011) stated at a CABE Family Engagement Institute held in Southern California, “Family Engagement is a *process* for building true partnership between home and school that *connects* families to student learning and school improvement.” You just can’t give parents information and not work with them to see where this information applies to the schooling of their children.

Parents participating in the parent leadership program developed a firm foundation of knowledge about schools and their role at the school, in the community and with their children. The methodology and learning strategies used in the Project 2-INSPIRE program ensured that parents had ample opportunity to: discuss relevant topics; reflect how the topics pertained to educating their children; build a sense of community with other parents at the school and community; and learned how their engagement was essential to the

...parents make more time to read to their children.

They are asking how they can help their child to read better even if they don’t speak English.

academic success of their children.

At the end of each school year, the Project 2-INSPIRE researcher/evaluator conducted individual interviews with principals and held focus groups with teachers and parents. These interviews and focus groups provided project staff information as to the needs of the program, as well as, the impact the program was having in the schools. The following are common themes that emerged from the information provided by the principals, teachers and parents who participated and gave support to the Project 2-INSPIRE research project. The Henderson, et al (2007) core beliefs: building relationships; linking to learning; addressing diversity; supporting advocacy and sharing power are used as a framework for discussion of the findings.

Building relationships - For example: *Family center is always open, full of interesting learning materials to borrow. Home visits made to every new family. Activities honor families’ contributions and school building is open to community use and social services are available to families.*

Principals reported parents feeling welcomed by stating, “We don’t have angry students or angry parents. Before the program, parents would come screaming and yelling. It is not like that anymore. We accept parents and families and respect each other.” We are becoming a center for resources, stated another principal—180 children were referred to the Assistance League for uniforms. We call Social Services for referrals. “If the children are late or are not coming to school, stated the principal, I send my TOSA (Teacher on Special Assignment) to find out what is going on and check the home environment and I meet with the parents and find solutions.”

Another principal stated that, “parents are treated with dignity.” He informs his staff to take messages



“When the children know that the parents and the teachers are together then the students start to believe and know they are important and they care more.”

and get them to him and he follows up with the parents. Since many of the parents are single mothers and have two jobs the principal accommodates parents and teachers so they can have face-to-face meetings. The principal goes on by stating, *“We even change the way we do evaluations and write ups of children’s learning, for example, if a teacher writes ‘the child doesn’t want to learn, we change it because how do we know a child does not want to learn? All children want to learn. So our school climate has changed a lot.”*

Parents wanted to be more involved and started going to the parent center reports one of the principals. *“Parents were not only involved more in the classroom, but also in knowing what goes into running a school in terms of budget and compliance issues and have learned more about the school in general. It was a whole new world for them.”* Other principals stated that there is more willingness for parents to handle conflict. Parents are learning to work together and parents conduct themselves more diplomatically and respectfully.

Linking to Learning- *For example: All family activities are connected to what students are learning. Parents and teachers look at student work and test results together. Students’ work goes home every week, with a scoring guide*

A principal reported, *“Parents are more aware of what academic achievement is –they know what questions to ask when they come to a conference. They are able to read a test and understand the results and they know what it means to help their child reach academic success.”* Principals found that there has been *“more parent involvement and volunteering, more critical thinking and questions of how to help their children with the interventions available.”* Parents are overall more critical in relation to their child’s education and are not afraid to ask questions. Principals stated, *“Parents push” back* when the system is not working in favor of their children.”

Another principal reports, *“the program has been here for three years so the parents have had the opportunity to understand the standards, how to communicate effectively with the teachers, how to support the school and the school efforts. They have learned a lot and apply it by bringing other parents; it has been a strong community unit.”*

The parents realize the importance of working with their children. Supporting the school efforts, as minimal as, getting them to bed and getting them to school on time so the schools could take care of instruction; became a routine for parents in the program. All principals interviewed report that, *“their scores improved big time.”*

According to the teachers, parents asked more informed questions about the academic program. As an example, they shared that parents wanted to see, if a test went home and it was not good, what they could do about it. One teacher shared that one child had some big problems, but because the mother became involved the student has really excelled in her classroom.

Addressing Differences - *For example: Translators are readily available. Teachers use books and materials about families’ cultures. PTA includes all families. Local groups help staff reach parents*

Eighty percent of the parents attending Project 2-INSPIRE sessions were parents of English Learners and 88% were low-income families. A principal stated that there was *“an increase of 90% parent involvement. Parents who have attended workshops are now members of our School Site Council, PTO, English Learner Advisory Council. There is a very outgoing group of parents planning for events. They are supporting us 100%.”*

Another principal stated, *“Many, many parents are reading the school correspondence. Before I could open the back pack and see papers from months before, that is not the case anymore.”* All principals reported having more



Parents who participated were better able to advocate for their children; ask about discipline issues and homework policies; and that, in turn gave them a voice.

workshops on many different topics because the parents were asking for them. The more parents felt empowered the more confidence they had to ask for resources and information to help their children.

Teachers reported seeing a lot more willingness on the part of parents to talk to a teacher even if there was a language barrier. They stated, *“the parents take steps to talk with their teacher or principal about what concerns they may have.”* Teachers are having to make a schedule for parents so they can come in and help in the classroom. Teachers valued this partnership. Another teacher had three students of parents in the Project 2-INSPIRE program. She reported, *“They behave better and understood me better because they knew I had a straight line with their parents. Now the parent and teacher are together, ‘we double team them’. The students seem more involved with what is going on here.”*

Another teacher stated, *“I was impressed with all that there is for parents to learn and how to be involved at the school site. They even have weekend parent retreats with different workshops for parents to attend. Even with the language barrier parents are very involved with their students. As a teacher it has helped me immensely because it makes it easier to talk to them whether positive or negative.”*

Teachers report that some of the parents make more time to read to their children. They are asking how they can help their child to read better even if they don't speak English. They ask how they can help at home. They stated that parents are more aware of the importance of spending time with their children and asking questions and learning how they can help with the homework. Teachers felt that, *“CABE's program has given them more confidence, because sometimes parents feel they are not quite able to help their children, but I noticed they have more confidence.”*

Supporting Advocacy- *For example: There is a clear, open process for resolving problems. Teachers contact families each month to discuss student progress.*

One principal reported that a group of parents, who attended the workshops, had a desire for their children to wear uniforms. This was something that was very important for them, and they devised a plan and organized themselves in a way where they convinced other parents and made it a reality. To raise money for the uniforms for families who needed resources, these parents sold healthy snacks. The principal stated, *“This type of thing happens very often with these parents. This program has helped to activate the parents. The use of uniforms has changed the culture significantly, since the brothers and sisters of many of these students wear gang related clothing. We have a safe orderly environment that is warm and welcoming. Students are happy to be here and parents are happy to drop off their students and be a part of it all. Parents have shown leadership at this school.”*

Another principal believed that the parents who participated were better able to advocate for their children; ask about discipline issues and homework policies; and that, in turn gave them a voice. It created a situation where the teachers had to start thinking about these things. The expectations towards parents grew. He gave the following example. *“Before parents did not know their rights, now they are demanding and are very aware of their children's attendance and how it affects their schooling. One parent came to me and complained that her child had one absence and I said that was very good. But she was adamant that her child had not missed a single day and wanted it corrected because they worked very hard not to have their child miss school.”*

Teachers report that they *“see parents asking deep methodical questions and questions that cause reflections and that they are looking for answers.”* Teachers felt it was very important to have parents understand the NCLB

“What we see is that parents and the teachers treat each other as equals.”



law and their rights. In Project 2-INSPIRE, parents were taught about what classes their children needed and learned about credit and what that means for their child's education. A principal stated, *"In the past teachers treated parents like second-class citizens but not anymore. What we see is that parents and the teachers treat each other as equals."*

Sharing Power - For example: Parents, administrators and teachers research issues. Parents are focused on improving student achievement and families are involved in all major decisions to improve the school and neighborhood.



Principals reported that many positive outcomes could be traced to the improvement in parent participation/involvement brought about because of their participation in Project 2-INSPIRE. Most of the parents who attended the workshops are now involved in volunteering from simple PTA meeting attendance to parent leaders in school committees, such as English Learner Advisory Committee, School Site Council. Parents in these committees, principals stated, *"would bring ideas to improve the school-- 85% of these active parents were involved in Project 2-INSPIRE."*

One principal stated, *"All the moms interviewed today are on some sort of committee. They attend district meetings and bring back information to share and that's where the ideas begin to connect and that is where we go further with our projects and reach student achievement."* Another principal stated, *"I have been more involved than ever...before I relied more on the school employees to run the school, but at this point I can rely on the parents and I can say can you please take care of this committee? Parents have also celebrated our teachers without us having to intervene."*



Teachers report exciting changes also. *"Last year I had four students whose parents were in Project 2-INSPIRE. It seems that the students were more willing to ask questions. The students seem more knowledgeable. For instance on the CST we look at the score levels to determine how the student is doing and the parents of these students are asking more about how that is determined and what they have to do to help their kids be where they need to be. As a result we jumped 49 percent in the test scores, it was amazing and exciting and a lot of that was the parents and their involvement."*

Another teacher said, *"When the children know that the parents and the teachers are together then the students start to believe and know they are important and they care more. I can think of one kid that went from not being proficient to proficient because the parent became more academic and socially involved."*



Teachers also reported that students seem more confident in the work they do. One teacher stated, *"Everything the student did became better quality like turning in homework, being on time, more respect."* Another teacher stated, *"Students would say, my mom is going to check it and look at it. I have been teaching at Franklin for 15 years and in the last 4 years the students are coming in and asking me for homework. It is a huge area of growth the fact that parents are coming in and asking questions."*

Students feel proud of their parents reported the teachers. One teacher stated that a student mentioned to her, *"My Mom went to the meeting and she is learning about something and brought this home. They are talking about it in class."* Teachers reported that children are seeing the importance of school because they see their parents at school. They believed that this also affects their behavior because

Parents reported that they had increased confidence to get any information they needed about how to help their children and of the confidence they felt about being effective parents.

CABE Project 2-INSPIRE Family, School, Community Engagement Program

Program Goals

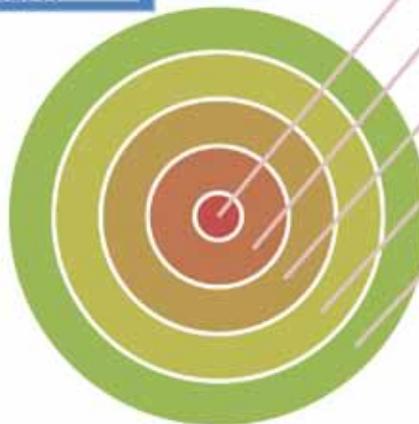
Reducing the achievement gap for at risk students

Developing parent knowledge, leadership skills, and educational engagement to raise achievement levels

Increasing the capacity of schools and districts to maintain high quality parent engagement and leadership programs focused on student achievement.

Developing parent leadership skills including the role as trainers of other parents at the school.

HOW YOUR SCHOOL CAN BENEFIT



Improve student achievement results in low-performing schools

Reach diverse background, non-English speaking parents with materials in their own language

Help parents guide their children's school success at home and at school

Equip school staff members to engage parents and boost academic achievement

Strengthen families and the community through building Family, School and Community Partnerships

Project 2- INSPIRE
Research-Based
Program Results

Students, whose parent(s) received Project 2-INSPIRE's Parent Education and Leadership Development program services, on the California Standards Test (CST-2009 and 2010):

- Increased their Mathematics score between 18.5 points and 23.1 points.
- Increased their English Language Arts score between 12.8 points to 22.2 points.

This increase is statistically significant and consistent across all grade levels. Student scores were higher than students in low performing schools in the state, district, control school and other students at the treatment school



For Project 2 INSPIRE information please contact Maria S. Quezada, Ph. D or Maria Villa at CABE Headquarters (626) 814-4441 mvilla@bilingualeducation.org Ext. 218 or maria@bilingualeducation.org Ext. 103

when parents are involved it helps their behavior. All the teachers felt that when students know the parent has close communication with the teacher, this helps student's stay on task and that there is also that pride students feel when they refer to their parent helping out.

Another teacher stated, "*It helps to open up the communication because in this community they need a little more guidance. We have meetings throughout the year. I think this program helps to open doors so that parents feel more comfortable to approach teachers. They don't feel so afraid because they have more confidence and knowledge to back them up. It helps to make it teamwork and not just us teaching the child, it is us together to see what we can do to meet the needs of the child.*" Parents participating in the program are more aware of this teamwork.

Parents and Project 2-INSPIRE

Parents were asked to give input about the impact the program had in their lives, and what they gained from participating in the leadership sessions. They were asked if they had made any changes at home based on what they had learned in Project 2-INSPIRE, and what were the outcomes for their children because of their participation. The following themes emerged.

Building Relationships - Parents spoke of the new relationship they now had with the principals and teachers and how important it was to them to feel being part of the "team". Their volunteering at school increased, and they had increased opportunities for communicating with the school. Parents stated that they felt comfortable asking questions at any time and that they did not have to wait for parent conferences. The relationship they had with the teachers was open and they could ask questions and get the responses or resources they needed to help their children. At the schools many parents reported that they were now taking on leadership roles at the school, because they knew that this would ultimately help their children.

Gaining Information and Advocacy Skills - Many parent responses stressed that they had learned invaluable information and that they learned of their rights to ensure their children received the best education. The parents reported that they had increased confidence to get any information they needed about how to help their children and of the confidence they felt about being effective parents. They had learned of the importance of establishing routines; helping their children and themselves be better decision makers; and knowing their responsibilities and also teaching their children to be responsible. Parents reported that overall, they had learned to help their children both at home and for school.

Linking to Learning - Students, whose parents participated in Project 2-INSPIRE, did indeed increase their level of academic achievement and several parents commented that this outcome was indeed important for the program. They also reported that they themselves were taking opportunities to increase their knowledge and be role models for their children.

The impact of the program not only impacted the parents participating in the program, but their spouses and other parents who learned of the critical difference they could have on their children's education when they are engaged and inspired partners in the schools.

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The California Association for Bilingual Education (CAFE) is a non-profit organization incorporated in 1976 to promote bilingual education and quality educational experiences for all students in California. CAFE members in over 50 chapters/affiliates, all work to promote equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. CAFE's key initiatives include:

1. A focus on student achievement;
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3. Working with legislators and policymakers to ensure educational equity and resources for English Learners;
4. Creating powerful allies through educational, business and community partnerships;
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6. Full involvement of our members in school and advocacy initiatives.

Mapping Writing Development in Young Bilingual Learners

By Ana M. Hernández, Ed. D, California State University, San Marcos and Magaly Lavadenz, Ph.D, Loyola Marymount University, Los Angeles, California

Abstract

The growing interest in Two-Way Bilingual Immersion (TWBI) programs has led to increased attention to reaching the instructional goals of bilingualism, biliteracy, and biculturalism. This article describes the writing development in Spanish and English for 49 kindergarten students in a 50/50 Two-Way Bilingual Immersion program. Writing samples collected were analyzed over the course of an academic year for evidence of cross-linguistic resource sharing. A grounded theoretical approach was used to compare and contrast writing samples to determine patterns of cross-linguistic resource sharing in English and Spanish. We identified four patterns: phonological, syntactic, lexical, and metalinguistic awareness. Findings indicated that emergent writers applied similar strategies as older bilingual students, including lexical level code-switching, applied phonological rules of L1 to their respective L2s, and used experiential and content knowledge to write in their second language. Our data indicate that young bilingual learners demonstrate and apply linguistic resources across languages, and that it is central to biliteracy development and learning to write in a second language.

The majority of the research studies conducted in TWBI assess the acquisition of biliteracy primarily through standardized measures of academic achievement, primarily in English reading, given the focus on standardized testing and the availability of assessments in other languages (Genesee, Lindholm-Leary, Saunders & Christian, 2006). Only a modest number of studies have analyzed biliteracy through the writings of English Learners (ELs) and English-only (EO) students in TWBI settings (Gort, 2012; Serrano & Howard, 2007). Hence, there is a need to learn more about emergent biliteracy in two-way immersion programs, particularly in the area of how both groups of students develop writing across content areas. Much of the research conducted with writing samples from ELs and EO students in TWBI programs analyzed narrative domains of writing, such as journals or writer's workshop approaches where students were free to write about a topic (Gort, 2006; Serrano & Howard, 2007).

Our inquiry focused on the following questions:

What is the evidence of cross-linguistic resource sharing for emerging bilingual kindergarten students (ELs and EOs) in a 50/50 TWBI program? What is cross-linguistic resource sharing?

Cross-linguistic transference was first summarized through the common underlying proficiency theory in which the advancement of the first language facilitates the learning of the second language (Cummins, 1994). Since then, insights from cognitive science and literacy research have further addressed metalinguistic awareness to provide an overall description of cross-linguistic resource sharing (Bialystok, 2001; Koda,

2005; Koda & Zehler, 2008). We defined *cross-linguistic resource sharing* as the metalinguistic skills and abilities that students integrate or transfer during the processes of reading and writing.

An emerging body of research on students' writing in TWBI programs demonstrates that bilingual students (ELs and English Only) increase their writing abilities in both languages over time as they gain skills and transfer concepts in a process defined as *interliteracy* (Gort, 2006). Gort described the phenomenon as "the written language parallel to a developing bilingual's oral inter-language ... may include the application of rules of one language when writing the other" (p. 337). Drawing upon semiotic modalities or "hybridization" during writing Gort (2012, p.92) refers to the sense-making process bilingual students use during literacy events indicating bidirectionality in language learning. Gort (2012) refers to the exchange between two



languages as a natural scaffolding strategy used by students as they negotiate language structures that support their biliteracy development. In addition, current research is demonstrating that ELs and English Only (EO) students in TWBI programs approach writing through slightly distinct patterns, with EOs having a preference for English writing and ELs demonstrating a more balanced bilingualism in the writing samples (Serrano & Howard, 2007). Studies of cross-linguistic transfer in early literacy skills have mainly focused on English Learners (ELs) in bilingual contexts (Cárdenas-Hagan, Carlson & Pollard-Durodola, 2007; Escamilla, 2007; Reyes & Azuara, 2008).

The analysis of the kindergarten bilingual writings in this present study were examined through three related theoretical constructs on biliteracy development: (1) the Universal Grammar of Reading (Perfetti, 2003), (2) the conceptualization of Transfer Facilitation Model (Koda, 2005), and (3) the Continuum of Biliteracy (Hornberger, 2003).

School Context

The school is located in a predominantly agricultural area in California where socio-economic levels reflected parents of EO students who owned land with groves or other property in the area and were identified as middle/middle-upper class. Parents of EL students worked the groves around the school area and provided service jobs within the community. These parents were identified as living at poverty level/low-income, including four migrant families. School demographics included 44% Hispanic/Latino population with 31% of the students identified as ELs. White/non-Hispanic population reflected 41% of the student body with the remainder of the population identified as 12% American Indian, 1% African American, 1% Asian and less than 1% Pacific Islander. The two teachers involved in the study held California

teaching credentials, bilingual certification, and advanced degrees in education.

The 49 kindergarten students enrolled in a 50/50 Two-Way Bilingual Immersion (TWBI) represented native Spanish speakers (N=29) and native English speakers (N=20). The ELs scored 3-5 points on the Language Assessment Scales (LAS) in oral Spanish skills, while the EO participants scored a 1 (beginning level) on the Spanish LAS. The EL participants scored level 1 (beginning) on the California English Language Development Test (CELDT). The participants did not include any Initial Fluent English Proficient (IFEP) students.

TWBI Instructional Sequence

Kindergarten students participated in a team teaching situation with one teacher providing language arts instruction in the primary language and a second teacher providing second language instruction. Students then received thematic content instruction, wherein math, science, social studies, physical education, art and music are taught in an integrated approach with ELs and EO classmates. The language of instruction for content and language development (Spanish and English) alternated depending on the thematic unit, since languages were separated for instructional purposes, not used simultaneously for concurrent translation of subject matter. Teachers received district wide training/planning on transferability of skills from the county office during the school year.

The thematic approach incorporated the California kindergarten content standards related to the seasons and weather unit. The curriculum included state-adopted textbooks, supplementary materials, and teacher created resources. Teachers included language development standards for the various levels of language acquisition. Instruction included the use of visuals, songs, art, poems, read-alouds, guided reading groups, modeled/guided writing, student interactions through paired/ group work, and the teaching of sentence frames with content vocabulary.

At the end of the unit, the students were asked to draw a picture about the topic and describe their drawings by writing one or more sentences about the theme in their primary language. After the native language writing samples were completed, the students were asked to draw and translate their writing. Students were allowed to reference the classroom learning environment for content vocabulary, sight words, and the alphabet.



The authors examined 49 ELs and EO kindergarten students' writing samples in both languages. Writing in the students' first languages were collected and analyzed three times during the year (beginning, middle, and end of each reporting period) and pre and post writing samples to examine cross-linguistic resource sharing between English and Spanish. Two representative students (EL and EO) sample writings in their primary and second language are shown here in Figures 1 and 2.

Figure 1

English Learner, Kindergarten Sample in primary and second language



Figure 2

English-only Student, Kindergarten Sample in primary and second language



Inquiry Process

A descriptive/observational approach was used to gain an understanding of, or to give an explanation of a situation or event, an individual or a group of individuals (McMillan & Schumacher, 2006). This qualitative approach explored the phenomenon young bilingual learners used to understand and use two systems of writing. Grounded Theory, a systematic procedure to explain a process (Creswell, 2008), was used to analyze data based on our theoretical constructs of biliteracy and cross-linguistic resource sharing. Hutchinson's (1988) constant comparative method, the fundamental process of grounded theory, was used to qualitatively analyze writing samples to locate evidence of metalinguistic transference, language mapping, and specific evidence of cross-linguistic resource sharing in language features. The constant comparative method allowed the development of the categories through theoretical sampling, as a significant feature of grounded theory. Themes emerged for both groups of students (ELs and EOs) related to cross-linguistic resource evidence (see Table 1 and 2).

Table 1: Spanish to English Cross-Linguistic Resource Sharing for English Learners

Cross-Linguistic Evidence in L1 Features	Phonological Awareness	Syntactic Awareness	Lexical Awareness	Metalinguistic Awareness
Encoding through <u>syllabication and alphabetic principle</u> (verano, familia)	<u>Partial transference</u> : Using knowledge of how words are put together in Spanish to sound out words in English	<u>Substitution of word</u> in English when they cannot think of the word in Spanish or word was first learned in English (Summer for verano, Fall for otoño)	<u>Association</u> of words by their sounds and written form in both languages. Knowledge that these words are similar in English & Spanish (famili/familia, basbo/béisbol)	<u>Making connections</u> between the similarities of both languages or substituting functional words that hold a place in their sentence structure
<u>Overgeneralization</u> (y for i) dya, (friyo for frío)	<u>Partial transference</u> : Phonological (bey for day; hat for hot; san for sun; wi for we; da for the; Uchw for watch	<u>Switching sounds</u> heard in one language for sounds missing in the other language (llip for jump) (use of LL for J)	None found in samples	<u>Applying knowledge</u> from one language to the other; <u>overgeneralization</u> is used as a strategy in emergent writers
<u>Emerging knowledge of diphthongs</u> (caliente=calete; calete ; neve for nieve juegue, jjo=juge	<u>Partial transference</u> : emerging resource sharing of diphthongs (becas/because, pleid/played)	<u>Inserting sounds</u> in Spanish for English sounds (snou/snow)	None found in samples	<u>Approximating diphthongs</u> in written symbols; beginning to understand sound/symbol relationships
<u>Use of sight words</u> (gusta, yo, el/la)	<u>Full transference</u> : Use of sight words in both languages (like, I, the)	<u>Using sounds</u> from Spanish to spell sight words (da or de for the; wi for we)	None found in samples	<u>Application of sight words</u> learned throughout the school year
<u>No long vowels</u> sounds in Spanish	<u>No transference</u>	<u>Inserting long vowel sounds</u> in English (slaed/ slide)	None found in samples	<u>Understanding of a long vowel sounds</u> in some words; students inserts 2 vowels

Table 2: English to Spanish Cross-Linguistic Resource Sharing for English-Only Students

Cross-Linguistic Evidence in L1 Features	Phonological Awareness	Syntactic Awareness	Lexical Awareness	Metalinguistic Awareness
None found in the samples	<u>No transference</u> : Overgeneralization for concordancia; agreement is inconsistent Muchas colores (for ambiguous nouns) (Mi estastson faborreta es verrana.)	<u>Emerging understanding</u> for the word “good” in Spanish and overgeneralizing the use between (bien/buena) Yo me gusta mi maestro porce agea es moe beyen.	<u>Overgeneralization</u> of the “r” in Spanish when using cognates Favorreta/favorite. Students aware that the “r” in Spanish has a more pronounced sound than in English	<u>Emerging knowledge</u> of gender in Spanish words; Inconsistent use of agreements in sentence structure. Use of punctuation in both languages, but reversal of question marks in Spanish.
<u>Use of invented and standard spelling</u> when writing in L1 (mene/many, ckulrs/colors)	<u>Partial transference</u> : Phonological (ldo for ito); (Feborreta, Faborito for favorite); (Agwa, aga for agua); (Ckolors for colores Ckalavasas for calabazas)	<u>Use of invented spelling</u> with code switching sounds (agea/ella) (moe/muy)	<u>Use of invented spelling</u> with cognate (heafa/jirafa) (clasee/clase)	<u>Application of invented spelling</u> in both languages as temporary scaffolds that are functional in sentence structure and students can read back
<u>Using correct word order</u> (subject, predicate)	<u>Partial transference</u> : Reflexive pronoun (Yo me gusta for “a mi me gusta”)	<u>Syntax</u> – word order Yo veo carr roho I see car reb	None found in samples	<u>Understanding of word order</u> in L1, but some students applying reversals in word order in the L2

Mapping Writing Development in Young Bilingual Learners

Data for ELs reflected writings from Spanish to English from end-of year writing prompts for the thematic unit. EL students received instruction about the seasons in their primary language and in English as part of their English Language Development (ELD) program.

Both ELs and EO students constructed approximations about language use in their second language by applying their knowledge of their first language and making generalizations or overgeneralizations of the rules between the two systems of writing, such as the examples provided by our selected case study students (Cárdenas-Hagan, Carlson & Pollard-Durodola, 2007; Escamilla, 2007; Reyes & Azuara, 2008). Students demonstrated abilities to “map language systems” at a very early age by: (1) applying knowledge of directionality of writing (left to right) and from top and bottom, (2) spaces between words, (3) phonological awareness in encoding, (4) lexical awareness through expression of thought/word knowledge in written form, (5) orthographic awareness through invented spelling and conventions of writing, (6) syntactical awareness of form and function across languages, and (7) use of metalinguistic awareness to reflect how language systems work independently and/or interconnected. Similarities included understanding the principles of sentence construction and experimenting with word order and subject verb/noun agreements.

Students used content vocabulary and sight words in sentence structures and knew the proper use/ placement for parts of speech. Both groups of bilingual learners (ELs and EOs) showed evidence of cross-linguistic resource sharing in the phonological, lexical and syntactical development in their writing from their primary language to new learnings in their second language writing system. This is consistent with the findings of August, Calderon and Carlo (2002).

Although kindergarten students in this study seemed to develop a mapping system for each language with phonology, syntactic and lexical awareness, they also knew how to reference and transfer specific linguistic characteristics across both languages. Students appeared to convey meaning in the writings by making conscious decisions about metalinguistic choices pertaining to language functions, such as ELs placing a word they learned in their second language to complete a sentence in their primary language by using “summer” for “*verano*” and “fall” for “*otoño*” (see Table 1).

EOs applied knowledge of word order in Spanish to English grammar such as “Yo veo carr [carro] roho [rojo].” (I see a red car.) to indicate “I see car reb [red]”

in English (see Table 2). This is an indication of how students use bidirectionality between writing systems as they explore their metalinguistic awareness. They also selected phonemes and orthographic symbols from their own languages to insert or substitute approximations of unknown writing conventions. Here ELs approximated diphthongs in English to understand sound-symbol relationship in “snou” for “snow” (see Table 1) and EO students used invented spelling as temporary scaffolding strategies represented by “heafa” for “jirafa” (see Table 2).

ELs and EO students used similar encoding principles as strategies to map the linguistic structures unique to each language. Findings indicated students’ ability to manipulate phonological awareness through sound-symbol relationships across languages, such as “pleid” for “played” (see Table 1) and “faborreta” for “favorita” (see Table 2). Students used knowledge of words in English and Spanish to fulfill functions in writing, particularly when students translated their texts into their second language, such as use of cognates, Spanish syllabication or rules of consonant-vowel-consonant (cvc) words in English. They appeared to select sounds and graphemes that were closely related to their primary language, instead of random guesses. An example of this cross-linguistic resource sharing among ELs is the awareness of long vowel sounds in English for the word “slide” in which the student used “slaed” to approximate the long /i/ sound by inserting the two vowels in Spanish that closely represented the sound in English (see Table 1). In a similar situation, EO students used “agwa” to represent the word and sounds in the Spanish word “agua” [water] (see Table 2).

The writing samples represented knowledge of writing conventions and fluency in both languages at an early age. Students employed cross-linguistic resource sharing strategies through their knowledge of the Universal Grammar of systems (Perfetti, 2003), that provided awareness in construction of sentences. The students also demonstrated evidence of bidirectional transfer as an automatic activation of



Learning from our students

While this study was limited to the 49 participating students, we had several important outcomes regarding the writing abilities of young bilingual learners:

- 1) There are both similarities and differences among these two groups of student's phonemic, lexical, syntactic, and metalinguistic awareness during language processing.
- 2) As teachers of young bilingual learners, we must be aware of the language-specific aspects of addressing their first and second language learning. This means that we must have deep knowledge of both languages of instruction in order to maximize cross-linguistic resource sharing for students.
- 3) Our examination of students' writing reveals that young bilingual learners *do acquire and use* cross-linguistic resource sharing in their writings. Since the research indicates that language mapping can have both positive and negative influence, these must be explicitly addressed in instruction so that negative transfer does not become permanent and lead to fossilization.

well-rehearsed first language mapping processes (Koda, 2005), such as the use of punctuation in both languages, but yet reversing questions marks when writing in Spanish. The advancement towards the Continua of Biliteracy (Hornberger, 2003) showed language learning as a backtracking procedure that students used to progress towards biliteracy. Studies on cross-linguistic transfer in early literacy skills have mainly emphasized how English Learners in bilingual contexts interact with dual language systems of writing (Cárdenas-Hagan, Carlson & Pollard-Durodola, 2007; Garcia et al., 2008; Escamilla, 2007; Reyes & Azuara, 2008). This study presented important instructional implications for TWBI programs for both ELs and native English speakers as they simultaneously develop reading and writing strategies across language systems. The growing body of work developing internationally in the area of biliteracy and on emerging bilingual learners requires us to continue to learn from our students as we concurrently improve our TWBI programs and practices.

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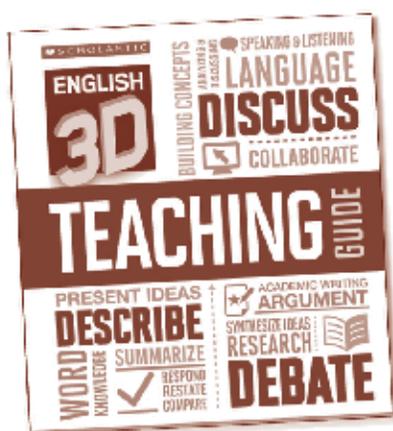
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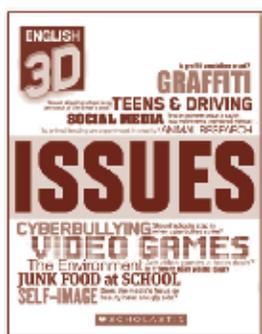
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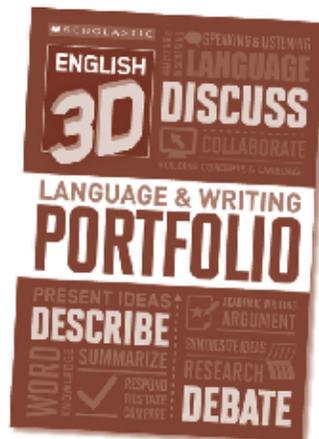
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1st Place Winner

Toni Smith

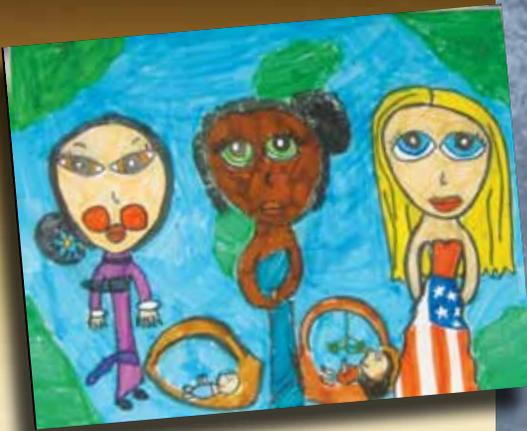
Arroyo Valley High School
San Bernardino City USD

"I am Toni Smith, a junior at Arroyo Valley High School in San Bernardino. Besides drawing I enjoy dancing and singing. I stay very busy participating in two very important clubs on campus: Cancer Club, raising awareness and helping raise funds through Relay for Life, and Healthy Living Club, which promotes all aspects of living a healthy lifestyle. My favorite subject in school is physiology, and one day hope to become a neo-natal nurse. In my artwork piece I wanted to depict aspects of the different cultures. I was thinking about how our experiences and knowledge of all the people around the world impacts our lives. The book with the different languages shows how we are able to communicate throughout our world. My experience with this contest has been absolutely magnificent. The process was exhilarating. I took pleasure in figuring out how to convey the theme of portraying different cultures and different languages with images that help reflect our future. I researched different cultures and figured out how to put them together. As an artist, it really made me think about social values in society. It makes me think about how we are the same rather than focusing on our differences in negative racial entities that keep the human race apart. The fact that we are so different is what gives the whole idea sort of a melting pot effect. We are one in the same and are all contributing our differences to a greater unique future. The languages, the clothing, the customs, every contribution forms our world."

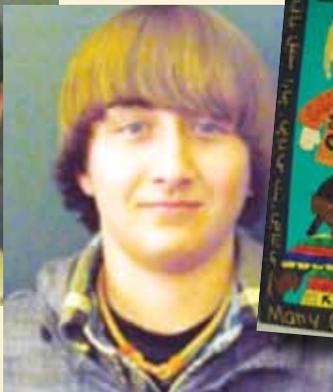
2nd Place Winner

Sevrie McKinney

Elliott Ranch Elementary School
Elk Grove USD



"I am Sevrie McKinney and I am a second grader at Elliott Ranch Elementary School in Elk Grove. In my free time I like to play piano, draw or play soccer. I have recently been accepted on a competitive soccer team, FC Elk Grove. My favorite part of school is when we do art projects. I am on the Honor Roll and love being an active student. My art piece is about people from different countries, different religions, and different groups. The two babies in the picture are entering the world, with their differences, and are becoming part of our world. "



3rd Place Winners

**Easton Vidales
& Jakob Johnson**

Douglas Middle School
Woodland Joint USD

Easton and Jakob are both eighth graders at Douglas Middle School in Woodland Joint Unified School District. Easton enjoys playing sports in his free time and Jakob likes to go hunting and fishing. Although this is Easton's first art competition, Jakob has experience being recognized for his art ability when he was in the first grade, coming in third place in an art contest. Using several techniques: paint, cut-outs, markers, colored pencils, the two created their piece with some assistance from their art class members. Classmates helped by designing the various shirt designs, representing the many cultures around the world. Easton and Jakob selected which to include in their final piece. The boys chose to include several languages: English, Spanish, Japanese, Urdu and Punjabi, to frame their art to show that everybody is equal and many cultures make up our world.

As advanced art students for Mrs. Morales, the boys report, "We took our time and put in a great heap of effort for the contest. Knowing that we may possibly have our work displayed, we gradually wrote up our ideas until we came up with one that was sure to be able to compete. After countless hours of painting and placing each construction cutout child on, including the stripes of many different languages, our ideas came to life. Not knowing, Mrs. Morales very thoughtfully placed our art project into the contest for recognition. A few weeks passed, until she broke the news that we had placed in the contest and were being recognized for our outstanding skills. Joy spread across our faces as we thought of the great accomplishment set by both Jakob and I, a memory that we will cherish forever."

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[I expect my son to achieve his full academic potential to attain his profession.]

Me gustaría que salga adelante y termine la escuela.
[I would like (my child) to excel and finish school.]

These are exemplars of hopes and dreams expressed by parents of English Learners (ELs) in Lennox School District, located in a 1.1 square mile unincorporated area of Los Angeles, just east of the Los Angeles International Airport. With an overall population of 22,950, the Lennox School District serves 7,200 K-12th grade students and is comprised of five elementary, one middle, and one charter high school. Demographic data indicate that 95% of the students are Latino, 78% receive free lunch, and 61% are ELs.

Like many school districts across the country, Lennox struggles with how to address the needs of an increasing number of ELs who enroll in the early elementary years, yet after five or more years of continuous enrollment in their district, do not attain fluent-English proficient status and are underachieving. There is growing concern over this group of students, referred to as Long Term English Learners (LTELs). A report released by the Californian's Together Coalition indicates that three out of every four LTELs received limited, or no program services, weak

language development programs, or mainstream placement (Olsen, 2010). This research indicates a clear connection between students' schooling experiences, language use and academic achievement (Menken & Kylene, 2009/2010, Genesee, Lindholm-Leary, Saunders & Christian, 2006).

Taking a proactive approach to address this growing concern, Lennox School District designed and implemented a project-based, differentiated English Language Development (ELD) Intervention program with funding support from the Weingart Foundation. This innovative, afterschool program took place between 2008-2011 and focused on the academic and linguistic needs of LTELs in the upper elementary and early middle school grades, thus **preventing** the long-term trajectory of prolonged EL status for this group of students. This article provides (a) an overview of the Lennox ELD program; (b) a synthesis of the results of the program implementation; and (c) a discussion of implications for the **prevention** of Long Term English Learner status.

PROGRAM OVERVIEW

The Lennox School District's goal was to implement a project-based, student centered afterschool ELD program to increase student engagement and English proficiency through differentiated instruction. The district leadership team identified a target group of 3rd through 7th grade EL students who had been in the district for at least four years and were at Beginning (Level 1), Early Intermediate (Level 2), or Intermediate (Level 3) English proficiency levels as determined by the California English Language Development Test (CELDT). To begin the process, the ELD Intervention Specialist¹ conducted (1) student classroom observations; (2) student and parent interviews, (3) an analysis of each student's academic history; and (4) teacher input sessions. These steps were essential in identifying student

¹ External funding from the Weingart Foundation provided resources to hire the ELD Intervention Specialist whose responsibilities included the development of differentiated, data-driven interventions for ELs. One of the co-authors, Rosalinda's ultimate goal was to create a model of intervention services for identified Long Term English Learners that would be used throughout the district during the regular school day.

Form English Learners: Differentiated ELD Intervention Program

By Magaly Lavadenz, Elvira G. Armas, Rosalinda Barajas

Loyola Marymount University, Center for Equity for English Learners and Lennox School District

participants, and initiated a system for monitoring progress through a multi-pronged, data inquiry process to address the needs of ELs not making normative progress in the elementary and middle school grades.

In the second phase of planning the ELD Intervention program, the Lennox School District researched pre-existing Intervention programs. Their queries found that other programs appeared to be extensions of the regular school day curriculum, and reflected the emerging research on LTEL intervention programs indicating that many programs are based on deficit perspectives rather than promoting and assets-based, differentiated LTEL curriculum (Callahan, 2006; Forrest, S., 2006). Traditional intervention programs do not provide sufficient support for meeting the needs of ELs. Effective schools and programs have cohesive infrastructures that promote students' active participation, social integration with strong language models through integrated language learning in affirming environments that include authentic opportunities to connect learning with students' communities and social realities (Olsen, 2010; Faltis & Coulter, 2008; Callahan, 2006). Correspondingly, developing teacher expertise for ELs is critical in the implementation of specialized intervention programs.

Professional development that incorporates strategies and methods to integrate English language instruction with content area learning can improve teacher effectiveness in bolstering ELs higher-level language skills (August & Shanahan, 2010; Goldenberg, 2008; Calderón, 2007; Walqui, 2001) The dedicated professional development and planning time for program teachers was designed and delivered by the ELD Intervention Specialist and occurred weekly during the course of the eleven week program cycle. Teachers prepared for the ELD Intervention Program by attending a training session at the beginning of each cycle where they are informed of the assessment and instruction protocols and procedures as well as the lesson objectives for each week. Program goals and vocabulary

are introduced; however, program teachers provided input on lesson delivery. The curriculum incorporates strategies from district professional development trainings (such as a vocabulary lesson planner and think alouds) in order to maintain consistency and familiarity of strategies presented during the regular school day. A sample afterschool session schedule is provided in Table 1.

During the first implementation cycle, the district ELD Intervention Specialist developed a curriculum and piloted it at one elementary school. Using the ELD standards, a rigorous and relevant curriculum was developed for the beginning and early intermediate level students. In subsequent cycles, the specialist worked alongside program teachers to refine and redesign the curriculum. Continuous cycles of observing target students in their regular classroom and studying their academic history revealed a need

Table 1:
Sample After School Lesson Sequence

Activity	Description
Warm Up	Reading a current event, reflection about the article
Vocabulary Lesson	Practice academic language for program and lesson
Language Skills	Questioning, Sentence Structure/Syntax, Taking Notes
Real-World Application	Relevant Curriculum that is applicable outside of classroom (journalism genre with field trips to community locations)
Closure/Culmination	Reflection: Incorporate vocabulary (e.g. headline, caption, include a quote)

The Lennox School District team used this research as a guide for establishing the components of its afterschool program, which included:

1. professional development for program teachers;
2. a project-based, student-centered curriculum with a focus on oral and written language development; and
3. community partnerships

Figure 1.
Project-Based Differentiated ELD Program Components



to develop listening and speaking skills as well as written expression. Consequently, the focus of the intervention program continued to be oral and written English language skills. To this end, a journalism-themed curriculum was used to develop students' basic writing skills with a focus on genre-specific syntax. Oral academic language skills focused on questioning, interviewing, paraphrasing, and synthesizing information leading to the publication of the Lennox *Voices* newspaper

Students attended one after school eleven-week cycle, two days a week for two hours each day. The Idea Proficiency Test (IPT) was used to assess students prior to beginning the program, as well as at the end of each cycle. Each group of students worked with a certificated teacher in a small group setting of four to seven students. This enabled students to receive differentiated and targeted instruction and allowed teachers to monitor student progress. Teachers also assessed students through class work and informal observations in order to address academic gaps and promote English acquisition. IPT progress was reported to students and parents.

Teachers selected a community business/location for student fieldwork and prepared students to conduct computer-based research and prepare interview questions for experts from the selected profession. A focus topic and background information about the experts and locations were given to students prior to beginning the research. Students became the reporters/journalists once they arrived by bus to the selected locations. After conducting their

interviews, students paraphrased, analyzed, and synthesized information through a writing process approach to produce an article for the *Lennox Voices* newspaper. The district newspaper was distributed to participating schools, throughout the community and to the locations visited. The sample article in Figure 2 exemplifies the ELD program's potential to bolster LTEL's oral and written language output.

PARTNERSHIPS

Part of development of the Lennox ELD Intervention Program included forming partnerships among various stakeholder groups, especially parents who had to consent to have their children participate in the afterschool classes. Parents were interviewed/surveyed to gather information about their child's study habits, academic strengths and needs, and long-term goals. Students' classroom teachers were also interviewed to gather information about their academic performance, participation, and subject matter needs.

Program teachers were responsible for communicating with classroom teachers and parents throughout the program regarding student progress. The ELD Intervention Specialist was responsible for overseeing the recruitment, interview and placement process. Community-based partnerships were formed with Los-Angeles based businesses in order for participating students to conduct field research and interviews of the various professionals targeted for their articles. The ELD Intervention specialist and teachers made

A report released by the Californian's Together Coalition indicates that three out of every four LTELs received limited, or no program services, weak language development programs, or mainstream placement (Olsen, 2010).

initial contacts and arrangements to coordinate interview times, a tour of the facilities, and presentation by the professionals.

The Weingart Foundation was a critical partner in the creation of the ELD Intervention program. The Foundation provided the funding to support the development of an Intervention program to support English Learners, including funding a full time ELD Intervention specialist. They also created a forum for multiple school districts to come together and share accomplishments and challenges in order to improve the program. Bi-annual reports were required by the foundation in order to monitor progress.

The requirement of bi-annual reports to the Weingart Foundation resulted in securing external evaluators through the university partnership with Loyola Marymount University's Center for Equity for English Learners (CEEL). CEEL's role was to improve and support the development of the program. The evaluators were critical to the development of an evaluation plan, creating data collection tools and procedures, and analysis of student assessments. Their input made the program more effective and efficient leading to increased student academic achievement.

PROGRAM RESULTS

Several sources of data were collected: 1) Pre and post English language development proficiency and language arts achievement data – CELDT, Idea Proficiency Test (IPT), and California Standardized Tests for English Language Arts (CST, ELA); 2) Teacher surveys on implementation of effective teaching practices for LTELs; and 3) Parent program satisfaction surveys.

Findings from the student data analyses indicate that the Lennox ELD Intervention program had the greatest impact on LTELs' improvement of English language proficiency as measured by the CELDT. Effect size values showed moderate effects (Cramer's $V^2 = .27$) and documented higher percentages of attainment of one or more levels of English proficiency for LTELs at the beginning and early intermediate proficiency levels (ELD 1 and 2). Similarly, LTELs at ELD Levels 1 and 2 also had higher percentages of attainment on the CST, ELA achievement measure. The percentage of students who qualified for reclassification to English proficient (RFEP) at the end of the program was 9.1%.

Figure 2.

Sample Article



Does Media Know Everything?

By: Armando Cerda, Jaguar Roar Journalist (Grade 4)

We went to Downtown Los Angeles to learn about the Media Relations, the Public Communications Unit. Their unit has 10-12 full time employees; most of them are police officers. When the phones ring, they all share the responsibility of answering the phone because somebody has to pick it up. It is open 7 days a week. Mr. French, the man who gave us a tour of the Public Relations Communications Unit said, "Remember, it's all about communication. You really have to focus on how well you read, write and speak."

We also saw a studio in the building. They may use the studio for filming, taping, recording a speech by the chief, or for press conferences. They usually have 3-4 press conferences a week. Sometimes they do them or the Mayor asks for them. It had a green backdrop that they use. When you see it on television it shows something different.

They have an Entertainment Trademark Department. The person in charge takes requests for commercials and television shows. He sometimes works with publishers, filming companies and television companies. They check to make sure no one uses their trademark such as police cars, uniforms, badges, and logos that belong to them without asking permission.

Another department was the Reporter Jobs. They watch television monitors to see what happens in the local media. Media Relations has lots of television monitors to tell what's going on in the media. They want to be able to help the reporters do their job right. The Media Relations Unit is an important department for the City of Los Angeles.



Field Trip to the Public Communications Unit, Downtown Los Angeles

Three research questions guided the evaluation of this program:

1. What is the impact of the Lennox ELD Intervention model on students' performance on measures of English Language proficiency and English Language Arts?
2. To what extent do teachers implement research-based practices for linguistically diverse students during the ELD Intervention program after-school sessions?
3. How satisfied are parents with the Lennox ELD Intervention program?

Analyses of the teacher survey results reveal that the ELD program implementation heightened teachers' awareness of effective practices for LTELs. A majority of program teachers indicated a need to develop more knowledge and practice in the area of interactions, but also reported incorporating strategies and practices from the afterschool intervention program into their regular daily classroom practice. Teachers identified specific strategies used to ensure that students received rigorous and relevant curriculum through meaningful teaching and learning in an engaging environment. These included:

- *Scaffolding for oral and written language input and output*
- *Selecting expository reading materials at students' instructional level to support research and inquiry for field research*
- *Use and modeling of genre-specific academic language (journalism) with the expectation that students use and appropriate the language orally and in writing*
- *Use of ELD reading/writing levels to differentiate instruction through IPT assessments*
- *Highlighting community connections through field experiences*
- *Use of varied grouping strategies and one-on-one support during on-going instruction*

Parent surveys revealed a high level of satisfaction for program implementation ($M = 4.10$) on a 5 point Likert-scale, whereby 1 equals "unacceptable" and 5 equals "very well". Parents requested additional information around four major areas: strategies for supporting students, information on ELD stages and levels, specific information about students' programs, and more information about the ELD Intervention program. Parent satisfaction was

reiterated in their responses to questions on what helped their child the most in this ELD Intervention program. The most common response was that students' English comprehension skills were improved as they engaged in meaningful reading and writing tasks.

Parents commented on how students' active engagement as "journalists" promoted speaking and writing in English and provided ample opportunity for extended practice in language development. One parent's comment captured the spirit of multiple replies. She/he wrote, *La pasión de mi hija [en aprender inglés] viene del periódico* -My daughter's passion to learn English comes from the newspaper. This statement not only highlights the focus on a relevant curriculum, but also substantiates an additional response that was prevalent among parents. That is, the fact that an increase in motivation and interest helped students attain higher levels of English proficiency. Many parents commented on their child's increased confidence and willingness to speak, read, and write in English. *El ahora se comunica más y se expresa más seguro [en inglés]* – He now communicates more and expresses himself with more confidence in English.

Funding from the Weingart Foundation was intended to support the development of an afterschool intervention program that could inform the regular day classroom instruction for teachers of Long Term English Learners. Once funding ended, the impacts here were incorporated especially by the certificated teachers who participated in the after school program. That is, these teachers retained ownership of project-based curriculum design and incorporated instructional strategies presented during the program's professional development sessions. Regular school day practices were influenced and program teachers reported a continued focus on the use of a journalism genre for developing LTEL's oral and written academic language skills.

IMPLICATIONS

Preventing LTEL status for students who fail to progress beyond Intermediate-level English proficiency before entering middle school is critical. Lennox School District's approach provides important lessons for other districts seeking solutions to this issue. An essential first step is defining the academic, linguistic, and developmental strengths and needs of LTELs (Olsen, 2010). In Lennox's case, a natural next step was identifying both fiscal and human resources to determine how to effectively intervene in the upper elementary and early middle school years. In addition, the ELD Intervention specialist developed structures and systems based on research-based practices: (a) project-based, differentiated instruction; (b) student-centered curriculum based on a journalism genre; and (c) teacher professional development. Simultaneously, an evaluation plan was developed to inform implementation progress and program refinement.

The program evaluation results are important in advancing the work for prevention of LTELs given that there is a scarcity of research on the implementation of intervention programs for ELs that are not progressing normatively in the elementary years. District and school systems must include planning and classroom-based interventions that incorporate project-based learning that emphasizes students' listening, speaking, reading, and writing development in real-world, content-based applications. Developing teacher expertise through *targeted* professional development is requisite in this cycle, particularly given the emphasis on speaking and writing domains in the Common Core State Standards. Lennox School District's efforts invite further research and a call to action for proactive approaches to prevent Long Term English Learner status for this group of linguistically diverse students.

Preventing LTEL status for students who fail to progress beyond Intermediate-level English proficiency before entering middle school is critical.

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CLOSING THE BILINGUAL TEACHER SHORTAGE GAP: CABE TEACHERSHIP AWARDS

BY MARIA S. QUEZADA, PH.D., CABE CEO

Staffing highly diverse, urban public school classrooms is one of the most pressing and challenging problems facing schools in California. In many urban schools diverse background students lack the opportunity to learn and reach targeted content and performance standards and this may be attributable to lack of qualified teachers who have the linguistic ability to use the student's primary language for instruction or support. Academic achievement results, as measured by the California Standards Test (CST), of linguistic minority students in urban schools attest to this lack of equity and opportunity to learn.

The total teacher shortage and the lack of minority teacher candidates will only become more critical as California's total enrollment of school-aged (K-12 and ungraded) children in public schools nears 6 million and where 1.5 million students are classified as English learners (EL). After the passage of Proposition 227 in 1998 there were fewer teachers in training to become bilingual teachers and completing Bilingual Cross-cultural Language Academic Development (BCLAD) certification. Therefore, there continues to be a shortage of bilingual teachers of all languages. And the sad reality is that while fewer teachers are preparing to teach in bilingual settings, the need for linguistically and culturally appropriate instruction is rising as the number of EL students in highly diverse urban instructional settings continues to increase.

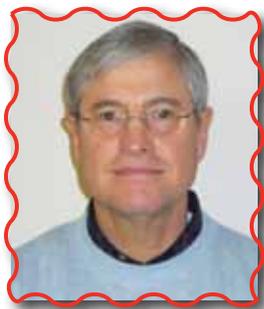
The lack of appropriately trained teachers for language minority students in urban schools requires innovative solutions and a more powerful, forceful effort to bring about needed chang-

es in how we recruit, train and place teachers in highly diverse urban school settings. Urban schools need teachers that have a connection to and deeper knowledge of the language minority students' reality and their instructional needs. Without an understanding of how to build upon a language minority student's life experiences and language skills or how to access the resources of the family and community, teachers are seriously hampered in their ability to provide a meaningful learning environment and an enriched instructional program to every child.

To compound this challenge, efforts currently in place to increase the number of minority teachers have not brought about the needed results—innovative strategies are needed. The California Association for Bilingual Education, seeing this challenge, created the Bilingual Teachership (scholarship) program to provide needed resources to para Educators and other minority teacher candidates who desired to become bilingual teachers.

Charles "Chuck" Acosta (known affectionately as Mr. CABE and one of CABE's co-founders), while serving CABE as president for his second term (1989-1991), instituted the CABE Teachership program by setting aside funding for the scholarships. Beginning in 1992 CABE supporters and donors have given money to establish special Teacherships to honor individuals who have contributed to the vision of "Biliteracy and Educational Equity." The Teacherships are awarded at CABE yearly events, such as the annual conference, Gala Benefits, or Installation banquet.

2012 TEACHERSHIP WINNERS



CARLOS PENICHET TEACHERSHIP AWARD

Carlos Penichet and Jeff Jorge Penichet recognized the need for classroom bilingual materials and established Bilingual Educational Services for the purpose of developing innovative materials for use in bilingual education. Carlos Penichet's untimely death ended the life of a young compassionate and caring individual. Jeff Jorge Penichet, his twin brother, commenced an endowment trust fund with CABE, the Carlos Penichet Teachership Fund, in 1992.

Carlos Penichet Teachership Award Winner

EMMA ROSARIO COLMENARES
CABE Region 3

Emma Colmenares is a daughter of immigrant parents who came to this country to better their family's life. Born in the U.S. and not knowing her parent's language got her into a bilingual program. Bilingual education when working concurrently with ELD programs extends the boundaries of education to accommodate individual needs of children to ensure a smooth transition into their English speaking classroom. She believes that education encompasses not only the subject of English, but others that are just as crucial in a child's development and we must let students know that their language is welcome.



ALMA FLOR ADA TEACHERSHIP AWARD

Dr. Alma Flor Ada has inspired many children, parents and educators throughout her lifelong work as an educator and author. She is a leader, mentor and teacher for many outstanding individuals who completed their doctorates under her guidance and now serve English Learners in a variety of district/school and university positions. In 2008 Alma Flor Ada's family along with F. Isabel Campoy established the Alma Flor Ada Teachership Award.

Alma Flor Ada Teachership Award Winner

MARIBEL HERNANDEZ RODRIGUEZ
CABE Region 1

Maribel Hernandez Rodriguez chose to become a bilingual teacher because she was inspired by the best bilingual teacher she had in school, Mrs. Yolanda Baltazar. Her goal as a future bilingual teacher is to utilize her degree to give back to her community and be a role model for future generations and for the children who need a bilingual teacher. Ms. Hernandez wants to assist and inspire her students to go above and beyond their limits and influence them to see that they can accomplish the goals and dreams they have for themselves.



F. ISABEL CAMPOY TEACHERSHIP AWARD

F. Isabel Campoy is the well-known author of numerous children's books in the areas of poetry, theatre, folktales, biographies, and art. She is a researcher and author of several books on the culture and civilization of the Hispanic world. Songwriter and storyteller, Isabel's goal is to provide children the key to interpreting the world in a fun, challenging and affirming way. Isabel has authored books to facilitate language acquisition and development, to discover the playful possibilities of language, and to explain the history of the Spanish language. Her Teachership was instituted in 2010.

F. Isabel Campoy Teachership Award Winner

JOSÉ LUIS AGUILAR SALGADO
CABE Region 1

José Luis Aguilar is a hard worker who cares about students and wants all children to have a fair chance at a good education regardless of the primary language they speak. In his work with students he has watched them grow and learn English. He believes that all students need to be well-rounded in languages and cultures other than their own and wants to expose students to many cultures and teacher to communicate in two languages effectively.



CHARLES "CHUCK" ACOSTA TEACHERSHIP AWARD

Chuck Acosta's education career spanned 35 years which included being a bilingual education consultant for the Los Angeles County Office of Education. Chuck served on many local, county and state educational committees. Through his work and vision he influenced many educators and state legislators. Chuck Acosta was one of the co-founders of the California Association for Bilingual Education (CABE). Without his vision, tenacity and true belief in the power of bilingual education, CABE would not exist today. He knew that with the growing number of English Learners in California, we would need an organization to be a powerful source of grassroots advocacy; political clout and also be the premier source of professional development for teachers, administrators, Para-educators and parents. His Teachership was instituted in 2011.

Charles "Chuck" Acosta Teachership Award Winner

TANYA JUAREZ
CABE Region 5

Tanya Juarez' goal is to be a bilingual teacher who incorporates learning activities and literature connections that bring forth cultural awareness of different cultures. She wants to represent different cultural traditions in the classroom and establish relationships with her students and parents. As an Ethnic Studies major she became aware of issues affecting underrepresented communities living in the United States and got a better understanding of how different laws and propositions affect minorities and migrant families. Ms Juarez believes that as a woman of color she must act as an example for her community and show children that there are many opportunities available to attain success.



CABE TEACHERSHIP AWARD WINNERS

MARIA G. CUEVAS CARRAZCO
CABE Region 1

Maria Cuevas knows of the importance of becoming a bilingual teacher and do an exceptional and meaningful job for her future students. She believes that bilingualism is gaining positive acceptance in California and studies are proving that people who speak more than one language perform better in school. She wants to be the teacher who encourages and mentors students to challenge themselves to become bilingual or even trilingual so they can become more marketable individuals for their future jobs.

MELISSA MADRIGAL
CABE Region 3

Melissa Madrigal believes that it is important to have languages for our country and that is what she wants to do. By being a bilingual teacher her students will not only have knowledge of one language but they can contribute to our society in two languages. She understands how important it is to get students to succeed and give them a good foundation. Having experienced what it is to be one of those children who needed assistance makes her want to give a positive experience to children who need help as they learn English. Having bilingual education would help students to want to study and not give up because they will learn two languages and close the achievement gap.

If you are planning to become a bilingual teacher, you can get information about applying for a CABE Teachership award at CABE's website: www.bilingualeducation.org Four additional Teacherships will be awarded in Spring/Summer 2012.

A CRITIQUE OF ERNESTO CARAVANTES' BOOKS

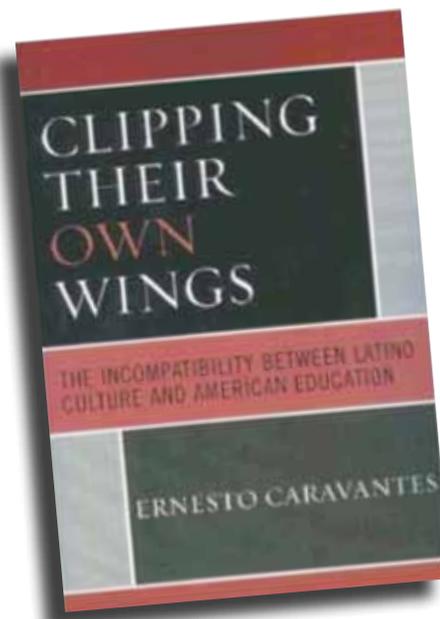
By Francisco Ramos, Associate Professor,
Department of Elementary and Secondary Education, School of Education, Loyola Marymount University.

Despite being widely recognized as a nation of immigrants, the United States has unfortunately witnessed throughout its history the appearance of repeated, vicious, attacks against this vulnerable population. Those individuals most at risk have undoubtedly been limited- or non-English speakers, who have seen themselves involuntarily placed on the receiving end of severe policies aimed at restraining or eliminating the use of their primary languages, on the grounds of a supposedly quicker, easier, assimilation into American society (Crawford, 2004).

The aforementioned attacks have ranged from Benjamin Franklin's Society for the Propagation of Christian Knowledge to the restrictions on the use of German during WW I to, more recently, the passage of antibilingual initiatives in California, Arizona and Massachusetts (Crawford, 2004), or the elimination of any references to bilingualism from the content of the federal law No Child Left Behind (Menken, 2008). Along these lines, these efforts have been regularly accompanied by the publication of volumes attacking the presence of languages other than English in schools while advocating the need to implement immersion programs for linguistic minorities. Among those volumes achieving the most recognition in this regard are Fernando de la Peña's *"Democracy or Babel?,"* Richard Rodriguez's *"Hunger of Memory,"* and Rosalie Porter's *"Forked Tongue."*

Although less visible than these names, another author that has attempted to leave an imprint in this area is Ernesto Caravantes, a self-proclaimed "educator, counselor, social critic, author, and speaker... [whose] thought provoking books and orations have placed him in the league of some of the nation's most well-respected thought leaders" (sic) (Caravantes, 2011). Caravantes has published three books to date, *"Clipping their own wings: The incompatibility between Latino¹ culture and American education"* (2006), *"The Mexican-American mind"* (2008), and *"From melting pot to witch's cauldron: How multiculturalism failed America"* (2010), in

1 Caravantes uses the terms "Hispanic" and "Latino" indistinctly in his book "to denote the peoples of all Latin American heritages living within the borders of the United States, as well as those living within Latin American nations" (sic) (Caravantes, 2006, p. iv)



which he addresses, among other issues, aspects of Latino culture; second language acquisition and bilingualism; and what he thinks are the many pernicious effects of multicultural policies on American society.

Despite their different titles, an underlying tenet in the three volumes is Caravantes' contention that Latinos' apparent resistance to learning English and assimilating into the American mainstream is at the core of their disenfranchisement in the United States. In Caravantes' view, this is due to two main features of Latino culture. Firstly, its insufficient regard for education: "Education is not at the top of the list of priorities. Hispanic-Americans value other things more, such as honoring one's roots" (Caravantes, 2010, p. viii). Secondly, Latinos' strong ties to their linguistic and cultural origins, which creates staunch feelings of resistance against English: "There is a fear among Hispanic immigrants that if they learn to speak English, they will lose their cultural identity" (Caravantes, 2010b, p. viii). This powerful sentiment seems to be innate in this particular ethnic group. Thus, for Caravantes, rejecting English goes "straight down to the level of the DNA in Hispanics" (Caravantes, 2006, p. 51).

Additionally, the pervasive presence of Latino culture in the daily lives of Latinos appears to be the main cause of several other problems affecting this group. Fortunately, Caravantes appears to have found the solution to this plight: "I believe I may have found the answer that will ultimately explain that which social scientists have been trying to understand for years: Why are Latinos behind in education and not going to universities at the same rate as other ethnic groups in the US? Why do they drop out at a higher rate than other ethnic groups? Why is there such a high teen pregnancy rate among Latina adolescent girls?" (Caravantes 2008).

For Caravantes, it is necessary that Latinos establish a new hierarchy of values that places assimilation and mastery of English at the top of the pyramid. Only by doing so will they be able to overcome their chronic underachievement. In fact, those complying with both requirements have already reaped the benefits society has in store for them; those not doing so, on the other hand, will continue to inhabit society's lowest echelons:

"The most disenfranchised Latinos in the United States are the ones who are least assimilated and the ones whose language skills in English are the least developed.... The Latinos who became successful college graduates and became excellent in their chosen field are the ones who made an effort to learn English." (Caravantes, 2006, p. 2)

Hence, command of English is a must for Latinos. Yet, achieving a basic knowledge of this language does not seem to suffice for Caravantes. As he explains: "I am not referring to basic 'street' English. Rather, I am referring to articulate and polished English, with little or no Spanish accent" (Caravantes, 2006, p. 3).

Accomplishing this level of proficiency entails Latinos' undertaking of significant changes in their language patterns at the family, school, and societal levels. Caravantes' suggestions in this regard include parents' discontinuation of Spanish at home, eliminating bilingual education in schools, and holding university departments of Ethnic Studies responsible for the negative repercussions of their steadfast defense of multiculturalism and diversity-related issues on American society (Caravantes, 2010). This is necessary in order to decimate the existing "cultural entrenchment at three levels of society: the ethnic barrios, the bilingual schools, and the embattled and heavily politicized university departments" (Caravantes, 2006, p. 52).

Latino parents should stop using Spanish at home, switching to English instead, in order to help their children learn English better. The shift will help children "come to know the English language backwards and forward, so that when the time comes for the student to go to college, he or she will have at least one set of skills intact and honed, ready for the necessary de-



mands of college work" (Caravantes, 2006, p. 84). Parents ignoring this advice will indefectibly cripple their children's ability to learn and progress in this language:

"The problem is that if a child is encouraged to speak in Spanish, his knowledge and command of the English language will, as a result, become weaker. If a child is always speaking to his parents in Spanish, his mind will begin to think in Spanish, and it will be more and more difficult for him to read books in English and therefore enlarge his vocabulary in the English language." (Caravantes, 2008, p. 27)

Quoting Huntington (2004), Caravantes thinks that bilingual education is, in fact, "a euphemism for teaching students in Spanish and immersing them in Spanish culture" (Huntington, 2004, p. 320). In his opinion, delaying English learners' exposure to English thwarts their progress in this language and prevents them from assimilating into American culture, once again the two keys to success in the United States. Additionally, the use of Spanish both at home and school is bound to cause linguistic and academic deficiencies for these children while forever leaving an indelible imprint in their lives:

"It is all too common to hear these young men switch back and forth *in mid-sentence* between English and Spanish... by changing language in mid-sentence they create the impression that their brains cannot handle the completion of a single sentence in one language... Obviously, their brains are thinking in Spanish, and this is why they fill in the gaps in their sentence structures with words in Spanish. Someone who is truly bilingual would not have that kind of difficulty." (Caravantes, 2008, p. 30)

Lastly, the dauntless defense of diversity and multiculturalism present in the Ethnic Studies departments of many universities dangerously instills in students negative reactions towards America:

“Unfortunately, the Ethnic Studies departments in the universities have done much to persuade modern Hispanic graduates to believe that Thomas Jefferson and his contemporaries in the colonies represented the Evil White Establishment. They are seen as part of an imperialistic elite and very wealthy establishment that sought to subdue and subjugate the native and black people in the colonies.” (Caravantes, 2010, p. 31)

Along these lines, Caravantes attacks federal and state agencies for their “overindulgence to immigrants” (Caravantes, 2010, p. 116), that includes, for example, administering driving license tests in other languages or hiring bilingual staff. Even the media must accept their responsibility in this deadlock: “The media is contributing to this social quagmire by appealing to Latinos and offering their magazines, newspapers and television programming in Spanish... They are interfering with the natural processes of assimilation and acculturation in Latinos and other ethnic groups” (Caravantes, 2010, p. 97).

The media’s refusal to suppress their bilingual incline is particularly troubling for Caravantes because of the unforeseen repercussions impacting America’s status quo. Catering to the linguistic needs of the myriad groups populating the U.S. may pave the road to an upsurge of communities not bonded by the common ideals of the nation. This may lead to an upcoming Armageddon the general public does not seem to be aware of:

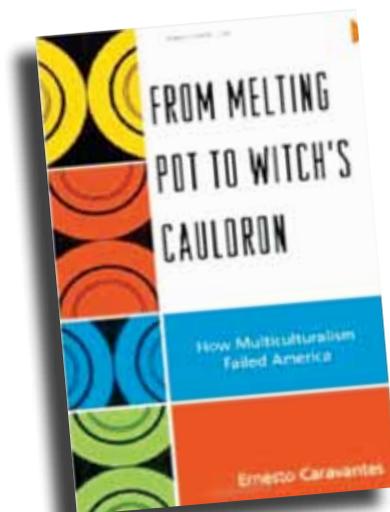
“If the media blitz in Spanish and other languages continues unabated, it will cause a definite rift in society. People are going to become more isolated from each other. Citizens will no longer be reading the same newspapers. Some people will be reading the mainstream newspapers, and others will be reading “their” newspapers in “their” language... It will come to feel like a country within a country.... The media are... not taking into consideration the social disunity they are causing by offering so many products in other languages, primarily Spanish.” (Caravantes, 2010, p. 99)

This cataclysmic scenario will have special repercussions at the family level. Parents speaking minority languages, no longer needing English, will turn their homes into linguistically isolated households. Their offspring, living in an English-hostile environment, will experience internal conflicts resulting in life-altering decisions:

“...to a great degree, these youngsters did not feel that they fit into a completely Latin environment. The reason for this is that they were born in the United States. Therefore, although they listen to their parents speak to them in Spanish and have heard Latin music played at home, these youngsters feel an inherent estrangement from their parents’ culture and heritage. These adolescents know they are growing up in America, yet they do not feel completely Americanized. In essence, they have one foot in their parents’ culture and the other foot in American soil. This creates a tension within these teenagers. The only way this tension can be resolved, is for these youngsters to join a gang.” (Caravantes, 2010, p. 53)

COMMENTS

Caravantes’ grim perception of the realities of bilingualism, bilingual education and existing linguistic and cultural diversity in the United States reveals a disturbing lack of familiarity with these phenomena for an individual of his purported credentials. For example, his negative perception of the presence of Spanish in Latino households ignores the fact that it is precisely the use of this language that allows limited English speaking parents to maintain open channels of communication with their increasingly English-dominant children. On the contrary, it is precisely the disappearance of this language that results in detrimental outcomes for family members, as Richard Rodriguez, another outspoken critic of bilingual education, vividly recalled in his own autobiography (Rodriguez, 1982). Thus, following the recommendations of two nuns teaching at their son’s elementary school, Rodriguez’s limited English proficient parents decided to switch to English at home. In so doing, they drastically and unfortunately eliminated the family’s “special feeling of closeness” (Rodriguez,



1982, p. 22) existing at home, replacing it with a smothering silence whenever parents and children shared time together:

“The family’s quiet was partly due to the fact that, as we children learned more and more English, we shared fewer and fewer words with our parents. Sentences needed to be spoken slowly when a child addressed his mother or father... The young voice, frustrated, would end up saying, ‘Never mind’ - the subject was closed. Dinners would be noisy with the clinking of knives and forks against dishes. My mother would smile softly between her remarks; my father at the other end of the table would chew and chew at this food, while he stared over the heads of his children.” (Rodriguez, 1982, p. 23)

Secondly, Caravantes’ statements expose an alarming lack of awareness of the results of scholarly research showing the numerous benefits and effects of native language instruction on the academic and linguistic progress of language minority students. Thus, the results of large-scale evaluation programs (Ramírez, 1992), meta-analyses (Greene, 1997), and meta-meta-analyses (Krashen & McField, 2005), as well as the findings of both qualitative (Bos & Reyes, 1996; Ramos, 2005) and quantitative (Karathanos, 2009; Ramos, 2009; Ramos, 2001; Shin & Krashen, 1996) research studies carried out among teachers consistently support this instructional approach.

Caravantes’ evident unawareness of the capacity of bilingual individuals to process languages simultaneously and to appropriately communicate in them demonstrates his ignorance of the fact that bilingual/biliterate individuals can codeswitch almost at will precisely because of their command of these languages (Martinez, 2010). Finally, he seems to oppose federal and state agencies’ laudable efforts at disseminating important documentation among the public in different languages to increase language minority speakers’ participation in American life.

In sum, Caravantes’ three books to date reflect a biased perception of the education of linguistic minorities, in which languages other than English are considered a threat instead of a resource to be fostered and promoted. Moreover, they do not seem to consider that immigrants’ limited proficiency in English may be due to various causes, namely lack of opportunities to learn English in their communities or working schedules interfering with existing ESL classes (Tucker, 2006). Additionally, Caravantes also seems to ignore that new immigrants are acquiring English faster than ever and that they are becoming better and more quickly educated than earlier generations (Wucker, 2006).

With these premises in mind, Caravantes’ perceptions on the issues addressed in his books seem the overt manifestation of a covert, larger controversy re-

volving around policies enforcing assimilation and immigration in general. For Wucker (2006), the two main positions in this regard are representative of two opposing views of society: “Those who believe that you can be American only if you give up your past and those who believe that the freedom to hold on to your heritage... is part of what America is all about” (p. 220). For Caravantes, it is clear which stands taller.

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On October 8, 2011 California Governor Brown signed two Bills: AB 815 (Brownley) for the State Seal of Biliteracy and AB 124 (Fuentes) that aligns the ELD standards and Common Core State Standards.

CALIFORNIA SEAL OF BILITERACY - AB 815 (Brownley) created the State Seal of Biliteracy making California the first state in the nation to honor high school seniors who are proficient in English and one or more languages. Californians Together worked for two years with schools districts across the state to develop local Seal of Biliteracy programs where in June 2011 over 6,000 students were awarded the Seal and marched at graduation with a medallion, stole or cord indicating their achievement in multiple languages. The California Department of Education (CDE) is in the process of implementing AB 815, the State Seal of Biliteracy and with the support of Superintendent of Public Instruction, Tom Torklakson, a special design for the State Seal was commissioned and will be available to June 2012 high school graduates.

Revising, Updating and Aligning the English Language Development Standards (ELD) to California's English Language Arts (ELA) Standards AB 124 (Fuentes) also became law in October. The California Department of Education will be revising, updating and aligning the current ELD Standards to the ELA Common Core Standards by grade level so English Learners will be given every opportunity to meet the higher new standards.



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