
Strategic and Economic Analysis of English Learner Programs in California

Recommendations: Improve the Design of English Learner Programs

Welcome

This slide deck is part of a series of slide decks summarizing the Strategic and Economic Analysis of English Learner Programs in California project.

There are five slide decks available, listed to the right. You are currently reviewing the Recommendations: Improve the Design of English Learner Programs.

This slide deck provides a closer look at recommendations in the first area of focus.

- I. Executive Summary
- II. Project Context, Goals, and Methods
- III. Recommendations: Improve the Design of English Learner Programs
- IV. Recommendations: Expand Access to Integrated Care
- V. Recommendations: Transition to a Multilingual Workforce

Project Overview

In 2024, WestEd partnered with Sobrato Philanthropies to conduct a strategic and economic analysis of English Learner programs in the state of California.

The study sought to define the scale of economic challenges and explore underlying conditions impacting the costs of implementing English Learner programs in California in alignment with best practice.

Based on the study's conclusions, WestEd identified recommendations related to the following three overarching areas of focus, grounded in the long-term goal of bringing multilingual programs for English Learners to scale in California:

- A. improve the design of English Learner programs,**
- B. expand access to integrated care, and**
- C. transition to a multilingual workforce.**

Strategic and Economic Analysis of English Learner Programs in California

Slide Deck Summary

Slide Deck Summary

What key topic is covered in this slide deck?



What are we recommending?

This slide deck focuses on the first area of focus:

A. IMPROVE the DESIGN of ENGLISH LEARNER PROGRAMS

B. EXPAND ACCESS to INTEGRATED CARE

C. TRANSITION to a MULTILINGUAL WORKFORCE

A. Improve the Design of English Learner Programs: Recommendations

A1

Invest locally and regionally in hiring additional **English Learner program coordination staff** and **instructional coaching staff** where needed to improve the integration of English language development and academic subjects through these roles.

A2

Expand investment in the **career growth of bilingual paraprofessionals** to (a) ensure sufficient student support in the short term, and (b) support a more robust workforce of bilingual instructors in the long term.

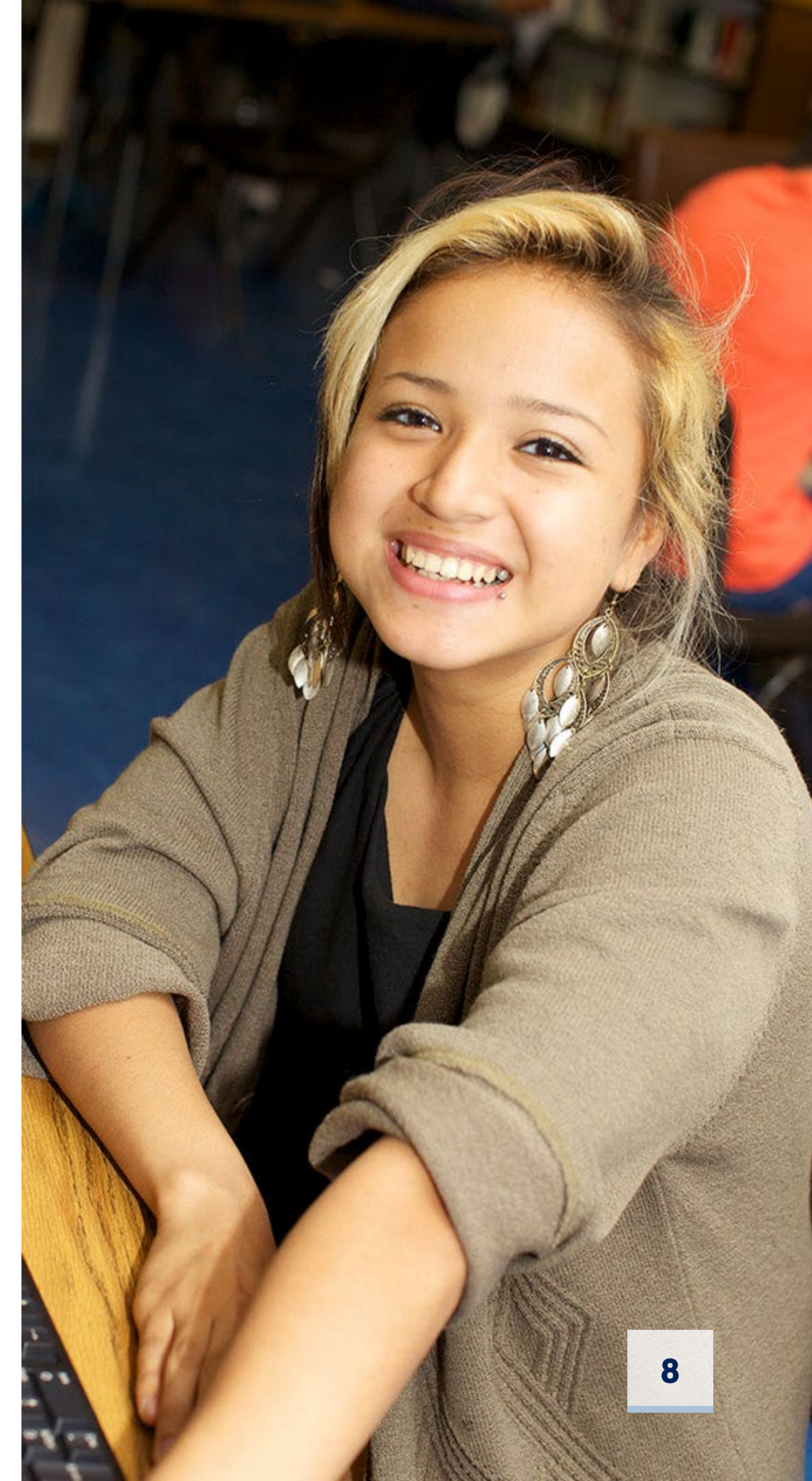
A3

Ensure that **statewide support systems facilitate collaboration and peer support between districts that have similar English Learner program settings**—including the characteristics of English Learners served, size of the English Learner population, and program staff—regardless of their geographic location.

What are we recommending?

Key Takeaways

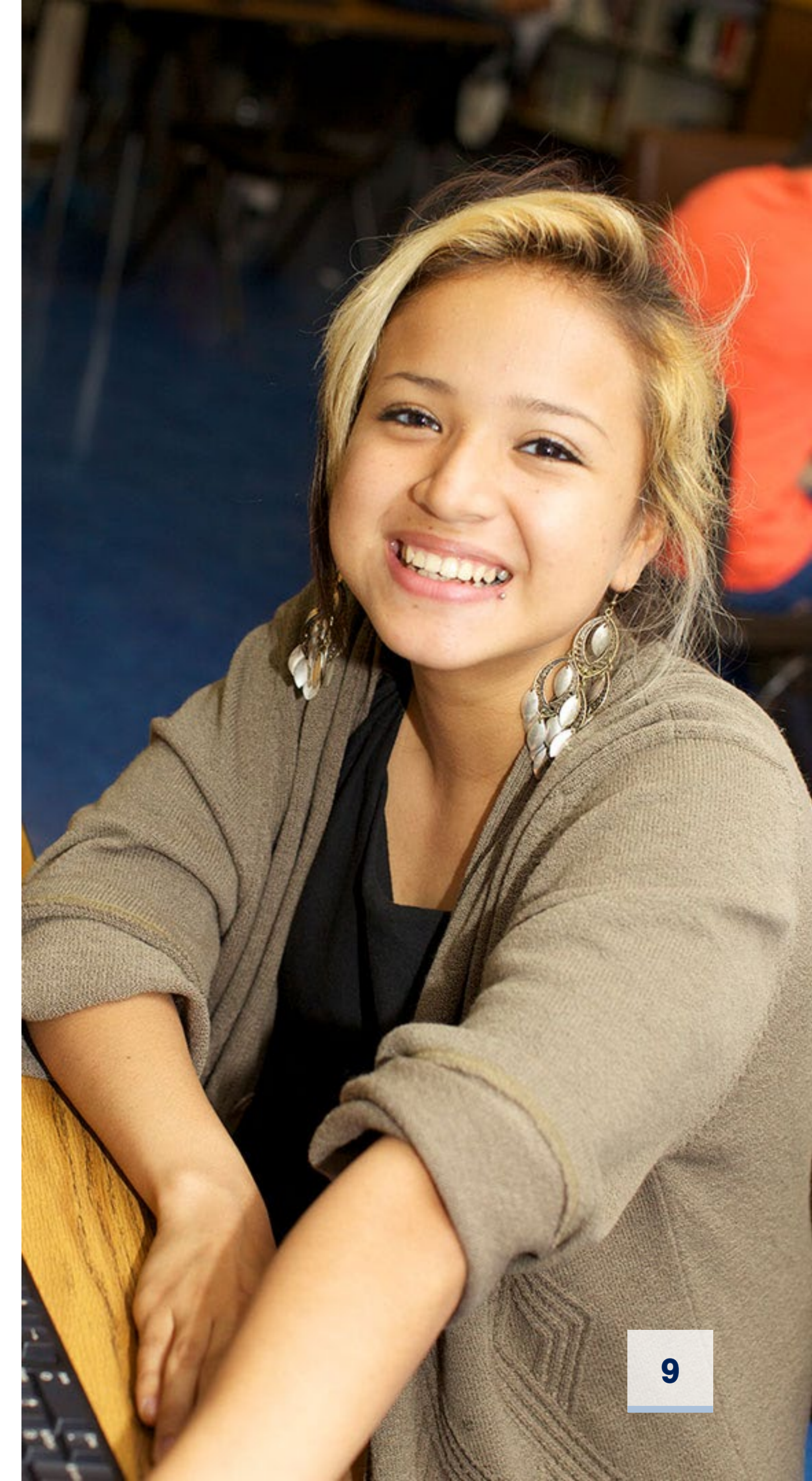
- **Recommendations in this area of focus are informed by several activities:**
 - Analysis of public spending and student data.
 - Collection and analysis of primary English Learner program cost data from six case study districts.
 - Engagement with families in these six districts representing English Learner Advisory Committees (ELACs).
 - Engagement with experts in English Learner program improvement.



What are we recommending?

Key Takeaways

- **These activities in turn support two key conclusions:**
 1. Limited public data suggest relatively low additional spending on average for English Learners in California. Our analysis of primary data collected from six case study school districts points to opportunities to make modest, targeted, and high-leverage investments to improve three key aspects of program design — program coordination, instructional coaching, and the role of bilingual paraprofessionals.
 2. The population of English Learners in California and the context of programs serving this population vary widely, even within common geographic areas. These differences in settings—with respect to students and program contexts—can influence the costs of the English Learner programs and should be accounted for in how these programs are designed.



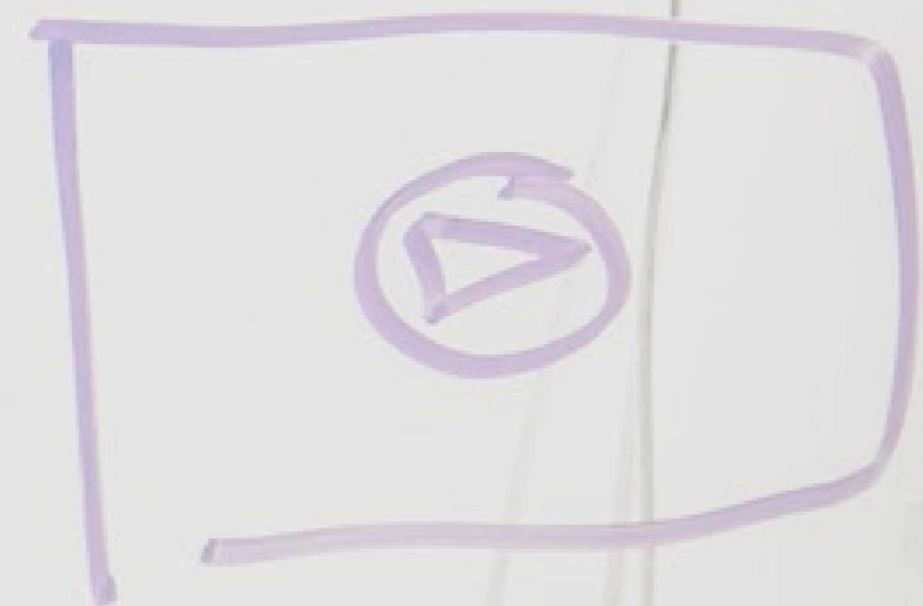
Strategic and Economic Analysis of English Learner Programs in California

[Additional Detailed Slides](#)

What are we recommending?

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Video module

Handwritten notes on a sticky note, including a small sketch of a person's head and shoulders.

Menu

Improve the Design of English Learner Programs

A. Improve the Design of English Learner Programs

A1

Invest locally and regionally in hiring additional **English Learner program coordination staff** and **instructional coaching staff** where needed to improve the integration of English language development and academic subjects through these roles.

A2

Expand investment in the **career growth of bilingual paraprofessionals** to (a) ensure sufficient student support in the short term, and (b) support a more robust workforce of bilingual instructors in the long term.

A3

Ensure that **statewide support systems facilitate collaboration and peer support between districts that have similar English Learner program settings**—including the characteristics of English Learners served, size of the English Learner population, and program staff—regardless of their geographic location.

Improve the Design of English Learner Programs

Strategic – Adding Value Today	Aspirational – Preparing for Tomorrow	Feasible – Practical in Today’s System
<p>There is an immediate need to improve the integration of English language development with academic subjects and strengthen the bilingual paraprofessional workforce.</p> <p>Further, facilitating collaboration between districts with similar program settings in different geographic regions can accelerate immediate improvements to English Learner programs.</p>	<p>Multilingual programs inherently integrate language with academic content and require the expansion of bilingual staff. Investment in these areas establishes a foundation for multilingual programs.</p> <p>Further, districts will more effectively transition to multilingual programs if they share strategies specific to their setting, regardless of their geographic location.</p>	<p>The recommended areas of investment are well within the scope of existing English Learner program improvement efforts and represent a call for a strategic focus as opposed to widespread, and less feasible, system change.</p> <p>Likewise, existing statewide support systems can facilitate collaboration between districts with similar program settings, regardless of geographic location.</p>

Improve the Design of English Learner Programs

What are our key conclusions?



How did we reach these conclusions?



What key findings inform our conclusions?



How can the key audiences contribute to achieving the recommended actions?



How are these recommendations aligned with the field?

Improve the Design of English Learner Programs

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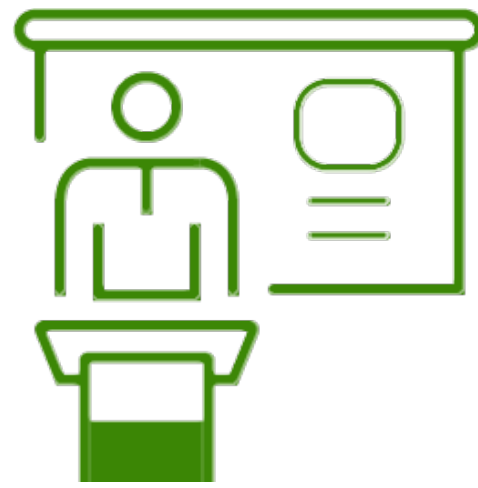


Improve the Design of English Learner Programs

What are our key conclusions?

Key Conclusion #1: Limited public data suggest relatively low additional spending on average for English Learners in California. Our analysis of primary data collected from six case study school districts points to opportunities to make modest, targeted, and high-leverage investments to improve three key aspects of program design — program coordination, instructional coaching, and the role of bilingual paraprofessionals.

Key Conclusion #2: The population of English Learners in California and the context of programs serving this population vary widely, even within common geographic areas. These differences in settings—with respect to students and program contexts—can influence the costs of the English Learner programs and should be accounted for in how these programs are designed.



Improve the Design of English Learner Programs

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Improve the Design of English Learner Programs

What are our key conclusions?

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Improve the Design of English Learner Programs

How did we reach these conclusions?

Key Conclusion #1: Limited public data suggest relatively low additional spending on average for English Learners in California. Our analysis of primary data collected from six case study school districts points to opportunities to make modest, targeted, and high-leverage investments to improve three key aspects of program design.

- **Key Finding #1:** Descriptive analysis of state education spending data suggests that the difference in average spending on English Learners compared to their non-English Learner peers has grown since the adoption of the Local Control Funding Formula in 2014. But the difference is relatively low—approximately \$1,000 more per pupil is spent on English Learners, or a weight of .05 compared to per-student spending for all student groups.



Improve the Design of English Learner Programs

How did we reach these conclusions?

How did we estimate the difference in average per-student spending on English Learners compared to their non-English Learner peers?

- **Step 1:** We first assumed that all students receive the average per-pupil spending in their district.
 - Spending data was retrieved from the CDE Current Expense of Education and student enrollment data was retrieved from the CDE CALPADS UPC Source File (K–12) for school years 2013/14 through 2021/22, and from NCES Common Core of Data for school years 2001/02 through 2012/13.
- **Step 2:** Given this assumption, we then summed the total spending for each student group—English Learners and non-English Learners—to calculate total estimated spending by group adjusted for inflation to 2022 constant dollars.
- **Step 3:** Finally, we divided this total spending amount by total statewide enrollment in each group to calculate average per-student spending by group and report the *difference* between these two numbers in each year.

Improve the Design of English Learner Programs

What are our key conclusions?

How did we reach these conclusions?

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Improve the Design of English Learner Programs

What key findings inform our conclusions?

Estimated differences in spending grew noticeably after the adoption of the Local Control Funding Formula (LCFF) but remained below \$1,000.



Source: California Department of Education, CALPADS UPC Source File (K–12) Data and Current Expense of Education (CEE); National Center for Education Statistics, Common Core of Data, Local Educational Agency (LEA) Universe File, 2002–2022

Improve the Design of English Learner Programs

What are our key conclusions?

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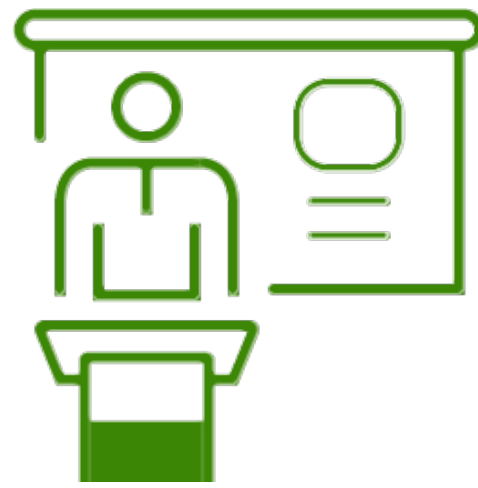


Improve the Design of English Learner Programs

How did we reach these conclusions?

Key Conclusion #1: Limited public data suggest relatively low additional spending on average for English Learners in California. Our analysis of primary data collected from six case study school districts points to opportunities to make modest, targeted, and high-leverage investments to improve three key aspects of program design.

- **Key Finding #2:** Analysis of primary data collected from six case study school districts from across the state suggests variation in the types and amounts of resources invested in English Learner programs in different regions and program settings.



Improve the Design of English Learner Programs

How did we reach these conclusions?

How did we estimate current investments in the six case study school districts?

- **Step 1:** We conducted interviews with school district program staff to capture types and quantities of resources allocated to their English Learner programs.
- **Step 2:** We assigned a price, or value, to all reported resources using publicly available market price data and based upon the specific types of resources reported (i.e., personnel roles, curriculum materials, etc.).
- **Step 3:** We estimated the dollar value of these resources using the quantity and prices, and summed the results to estimate a total current investment amount.
- **Step 4:** The total current investment was divided by the number of English Learner students to calculate a total per-pupil estimate.

Improve the Design of English Learner Programs

What are our key conclusions?

How did we reach these conclusions?

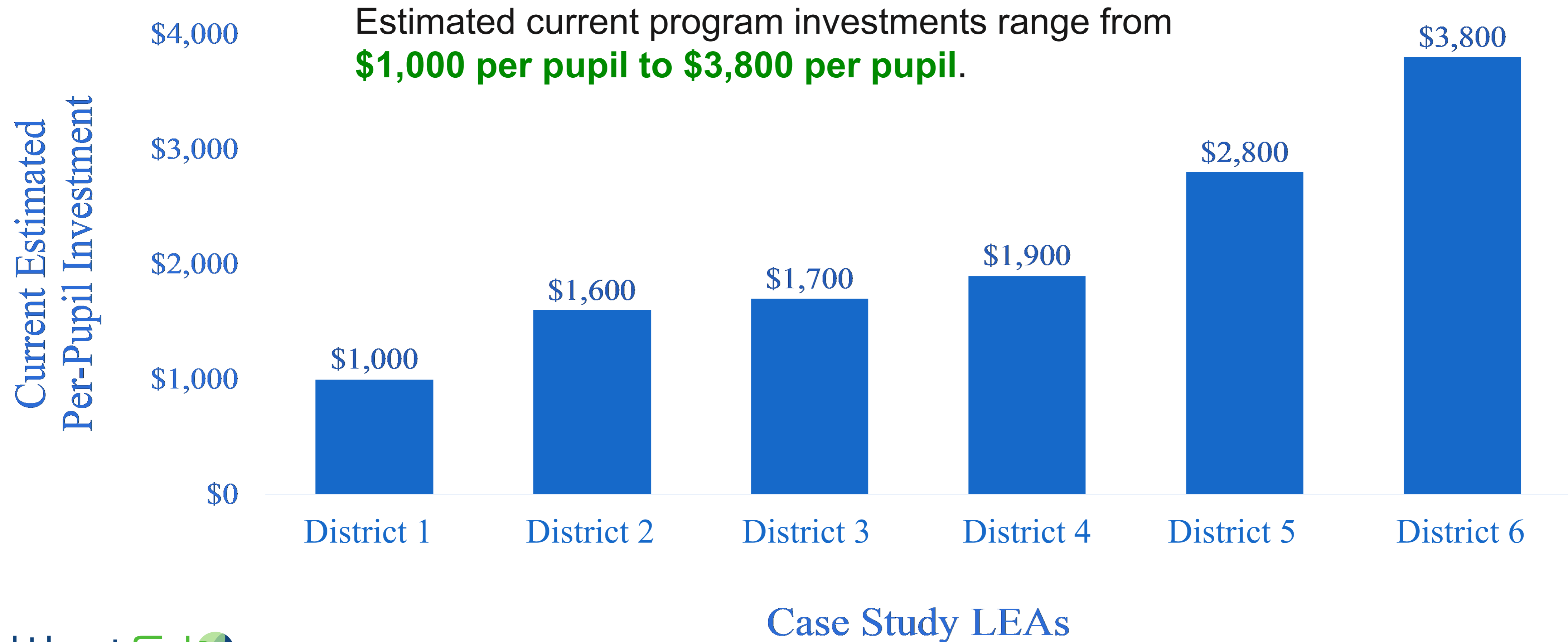
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Improve the Design of English Learner Programs

What key findings inform our conclusions?



Improve the Design of English Learner Programs

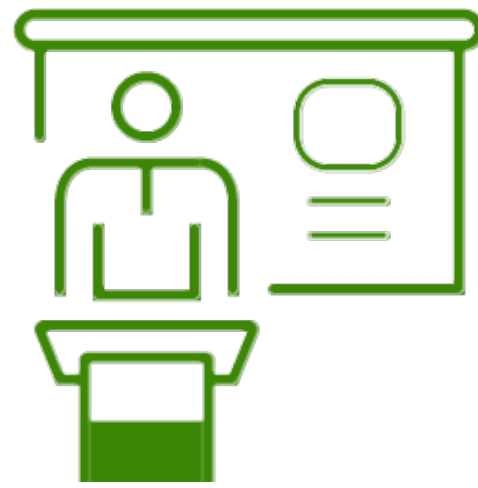
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Improve the Design of English Learner Programs

How did we reach these conclusions?

Key Conclusion #1: Limited public data suggest relatively low additional spending on average for English Learners in California. Our analysis of primary data collected from six case study school districts points to opportunities to make modest, targeted, and high-leverage investments to improve three key aspects of program design.

- **Key Finding #3:** We compared current estimated investments in the case study districts to investments for achieving success that were recommended by an English Learner cost study conducted in Ohio. This comparison suggests large gaps with respect to investments in instructional staff, including instructors and instructional paraprofessionals. Specifically, student–teacher ratios for these positions were well below the Ohio study recommendation of 25:1 for instructors and 15:1 for bilingual paraprofessionals. Gaps for program coordinators and instructional coaches were generally more modest.



Improve the Design of English Learner Programs

How did we reach these conclusions?

How did we estimate the gaps between current investment and the Ohio study recommendations?

- **Step 1:** We conducted a review of recent literature assessing the cost of English Learner programs to achieve success and identified the *Ohio English Learner Cost Study* as our key benchmark for standards-based costs.
 - The study can be accessed at <https://education.ohio.gov/getattachment/Topics/Student-Supports/English-Learners/English-Learner-Programs/English-Learners-Cost-Study.pdf.aspx?lang=en-US>.
- **Step 2:** We estimated the investment for key English Learner program personnel roles based upon the recommendations in the Ohio study per English Learner pupil for each case study school district.
 - Some key recommendations include **25:1 caseloads for instructors**, **15:1 caseloads for bilingual paraprofessionals**, **.5 instructional coach FTEs per 50 teachers**, and **between 375:1 and 625:1 caseloads for coordinators** depending on the number of English Learner students.
- **Step 3:** We compared the Ohio study standards-based investment amount to the current investments estimates for each case study school district.

Improve the Design of English Learner Programs

What are our key conclusions?

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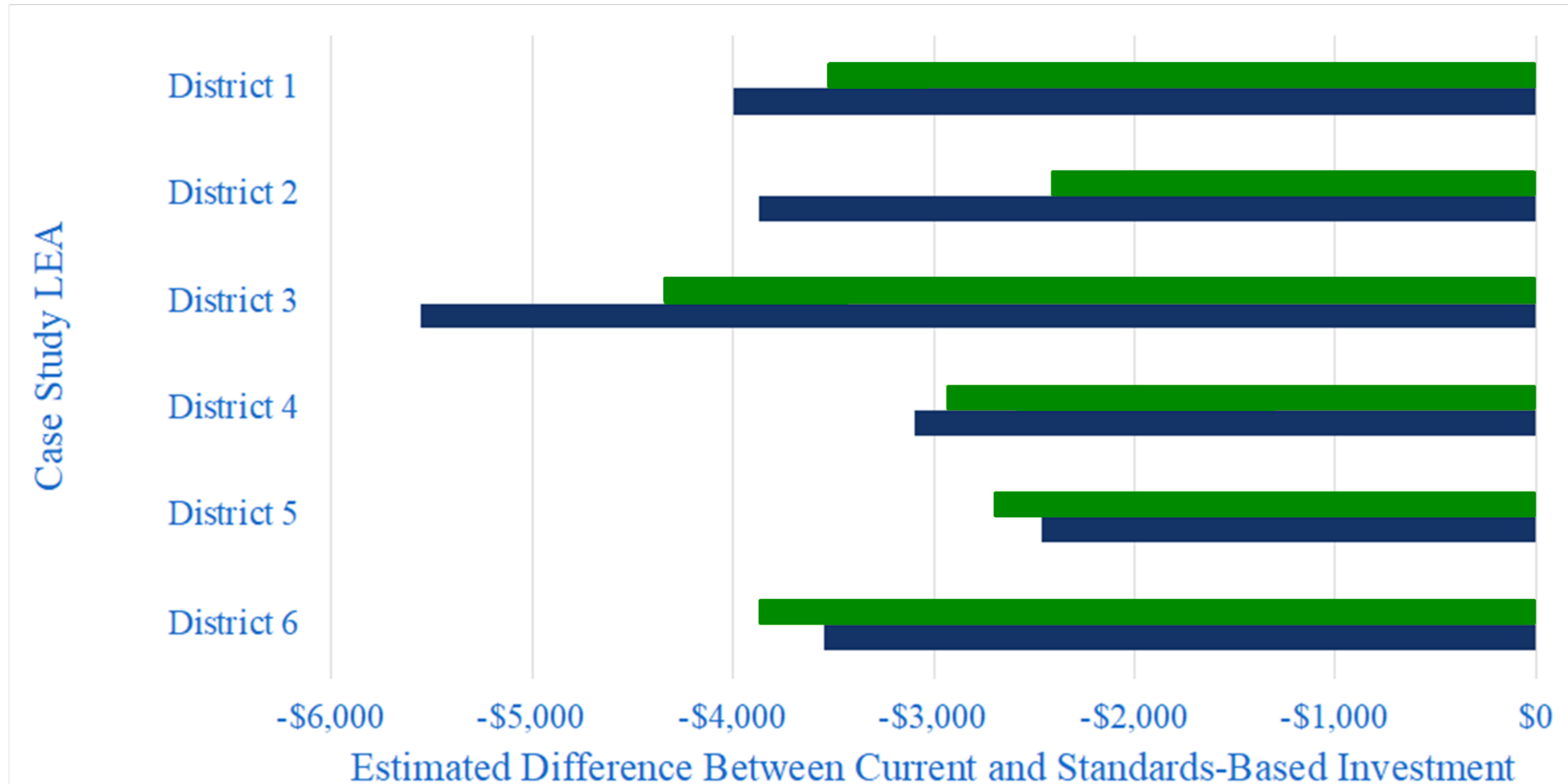
How are these recommendations aligned with the field?

Improve the Design of English Learner Programs

What key findings inform our conclusions?



Two critical roles with large gaps are **Instructors** and **Bilingual Paraprofessionals**.



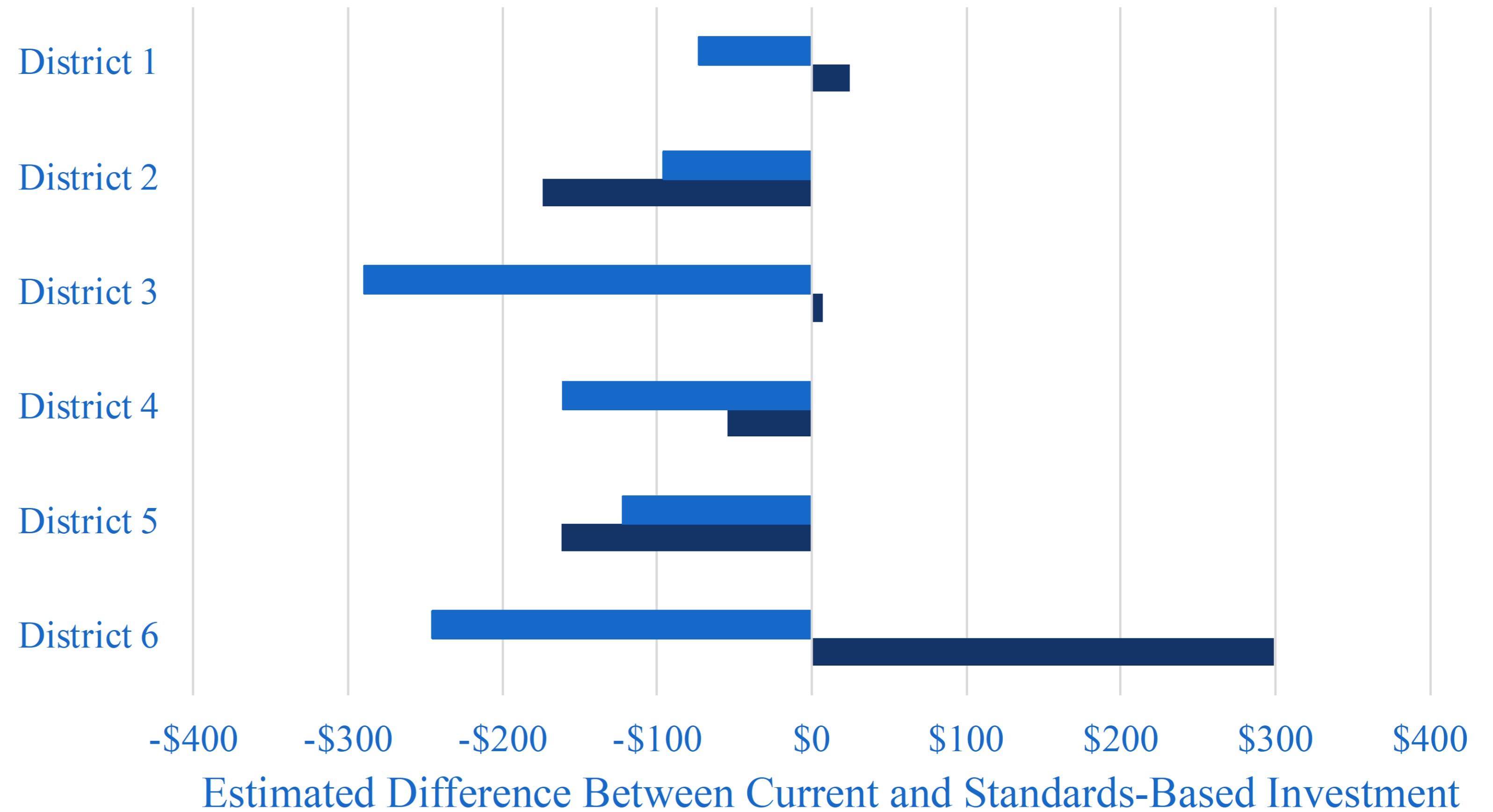
Improve the Design of English Learner Programs

What key findings inform our conclusions?



Differences in estimates for other key roles, including Program Coordinator and Instructional Coach are **more varied.**

Case Study LEA



- Program Coordinator
- Instructional Coach

Improve the Design of English Learner Programs

What are our key conclusions?

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Improve the Design of English Learner Programs

How did we reach these conclusions?

Key Conclusion #1: Limited public data suggest relatively low additional spending on average for English Learners in California. Our analysis of primary data collected from six case study school districts points to opportunities to make modest, targeted, and high-leverage investments to improve three key aspects of program design.

- **Key Finding #4:** We sought input from English Learner program experts in WestEd's English Learner and Migrant Education Services team. They identified the need in California for improvements in the coordination of these programs with other subject areas. They also indicated that improvement is needed in the coaching provided to instructors, especially with respect to integrating English language development with instruction in other academic content areas.



Improve the Design of English Learner Programs

How did we reach these conclusions?

Key Conclusion #1: Limited public data suggest relatively low additional spending on average for English Learners in California. Our analysis of primary data collected from six case study school districts points to opportunities to make modest, targeted, and high-leverage investments to improve three key aspects of program design.

- **Key Finding #5:** WestEd experts and data from case-study school districts also point to the critical role of bilingual paraprofessionals. These paraprofessionals provide valuable support to English Learners in their primary language. Further, investing in the career growth of these staff to ultimately advance to instructional roles makes them a strategic, potential future source of bilingual instructors.



Improve the Design of English Learner Programs

How did we reach these conclusions?

How did we engage with English Learner program experts in WestEd's English Learner and Migrant Education Services team?

- **Step 1:** We identified a panel of English Learner program experts in WestEd's English Learner and Migrant Education Services team including those with experience working in the field, leading and designing professional development for English Learner program staff, and conducting evaluations of English Learner programs.
- **Step 2:** We convened the panel and engaged panelists in a semi-structured interview process focused on the key design and resource components of effective English Learner programs.
- **Step 3:** We analyzed the qualitative interview data to identify themes in the panelist responses.

Improve the Design of English Learner Programs

What are our key conclusions?

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Improve the Design of English Learner Programs

What key findings inform our conclusions?

- English Learner program experts broadly agreed that dual-language immersion and multilingual instructional programs are best achieved through improvements in the current system that support a long-term path to multilingual instruction at scale.
- This approach requires a focus on the integration of these programs with other curriculum areas, especially given the need for improvement in the integration of English language development and academic subjects.
- This approach also requires developing closer partnerships with English Learner families and communities, and expanding the integration of primary languages other than English.
- Three key program resources identified as critical to this process were the program coordinator, instructional coach, and bilingual paraprofessional roles.

Improve the Design of English Learner Programs

What are our key conclusions?

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Improve the Design of English Learner Programs

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Key Conclusion #1: Limited public data suggest relatively low additional spending on average for English Learners in California. Our analysis of primary data collected from six case study school districts points to opportunities to make modest, targeted, and high-leverage investments to improve three key aspects of program design — program coordination, instructional coaching, and the role of bilingual paraprofessionals.

Key Conclusion #2: The population of English Learners in California and the context of programs serving this population vary widely, even within common geographic areas. These differences in settings—with respect to students and program contexts—can influence the costs of the English Learner programs and should be accounted for in how these programs are designed.

Improve the Design of English Learner Programs

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Improve the Design of English Learner Programs

How did we reach these conclusions?

Key Conclusion #2: The population of English Learners in California and the context of programs serving this population vary widely, even within common geographic areas. These differences in settings—with respect to students and program contexts—can influence the costs of the English Learner programs and should be accounted for in how these programs are designed.

- **Key Finding #6:** Descriptive analysis of state education data suggests that higher concentrations of English Learners are associated with higher concentrations of non-White students and students who are economically disadvantaged regardless of geographic setting. In addition, districts with the largest concentrations of English Learners tend to have less diverse English Learner populations, especially with respect to language diversity.
- **Key Finding #7:** Further analysis suggests that there are large differences in the numbers of English Learners served in a given school district, pointing to large variations in the scale of these programs.

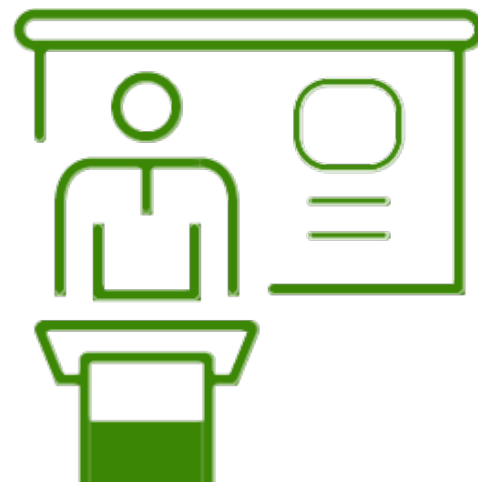


Improve the Design of English Learner Programs

How did we reach these conclusions?

How did we analyze English Learner diversity?

- **Step 1:** We first download several public data sets from 2022/23 maintained by the California Department of Education including Cumulative Enrollment Data, the CALPADS UPC Source File (K–12), and English Learners by Grade and Language.
- **Step 2:** We combined these data sources at the school district level, and reviewed a few key metrics in combination:
 - This includes district-level percents of English Learners, non-White students, and economically disadvantaged students.
 - We also reviewed the district-level number of English Learner students dividing districts into three categories: (1) the top 5% of districts with respect to the number of English Learners, (2) the upper 50% of the other 95% of districts, and (3) the bottom 50% of the other 95% of districts.



Improve the Design of English Learner Programs

How did we reach these conclusions?

How did we analyze English Learner diversity?

- **Step 3:** We also reviewed district-level percents of English Learners alongside a measure of language diversity.
 - The **language diversity measure** is the inverse of a Herfindahl-Hirschman Index that measures the concentration of languages other than English such that a 1 represents districts with only one language other than English and an increasing value as additional languages make up larger shares of English Learner enrollment.

Improve the Design of English Learner Programs

What are our key conclusions?

How did we reach these conclusions?

What key findings inform our conclusions?

How can the key audiences contribute to achieving the recommended actions?

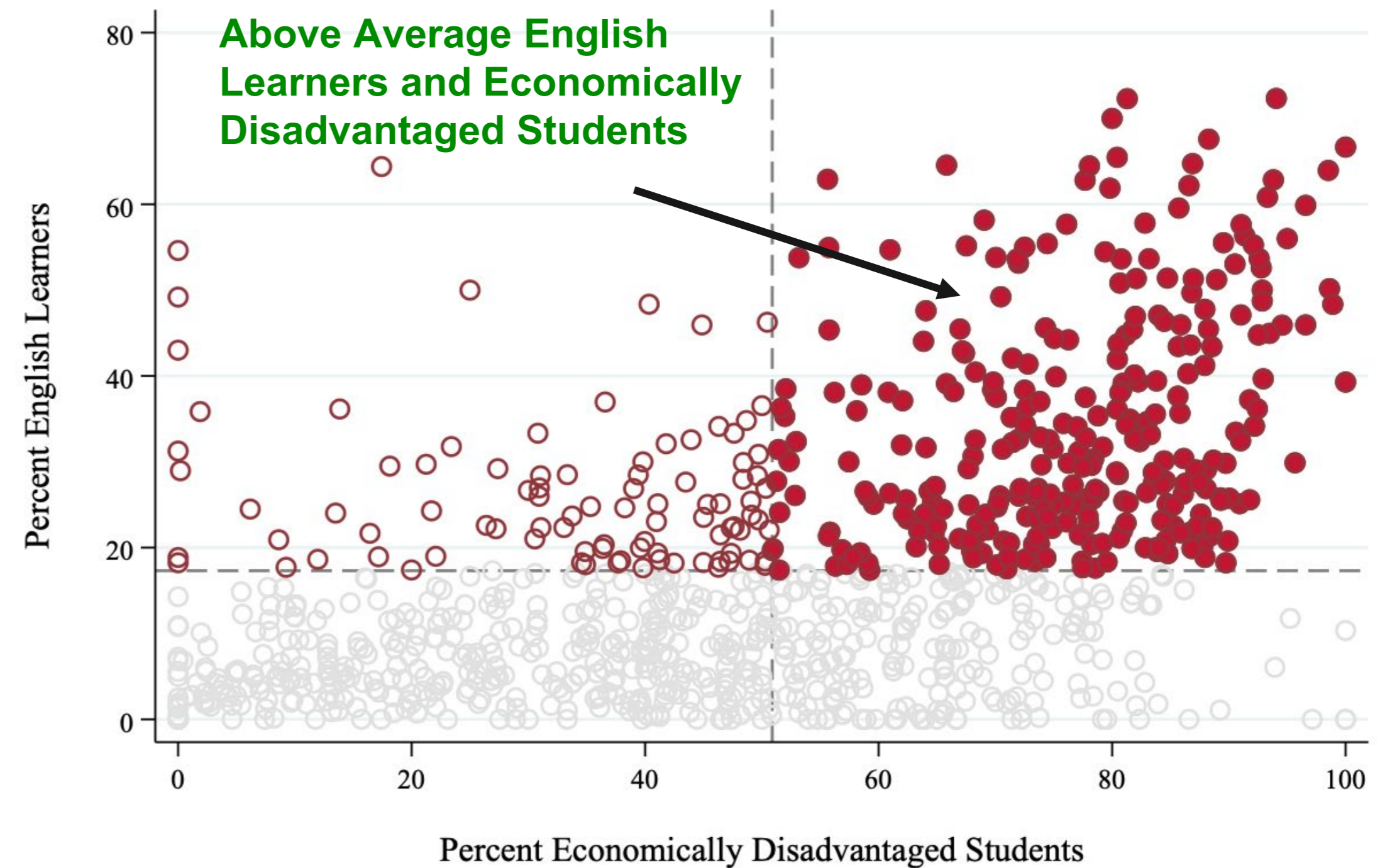
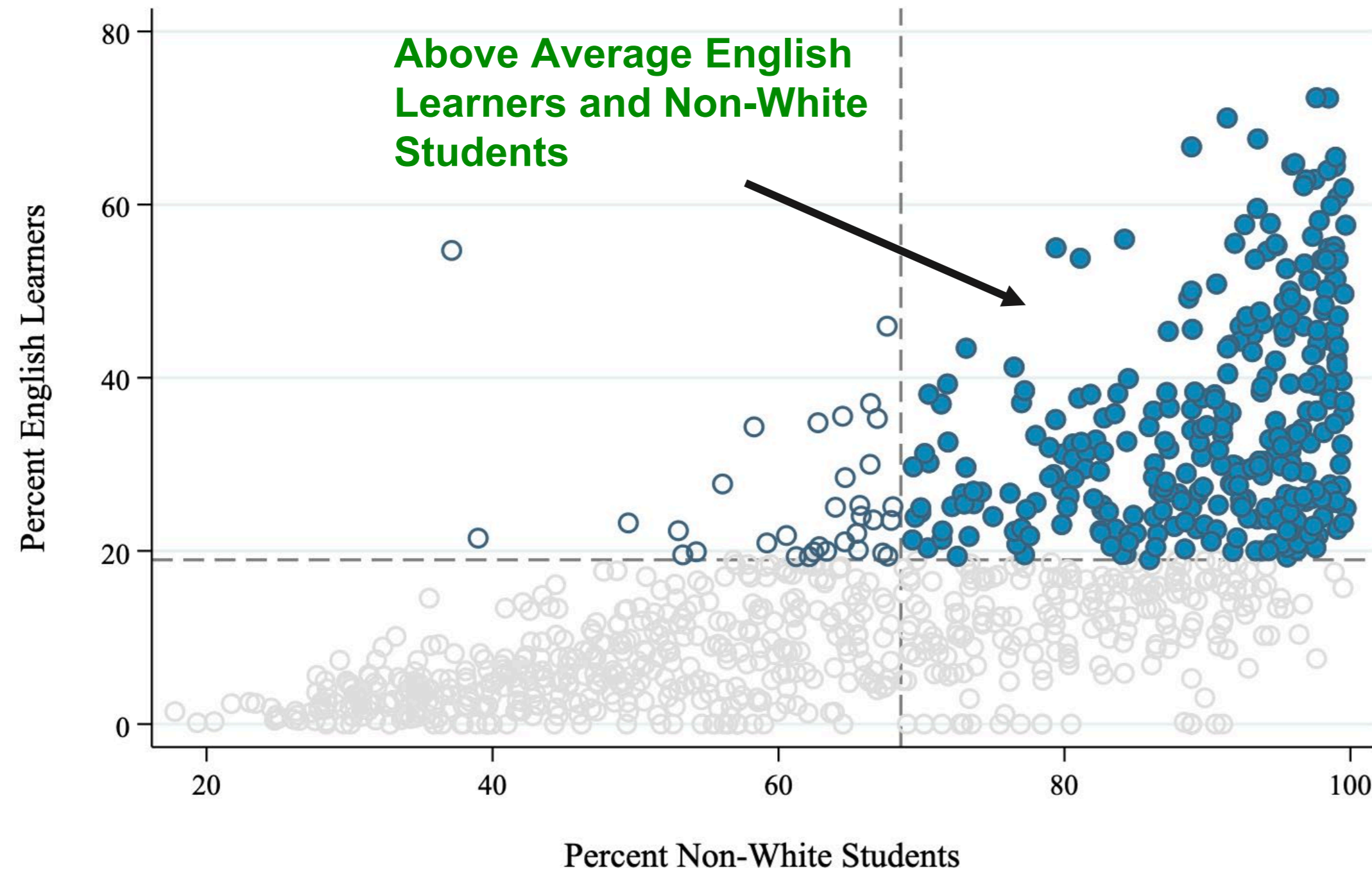
How are these recommendations aligned with the field?



Improve the Design of English Learner Programs

What key findings inform our conclusions?

Higher concentrations of English learners predict higher concentrations of **non-White and economically disadvantaged students.**



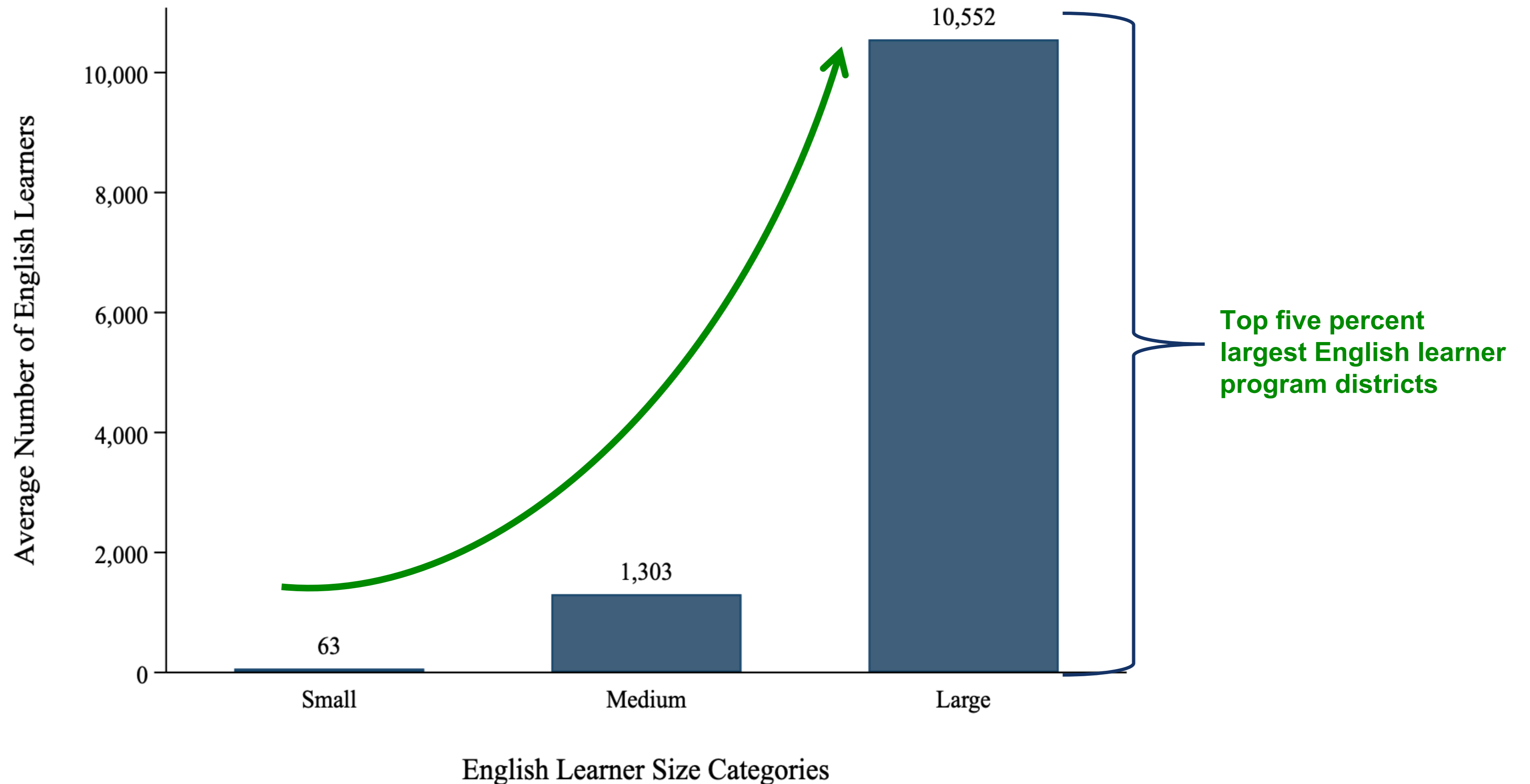
Source: California Department of Education, Cumulative Enrollment Data and CALPADS UPC Source File (K–12), 2023

Improve the Design of English Learner Programs

What key findings inform our conclusions?



The **top five percent of districts** with respect to the number of English learners is over **eight times larger** than the next largest category on average.

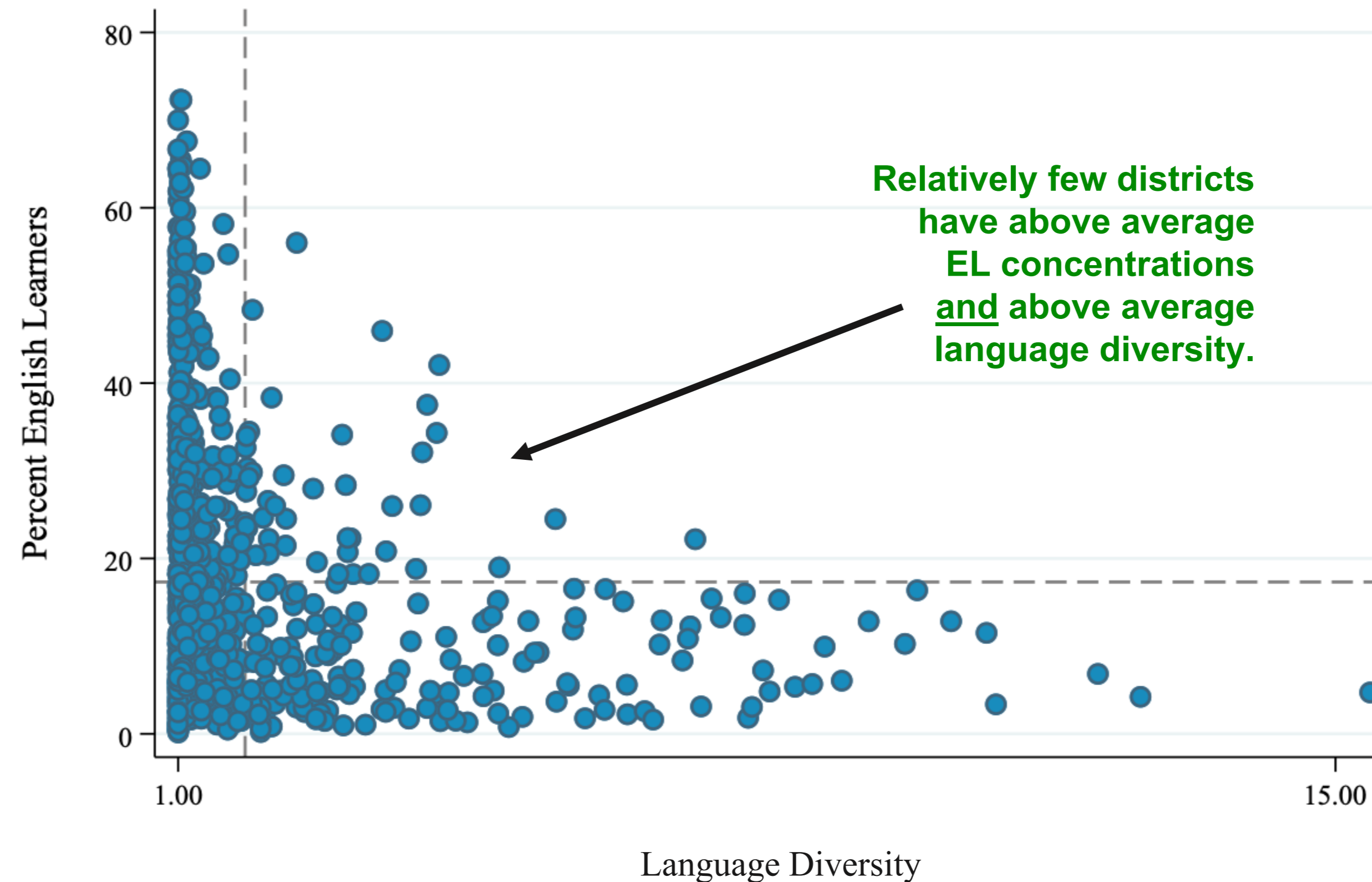


Improve the Design of English Learner Programs

What key findings inform our conclusions?



However, districts with the largest numbers of English learners tend to have less diverse English learners, **especially with respect to language diversity.**



Source: California Department of Education, Cumulative Enrollment Data and English Learners by Grade & Language and CALPADS UPC Source File (K–12), 2023

Improve the Design of English Learner Programs

What are our key conclusions?

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Improve the Design of English Learner Programs

How did we reach these conclusions?

Key Conclusion #2: The population of English Learners in California and the context of programs serving this population vary widely, even within common geographic areas. These differences in settings—with respect to students and program contexts—can influence the costs of the English Learner programs and should be accounted for in how these programs are designed.

- **Key Finding #8:** Cluster analysis suggests that school districts with similar settings—specifically similar English Learner student populations, program sizes, and instructional staff demographics and qualifications—span geographic boundaries.



Improve the Design of English Learner Programs

How did we reach these conclusions?

How did we analyze English Learner programs to identify school districts with similar program contexts?

- **Step 1:** We identified a suitable analysis method known as cluster analysis, in particular k-means clustering. The goal is to maximize the similarity of those in the group and minimize their similarity with those not in the group with respect to the data included.
- **Step 2:** We then selected a limited set of data measures to include in our analysis; (1) English Learner Percent; (2) Percent of Economically Disadvantaged English Learners; (3) Percent of Migrant Students; (4) Percent of Non-Spanish Speaking English Learners; (5) Percent of Non-White English Learners; (6) Percent of Bilingual Cross-cultural Language and Academic Development (BCLAD) Authorized Staff, and (7) Percent of Non-White Staff.
- **Step 3:** We purposefully selected the top five percent school districts with respect to English Learner enrollment given their unique context and then clustered the remaining school districts with English Learners into five clusters using k-means clustering.

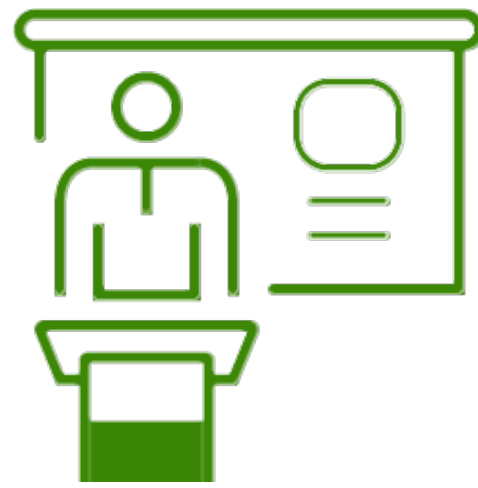


Improve the Design of English Learner Programs

How did we reach these conclusions?

How did we analyze English Learner programs to identify school districts with similar program contexts?

- **Step 4:** We analyzed the resulting five clusters to determine along which dimensions they are most distinct from the other clusters. This resulted in the following cluster profiles:
 - 1. Very Small, Less Diverse:** Lower than average percent of English Learners and non-Spanish speaking English Learners, and lower than average percent of non-White staff.
 - 2. Small, Low Economic Disadvantage:** Lower than average percent of English Learners and economically disadvantaged English Learners. Higher than average non-Spanish speaking English Learners.
 - 3. Medium Size, Very Low Economic Disadvantage:** Lower than average percent of English Learners and non-White English Learners, and much lower than average percent economically disadvantaged English Learners. Higher than average non-Spanish speaking English Learners.



Improve the Design of English Learner Programs

How did we reach these conclusions?

How did we analyze English Learner programs to identify school districts with similar program contexts?

- **Step 4:** We analyzed the resulting five clusters to determine along which dimensions they are most distinct from the other clusters. This resulted in the following cluster profiles:
 - 4. Large, Diverse:** Higher than average percent of English Learners and economically disadvantaged English Learners. Lower than average non-Spanish speaking English Learners.
 - 5. Very Large, Very Diverse:** Higher than average percent of English Learners, economically disadvantaged English Learners, percent migrant students, and non-White staff. Lower than average non-Spanish speaking English Learners.
- **Step 5:** We also analyzed the geographic locations of the districts by cluster to determine whether they are clustered by regions of the state or more geographically diverse.

Improve the Design of English Learner Programs

What are our key conclusions?

How did we reach these conclusions?

What key findings inform our conclusions?

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Improve the Design of English Learner Programs

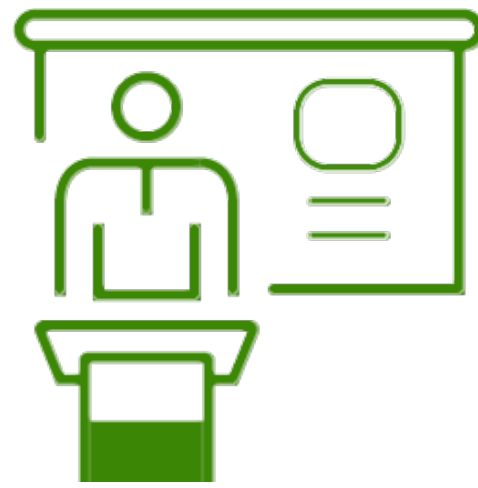
What key findings inform our conclusions?

Our school district clusters are driven by **program relevant measures**, with each cluster favoring a specific combination of characteristics.

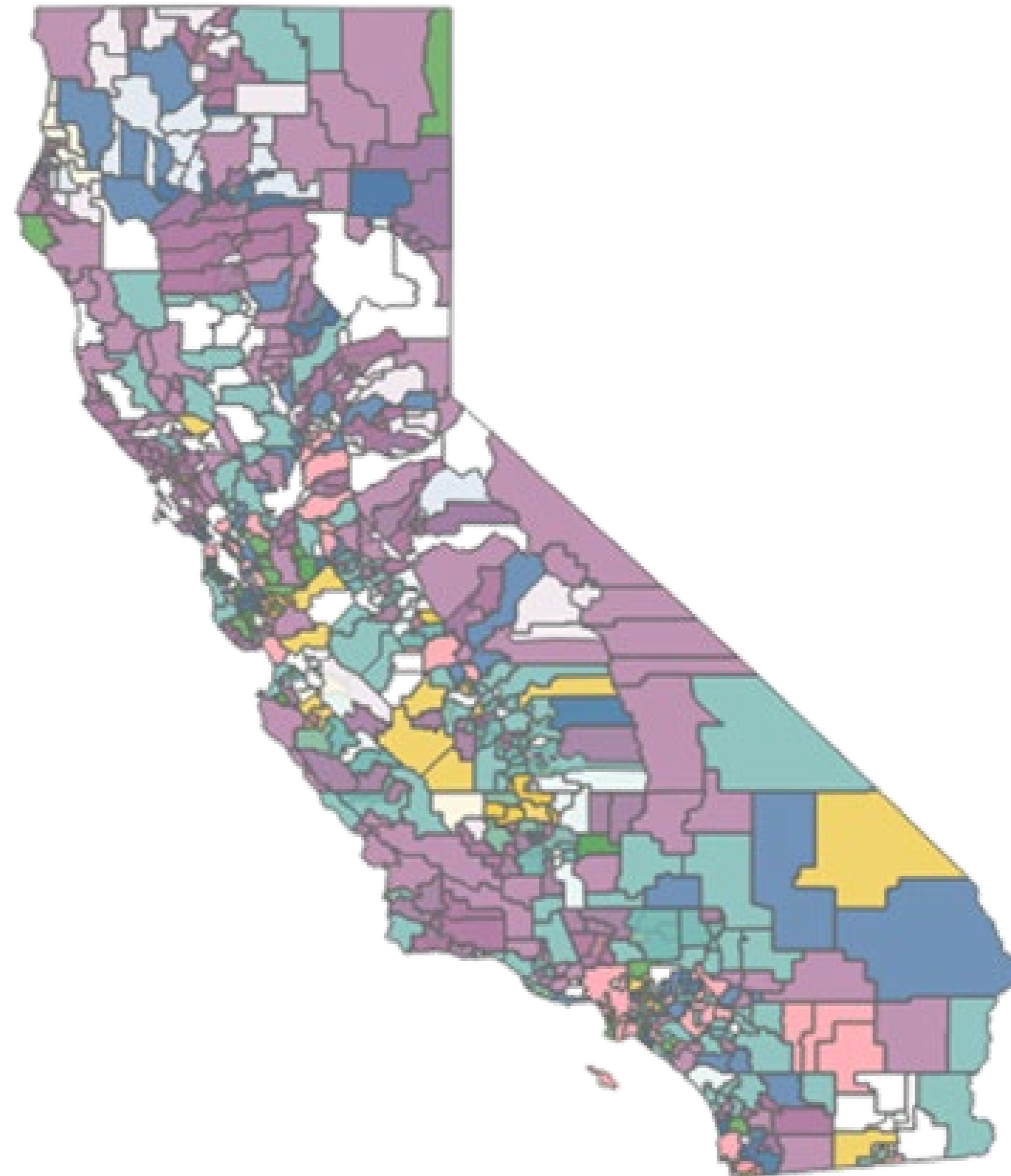
Key Measure	Very Small, Less Diverse	Small, Low Economic Disadvantage	Medium Size, Very Low Economic Disadvantage	Large, Diverse	Very Large, Very Diverse
English Learner (%)	- (low)	- (low)	- (low)	+ (high)	+ (high)
ED English Learners (%)	N/A	- (low)	- (low)	+ (high)	+ (high)
Migrant Students (%)	N/A	N/A	N/A	N/A	+ (high)
Non-Spanish Speaking English Learners (%)	- (low)	+ (high)	+ (high)	- (low)	- (low)
Non-White English Learners (%)	N/A	N/A	- (low)	N/A	N/A
BCLAD Authorized Staff (%)	N/A	N/A	N/A	N/A	N/A
Non-White Staff (%)	- (low)	N/A	N/A	N/A	+ (high)

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What key findings inform our conclusions?



The resulting clusters are **geographically diverse**, and most districts are in one of two “small” clusters (1 & 2) or one of two “large” clusters (4 & 5).



- Excluded
- Very Small, Less Diverse
- Small, Low Economic Disadvantage
- Medium, Very Low Economic Disadvantage
- Large, Diverse
- Very Large, Very Diverse
- Top 5 Percent

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What are our key conclusions?

How did we reach these conclusions?

What key findings inform our conclusions?

How can the key audiences contribute to achieving the recommended actions?

How are these recommendations aligned with the field?

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How can the key audiences contribute to achieving the recommended actions?

The study team considered the following key audiences who can take action to support these recommendations:

State and Local Policymakers

Regional and Local Practitioners

Statewide and Community Organizations

Philanthropy

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How can the key audiences contribute to achieving the recommended actions?

Audience	Action
State Policymakers	<ul style="list-style-type: none">• Integrate local program setting into the organization of statewide supports to improve their overall coherence.
Local Policymakers	<ul style="list-style-type: none">• Make strategic investments to hire additional English Learner program coordination staff and instructional coaching staff and support the career growth of bilingual paraprofessional staff.
Regional Practitioners	<ul style="list-style-type: none">• Lead collaboration of cross-agency teams to support the more effective and coherent organization of services for students and families.
State and Community Orgs	<ul style="list-style-type: none">• Mobilize for the recommended investments and facilitate collaboration between cross-agency teams through existing networks of engagement and advocacy.
Philanthropy	<ul style="list-style-type: none">• Invest in collaboration between state and regional entities to support regional practitioners to lead cross-system coordination.

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How are these recommendations aligned with the field?

California and the broader field of English Learner program improvement have a robust infrastructure, including two key documents:

- The **California English Learner Roadmap (2017)** outlining guidance for supporting English learner students
- The Center for Applied Linguistics' **Guiding Principles for Dual Language Education (2018)**.

Moreover, momentum has been growing in the field around the goal of expanding multilingual instructional programs for English Learners in California, including the following activities:

- The state committed to expanding these programs in its **Global California 2030 Initiative** goals.
- A recent Civil Rights Project/Proyecto Derechos Civiles report – **Meeting its Potential: A Call and Guide for Universal Access to Bilingual Education in California** – made recommendations on reaching universal access to these programs in California.

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How are these recommendations aligned with the field?

Project Recommendations	English Learner Roadmap	Guiding Principles Dual Language Education
<p>A1. Integrate local program setting into the design, organization, and deployment of systems of support.</p>	<p>Principle Three: System Conditions That Support Effectiveness Principle Four: Alignment and Articulation Within and Across Systems</p>	<p>Strand 7: Support and Resources – e.g., <i>Principle 2: The program is equitably and adequately funded to meet program goals; Principle 3: The program advocates for support.</i></p>
<p>A2. Invest locally and regionally in English Learner program coordination and instructional coaching staff to improve programs through these roles.</p>	<p>Principle Two: Intellectual Quality of Instruction and Meaningful Access</p>	<p>Strand 3: Instruction – e.g. <i>Principle 3: Instruction is student-centered.</i></p>
<p>A3. Expand investment in bilingual paraprofessionals to (a) ensure sufficient student support in the short term, and (b) support a more robust workforce for bilingual instructors in the long term.</p>	<p>Principle One: Assets-Oriented and Needs-Responsive Schools</p>	<p>Strand 1: Program Structure – e.g., <i>Principle 2: The program ensures equity for all groups</i></p>

Keep digging!

This slide deck is part of a series of slide decks summarizing the Strategic and Economic Analysis of English Learner Programs in California project.

There are five slide decks available, listed to the right. You are currently reviewing the [Recommendations: Improve the Design of English Learner Programs](#).

For more information check out the others on the list!

- I. **Executive Summary**
- II. **Project Context, Goals, and Activities**
- III. **Recommendations: Improve the Design of English Learner Programs**
- IV. **Recommendations: Expand Access to Integrated Care**
- V. **Recommendations: Transition to a Multilingual Workforce**



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That said, the work of this project is entirely that of the **WestEd team**. All errors are our own.