

# UC Berkeley

## Newsletters

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## STATISTICAL BRIEF

## How Well are California's English Learners Mastering English?

The California Department of Education has announced “significant gains” in the percentage of English learners reaching English proficiency over the last three years. These purported gains are based on results from the annual California English Language Development Test (CELDT) taken by the state's 1.3 million continuing English learners each year.

Widely reported in the popular press, some commentators have claimed the findings are a direct result of Proposition 227, the California ballot initiative that moved thousands of English learners into mainstream classrooms after an initial year of English immersion. Yet a more comprehensive review of CELDT and other performance measures shows that English learners are far from proficient in English and face a sizeable and apparently increasing achievement gap with other students.

### Are levels of English proficiency rising?

The CELDT results suggest that English proficiency is improving, but it is difficult to interpret these score gains because the state has never released any information on what these tests actually measure, or on their year-to-year consistency. In particular, we do not know to what extent the test accurately reflects the ability to use English as a tool for learning. There are several other reasons why we have reservations about these score gains.

First, the CELDT test—which purports to measure English proficiency in listening, speaking, reading, and writing—has been modified every year since it was first administered in 2001. For example, the listening and speaking portion of the 2001 CELDT was administered individually and required students to retell a story first told by the test administrator, with their responses tape recorded and then scored by the testing company. In more recent versions of the test, some of the listening and speaking activities are administered to groups of students and story retelling has been replaced by short descriptions prompted by pictures, with responses scored by local educators. These and other changes shortened the testing time.

Second, the composition of students taking the CELDT has changed over the last four years, favoring older students who score higher on the test. For example, between 2001 and 2004, the number of first grade English learners—34 percent of whom scored at the early-advanced or advanced (proficient) level on the 2004 CELDT—declined by 3 percent, while the number of twelfth grade English learners—68 percent of whom scored at this level in the 2004 CELDT—increased by 22 percent. While the percentage of all English learners scoring at the early-advanced or advanced level almost doubled from 2001 to 2004, increasing from 25 to 47 percent

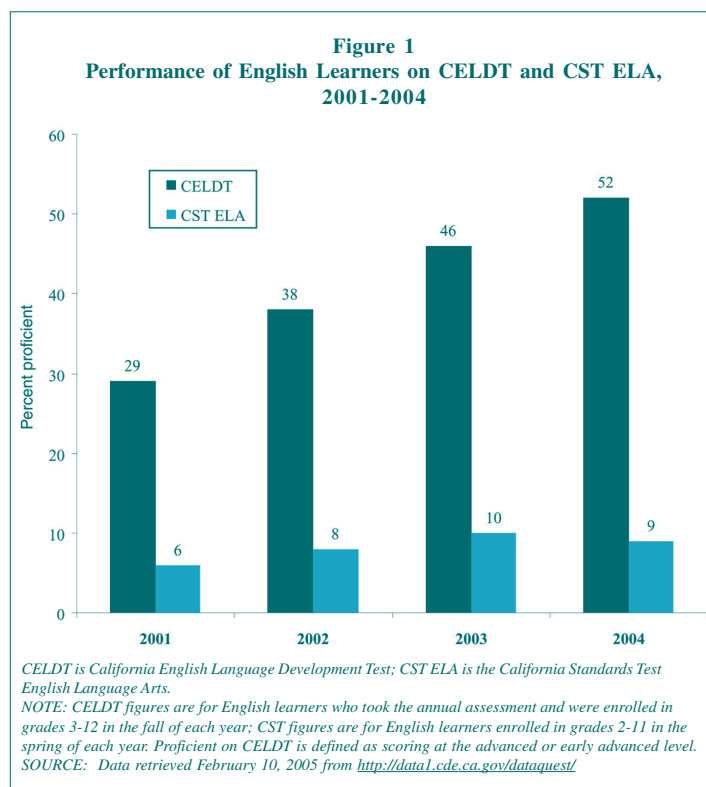
(and prompting widespread press coverage), the percentage of twelfth grade English learners scoring at this level improved more modestly: from 52 to 68 percent.

Third, test scores on all kinds of standardized tests tend to improve over time, especially when students are re-tested on the same items, as they are on the CELDT. Some improvement is almost always due to simply learning the test.

### Have increases in English proficiency led to increases in EL achievement?

Although improvement in English proficiency is important, improvement in *academic achievement* is more important because this will help determine whether English learners graduate from high school and have access to college. The performance of English learners on tests of academic achievement—such as the California Standards Tests (CST) that are given to all California students in grades 2 through 11—is much lower, and improvements much smaller, than on tests of English proficiency such as the CELDT.

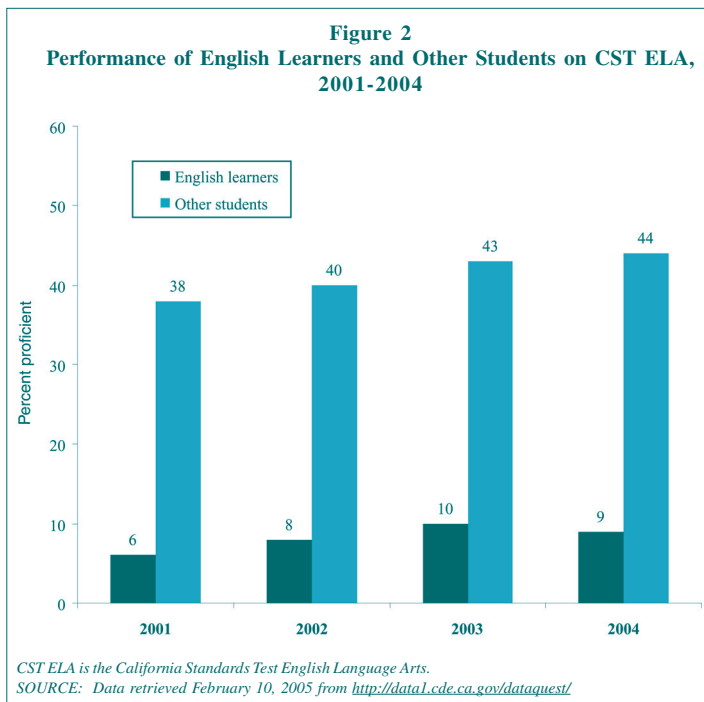
For example, consider the performance of English learners on the CST in English Language Arts in the spring of 2004, and a



comparable group of English learners (in grades 3–12) who took the annual assessment of CELDT in the fall of 2004 (which means they were enrolled in school the previous year when the achievement tests were administered). Although the CELDT results suggest that 52 percent of English learners were proficient in English by scoring at the early-advanced or advanced levels, only 10 percent of English learners were proficient in the *academic English* measured by the CST (see Figure 1).

And while the percentage of English learners in grades 2–11 scoring at early-advanced or advanced on the CELDT increased from 29 percent in 2001 to 52 percent in 2004, those scoring at the proficient level on the CST English Language Arts only increased from 6 percent to 9 percent—an increase that *could* be wholly attributable to increased familiarity with the test.

Despite these modest improvements, the sizeable achievement gap between English learners and other students appears to have increased over this period. In 2001, only 6 percent of English learners were proficient on the CST English Language Arts, compared to 38 percent of other California students—an achievement gap of 32 percentage points (see Figure 2). Between 2001 and 2004 the gap in

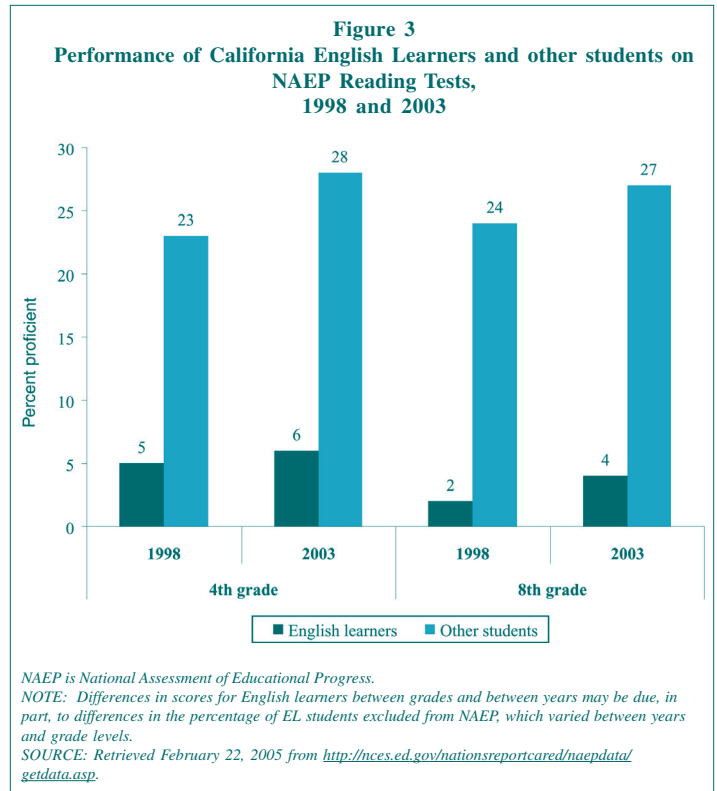


proficiency levels between English learners and English speakers increased to 35 percentage points.

Results from other state and national achievement tests show similar disparities.

Beginning in 2006, all students must pass the California High School Proficiency Exam (CASHEE) in order to receive a high school diploma. But by the end of their tenth grade year, only 39 percent of English learners were able to pass the English portion of the test in 2004, compared to an 82 percent pass rate for other students.

In the 1998 4<sup>th</sup> grade National Assessment of Educational Progress (NAEP) reading test, only 5 percent of California English learners were proficient compared to 23 percent of other California students—an achievement gap of 18 percentage points (see Figure 3). By 2003, the achievement gap had increased to 28 percentage points. Results for the 1998 and 2003 8<sup>th</sup> grade NAEP reading tests also show a slightly increasing achievement gap.



**A more sobering picture**

Recent test results suggest that California may be making progress in improving the English proficiency and achievement levels of the state’s burgeoning population of English learners. But a more comprehensive analysis of performance on a number of achievement measures suggests that the large and highly publicized improvements in English proficiency have not been accompanied by similar improvements in the English Language Arts tests that English learners must master if they are to graduate from high school and have the opportunity to attend college. Relatively few English learners have achieved proficiency on these more critical performance indicators.

Equally important, improvements in the achievement of English learners have not kept pace with improvements experienced by other students, indicating that current state policy is ineffective in significantly raising achievement or closing achievement gaps between English learners and English speakers.

Rather than celebrating our achievements prematurely, we should be re-examining our policies for teaching English learners in California.

**—Russell W. Rumberger and Patricia Gándara**

**UC LMRI Awards \$180,000 for Research Grants**

The UC LMRI Faculty Steering Committee met in Los Angeles in February and reviewed submissions received in the February 2005 Call for Proposals.

Of the 19 proposals submitted, eight grants—two Dissertation, two Collaborative and four Individual—were awarded, bringing total

funding for the 2004-05 fiscal year (grant cycle includes October 2004 and February 2005 grant calls) to \$245,000.

UCLMRI funds Research Grants in four categories through Calls for Proposals held twice a year. The deadline for the next Grant Call is October 1, 2005. Please visit the UC LMRI web site for details.

Following are the (edited) proposal abstracts of the funded grantees.

## COLLABORATIVE GRANT AWARDS

### Hypermedia Authoring as a Vehicle for Vocabulary Development in a Middle School ESL Classroom

RICHARD DURAN, *UCSB*

FUNDED: FEBRUARY 2005  
GRANT #05-05CY-02CG-SB

This study will investigate the impact of authoring hypermedia projects on the academic vocabulary development of middle school, Spanish speaking, ESL students. Four matched groups will participate in this study.

The first group will have access to materials, resources and instruction in English and Spanish and will participate in the hypermedia authoring project. The corresponding control group will have regular instruction in English and Spanish. The third group will have access to the materials, resources and instruction in English only and will participate in the hypermedia authoring project. The corresponding control group will have regular instruction in English only.

The Vocabulary Knowledge Scale (VKS), individual semi-structured interviews and focus group interviews will be the primary means of collecting data. Based on an analysis of the VKS data, subjects' protocols and interview responses, English vocabulary growth will be assessed. In addition the results of the study will lead to a follow-up study where the researchers will explore the learning strategies used by a sample of the students from all four groups, and the frequency of learning strategy usage by these students.

### Making Sense of Open Court: Teachers Negotiating Top-Down Reform in Literacy Instruction for English Language Learners

LUCINDA PEASE-ALVAREZ, *UC SANTA CRUZ*

FUNDED: FEBRUARY 2005  
GRANT #05-05CY-01CG-SC

The proposed study will contribute insights into the impact current policies and mandates are having on English learners' opportunities to learn language and literacy in classroom settings. We will explore this issue by investigating ways teachers of English learners are making sense of and implementing an externally imposed reading program, Open Court. We will focus on how the various contexts in which the teachers live and work are implicated in their sensemaking processes and how teachers' sensemaking mediates their instructional practice.

In drawing primarily on qualitative and case study approaches to this study of teachers' sensemaking processes, the principal data sources consist of semi-structured and informal interviews with

teachers, administrators, students, and their parents; videotaped observations of classroom events; student work and other artifacts; and documents, online resources, and materials that contain information about federal, state, district, and school policy initiatives and the Open Court Reading Program.

The following two features of this study distinguish it from most studies of teachers' responses to curricular reform: 1) its focus on the language learning opportunities available to students who are English learners, and 2) the attention paid to the role that these students and their communities play in how teachers are interpreting and enacting reform.

## DISSERTATION GRANT AWARDS

### The Impact of Parental Involvement in the Achievement of Language Minority Latino Students in Early Elementary School

BRENDA ARELLANO ANGUIANO, *UCSB*

FUNDED: FEBRUARY 2005  
GRANT #05-05CY-04DG-SB

As the largest ethnic minority group, Latinos are projected to increase to 25% of the entire U.S. population by 2050 (U.S. Census Bureau 2003). Latinos nationally over the age of 25 have high school graduation rates which are significantly lower than African Americans, Asian, and White students. Even fewer Latinos pursue higher education. To complicate schooling matters further, many Latinos come from homes where English is not the dominant language.

This study will investigate the impact of parental involvement on the early academic achievement of children from language minority Latino families. Further, this study will test if parental involvement is a multi-dimensional construct and if certain dimensions have more impact than others, and whether the impacts vary across English and Spanish households and across other racial and ethnic groups.

This study hopes to provide a framework for understanding parent involvement in its varying dimensions as it operates nationally in parents of early elementary students. This study also will try to understand which dimensions of parent involvement are most critical and if language is a barrier to involving Latino parents in their child's academic world. Lastly, this paper has a goal of testing whether parent involvement really matters in helping to improve academic outcomes.

### Understanding New English Teachers' Assessment and Instructional Decisions as They Teach English Learners to Respond to Literary Texts

PAULINE HOLMES, *UC DAVIS*

FUNDED: FEBRUARY 2005  
GRANT #05-05CY-03DG-D

Preparing new secondary English teachers to increase their students' academic literacy becomes more critical with 25% of California's student population now designated as English learners (CDE 2003). Academic literacy goes beyond casual communication to the sophisticated understandings of how language is used

effectively in a variety of discourse contexts. English language development is a significant responsibility for all teachers, but particularly for English teachers whose work encompasses a range of reading, writing, and oral language standards that requires careful scaffolding for student success.

This longitudinal case study examines the work of effective new teachers who have been prepared to teach academic literacy and who continue to teach effectively after graduation.

A deep analysis of new teachers' work in this study will reveal their applications of literacy development principles when they are thrust into new, independent, and demanding teaching environments. Discerning the tenets by which they assess and make explicit plans for their English learners will contribute to knowledge of academic literacy instruction and to specific and realistic expectations for new teachers emerging from preparation programs. The primary influences cited by these new teachers can guide decisions other teacher educators make about shaping their own preservice courses to better serve California's secondary English learner population.

## INDIVIDUAL GRANT AWARDS

### The Effects of English-Language Skills on the Children of Immigrants

HOYT BLEAKLEY, *UC SAN DIEGO*

FUNDED: FEBRUARY 2005  
GRANT #05-05CY-011G-SD

Children of immigrants (both foreign-born and U.S.-born) are at greater risk to drop out of high school and therefore realize worse economic outcomes. The schooling gap between the children of immigrants and natives appears to be linked to English proficiency. Unfortunately, since language human capital is endogenous, simple correlations of English proficiency and socioeconomic outcomes are unlikely to measure the causal effect of English proficiency. We take advantage of the psychobiological phenomenon that younger children learn languages more easily than older children to construct an instrumental variable for language human capital.

We propose to use instrumental-variables estimation to examine two main research questions. First, what is the effect of parents' English-language skills on children's language and educational outcomes? Second, to better understand the family environment in which the children of immigrants are growing up, what is the effect of English-language skills on the marriage, childbearing and location decisions of immigrants?

The significance of the proposed research is that it will increase our understanding of the role of English in immigrant assimilation in the U.S. Knowledge gained from the proposed research will help us design policies that improve the conditions under which the children of immigrants grow up and that raise their well-being in adulthood.

### Development of Presentational Language in Linguistically Diverse Mainstream Classrooms

GEORGE C. BUNCH, *UC SANTA CRUZ*

FUNDED: FEBRUARY 2005  
GRANT #05-05CY-061G-S

The proposed project is designed to contribute to an understanding of English learners' use and development of one aspect of academic language: the language used to present academic work to a designated audience.

Specifically, the goals of this study are to investigate the nature of written and oral presentational language used by students at various levels of English language proficiency, how this language develops over the course of one school year, and how students' use of presentational language is influenced by oral discussions that take place in small groups during instructional activities.

The proposed research therefore focuses on three important but understudied aspects of academic language development: the intersection of presentational language with oral and written skills, the ways that English learners' development of presentational language is similar to and different from that of their "English only" classmates, and the role that talk in small groups plays in English learners' individual use of presentational language.

The study aims to contribute to a deeper understanding of the use and development of language used for academic tasks, an understanding that can assist educators and policy makers in California and elsewhere as they attempt to meet the needs of English learners.

### Early Identification of English Learners at-risk for Academic Failure

PENNY CHIAPPE, *UC IRVINE*

FUNDED: FEBRUARY 2005  
GRANT #05-05CY-081G-I

The proposed study is guided by two goals. The first goal is to examine if the measures used to identify children at-risk for learning disabilities in reading and mathematics are appropriate for English learners. The second goal is to test whether English learners must be tested in their native language or if the use of English screening tests is appropriate.

Standardized tests assessing reading and mathematics achievement will be administered to 150 native English speakers (NS) and 150 Spanish-speaking Latino/a children who are English learners (EL) in October and May of the first grade. Children will be categorized as at-risk for reading and/or mathematics disabilities based on their performance on the standardized achievement tests in May. Tasks assessing cognitive processes thought to underlie reading and mathematics disabilities will be assessed in English for NS children and both English and Spanish for EL participants in October.

These findings will have direct implications for the early identification of Spanish-speaking children who are at-risk for learning disabilities. More specifically, the proposed study will reveal if the screening measures used for NS children can be used for EL students and if not, which measures are promising alternatives. Furthermore, the study will reveal the appropriate language to use when assessing EL students.

## Leveraging Bilingual Youths' Translation Experiences for School Literacy Tasks

MARJORIE FAULSTICH ORELLANA, *UCLA*

FUNDED: FEBRUARY 2005  
GRANT #05-05CY-10IG-LA

This project involves pilot work to identify specific, practicable, and effective ways to leverage bilingual youths' skills and everyday experiences as translators/interpreters, and utilize these for the development of academic literacies.

The project will be done in three stages. First, the researchers will work with five classroom teachers (of grades 4 or above in urban public schools) to design and implement a set of pedagogical activities. In the second stage of the work the teachers will implement the designed activities in their classrooms, and the research team will observe the implementation process, taking detailed fieldnotes on students' engagement with the activities. In the third stage we will analyze students' engagement in the curriculum, and their work, using these analyses to redesign the lessons.

This research project has three aims: (1) to contribute to a knowledge base on bilingual children's translation experiences and skills; (2) to advance theoretical understandings of how to leverage children's out-of-school language experiences for academic work; and (3) to produce practical guidelines and activities for building on natural translation skills and applying them to academic tasks. As pilot research, this will provide a critical knowledge base for the design of future studies.

### FINAL GRANT REPORT ABSTRACTS

#### Studying "Success" at an "Effective" School: How a Nationally Recognized Public School Overcomes Racial, Ethnic and Social Boundaries and Creates a Culture of Success

SARAH E. JONES, *UCSB*

DISSERTATION GRANT #03-03CY-02DG-SB  
COMPLETED DECEMBER 2004

The Knowledge is Power Program (KIPP) is a public charter school that includes fifth through eighth grade. Seventy-nine percent of the students who attend KIPP are Hispanic (sixty to sixty-five percent of whom come from non-native English speaking families), seventeen percent are African American, and ninety percent participate in federal breakfast and lunch programs. For a school with such a population—a high percentage of low-income, minority students—one might expect rather dismal outcomes. However, KIPP is one of the highest performing middle schools in Texas. This dissertation examines how KIPP's culture contributes to its effectiveness.

In the first portion of my dissertation I argue that KIPP's effectiveness can, in part, be attributed to the ways in which they define success. Not only does the school utilize a set of definitions that rely upon outcomes to publicly demonstrate their success, but they also evoke a private, "backstage" definition of success that empowers students by giving them a sense of agency.

In the second portion of my dissertation I argue that in order to understand KIPP's "successes" one must locate and define their

school culture. Here I introduce the method by which I locate KIPP culture in the "doing of discipline" and their process of socialization.

In the final portion of my dissertation I show how the four key cultural schemas at KIPP—the notions of choice, team and family, hard work, high expectations with no excuses—guide the structures, practice, and beliefs at KIPP.

#### Growth in Literacy and Cognition in Bilingual and Nonbilingual Children at Risk or not at Risk for Reading Disabilities

H. LEE SWANSON, *UC RIVERSIDE*

WITH

LEILANI SAEZ, *UC BERKELEY* AND MICHAEL GERBER, *UCSB*

COLLABORATIVE GRANT #02-02CY-01CG-R  
COMPLETED FEBRUARY 2005

The purpose of this three-year longitudinal study was to investigate growth in memory and related measures for children learning English as a second language identified at-risk for reading disabilities (RD) in grade 1.

For measures of performance level, the results showed that children at-risk for RD were significantly below children not at-risk on measures of English and Spanish word identification and pseudoword reading; Spanish short-term memory (STM); Spanish Comprehension; Spanish syntax; Spanish Expressive vocabulary; and English and Spanish working memory (WM).

For measures of growth, significant differences emerged between groups on measures of English and Spanish WM, and Spanish STM.

No significant differences in growth or level of performance were found between reading risk groups on English measures of: receptive and expressive vocabulary; reading comprehension; oral syntax; and STM.

When the sample was combined, growth on measures of Spanish vocabulary, Spanish reading skills, Spanish and English STM and WM accounted for 12% of the variance in predicting growth in English reading skills. However, only Spanish measures of WM growth contributed unique variance.

The results support the hypothesis that growth in WM in the primary language predicts growth in second-language reading (English) word literacy above and beyond the contribution of first-language (Spanish) phonological knowledge and vocabulary.

#### High School Leadership Activities and the Earnings of Mexican American Adults: Evidence from Three Decades

PETER KUHN, *UCSB*

INDIVIDUAL GRANT #03-03CY-09IG-SB  
COMPLETED FEBRUARY 2005

The purpose of this three-year longitudinal study was to investigate growth in memory and related measures for children learning English as a second language identified at-risk for reading disabilities (RD) in grade 1.

For measures of performance level, the results showed that children at-risk for RD were significantly below children not at-risk

on measures of English and Spanish word identification and pseudoword reading, Spanish short-term memory (STM), Spanish Comprehension, Spanish syntax, Spanish Expressive vocabulary, and English and Spanish working memory (WM).

For measures of growth, significant differences emerged between groups on measures of English and Spanish WM and Spanish STM. No significant differences in growth or level of performance were found between reading risk groups on English measures of receptive and expressive vocabulary, reading comprehension, oral syntax, and STM.

When the sample was combined, growth on measures of Spanish vocabulary, Spanish reading skills, Spanish and English STM and WM accounted for 12% of the variance in predicting growth in English reading skills. However, only Spanish measures of WM growth contributed unique variance. The results support the hypothesis that growth in WM in the primary language predicts growth in second-language reading (English) word literacy above and beyond the contribution of first-language (Spanish) phonological knowledge and vocabulary.

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## BILITERACY RESEARCH INITIATIVE

### UC LMRI Hosts 2nd Bilingual Development Research Forum

On January 21-22, 2005, UC LMRI convened a research forum that brought together U.S. and Canadian researchers actively engaged in conducting longitudinal studies of bilingual development in children and adolescents. The forum took place at Fess Parker's Doubletree Resort in Santa Barbara, California.

Participants included: **Rebecca Callahan** (*University of Texas*), **Richard Durán** (*UC Santa Barbara*), **Michael Gerber** (*UC Santa Barbara*), **Esther Geva** (*Ontario Institute for Studies in Education*), **Claude Goldenberg** (*CSU Long Beach*), **Alexandra Gottardo** (*Wilfrid Laurier University*), **Carol Hammer** (*Penn State*), **Liz Howard** (*CAL*), **Terese Jimenez** (*Loyola Marymount*), **Amy Kyratzis** (*UC Santa Barbara*), **Jill Leafstedt** (*CSU Channel Islands*), **Jin-Sook Lee** (*UC Santa Barbara*), **Sylvia Linan-Thompson** (*University of Texas*), **Kim Lindsey** (*USC*), **Frank Manis** (*USC*), **Leslie Reese** (*UC Los Angeles*), **Barbara Rodriguez** (*University of New Mexico*), **Catherine Richards** (*CSU Long Beach*), **Russell Rumberger** (*UC Santa Barbara*), **Robin Scarella** (*UC Irvine*), **Lee Swanson** (*UC Riverside*).

Participants first updated each other on their current bilingual research activities. The remainder of the time was spent discussing: (1) alternative techniques for estimating growth models (SEM and HLM), (2) alternative conceptual models of bilingual development (e.g., cognitive, linguistic, sociocultural, and contextual), and (3) results from ongoing intervention studies.

The next meeting was scheduled for January 20-21, 2006 and will include shared data analysis.

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## 2005-06 UC LMRI POST-DOCTORAL FELLOWSHIP

### 2nd Call Announced

**Recent UC graduates:** UC LMRI is offering a year-long mentored Post-Doctoral Fellowship opportunity. This Fellowship offers:

- \* **\$40,000 in salary**
- \* **Approximately \$2,500 in benefits**
- \* **\$5,000 support for research and travel expenses for the Fellow**
- \* **\$2,500 stipend for a UC faculty mentor**

The deadline for applications is **May 1, 2005**. Fellowships begin in September and end the following August. Further details are available on the UC LMRI web site.

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## NEW LMRI-SUPPORTED PUBLICATION

### Uprooting Children: Mobility, Social Capital, and Mexican-American Underachievement

by Robert Ketner Ream

The traditional strangleholds on access to power and money may have weakened, but who you know continues to open doors in school as well as in life – with particular significance for Mexican American adolescents. In *Uprooting Children: Mobility, Social Capital, and Mexican American Underachievement*, UC Riverside Professor Robert K. Ream shows that the stability of a student's school-based relationships may help explain their academic performance. In particular, Ream links the high rate of mobility among Mexican-origin youth to their low test scores.

His findings underscore the prevalence of student mobility, particularly among Mexican Americans, and its impingement on both the availability and the convertibility of the resources embedded in their social networks. *Uprooting Children* also suggest that minority and non-minority students fortify social ties in different ways, and that these differences have implications for the achievement gap.

Research for the book, published by LFB Scholarly Publishers (<http://www.lfbscholarly.com/>), was funded in part by UC LMRI and by the University of California Institute for Mexico and the United States (UC MEXUS).

# LANGUAGE RIGHTS AND THE EDUCATION OF ENGLISH LEARNERS

MAY 6-7, 2005  
SAN FRANCISCO, CALIFORNIA

THE 18<sup>TH</sup> ANNUAL  
UC LMRI CONFERENCE

## FEATURING KEYNOTE SPEAKERS:

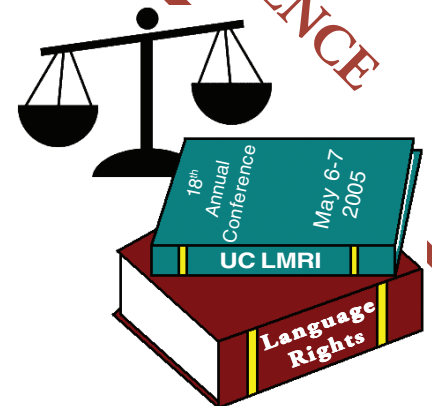


RACHEL MORAN  
PROFESSOR OF LAW, UC BERKELEY

AND



HAROLD F. SCHIFFMAN  
PROFESSOR OF DRAVIDIAN LINGUISTICS AND CULTURE,  
UNIVERSITY OF PENNSYLVANIA



Providing a forum for discussing: the **origins and impacts of language policies, language rights** and their **implementation**.

- How are language rights defined and supported in different countries around the world?
- How have legal and policy actions defined language rights at the federal and state levels?
- How has language policy implementation been monitored?
- What are appropriate ways to teach and develop non-English languages in the current climate of school accountability based on English language performance?
- **Special Presentation** by Patricia Gándara on the forthcoming report: "*Listening to the Voices of Teachers of English Learners*"

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Find out more and register at:

<http://www.lmri.ucsb.edu>



## Education Policy Center News

*UC LMRI established an Education Policy Center at UC Davis in 1997 to disseminate research findings to policymakers. The Center sponsors research and colloquia on policy issues in the education of English learners.*

### Study of Teachers of English Language Learners Presented

On March 2<sup>nd</sup>, **Dr. Patricia Gándara** was the principal speaker at a hearing of the **Assembly Education Committee** designed to familiarize the committee—several of whom are new members—with the landscape of English learner education in California. Dr. Gándara focused on two topics: EL achievement and a study of EL teachers.

She presented information from the recently completed statewide survey study of 5,300 educators on the challenges teachers face in teaching EL students, their professional development needs and experiences, as well as the additional kinds of support and assistance they feel would help them improve their teaching of English language learners.

This study of teachers of English language learners in California represents a major cooperative effort of the UC LMRI Education Policy Center, **Policy Analysis for California Education (PACE)**, and the **Center for the Future of Teaching and Learning (CFTL)**.

**Drs. Gándara and Maxwell-Jolly** presented preliminary results from the study at the October 11, 2004 Fall Forum Conference on Professional Development (co-sponsored by **CFTL** and the **Spencer Foundation**); the November 16, 2004 “Quality Matters” **WestEd** conference; a **PACE** Seminar for legislative staff and other policymakers on December 10, 2004; a meeting of directors of bi-literacy programs from Northern California districts on February 3, 2005; and the hearing discussed above.

They will also present their results to the March 17<sup>th</sup> meeting of the **Bilingual Coordinator’s Network**, a group that includes administrators of EL programs from the Education Offices of most of California’s 58 counties.

### Gándara Award Recipient

Congratulations to **Dr. Patricia Gándara** who received the **California Association for Bilingual Education (CABE)** Board Research Award, presented at their 2005 annual conference, honoring her work “informing policy makers at all levels,” and to recognize “her efforts in the area of biliteracy and equity for all.”

Contact Patricia Gándara for more information on the Center: [pcgandara@ucdavis.edu](mailto:pcgandara@ucdavis.edu)

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#### Reports in This Issue

Complete copies of LMRI-funded Final Grant Reports can be found on the UCLMRI web site. (Abstracts featured in this newsletter have been edited for space considerations.)

Dissertation Grant Reports can be found on the UMI ProQuest Digital Dissertations Database at: <http://www.lib.umi.com/dissertations/fullcit/9993004>.

Back Issues: Newsletters from 1992 to the present are archived on the UC LMRI web site. A limited number of hard copies are available by request.

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## **CORRECTION**

In the Winter 2005 UC LMRI Newsletter (Vol. 14, No. 2) on page 5, please note the following corrections for Peter Kuhn's Final Grant Report Abstract:

(1) The grant title reflects the PROPOSAL title, "High School Leadership Activities and the Earnings of Mexican American Adults: Evidence from Three Decades" instead of the CORRECT Final Grant Report title: "Language, High School Leadership and the Postsecondary Outcomes of Hispanic Students";

(2) the Co-PIs for this report were omitted: Fernando A. Lozano and Catharine Weinberger;

(3) the abstract itself is incorrect (it is a copy of H. Lee Swanson's abstract, directly above).

The CORRECT abstract and report from Peter Kuhn are now available on the UC LMRI web site, and will also be featured in the Spring 2005 newsletter.