

The English Learner Advisory Council (ELAC) proposed two items in their policy prospectus related to interventions for English learners: Individualized Support and Tracking for All English Learners, and District-Level Parental Advisory Controls. As the ELAC moves toward drafting policy recommendations, these two policies have been combined to holistically to address a focus on interventions as a primary strategy to support English learner outcomes.

Discussion with the Council has resulted in the following key considerations, which may be organized into the following categories:

Topic	Considerations	Options
Align Literacy Interventions and English Learner Supports	- Consider directing the Department to develop early warning indicators of linguistic stagnation - Consider directing the Department to issue guidance integrating WIDA score and language development goals directly into student literacy performance plan templates - Consider directing the Department to review ways to better integrate English learner supports with literacy interventionists	Policy Recommendation BDR
Secondary Education Plan for English Learners	Consider establishing a requirement that English learners in grades 7-12 receive a specialized academic plan with goals for attaining proficiency, identifying linguistic domains for improvement, and engaging with parents.	Policy Recommendation BDR
Support English Learner Parental Engagement	Consider mandating proportional parent representation for the parents of English learners on existing district and school advisory councils	Policy Recommendation BDR No fiscal impact

Topic	Individualized Support and Tracking for All English Learners
Prospectus Summary	Establish a framework that supports districts in identifying and creating success plans for multilingual learner subgroups: Newcomers, Short Term Multilingual Learners, and Long-Term Multilingual Learners. Without intervention, ELs face a bottleneck in their secondary education: EL 9th graders face a 26.7% credit deficiency rate, compared to 15.4% in the general student population. The state’s 22,264 Long-Term Multilingual Learners need success plans to prevent warehousing in remedial courses. Concurrently, the state’s 9,139 Newcomers require foundational language support, while the 36,530 Short-Term Multilingual Learners must be tracked to ensure they progress. Establishing success plans ensures a continuum of support from a student’s first day in a U.S. school through graduation.
Topic	District-Level Parental Advisory Councils
Prospectus Summary	Mandate the formation of District English Learner Advisory Committees (DELACs) with the statutory authority to review and advise on the district’s plan for services and funding allocations. Family engagement impacts student grades, test scores, and dropout rates. Enabling two-way communication builds partnerships with parents and families, giving them a voice in district-level decisions and ensuring they have opportunities to inform decision-making.