What Makes for Quality Education for English Learners in the 21st Century?

What Needs To Be Included and What Actions Can We Take: Lessons Learned from the Past and New ideas for Today

Open Space Report: Los Angeles

As a convener, we would like you to put together a short report from your group describing the following:

1. Names of group members
   Facilitator- Davil Hollbrook
   Peter Corbin  Marcia Vargas  Jesse M  Luis Santana
   Patricia Addison  Rachelle Pastor  Billy Demaree  Philomena Hall
   Rachel Lagonoff  Ruben Cabrillo

2. Issue/Topic/Activity
   Non-Standard Variety English Learners

3. Highlights of Discussion/Recommendations/Next Action Steps

- EL should encompass not only foreign languages, but also non-standard English
- When surveys are completed for “Home Language” and/or “Parent Language Surveys”- parent may report as English but may be a non-Standard Variety
- Examples of Non-Standard Variety Creole: Gula (South Carolina, Georgia), Afro-Seminole (Texas). Other examples of NS Variety- Pidgeon
- It is important to validate the variety of the English that students/families have. Their Non-Standard English has value
- English as a 2nd Dialect- How do you provide effective services
- What is working?
  - Marcia Vargas shared that CABE (California Association of Bilingual Education) will be sponsoring a conference in two weeks March 22-23 in Long Beach) highlighting strategies/techniques that have been effective with Non-Standard English speakers.
    - Success has been demonstrated in LA Unified School Districts
    - Speakers, including Cherokee Holly and Lemoine?, will keynote and conduct an Institute on these successes
- Identification vs. Assessment of Non-Standard English Speakers
  - Identification
    - Identification may be a civil rights issue if not identified appropriately
    - If a family indicates that “English” is their primary language or primary language of the student- placing the student in EL services may be a violation
In Wyoming, a referral process is in place to monitor the progress of a student who MAY be Non-Standard English Learner but was self-identified as speaking English. This referral process allows the Building Integration Team to determine if progress is being made and if no progress is noted, is it due to a learning disability, a disability, or because of a language barrier (standard or non-standard English learner).

- There may be a risk in labeling an EL if student is a Non-Standard EL.
  - Assessment
    - What is needed is an assessment that assesses the movement from Non-Standard English to Standard English. It is unlikely that funding will be made available for this.
    - Content Assessment is needed
    - How do we take into account norms, culture, appropriateness, and learning styles? Bias and sensitivity reviews must be conducted for all assessments.

- Learning difference between Non-Standard English Learners and English Language Learners
  - NSEL- Emphasis on Academic English
  - ELL- Differs in the sense that the need to Learn English is necessary, as well as grammar etc..
  - The screening and assessment between the two MUST be different
  - The core of services between the two needs to be different

- Professional Development for Non-Standard English Teachers
  - PD is necessary
  - Skills and techniques must be specific and may be different than ELL teachers

- Can Spanish be considered as Non-Standard EL
  - Discussion: Differentiation between regional Spanish and Spanish spoken in neighborhoods/amongst families.

4. Available Resources

- Work of David Hollbrook in Wyoming
- CABE conference
- Work of Cherokee Holly from California State University on work at Los Angeles Unified School District regarding Non-Standard English approach.

5. Follow-up requests

- Work of Cherokee Holly from California State University on work at Los Angeles Unified School District regarding Non-Standard English approach.

6. Please type in this report in one of the laptops and hand in this sheet. Thanks!