EL Roadmap Policy Priorities:
Advancing the Vision

The English Learner Roadmap sets a vision and mission that articulates research-based DLL/EL educational priorities to guide present and future preschool through 12th-grade policy reforms, programs, and practices across the state. We prioritize collaborating with partners, parents, educators, and California's leaders to implement the English Learner Roadmap.

Join us in advocating for the following 2023 Bills for equitable education!

AB 370 – Bilingual Inclusion Act | Assemblymember Dawn Addis
This bill will update the criteria required to obtain the State Seal of Biliteracy (SSB) by expanding options for students to show proficiency in English and another language. It will allow more students to earn the SSB with the expanded options to meet the criteria while creating an opportunity for bilingual students to be proud of their multilingual proficiency.

AB 393 – Childcare Dual Language Learners | Assemblymember Luz Rivas
This bill builds upon AB 1363 efforts, which established assets-based dual language learner (DLL) identification in California State Preschool Programs. AB 393 will require the Department of Social Services to develop a standardized process for identifying DLLs enrolled in General Child Care (CCTR) and Migrant Child Care (CMIG) programs. It also requires contractors to report essential information about them; this information will help childcare providers support DLLs in developing their home language and English. AB 393 takes a critical step in implementing the recommendations from the Governor’s Master Plan for Early Learning and Care for supporting DLLs.

AB 714 – Newcomer Students | Assemblymember Kevin McCarty
This bill would require the California Department of Education and the California Department of Social Services to develop and offer instructional guidance to school districts to better support newcomer students by publishing enrollment & performance of newcomers & developing curriculum & resources. AB 714 will better provide school districts and newcomer students with the support and resources they need to ensure their success in school and beyond.

AB 1106 – PK-3 Early Childhood Education Specialist Credential: Grant Program | Assemblymember Esmeralda Soria
This bill establishes a one-time grant program, administered by the Commission on Teacher Credentialing, to institutions of higher education (IHEs) to incentivize the development and implementation of the PK-3 Early Childhood Education Specialist Credential pathway and support program development that is rooted in best practices to support diverse candidates. Preference will be given to grantees who also offer a bilingual authorization program to meet the demand for an early-learning workforce prepared to teach the next generation of Californians.

AB 1127 – Bilingual Teacher Professional Development Program | Assemblymember Eloise Gomez Reyes
With over 1.1 million English learner students, the need for bilingual teachers is growing. AB 1127 will revise and bring back the Bilingual Teacher Professional Development Program (BTPDP), which will be used as a "grow your own" approach to address the bilingual teacher shortage.
Through our priority bills, we aim to elevate positive efforts rooted in the EL Roadmap’s four principles to ensure English learners and Dual Language Learners have access and can participate in a 21st-century education from early childhood through grade twelve that results in attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages.

**EL Roadmap Principles**

1. **Assets-Oriented and Needs-Responsive Schools**
   
   Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

2. **Intellectual Quality of Instruction and Meaningful Access**
   
   English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

3. **System Conditions that Support Effectiveness**
   
   Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

4. **Alignment and Articulation Within and Across Systems**
   
   English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

**Glossary**

- **dual language learners (DLLs)**
  Young language learners (0-5 years) acquiring English while developing proficiency in their home languages.

- **English learners (ELs)**
  Students who are native speakers of a non-English language and are primarily receiving instruction in English and, in some cases, in their home language in biliteracy instructional settings.

- **Newcomers**
  Foreign-born students who have recently arrived in the United States.

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