



DELAWARE'S ENGLISH LEARNER

STRATEGIC PLAN 2022
Empowering Every English Learner



ENGLISH LEARNER STRATEGIC PLAN GUIDING COALITION

Steering Committee Members:

- **Guy Danjoint** *Pastor, Interpreter, Translator, Haitian Community Leader*
- **Joan Kuo** *Chinese American Community Center*
- **Javier Torrijos** *Chairman, Delaware Hispanic Commission*

Guiding Coalition Members:

- **Christine Anderson** *Office of Early Learning, Delaware Department of Education*
- **Pattiva Cathell** *Counselor, Indian River School District*
- **Olinda Coverdale** *DELLTA Advisory Board Member*
- **Jill Elliott-Scannell** *Exceptional Children Workgroup, Delaware Department of Education*
- **Mirlande Frazier** *State Accountant, Haitian Community Member*
- **Gregory Fulkerson** *Director, Language Acquisition Workgroup, Delaware Department of Education*
- **Darren Guido** *Supervisor of Instruction, Caesar Rodney School District*
- **Kelly Hageman** *Supervisor of Instruction, Seaford School District*
- **Amber Herrera** *ELL Specialist, Christina School District*
- **LouAnn Hudson** *Director of Instruction, Indian River School District*
- **Ted Jarrell** *Title I, Delaware Department of Education*
- **Wanda López** *Deputy Director, Stand By Me/United Way of DE*
- **Margie López-Waite** *Head of School, Las Américas ASPIRA Academy*
- **Maritza M. Marín** *Bilingual School Psychologist, Christina School District*
- **Maria Paxson** *ELL/Title III Field Agent, Delaware Department of Education*
- **Erin Pieshala** *Teacher & Administrator Quality Development Workgroup, Delaware Department of Education*
- **Eli Ramos** *Retired Educator*
- **Terry Richard** *Title III Education Associate, Delaware Department of Education*
- **Margie Rivera** *ASPIRA of Delaware, Inc.*
- **Johan Tijerino** *Delaware Adolescent Program Inc.*



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May 30th, 2017

JOHN CARNEY
GOVERNOR

Fellow Delawareans,

As Governor of Delaware, I write this letter of support for the English Learner Strategic Plan, and offer my gratitude to the steering committee and guiding coalition members for their countless hours of work on it. Our English learner population has substantially increased over the past few years, and in order to support these students, we must improve our delivery of services. This plan lays the groundwork for those efforts.

I am especially proud that this plan was created by the community for the community. It represents the beliefs and goals of a number of different organizations and stakeholders, with the singular vision of improving services to students for whom English is not their first language.

In our ever-changing global economy, it is those of us who are monolingual who are at a deficit, not those who are bilingual. With support and coherence in delivery of services, our EL population should be leading the charge into the next century, poised to take on the jobs of tomorrow. My hope is that this plan gets us closer to that day.

Again, I want to thank all those involved in this plan for their hard work. The responsibility must be shared by all of us to follow through.

Sincerely,

John C. Carney, Governor of Delaware

TIMELINE AND PROCESS

In response to Delaware's growing English learner student population, a Steering Committee that reflected the diversity of Delaware's largest language-minority groups was formed to develop a comprehensive English Learner Strategic Plan. Its mission was to create a plan that empowers every English learner to be successful in college, career, and life. To accomplish this goal, the Steering Committee nominated a Guiding Coalition of parents, community representatives, school district subject matter experts, and the Delaware Department of Education. The Guiding Coalition met monthly to identify overarching goals, objectives, and strategies. After the completion of an initial draft, the Guiding Coalition began the process of engaging additional stakeholders for public feedback through online surveys and face-to-face meetings.

2016

January - June

- El Strategic plan Guiding Coalition develops recommendations

June - August

- Draft plan shared with DDOE workgroups and branches for additional feedback

September

- Stakeholder feedback session held for community organizations and Institutes of Higher Education

October - December

- Community feedback collected through town hall meetings & public comment

2017

January - July

- Final plan revisions and printing in multiple languages

August - September

- Plan released to public

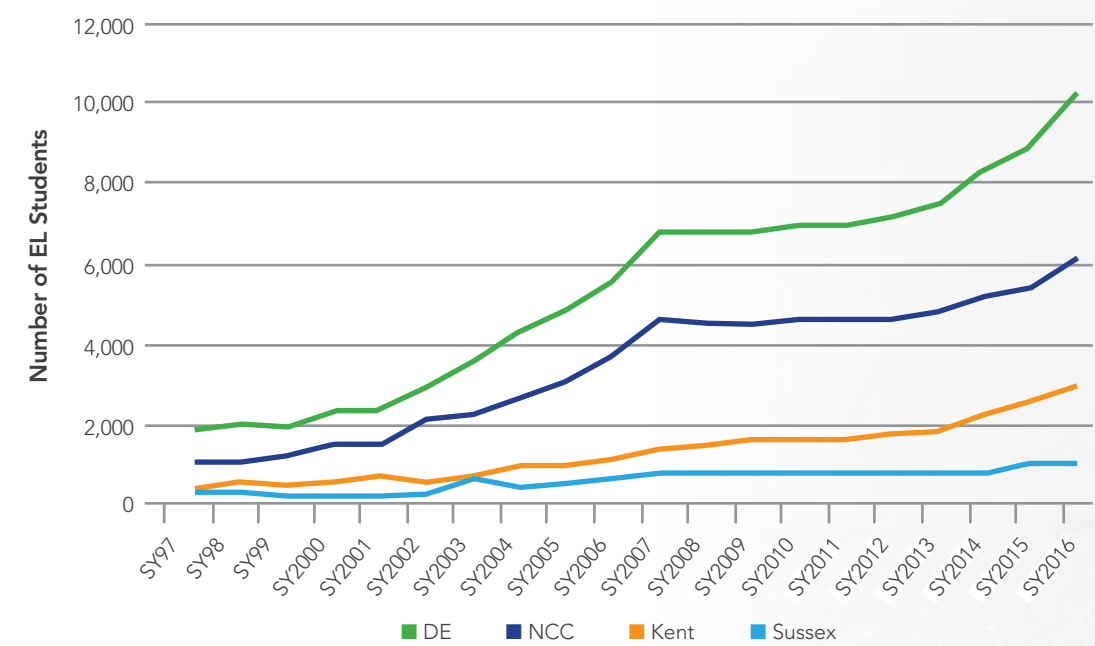


CALL TO ACTION

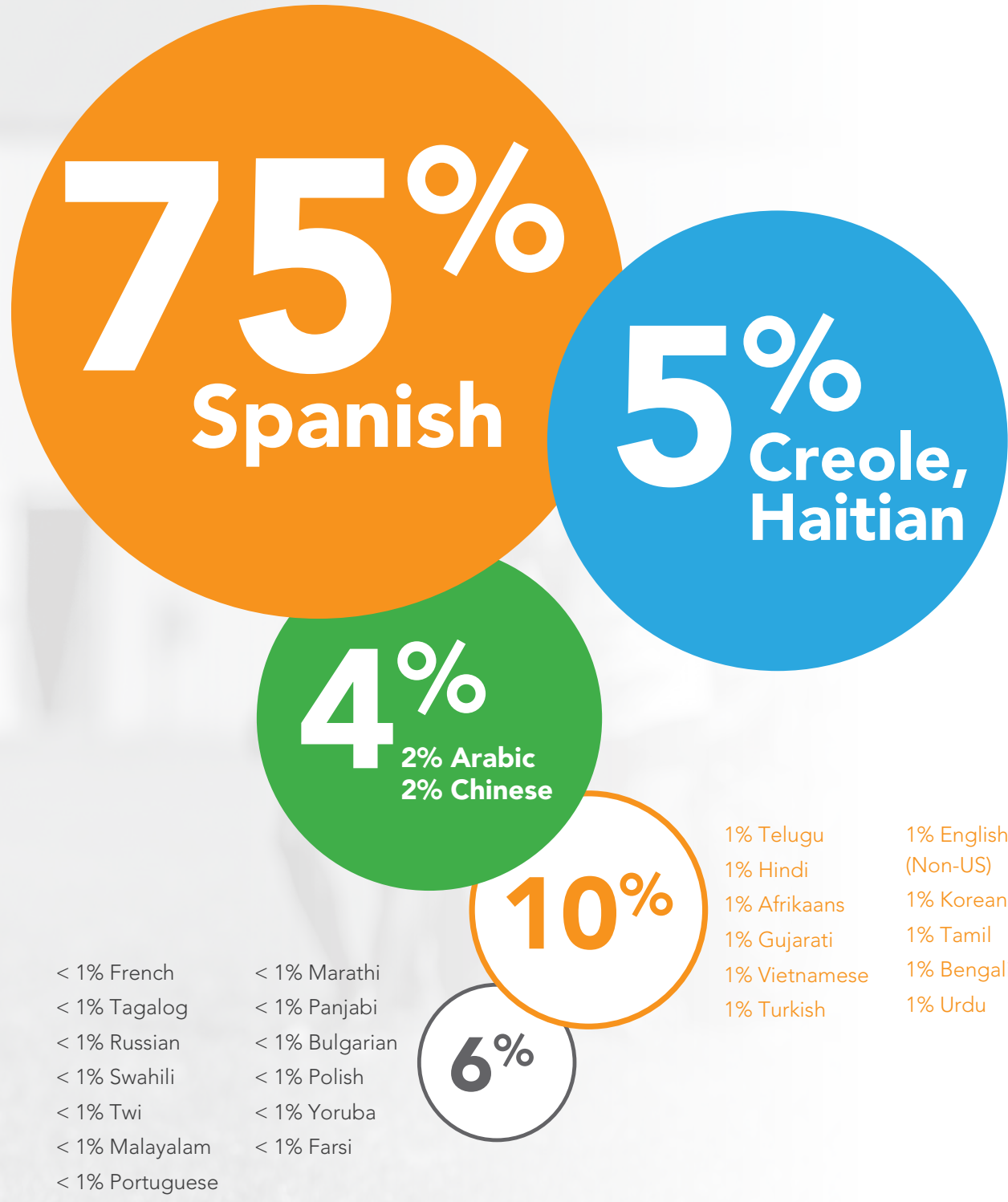
Delaware is home to diverse populations of people representing more than 50 countries with distinct cultures. Language is a part of culture and for many of the state's families, English is not the first language. Increasingly, **Delaware is welcoming students of diverse cultures and who speak one of more than a hundred languages, and these cultures and languages must be acknowledged when tailoring educational experiences for all.** Delaware must provide every student with a world-class, 21st century education while respecting and supporting cultural and linguistic diversity.

According to the Migration Policy Institute, from 1997 until 2008 Delaware’s EL student enrollment grew by 249% and Delaware is listed as one of the top 10 states with significant increases. **These numbers have continued to rise and with a total of 11,082 English learner students in the 2016-2017 school year, Delaware has seen an increase of 433.3%.** In Sussex County alone, in the decade between 1990 until 2000, the Hispanic population grew from 1,476 to 6,915, which resulted in a 368.4% change in this demographic. The following decade, from 2000 until 2010, the Hispanic population grew to 16, 954, resulting in a 145.1% change. Among Delaware’s EL student group, Spanish is the number one language of origin, with students from more than 15 Latin American countries represented.

SINCE 1998, THE NUMBER OF ELS IN DELAWARE HAS **INCREASED 433.3%.**

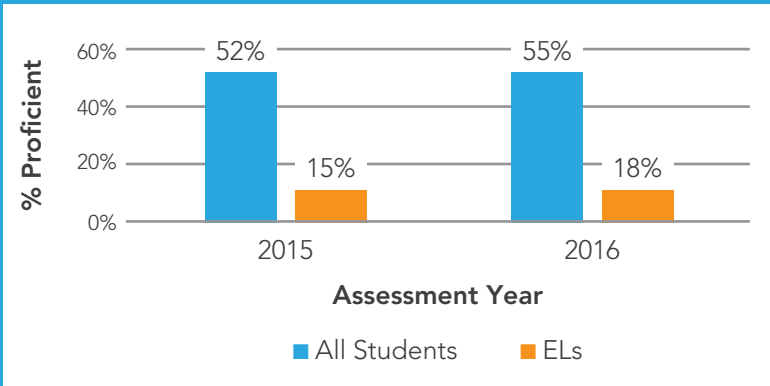


English learner students in Delaware represent many different cultures and language groups, even though the vast majority of them were born in the state. While Spanish continues to be the most widely spoken language, increasing numbers of students speaking Haitian Creole, Arabic and Chinese are entering Delaware schools. **Delaware is home to more than 100 different languages.**

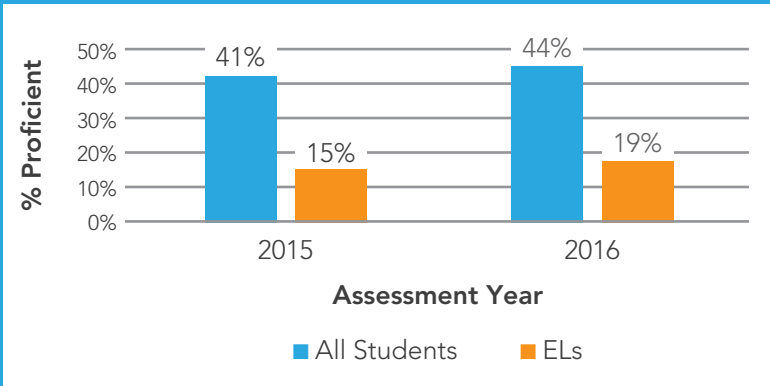




ELA Proficiency

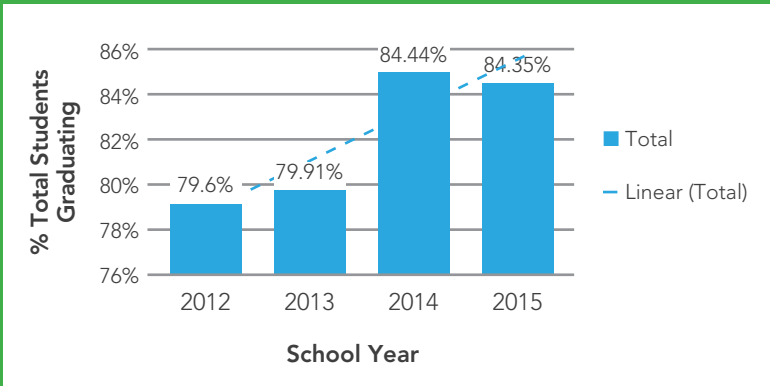


Math Proficiency

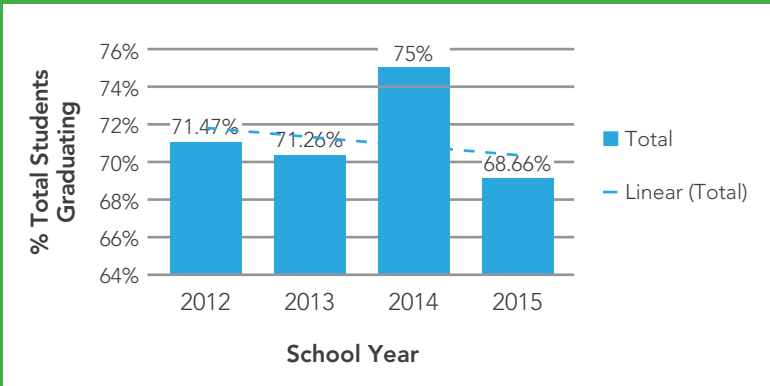


English learners in Delaware have shown gains on the Grades 3-8 Smarter Balanced assessment from 2015 to 2016 administrations. The English learner subgroup, however, continues to fall far behind other students in Delaware schools. While English learners are a unique student group, focused efforts are necessary in order to support closing achievement gaps for this population. By closing achievement gaps, ELs will be better prepared for success in college, career and life upon graduation.

Delaware Graduation Rates



Delaware EL Graduation Rates



Delaware leads the nation with increased overall graduation rates. Although the 2014 graduation rates for ELs spiked upward to 75%, there is an overall negative trajectory. In 2015, 15% fewer English learners graduated than the state’s total percentage. For Delaware’s English learners to graduate, attend college and/or join the workforce, and become assets to the state’s economy, a systemic focus on the needs of English learners is vital.

The State of Delaware is **committed** to **empowering** every English learner to be successful in college, career and life. Every English learner will engage in the **highest-quality education** to prepare them with the linguistic, cultural and academic skills necessary for the 21st century.

#1

Engage every English learner in high-quality **instruction** and **assessment** designed to meet individual needs

#2 Foster highly **effective educators** of English learners

#3

Mobilize the community and **engage** the public to **support** English learners

#4

Continue to **refine** English learner **education** through intentional **analysis** of data

GOAL #1

Engage every English learner in high-quality **instruction** and **assessment** designed to meet individual needs



Objective 1.1:

Close achievement gaps for ELs by ensuring that EL instruction is appropriately aligned with college and career ready standards and assessments

- **Strategy 1.1 A:** Promote strong collaboration among all EL educators and content teachers regarding the integration of college and career ready standards and daily EL instruction
- **Strategy 1.1 B:** Develop a coalition of districts and charters to review evidenced-based resources, provide recommendations, and evaluate effectiveness of CCSS-aligned curriculum and assessments appropriate for English learners
- **Strategy 1.1 C:** Align appropriate interventions for long-term EL students and coordinate services to address the needs of the whole child (e.g. EL and Special Education services)

Objective 1.2:

Elevate the use of proven program designs (practices) focused on meeting students' language and content needs

- **Strategy 1.2 A:** Establish protocols to ensure fidelity of implementation for EL-program models statewide including organizational procedures in districts/charters
- **Strategy 1.2 B:** Identify and provide language supports for Pre-K dual language learners (DLLs) to increase kindergarten readiness
- **Strategy 1.2 C:** Expand dual language immersion and bilingual learning from pre-K through twelfth grade to teach literacy in the students' native and second language where possible
- **Strategy 1.2 D :** Establish protocols to meet the needs of English learner students in grades 4-12 who either have no school records or whose records demonstrate gaps in formal education (SIFE/ SLIFE (Students with Interrupted/Limited Formal Education))
- **Strategy 1.2 E:** Identify and provide supports for newcomer ELs to assist with transition to Delaware schools

Objective 1.3:

Increase high school graduation rates of ELs and former ELs

- **Strategy 1.3 A:** Increase the career preparation of ELs and former ELs by developing career pathways in secondary schools that incorporate EL support as needed
- **Strategy 1.3 B:** Develop a system of supports for newcomer ELs, entering Delaware for the first time as a high school student (grades 9-12)
- **Strategy 1.3 C:** Develop district policies and practices for ELs to fulfill the world language graduation requirements by demonstrating proficiency in their native language
- **Strategy 1.3 D:** Develop a toolkit of drop-out prevention resources, specific to ELs, for school counselors
- **Strategy 1.3 E:** Develop partnerships between international students attending local institutions of higher education and secondary English learners to promote high school graduation and college attendance
- **Strategy 1.3 F:** Connect ELs and former ELs with post-secondary work and college opportunities e.g. high school co-op experiences, Delaware SEED scholarship, DREAMers

GOAL #2

Foster highly **effective** educators of English learners



Objective 2.1:

Increase equitable access to high quality educators for ELs

- **Strategy 2.1 A:** Engage members of the General Assembly to develop a student-focused funding system that will provide districts and charters with the necessary funding to maintain an appropriate teacher to student ratio
- **Strategy 2.1 B:** Recruit and retain a diverse educator workforce prepared to meet the needs of ELs

Objective 2.2:

Ensure all Delaware Educator Preparation Program candidates and novice educators are prepared to work with ELs

- **Strategy 2.2 A:** Partner with IHEs to support the integration of English language development pedagogy in all teacher preparation coursework
- **Strategy 2.2 B:** Require at least three (3) credits (or their equivalent) in cultural competence and EL instructional strategies for all teachers and leaders entering the profession in both traditional and alternative routes to certification
- **Strategy 2.2 C:** Leverage cycle 4 new teacher mentoring cycles to include specific learning on meeting the needs of ELs

Objective 2.3:

Strengthen the EL knowledge-base for teachers, specialists and paraprofessionals

- **Strategy 2.3 A:** Leverage multiple learning designs to provide ongoing professional learning on meeting the needs of English learners, including DLLs, students with disabilities, and those identified as gifted and talented
- **Strategy 2.3 B:** Ensure all content professional learning integrates evidence-based practices to support ELs
- **Strategy 2.3 C:** Develop the skills of educators to appropriately utilize and adapt curricular materials for use with ELs

Objective 2.4:

Enhance the capacity of school leaders in meeting the needs of ELs

- **Strategy 2.4 A:** Establish an EL Cadre to increase district and charter level capacity to implement and sustain high-quality programs for ELs
- **Strategy 2.4 B:** Provide ongoing EL focused professional learning opportunities for district/charter and school-based administrators, to develop a culture, common philosophy and approach to culturally and linguistically responsive instruction

Objective 2.5:

Increase the number of EL-certified teachers

- **Strategy 2.5 A:** Expand opportunities for undergraduate teacher candidates in Delaware IHEs to complete coursework required for EL certification
- **Strategy 2.5B:** Expand the flexibility of graduate coursework offered by Delaware IHEs for teachers to add EL teaching certification
- **Strategy 2.5 C:** Create statewide professional learning opportunities as fulfill the 45 clock hours listed in the regulation for certification
- **Strategy 2.5 D:** Promote the availability of funds through the state critical need scholarship to support certification
- **Strategy 2.5 E:** Collaborate with community businesses and organizations to secure grants for scholarships that support EL certification

GOAL #3

Mobilize the community and **engage** the public to **support** English learners



Objective 3.1:

Increase community advocacy to influence EL Delaware public policy and inform resource investment

- **Strategy 3.1 A:** Leverage the Delaware Interagency Resource Management Committee (IRMC) to monitor fidelity of EL strategic plan implementation and make recommendations for plan adjustments
- **Strategy 3.1 B:** Establish a Governor's Advisory Council comprised of various state and community agencies to develop recommendations for public policies and practices that address the comprehensive needs of the EL population
- **Strategy 3.1 C:** Engage advocacy groups to champion the assets of ELs

Objective 3.2:

Improve engagement with families of ELs

- **Strategy 3.2 A:** Provide resources, materials and staff to communicate in culturally-responsive and comprehensible ways with English learner families
- **Strategy 3.2 B:** Provide access to information regarding EL programs, policies and procedures in a variety of languages (e.g. websites and social media)
- **Strategy 3.2 C:** Establish a volunteer family-liaison team
- **Strategy 3.2 D:** Create a statewide family advisory council to provide feedback to district/charter and state agencies on EL programs, policies and practices

Objective 3.3:

Increase partnerships with community organizations and state agencies to respond to needs of EL families, including socio-emotional, health, and nutrition

- **Strategy 3.3 A:** Provide information regarding adult education and family literacy programs that can improve academic and language skills
- **Strategy 3.3 B:** Coordinate and improve the alignment of PreK, K-12 and Adult Education support services
- **Strategy 3.3 C:** Develop a toolkit that highlights the range of state and community services available to families (e.g. education, health, nutrition, employment training services)

Objective 3.4:

Increase community awareness of the value-added benefits of multilingualism that ELs bring to Delaware

- **Strategy 3.4 A:** Promote and celebrate multilingualism at school, community and state events
- **Strategy 3.4 B:** Connect with local, regional and national businesses in Delaware to promote language skills as crucial 21st century workplace skills
- **Strategy 3.4 C:** Honor and recognize students who demonstrate proficiency in English and their native language by providing them with a "seal of biliteracy"
- **Strategy 3.4 D:** Promote a career in education among current and former ELs to develop a linguistically diverse teacher pipeline

GOAL #4

Continue to **refine** English learner **education** through intentional **analysis** of data

Objective 4.1:

Increase the comprehensibility and transparency of EL data for all stakeholders

- **Strategy 4.1 A:** Enhance the scope and quality of the state's EL database system
- **Strategy 4.1 B:** Integrate EL data into other state and district/charter data systems to facilitate access
- **Strategy 4.1 C:** Disseminate EL data through existing public facing platforms including district and charter websites

Objective 4.2:

Increase the use of EL data to drive decision making

- **Strategy 4.2 A:** Provide resources to help educators interpret EL data and make data-driven decisions
- **Strategy 4.2 B:** Include EL teachers in data cycle review meetings, PLC meetings, and school leadership teams
- **Strategy 4.2 C:** Monitor and track longitudinal student achievement data of ELs and former ELs through early learning, elementary school, middle school, high school
- **Strategy 4.2 D:** Establish a system to track ELs and former ELs post-secondary data (e.g. college admission, completion, job placement)

Objective 4.3:

Increase the alignment of state, district/charter and school initiatives to provide recognition and supports based upon collected data

- **Strategy 4.3 A:** Develop a recognition program for districts and charters that achieve significant growth for English learners
- **Strategy 4.3 B:** Develop a systematic support structure for DDOE to support districts and charters



GET INVOLVED

Your support is needed to help empower each of Delaware's English learners. Advance the vision and energy of the English Learner Strategic Plan by:

- **Sharing** this plan with family, neighbors and colleagues.
- **Engaging** with local school or community programs.
- **Volunteering** to mentor an English learner or to join a family liaison team at a local school.



ENGLISH LEARNER STRATEGIC PLAN 2022 CONTRIBUTORS

Partners in Review

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Delaware Department of Education
Delaware English Language Learner Teachers and Advocates (DELLTA)
Delaware School District Curriculum Supervisors
Delaware State University
Delaware Technical and Community College
Derek Niño, Harvard Fellow
District/Charter ESL Coordinators
University of Delaware
Wilmington University

Community Review

Chinese American Community Center
Delaware Hispanic Commission
Haitian Community Representatives
Kent County Community
Latin American Community Center
Latino Summit 2016
New Castle County Community
Sussex County Community

