



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

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

Open Space Report: Los Angeles

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

1. Names of group members

Facilitator- Davil Hollbrook

Peter Corbin
Patricia Addison
Rachel Lagonoff

Marcia Vargas
Rachelle Pastor
Ruben Cabrillo

Jesse M
Billy Demaree

Luis Santana
Philomena Hall

2. Issue/Topic/Activity

Non-Standard Variety English Learners

3. Highlights of Discussion/Recommendations/Next Action Steps

- EL should encompass not only foreign languages, but also non-standard English
- When surveys are completed for “Home Language” and/or “Parent Language Surveys”- parent may report as English but may be a non-Standard Variety
- Examples of Non-Standard Variety Creole: Gula (South Carolina, Georgia), Afro-Seminole (Texas). Other examples of NS Variety- Pidgeon
- It is important to validate the variety of the English that students/families have. Their Non-Standard English has value
- English as a 2nd Dialect- How do you provide effective services
- What is working?
 - o Marcia Vargas shared that CAFE (California Association of Bilingual Education) will be sponsoring a conference in two weeks March 22-23 in Long Beach) highlighting strategies/techniques that have been effective with Non-Standard English speakers.
 - Success has been demonstrated in LA Unified School Districts
 - Speakers, including Cherokee Holly and Lemoine?, will keynote and conduct an Institute on these successes
- Identification vs. Assessment of Non-Standard English Speakers
 - o Identification
 - Identification may be a civil rights issue if not identified appropriately
 - If a family indicates that “English” is their primary language or primary language of the student- placing the student in EL services may be a violation

- In Wyoming, a referral process is in place to monitor the progress of a student who MAY be Non-Standard English Learner but was self-identified as speaking English. This referral process allows the Building Integration Team to determine if progress is being made and if no progress is noted, is it due to a learning disability, a disability, or because of a language barrier (standard or non-standard English learner)
 - There may be a risk in labeling an EL if student is a Non-Standard EL.
 - Assessment
 - What is needed is an assessment that assesses the movement from Non-Standard English to Standard English. It is unlikely that funding will be made available for this.
 - Content Assessment is needed
 - How do we take into account norms, culture, appropriateness, and learning styles? Bias and sensitivity reviews must be conducted for all assessments.
 - Learning difference between Non-Standard English Learners and English Language Learners
 - NSEL- Emphasis on Academic English
 - ELL- Differs in the sense that the need to Learn English is necessary, as well as grammar etc..
 - The screening and assessment between the two MUST be different
 - The core of services between the two needs to be different
 - Professional Development for Non-Standard English Teachers
 - PD is necessary
 - Skills and techniques must be specific and may be different than ELL teachers
 - Can Spanish be considered as Non-Standard EL
 - Discussion: Differentiation between regional Spanish and Spanish spoken in neighborhoods/amongst families.

4. Available Resources

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

5. Follow-up requests

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

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