ADVOCATING FOR AMERICA'S LANGUAGES

A Congressional Policy Briefing on the Challenges Facing America’s Language Learners

Thursday, February 6th, 1:00 - 2:00 PM
Capitol Visitors Center, Washington, DC

Organized by:
The Joint National Committee for Languages &
The National Council for Languages and International Studies
(JNCL-NCLIS) - www.languagepolicy.org
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AGENDA

EVENT TITLE: Advocating for America's Languages

DESCRIPTION: Consider this: 1 in 10 public school students across the United States is learning to speak English, yet only 65% of English Learners graduate high school, compared to the national graduation rate of 83%. This briefing aims to educate the public on the most pressing challenges facing language learners today, particularly English-Learners (ELs). Experts will discuss how lawmakers can address the decades-long national language teacher shortage; how to prepare teachers for the multilingual classroom of the 21st century; loan forgiveness for language teachers, and more.

LOCATION: Capitol Visitors Center HVC 201 A&B

DATE/TIME: Thursday, February 6th from 1:00 - 2:00 PM

MODERATOR: Dr. Bill Rivers, Executive Director, the Joint National Committee for Languages

SCHEDULE OF EVENTS:

1:00 - 1:05 Welcome & Introduction of Keynote
   ● Dr. Bill Rivers, Executive Director, JNCL-NCLIS

1:05 - 1:10 Keynote Address
   ● The Honorable Jim Langevin (RI-02)

1:10 - 1:40 Panel Discussion: Advocating for America’s Languages
   ● Dr. Erin Papa, Assistant Professor of World Language Education at Rhode Island College
   ● Dr. Ofelia Wade, Utah Spanish Dual Language Immersion Program Director, Canyons School District
   ● Dr. Santiago Wood, Executive Director, NABE
   ● Ms. Amalia Chamorro, Associate Director, Education Policy Project, UnidosUS

1:40 - 1:50 Questions & Answers

1:50 - 2:00 Closing Comments/Adjourn
Good afternoon! Thank you, Bill, for the introduction, and thanks to everyone at JNCL for hosting today’s briefing. I also want to recognize our panelists for taking the time to share their expertise, particularly my fellow Rhode Islander, Erin Papa from Rhode Island College. Thank you, Erin, for coming down to Washington to discuss this important issue.

Educating the next generation is perhaps the most important task we can undertake as a society. I truly believe that a quality education can be the great equalizer, the key to giving every child the opportunity to succeed, no matter their background. Unfortunately, too many students are struggling to keep up in our country, let alone get ahead.

This is particularly evident among our nation’s English Learners. 1 in 10 public school students is an EL – 5 million students across the country – and the number is growing. But we’re not keeping up with this changing student demographic. In my home state and across the country, for example, there’s a serious shortage of EL teachers to provide students with the specialized instruction they need, such as dual-language learning.

The consequences are serious, from lower high school graduation rates to below-average math and reading performance. It’s clear that we need to rapidly increase the EL teacher workforce to provide students with the education they deserve. That’s why I introduced two bills to build up the EL teacher workforce: the Reaching English Learners Act and the SPELL Act. These bills go hand in hand.

First, the Reaching ELs Act would create a grant program to help colleges develop high-quality EL teacher preparation programs. Specifically, colleges would use funds to partner with local school districts to create programs that provide up-and-coming teachers with courses, skills, and work-based training to get an EL teacher certification and be better able to meet the academic, social-emotional, and community needs of EL students. I’m pleased that the Reaching ELs Act was included in the College Affordability Act to reauthorize the Higher Education Act, which will likely come to the Floor in the coming months.

Studies have shown that the more rigorous training a teacher receives – in programs like those that the Reaching ELs Act would create – the more effective teachers are in the classroom and the longer they are likely to stay in their job. However, teacher training programs can be very expensive, which can deter prospective teachers from entering the profession.

That’s where the SPELL Act comes in. This bill would increase loan forgiveness for EL teachers who teach in high-need schools for 5 years. By helping them repay their loans, we can support and incentivize more EL teachers to enter the field and provide EL students with the culturally- and language-competent education to help them reach their full potentials.

I was thrilled to work with JNCL and many other organizations, including UnidosUS and NABE, on these bills and proud to receive their support. Investments in our students and teachers could not be more crucial, and we need to work together to get these policies enacted. With that, let me turn things back over to Bill and our panel of experts! Thank you.
List of supporting organizations:

The following list of organizations support America’s language learners and educators in various capacities.

**American Federation of Teachers (AFT)**  
Contact: Giselle Lundy Ponce, Associate Director, Education Issues, Glundypo@aft.org

**Association of Latino Administrators and Superintendents (ALAS)**  
Contact: Nancy Lewin, Executive Director, nlewin@alasedu.org

**California Association for Bilingual Education (CABE)**  
Contact: Jan Gustafson-Corea, Executive Director, jgcorea@gocabe.org

**Californians Together**  
Contact: Shelly Spiegel-Coleman, Executive Director, Shelly@californianstogether.org

**Council of Chief State School Officers (CCSSO)**  
Contact: Peter Zamora, Director of Federal Relations, Peter.Zamora@ccsso.org

**Center for Applied Linguistics (CAL)**  
Contact: Joel Gomez, President & CEO, jg50gomez@gmail.com

**Council of Great City Schools**  
Contact: Gabriela Uro, English Language Learner Policy and Research, GUro@cgcs.org

**Dual Language Education of New Mexico**  
Contact: David Rogers, Executive Director, david@dlenm.org

**Dual Language Schools/SealofBiliteracy.org**  
Contact: Arthur Chou, President, achou@academiclearningcompany.com

**Hispanic Association of Colleges and Universities (HACU)**  
Contact: Alicia Diaz, Vice President, Legislative Affairs, Alicia.Diaz@hacu.net

**Joint National Committee for Languages (JNCL)**  
Contact: Trey Calvin, Managing Director, tcalvin@languagepolicy.org

** Migration Policy Institute (MPI)**  
Contact: Julie Sugarman, Senior Policy Analyst, jsugarman@migrationpolicy.org

**National Association for Bilingual Education (NABE)**  
Contact: Santiago Wood, Executive Director, drsantiagow@gmail.com

**National Association of English Learner Program Administrators (NAELPA)**  
Contact: Ivanna Anderson, Past-President, ivanna.anderson@dpi.nc.gov

**National Council for Languages and International Studies (NCLIS)**  
Contact: Bill Rivers, Executive Director, wrivers@languagepolicy.org

**National Education Association (NEA)**  
Contact: Luis-Gustavo Martinez, Senior Policy Analyst, LGMartinez@nea.org

**Palm Beach County School District**  
Contact: Margarita Pinkos, Assistant Superintendent for Global Education and Community Outreach, margarita.pinkos@gmail.com

**TESOL International Association**  
Contact: Christopher Powers, President, cpowers@tesol.org

**UnidosUS**  
Contact: Amalia Chamorro, Associate Director, achamorro@unidosus.org
The America’s Languages Working Group

Background: America’s Languages: Investing in Language Education for the 21st century, the 2017 report of the Commission, makes a compelling case for the value of languages to the national interest and to the fulfillment of the potential of every American. It envisions equal access to language education to provide every child the necessary opportunity to master English, in order to fully participate in the economic and civic life of the nation; provide every child who has a home language other than English, to include ASL, the opportunity to master that language; and, provide every child in America the opportunity to acquire additional languages. These tenets aim to realize the core social justice inherent in the cognitive, educational, and employment affordances of biliteracy and bilingualism.

To view the full report, please visit: www.languagepolicy.org/americaslanguages

The Commission makes five specific recommendations to improve national capacity in language education and meet the goal of universal and equal access to language learning: 1) increasing the number of language teachers; 2) building public-private partnerships to support language education; 3) improving language education for heritage language speakers; 4) improving language education in Native American languages; and 5) making language study abroad more equitable and accessible. The overarching goal is languages for all, “irrespective of geography, ethnicity, or socioeconomic background.” In order to carry the recommendations of the Commission forward, AAAS formed a national consortium of stakeholders, the America’s Languages Working Group (WG).

American Academy of Arts and Sciences
Contact: John Tessitore, Senior Program Advisor, jtessitore@amacad.org

American Association of Teachers of Spanish and Portuguese
Contact: Sheri Spaine Long, Executive Director, spainelong@aatsp.org

American Council on the Teaching of Foreign Languages
Contact: Howie Berman, Executive Director, hberman@actfl.org

American Councils for International Education
Contact: Dan Davidson, Director of Research and Senior Academic Advisor, davidson@americancouncils.org

American Councils Research Center
Contact: Richard Brecht, Co-Director, Rbrecht@americancouncils.org

Asian Languages and Cultures, University of Wisconsin-Madison
Contact: Erlin Barnard, Pedagogy Coordinator for LCTLs, Esbarnard@wisc.edu

Association of American Universities
Contact: Katie Steen, Policy Associate, Katie.Steen@aau.edu

Center for Applied Linguistics
Contact: Joel Gomez, President & CEO, jgomez@cal.org

International Mission of Mercy USA
Contact: Ruth Davis, Chair, radavis59@gmail.com

Joint National Committee for Languages
Contact: Trey Calvin, Managing Director, tcalvin@languagepolicy.org

Marriott International
Contact: Sonia Zamborsky, Director of Digital Globalization

Modern Language Association
Contact: Dennis Looney, Director of Programs and Director of the Association of Departments of Foreign Languages at Modern Language Association, dlooney@mla.org

Montgomery College
Contact: Sharon Fechter, Dean of Humanities, sharon.fechter@montgomerycollege.edu
America’s Languages Caucus Membership

Background: The core of the Caucus’ mission comes from the five language policy recommendations outlined in the 2017 Congressionally-Commissioned Report on Language Learning: America’s Languages: Investing in Language Education for the 21st Century. This inclusive and representative report makes clear that the United States needs significantly more bilingual and biliterate citizens to help ensure national security, promote economic and job growth, and develop the potential of every American student.

Caucus Members, 116th Congress

| Rep. Don Young - Co-Chair | AK-AL | Rep. Abigail Spanberger | VA-07 |

For more information on the Caucus, please visit: www.languagepolicy.org/americaslanguages
FACT SHEET:
English Learners in U.S. Elementary & Secondary Schools

Who is an English learner (EL)?
The federal definition of EL is a person:
(1) age 3 to 21,
(2) enrolled in a U.S. elementary or secondary school,
(3) who has a home language other than English, and
(4) whose English proficiency is insufficient to succeed in a classroom where the language of instruction is English, to meet academic standards, or to participate fully in society.

How are ELs identified?
When a child enrolls in a new school district or charter school, schools will:
(1) Ask parents or guardians to complete a home language survey to determine if the child has a home language other than English, and if the answer is ‘yes,’
(2) Assess the child's English language proficiency level using a standardized assessment of listening, speaking, reading, and writing (and in some states, other information).
Students must be assessed for EL status within 30 days of enrollment, and parents must be informed of their child’s placement, program options, and their right to opt out of EL services.

How many ELs are there and where do they live?
In Fall 2016, there were 4.9 million ELs in the United States, making up 9.6 percent of all student enrollment. States with the highest EL enrollments were:

<table>
<thead>
<tr>
<th>State</th>
<th>EL Enrollment</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>1,260,672</td>
<td>20.2</td>
</tr>
<tr>
<td>Texas</td>
<td>922,012</td>
<td>17.2</td>
</tr>
<tr>
<td>Florida</td>
<td>288,921</td>
<td>10.3</td>
</tr>
<tr>
<td>New York</td>
<td>236,792</td>
<td>8.7</td>
</tr>
<tr>
<td>Illinois</td>
<td>197,496</td>
<td>9.8</td>
</tr>
</tbody>
</table>

Other states with EL enrollments greater than 10 percent of total enrollment were Alaska, Colorado, Kansas, Nevada, New Mexico, and Washington State.

What languages do ELs speak?
About 77 percent of ELs speak Spanish. The other languages rounding out the top five are Arabic, Chinese, Vietnamese, and Hmong. ELs in U.S. public schools speak over 400 languages.

Are all ELs immigrants?
Schools do not report how many ELs are foreign born. But according to U.S. Census data from 2017, 12.5 million children ages 6 to 17 lived with at least one immigrant parent, making up 26.5 percent of all

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2 These states have EL enrollments between 11 and 16 percent. National Center for Education Statistics, “Table 204.20. English Language Learner (ELL) Students Enrolled in Public Elementary and Secondary Schools, by State: Selected Years, Fall 2000 through Fall 2016,” updated October 2018, https://nces.ed.gov/programs/digest/d18/tables/dt18_204.20.asp.
school-age children. Among these children in immigrant-background families, 86 percent were born in the United States. 4

How does the federal government support ELs?

Through the Every Student Succeeds Act (ESSA)

- ELs are included in ESSA Title I accountability as a student subgroup for all federally required indicators (including academic achievement, academic progress, graduation rate, and the school quality or student success indicator). EL progress toward learning English is also tracked through an English language proficiency indicator.
- ESSA Title III authorizes state grants to support EL and immigrant children, with $787 million appropriated for fiscal year 2020. States allocate funds to local education agencies (LEAs) based on their EL population, with up to 15 percent allocated to LEAs with a significant increase in the recent immigrant population.

Through the Office of English Language Acquisition (OELA)

- OELA is an office in the U.S. Department of Education that oversees national activities to support states and LEAs to serve ELs. OELA provides national leadership to help inform EL policy, manages discretionary grants to prepare professionals to teach ELs, invests in research and evaluation studies, and disseminates information through the National Clearinghouse for English Language Acquisition (NCELA).

By protecting students’ civil rights

- The Department of Justice and the Office of Civil Rights (OCR) in the Department of Education provide guidance to states and LEAs on the rights of ELs and immigrant-background students and investigate instances where students’ rights may have been violated. 5

Key Federal Resources on ELs

- Office of English Language Acquisition: https://www2.ed.gov/about/offices/list/oela/index.html
- National Clearinghouse for English Language Acquisition: https://www.n cela.ed.gov
- English Learner Tool Kit: https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html
- 2015 Dear Colleague Letter on state and school district obligations to ELs and limited English proficient parents: https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf

Prepared by Julie Sugarman, Senior Policy Analyst for PreK-12 Education, Migration Policy Institute

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5 For more information, see Julie Sugarman, Legal Protections for K-12 English Learner and Immigrant-Background Students (Washington, DC: Migration Policy Institute, 2019), https://www.migrationpolicy.org/research/legal-protections-k-12-english-learner-immigrant-students.
Statement of UnidosUS

Overview of Organization: UnidosUS, previously known as NCLR (National Council of La Raza), is the nation’s largest Hispanic civil rights and advocacy organization. Through its unique combination of expert research, advocacy, programs, and an Affiliate Network of nearly 300 community-based organizations across the United States and Puerto Rico, UnidosUS simultaneously challenges the social, economic, and political barriers that affect Latinos at the national and local levels. For more than 50 years, UnidosUS has united communities and different groups seeking common ground through collaboration, and that share a desire to make our country stronger. For more information on UnidosUS, visit [www.unidosus.org](http://www.unidosus.org)

Mission statement: We build a stronger America by creating opportunities for Latinos.

Background: 1 in 10 students enrolled in in K-12 public schools are English Learners (ELs). Five million ELs attend public schools, and nearly 77% are students whose home language is Spanish.

The Challenge: Today's English Learners will constitute a large and growing share of the next generation of American workers and taxpayers, with the potential to become teachers, lawyers, and scientists. Yet, as the population of English learners continues to grow, significant opportunity gaps persist between EL students and their peers. On the most recent National Assessment of Educational Progress (NAEP) in 2019, 28% of ELs were at basic or above in Reading 8, which is 48 percentage points lower than their non-EL peers (76%), and 28% of ELs were at basic or above in Math 8, which is 44 percentage points lower than their non-EL peers (72%). Nearly every state has at least one school district where the EL population has increased by more than 50% since the 2010 school year, yet Title III (English Language Acquisition) Grants have only increased 1 percent in the last decade.

The Solution: To close opportunity gaps for English Learners, UnidosUS supports increasing federal funds targeted for English Learners; implementing policies and practices to address the nationwide shortage of teachers who are prepared to serve ELs well; improving data systems to better reflect the diversity of the EL population and to better identify supports needed for ELs; and introducing policies and practices that take an assets-based approach to bilingualism by recognizing the value that English Learners bring to the classroom.

The Request:
- Pass the Reaching English Learners Act (H.R. 1153, S. 545), which provides grants for the training and development of future teachers of English Learners.
- Pass the Supporting Providers of English Language Learners (SPELL) Act (H.R. 4389), which increases student loan forgiveness amounts for English language teachers.
- Increase Title III funding at or above $980 million to meet the needs of the growing EL population.
- Ensure states properly implement state ESSA plans that include ELs in their accountability systems, to meet their obligation to improve student outcomes for ELs.

Following up:
Contact Amalia Chamorro, Associate Director of Education Policy, UnidosUS ([achamorro@unidosus.org](mailto:achamorro@unidosus.org))
Statement of the New York State Association of Foreign Language Teachers (NYSAFLT)

Current Membership: 1,323 members

Mission statement: NYSAFLT exists...
● to promote the study of language and cultures
● to communicate the information to our membership
● to foster and promote articulation at all levels of instruction
● to respond to the changing needs of world language professionals and students
● to lead and prepare the profession for world language teaching in the 21st century

The Facts: There is a shortage of world language educators, with 46 out of 56 states/territories reporting an official shortage to the Department of Education in 2017. The annual turnover rate of world language educators of roughly 15% is similar to the rate for all teachers. The most cited reason for leaving a position or the profession was dissatisfaction with working conditions, lack of decision-making and autonomy.  

The Challenge: Shortages in world language teachers has been a serious issue for decades and the trend continues. A steep decline in teacher preparation program enrollments, looming retirements and perceptions of the teaching profession further exacerbate the teacher shortage. Teacher recruitment, preparation, induction and ongoing support all need to improve in order to successfully address this shortage.

The Solution: The World Language Advance and Readiness Grant Program (authorized by the FY20 NDAA) authorizes the Secretary of Defense to make grants to support the study of world languages in elementary and secondary schools. This bill demonstrates the importance of the study of world languages to our school administrators, staff and school community. Strengthening the world language program at the elementary and secondary levels would produce a more proficient student body. Studies have shown that when teachers and administrators identify highly-achieving world language students and provide them with information regarding the benefits of becoming a WL teacher, enrollment in WL teacher programs increased drastically (Swanson and Mason, 2018).

The Request: We urge members of Congress to sign on to the Dear Colleague letter supporting $15m in Defense funds for FY21. This program will support our teachers and strengthen our programs at all levels of education, thereby increasing the number of students proficient in more than one language. America’s Languages Caucus was established in 2019 by Representatives David Price (NC) and Don Young (AK) to develop a national strategy to raise awareness of the importance of world language learning and international education as it relates to the nation’s economic and national security. Goals of the Caucus include ensuring adequate resources towards the study of world languages and improved access for students and educators wishing to participate in the study of world languages, Native American Languages and English for English Learners. We urge members of Congress to join America’s Languages Caucus to maintain and strengthen awareness of the importance of world languages.

Congressional Contacts: Contact Ms. Nora Blalock (nora.blalock@mail.house.gov) in the office of Congressman David Price (D-NC-05) to learn more about the Dear Colleague letter and America’s Languages Caucus.

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About HACU

For over thirty years, the Hispanic Association of Colleges and Universities has advocated on behalf of Hispanic higher education in the U.S. and around the world. The mission of the Association is to Champion Hispanic Success in Higher Education.

HACU fulfills its mission by: promoting the development of member colleges and universities; improving access to and the quality of postsecondary educational opportunities for Hispanic students; and meeting the needs of business, industry and government through the development and sharing of resources, information and expertise.

HACU is the only organization that represents existing and emerging Hispanic-Serving Institutions (HSIs). HSIs today represent 15 percent of all institutions of higher education and enroll 66 percent of Hispanic undergraduates. HACU serves its membership through advocacy, conferences, partnerships and educational programs, and offers scholarships and internship opportunities for students.

HACU, is a nonprofit 501(c)(3) association with a membership of more than 500 colleges and universities in the United States, Puerto Rico, Latin America and Spain and school districts throughout the U.S. The Association’s headquarters are located in San Antonio, Texas, with regional offices in Sacramento, California and Washington, D.C. Information is available at www.hacu.net.
Statement of the American Association of Teachers of Spanish and Portuguese

AATSP Overview
Founded in 1917, the American Association of Teachers of Spanish and Portuguese (AATSP) is the oldest, largest, and most comprehensive language-specific professional association in the United States. Our 10,000 members are educators from elementary through graduate school who endorse our mission to promote, develop, and advance the teaching of Hispanic, Luso-Brazilian and related languages and cultures in the United States and in other countries. Along with the association’s other programs, publications, and projects, each summer the AATSP holds an annual conference in either the United States or in a Spanish- or Portuguese-speaking country. For more information, visit AATSP.org. The AATSP has had been headquartered in a number of states during its 100-year existence, including Michigan, New York, Mississippi, and Kansas among others. The AATSP National Office is currently located in downtown Birmingham, Alabama.

AATSP Mission Statement
The American Association of Teachers of Spanish and Portuguese (AATSP) promotes the study and teaching of the Spanish and Portuguese languages and their corresponding Hispanic, Luso-Brazilian and other related literatures and cultures at all levels of education. The AATSP encourages, supports and directs programs and research projects involving the exchange of pedagogical and scholarly information. Through extensive collaboration with educators, professionals, and institutions in other countries, the AATSP contributes to a better and deeper understanding between the United States and the Spanish-and Portuguese-speaking nations of the world.

Background
The AATSP recognized the below these data for National Teach Spanish Day (Sept. 30, 2019).

1. Spanish is the second-most spoken language in the United States with 13 percent of U.S. residents being Spanish-English bilinguals.
2. It is estimated by the U.S. Census Bureau that by 2050, the United States will have over 130 million Spanish speakers.
3. Latin American countries (both Spanish and Portuguese speaking) are among our most important trading partners.
4. U.S. Hispanics have become not only a powerful group in terms of buying power, but also represent a key demographic group for national, state and local politics.
5. Nine out of ten business owners in the United States prefer employees who can speak Spanish fluently and state that second language skills are very important for professional success in the current business environment.

With the unique situations of both Spanish and Portuguese in the U.S., the AATSP endorses America’s Languages: Investing in Language Education for the 21st century, the 2017 report of the Commission, makes a compelling case for the value of languages to the national interest and to the fulfillment of the potential of every American. It envisions equal access to language education to provide every child the necessary opportunity to master English, in order to fully participate in the economic and civic life of the nation; provide every child who has a home language other than English, to include ASL, the opportunity to master that language; and, provide every child in America the opportunity to acquire additional languages. These tenets aim to realize the core social justice inherent in the cognitive, educational, and employment affordances of biliteracy and bilingualism.

The Commission makes five specific recommendations to improve national capacity in language education and meet the goal of universal and equal access to language learning: 1) increasing the number of language teachers; 2) building public-private partnerships to support language education; 3) improving language education for heritage language speakers; 4) improving language education in Native American languages; and 5) making language study
abroad more equitable and accessible. The overarching goal is languages for all, “irrespective of geography, ethnicity, or socioeconomic background.”

**While the AATSP supports all five recommendations, we are particularly interested in the teaching of Spanish and Portuguese focusing on these three issues:**

- increasing the number of language teachers
- improving language education for heritage language speakers
- making language study abroad more equitable and accessible

**The Challenges and Solutions**

1. **Challenge**: To increase the number of Spanish & Portuguese teachers K-12 in the United States. **Solution**: To do so, we must address the language teacher shortage. Teacher recruitment and retention must be a priority.

2. **Challenge**: To improve language education for heritage speakers of both Spanish & Portuguese. **Solution**: To do so, we must value, support and view heritage languages as a resource (if not a national treasure). Heritage language speakers must have access to language education at all levels.

3. **Challenge**: To support language study abroad for learners of diverse backgrounds. **Solution**: To do so, access to study abroad and accelerated language education abroad must be a priority to build America’s capacity in languages.

**The Request**

The AATSP supports the legislative agenda of the Congressional Caucus on America’s Languages. In particular, we request student loan forgiveness for language teachers (K-12), as well as:

1. **Appropriations for The World Languages Advancement and Readiness Grant Program (WLARA)**

   The World Language Advancement and Readiness Act (WLARA) directs the Secretary of Defense, in consultation with the Director of National Intelligence and the Secretary of Education, to authorize three-year competitive grants to support local and state education agencies that want to establish, improve, or expand innovative programs in world language learning. We urge members of Congress to sign on to the Dear Colleague letter supporting $15m in Defense funds for FY21. This program will support our teachers and strengthen our programs at all levels of education, thereby increasing the number of students proficient in more than one language.

2. **Senator Paul Simon Study Abroad Act S. 1198; H.R. 4555**

   In today’s global society, an undergraduate education that includes a meaningful study abroad experience is more important than ever. Study abroad provides students the opportunity to engage with other cultures, enhance foreign language skills, and expand international knowledge. Unfortunately, only 10% of all enrolled post-secondary students in the United States study abroad. In addition, minority students, first generation college students, and community college students are underrepresented in study abroad participation. The goal of the program is to increase substantially this number of study-abroad students.

**Follow up Contacts:**

Contact Ms. Nora Blalock (nora.blalock@mail.house.gov) in the office of Congressman David Price (D-NC-05) to learn more about the Dear Colleague letter and America’s Languages Caucus for more information on current language legislation and appropriations, contact the Joint National Committee for Languages (wrivers@languagepolicy.org).

**Organizational Contacts**: Sheri Spaine Long, Ph.D., Executive Director spainelong@aatsp.org
The National Association of English Learner Program Administrators (NAELPA) is proud to support Advocating for America’s Languages, February 6, 2020

NAELPA provides a national platform to promote equitable programming, improved outcomes, and effective educators for ELs nation-wide, by representing SEAs and LEAs across the United States. We are small enough to hear individual voices, yet powerful enough to be heard as a whole. The organization provides its members with direct contact with the change agents in each state and at the federal level. With two-way communication between NAELPA and the decision makers, our collective voice can be heard.

NAELPA’s membership is comprised of SEAs and LEAs; Board Members represent up to nine states across the country and the Advisory Board is comprised of IHEs, professional organizations and other advocates of ELs. Members are served by committees focused on Communications, Membership, Professional Learning, Standards and Assessment and Support for ELs. Our members create and distribute a quarterly newsletter and attend our National Conference on February 24th and 25th, 2020. NAELPA also provides quarterly webinars on topics such as Success for SLIFE (Students with Limited or Interrupted Formal Education), Dual Language Immersion and supporting Long Term ELs.

NAELPA supports the development of equitable policies, guidance and resources related to ELs, English Language Development (ELD) programs, and EL students’ participation in educational systems while providing for intercommunication among members and external organizations (ex. CAL, the Bueno Center, NABE, TESOL International, WIDA, USED). By facilitating collaborative partnerships amongst a spectrum of educators, the organization hopes to support the EL achievement of national, state, and local educational goals.

The topics discussed at Advocating for America’s Languages directly impact NAELPA’s membership and are actively addressed by the organization’s priorities and associated activities:

- NAELPA is actively involved with educating its membership on Dual Language Immersion (DLI) programs, practices, teacher preparation, and the challenges and opportunities of ELs within DLI programs
  - Strategic recruitment of NAELPA Advisory Board Members who serve as experts in DLI (CAL, Bueno Center);
  - NAELPA’s current role in serving in an advisory capacity with the National Dual Language Teacher Preparation Standards® published by Dual Language Education of New Mexico.

- NAELPA’s SEA and LEA members implement federal statute which provides us with a unique and valuable perspective on the implementation of ESSA:
  - Title III requirements and funding for states continue to be discussed as part of direct discussions with USED staff, both OELA and OESE
  - NAELPA’s members remain informed of changes and resources via membership in JNCL and NAELPA’s committee work collecting the voice of SEAs & LEAs

For more information visit www.naelpa.org
Nnell.org

Since its founding in 1987, the mission of NNELL, the National Network of Early Language Learning, has been to foster a network that empowers educators to advocate for and support early language teaching and learning. Our vision is for every child to have the opportunity to learn another language at the earliest age possible. NNELL is an invaluable resource for educators, parents and policymakers advocating for K-8 programs of excellence in second language education.

NNELL believes that ALL elementary school students should have access to high quality, ongoing and systematic world language instruction. This belief is based on research that indicates:

- The period of early childhood is considered an optimal time to begin learning a second language, as the methods and materials used in early childhood classes are multi-modal and may facilitate second language acquisition and learning.

- Children in effective early second language programs show overall gains on standardized tests of basic skills, and derive additional cognitive, social, and affective benefits.

- The integration of content and language learning and the development of positive attitudes towards people who speak other languages occur more easily when long, articulated sequences of second language instruction begin in early childhood and become an integral part of school learning.

What does this look like in 2020?

- NNELL supports the Biliteracy Education Seal and Teaching (BEST) Act which promises to encourage students to maintain their home language while gaining proficiency in at least one other language.

- NNELL supports the “Supporting Young Language Learners’ Access to Bilingual Education Act of 2020 (SYLLABLE),” which will provide funding to low-income LEA’s to implement the same high-quality dual language programs available to students in more affluent school districts.

- NNELL supports exploring options to forgive student loans for individuals who elect to teach in programs that provide bilingual-biliterate instruction to students.

- NNELL supports efforts to make early second language learning part of the CORE curriculum for all students in the USA.

- NNELL supports collaboration between all individuals, organizations and institutions who share our desire for every child to have the opportunity to become biliterate.

- NNELL welcomes everyone who shares our mission to join us. Membership is open to all.

Contacts: Kathleen Priceman, president@nnell.org | Karen Sasky Hughes, advocacy@nnell.org
Southern Conference on Language Teaching (SCOLT)

The Organization

- Non-profit, professional organization for K-16 World Language Educators
- Regional association, comprised of 13 states
- Annual conference with 500-900 attendees

SCOLT’s Mission and Goals

- Advance the study of modern and classical languages, and their literatures and cultures
- Disseminate and publicize research, materials, and other information that promote, develop, and improve this study
- Provide professional growth and opportunities via annual conferences, networking, scholarships, review of language-related materials, and publications
- Recognize and reward excellence in World Language study, teaching and service
- Promote preparation, recruitment, and mentoring of World Language educators
- Advocate for initiatives, policies, and programs that promote World Language study at local, state, regional and international levels

The Facts:
U.S. employers are demanding a bilingual workforce and our schools are not producing enough graduates with advanced levels of language. In a 2019 report, 9 of 10 businesses reported relying on employees with language skills other than English, and 56% said the demand would increase in the next 5 years (www.leadwithlanguages.org/report). Language immersion programs produce graduates with high levels of language proficiency and close achievement gaps for all students, including minority and low socio-economic populations. These programs are increasing rapidly in the SCOLT region. In NC alone, there are now 200 language immersion programs, an increase of 400% over the last 10 years. There are many more such programs across the SCOLT region.

The Challenge:
There is no funding at the state or national level to support beginning and expanding these immersion programs. While they are relatively cost effective by not requiring additional staff, there are funding needs for professional development, materials, and teacher recruitment and retention. Without funding support, it is difficult to begin quality, high achieving programs for students. Immersion programs can be used to raise achievement for typically underserved populations, but need teachers, materials, training, and support to do so.

The Solution:
The “Supporting Young Language Learners’ Access to Bilingual Education Act of 2020 (SYLLABLE),” introduced by Representative Raul Grijalva’s office (AZ-3-D), is one potential solution. This bill would provide funding to districts to begin and expand language immersion programs for minority and low-income students. This funding is needed throughout the SCOLT region and could drive high achievement for students from many southern states. We ask that members of Congress support this bill and related funding.
TESOL International Association (TESOL) is the trusted global authority for knowledge and expertise in English language teaching. With over 10,000 members, TESOL fosters the exchange of ideas to advance the expertise of those teaching English while supporting equity, diversity, and multilingualism. Issues and policy areas TESOL strongly supports include:

- **Sufficient and effective funding** for federal education programs serving all English learners and newcomers, from birth through adult education.
- **Improved professional development and career pathways** for existing and future English language teachers to gain the skills required to meet the needs of the country’s diverse English learner population of over 5 million K-12 students.
- **Fair immigration policies** that do not discriminate or favor individuals based on their country of origin, English language skills, or education level, and seek to promote welcoming environments within schools and communities.

To support these priorities, TESOL asks the 116th Congress to act on the following issues:

**I. PreK-12 Education & Teacher Preparation**

- Pass the **Reaching English Learners Act (H.R. 1153, S. 545)**, which addresses the nation’s critical shortage of English language teachers by providing grants for the training and development of future teachers of English learners.
- Pass the **Supporting Providers of English Language Learners (SPELL) Act (H.R. 4389)**, which increases student loan forgiveness amounts for English language teachers. This bill also denotes English language teachers as valued educators by putting them on the same level as math and science teachers, who are currently eligible for increased student debt forgiveness amounts.
- Fund **Title III of the Every Student Succeeds Act (ESSA)** at $985 million for FY 2021. Title III provides supplemental funding for the instruction of English learners, and has never received full funding, despite both inflation and the population of eligible students having increased.

**II. Adult Education**

- Fund **Title II of the Workforce Innovation and Opportunity Act (WIOA)** at $693 million for FY 2021. Title II of WIOA funds adult and family literacy programs across the country, improving the English language proficiency skills that many immigrant families depend upon to become successful members of their communities.

**IV. Immigration Reform**

- Pass the **American Dream and Promise Act of 2019 (H.R. 6)** and **Dream Act of 2019 (S.874)**, legislation that provides pathways to citizenship for DACA recipients and other undocumented immigrants who arrived to the United States as children or young adults.
Statement of California Association for Bilingual Education (CABE)

**Overview of Organization:**
The California Association for Bilingual Education (CABE) is a statewide educational non-profit organization located in Walnut, California (just east of the City of Los Angeles). With over 45 years of experience, CABE is one of the premier professional learning organizations and providers for biliteracy and English Learner programs in California and nation. **Through CABE’s vision of Biliteracy, Multicultural Competency & Educational Equity for All, we serve and support teachers, administrators, students, parents and community members to support the implementation of biliteracy and English Learner programs to serve students of diverse and rich language and cultural backgrounds.**

**Mission Statement:**
To support the vision of biliteracy, multicultural competency and educational equity for all students, we will embody our shared values by implementing priorities, initiatives and services designed to increase California’s capacity to create caring and highly effective learning environments that promote multiliteracy and support English Learners and all diverse populations to graduate college, career, and globally prepared to live their lives to their fullest potential.

**Background:**
The California Association for Bilingual Education (CABE) is a non-profit organization founded in 1975 to promote bilingual education and quality educational experiences for all students in California, particularly students of immigrant and diverse language and cultural backgrounds. CABE specializes in providing professional learning for educators in biliteracy and multicultural programs, parent/family engagement and leadership trainings and coaching, state and regional conferences, binational partnerships, immigration resources, and English Learner advocacy and policy support at the state, regional and local levels. CABE is recognized as a key leader in the field of biliteracy and English Learner education and policy development including the support and sustainability of the State Seal of Biliteracy and the English Learner Roadmap, an aligned language arts and English language development framework, learning standards in English and Spanish, and the extensive growth of dual language immersion and other biliteracy programs. CABE has statewide chapters, members and affiliates, along with partnerships with other state and national advocacy organizations working to promote equity and student achievement for students with diverse linguistic, cultural, and racial backgrounds.

**The Challenge:**
CABE provides focused advocacy and policy work to address two crucial areas of challenge: 1) **The bilingual teacher shortage; 2) and, fair and authentic academic standards-based assessments in target languages.** With the growing number of biliteracy programs in Pre K-12th grades, finding qualified bilingually certified teachers to be placed in PreK-12th grade programs is an urgent challenge. In order to continue to grow and meet the demand of expanding dual language immersion and other biliteracy programs, we systemically need to increase the number of pre-service and in-service bilingually authorized teachers at both the elementary and secondary levels. Additionally, the effective implementation of biliteracy programs relies on authentic and aligned standards-based assessments in language arts and content areas in both the target language(s) and English. Nationwide, we lack an assessment and accountability assessment that is inclusive of academic standards and assessments in languages other than English that are fully integrated in state accountability measurements and results. Students who are enrolled in biliteracy programs, such as dual language immersion, have no consistent and aligned way to show their growth and achievement in
standards-based assessments in the target language of instruction. They continue to be administered standards-based assessments in English only, denying them the right and ability to show their success and growth in the target language of their biliteracy program through their state’s accountability system.

**The Solution:**
Three bills introduced will go far in meeting the needs of the bilingual teacher shortage:

- Reaching English Learners Act
- Supporting Providers of English Language Learning (SPELL) Act
- Biliteracy Education Seal and Teaching (BEST) Act

Direct funding and support is needed to strengthen and develop more bilingual teacher authorization programs for pre-service and in-service teachers at institutes of higher education throughout the 50 states in languages most highly represented by English Learners in each state such as Spanish, Chinese, Vietnamese, Korean, Arabic, and others. In order for biliteracy programs to be the most effective, they need to first target and support English learner students, with the additional inclusion of English dominant students.

To address the needs regarding fair and authentic academic standards-based assessments in target languages, the accountability measures and systems at both the national and state level need to be realigned to measure “bilingualism” and academic growth in all languages of instruction. We currently have an English-only assessment and accountability system that only measures students in English even though they are being taught and learning bilingually--in a target language as well as in English. When students are being taught in a formalized biliteracy program such as dual language immersion, they should be offered and expected to show their academic growth in their languages of instruction to highlight their bilingual/biliteracy skills—not solely in English, but in both or multiple languages. The national and state accountability systems need to shift paradigms and measure for bilingualism and biliteracy, not for English only.

**The Request:**
We request the support of the following Acts:

- Reaching English Learners Act
- Supporting Providers of English Language Learning (SPELL) Act
- Biliteracy Education Seal and Teaching (BEST) Act

Additionally, we request that all California congressional representatives join the America’s Language Caucus

**Following up: Contacts:**
- **America’s Languages Caucus:** Ms. Nora Blalock ([nora.blalock@mail.house.gov](mailto:nora.blalock@mail.house.gov)) in the office of Congressman David Price (D-NC-05);
- **Current Language Legislation and Appropriations:** The Joint National Committee for Languages, Trey Calvin ([tcalvin@languagepolicy.org](mailto:tcalvin@languagepolicy.org)) and Bill Rivers ([wrivers@languagepolicy.org](mailto:wrivers@languagepolicy.org))

**Organizational Contacts:**
For more information about CABE, contact:

- Martha Zaragoza Diaz, CABE Lobbyist ([lobbyist1.mzd@gmail.com](mailto:lobbyist1.mzd@gmail.com))
- Olivia Yahya, CABE Board President ([olivia.yahya3@gmail.com](mailto:olivia.yahya3@gmail.com))
- Marlene Batista, CABE Board—Director of Legislative Affairs ([drmarleneb@gmail.com](mailto:drmarleneb@gmail.com))
- Jan Gustafson-Corea, CABE CEO ([jgcorea@gocabe.org](mailto:jgcorea@gocabe.org))
- Phone for all: 626-814-4441 Ext 101
Overview of Organization: Based in Nashville, Tennessee, the Tennessee Language Center (TLC) serves under the direction of the University of Tennessee's Institute for Public Service. TLC is dedicated to responsive service of the public sector, the business community and private citizens in realizing their intercultural communication goals.

Mission Statement: The Tennessee Language Center strives to facilitate intercultural communication through the provision of quality language instruction, translation and interpretation services, professional development for interpreters, translators and language instructors, and cultural awareness programs, which are designed to meet the needs of the state government and its employees, the business community, foreign language educators and the public at large.

Background: TLC was originally created as an agency of the State of Tennessee in 1986 as the Tennessee Foreign Language Institute (TFLI). It was the only one of its kind in state government throughout the U.S. In July 2018, legislation by the Tennessee General Assembly went into effect renaming TFLI as the Tennessee Language Center and establishing TLC as an agency of the University of Tennessee’s Institute for Public Service.

The Challenges: Across the country, reports point to a high demand for world language skills among U.S. employers, who in turn are facing a world language skills gap. Much of this gap can be attributed to the decades-long national world language and/or bilingual teacher shortage, but it can also be attributed to a lack of support and recognition for students who already speak multiple languages. We would like to see additional support for the Seal of Biliteracy, which encourages students to pursue biliteracy, recognizes the skills attained by the students and serves as evidence of skills attractive to college admissions offices and future employers alike.

The Solutions:

1) We support the World Language Teacher Student Debt Reduction Act, which extends equity in student loan forgiveness for world language teachers, amending Title IV of the Higher Education Act. This would increase the Pell Grant Loan Forgiveness amount from $5,000 to $17,000, the same amount for teachers of other subject areas also experiencing national shortages. We ask the members of the House to co-sponsor the World Language Teacher Student Debt Reduction Act, and we ask the members of the Senate to consider introducing a similar or identical bill in the Senate.

2) We encourage the members of the Senate to co-sponsor the Biliteracy Education Seal and Teaching Act (BEST Act), which directs the Department of Education to award renewable two-year grants to states to establish or improve and carry out Seal of Biliteracy programs to recognize student proficiency in speaking, reading and writing in both English and a second language. We also ask members of the House to co-sponsor HR 3119.

Following up: For more information on current language legislation and appropriations, please contact Trey Calvin with the Joint National Committee for Languages, tcalvin@languagepolicy.org.

Organizational Contacts: For more information about the Tennessee Language Center, please contact Dr. Janice Rodriguez, Executive Director, by phone at 615-741-7579 or email at janice.rodriguez@tennessee.edu.
Quick Facts: English Learners (EL) and UTAH Dual Language Immersion (DLI)

- 7.75% of K-12 students in Utah are learning to speak English.
- 67% of EL graduate from high school, compared to state graduation rate of 86%
- In 2016-17, EL enrolled at higher rates in Utah’s DLI programs that in non-DLI schools (at 12.54% compared to 7.75% grade K-12 and 8.62% grades 1-9)
- **Students enrolled in Utah DLI programs** grade 1-9 perform on state test at the same level or slightly higher than students not enrolled in DLI programs.
- **EL enroll in college** at rates significantly lower than non-EL students (at 35.6% college enrollment compared to 67.7% for non-EL)
- Utah students who access 1 or more early college (Concurrent Enrollment) course double their chance of enrolling in college, while Economically Disadvantaged students who enroll in 1 or more early college course are 3 times as likely to enroll in college.

English Learners in Dual Language Immersion (DLI) Programs
The Utah DLI program prioritizes enrollment for EL students in DLI programs matching student home language. This allows EL students to study state core academic content on grade level in both English and in their home language. Utah’s DLI program serves EL students whose home language is Spanish, French, Chinese, German, and Portuguese.

The Challenge: Supporting EL students on a K-16 DLI pathway through high school and on to college.
Many DLI programs focus on the elementary (K-6) years. However, participation in DLI through the junior and senior high school years supports advanced academic language and content study in both English and in the Target Language, preparing students with skills they need to access and succeed in college. The U.S. faces ongoing challenges to increasing college access and achievement for English Learners, as well as for minority ethnic/racial groups and students living in low-income households (Economically Disadvantaged). The U.S. and Utah also face a gap between student aspiration to attend college and enrollment in college. In a state survey (Utah), 80% of eighth grade students aspired to attain a 2- or 4-year college degree, yet only 60% of those students successfully enrolled as freshmen in college while merely 43% persevered to attain a college degree.

The Solution
Utah DLI students begin a pre-AP Language pathway in grades 7-9, and start upper division (3000 level) university language course work in grades 10, 11 and 12. The grade 10-12 continuation of DLI is called the Utah Bridge Program, Concurrent Enrollment courses administered through Utah’s System of Higher Education. In a 2019 survey of Utah Bridge Program seniors at a high school with 20% EL and 50% Economically Disadvantaged students, 99% of Bridge Program seniors aspired to attend college, and over half (58%) of those students self-identified as the first in their family to attend college. Of this cohort, 62% were formerly EL students in elementary or middle school years and successfully exited the EL program, while 9% were current EL. 100% of students in this cohort had successfully passed the AP Language exam and enrolled in the early college Utah Bridge Program. In one strong measure of college readiness, the majority of Bridge Program students (77%) enrolled in 1 or more additional AP or early college course. The University of Utah’s Second Language Teaching and Research Center (L2TReC) serves as the administrative center for state Bridge Program supports.

Contacts:
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