Multilingual Learner Data

Voting Option for Fall 2024 Proposals from the Data and Tool Advisory Board

This document provides background information to support prioritization of potential new data points for the Cradle-to-Career (C2C) Data System P20W data set. P20W data points include data uploaded directly by data providers, as well as metrics that are calculated from the information shared by data providers. P20W data points will be used to populate dashboards and a query builder tool. When the data request process becomes available, users may request other formulations of metrics that are generated from the information shared by data providers.

Staff from the Office of Cradle to Career Data (Office) worked with Advisory Board members who submitted proposals to provide greater specificity about the suggested item.

Proposal Name

Weaving Disaggregated Multilingual Learner Data into C2C

Type of Data Point

Based on an initial review of the proposal, the Office notes that these items are data points that are not currently in the P20W data set.

Proposed Data Point Construction

In consultation with the Advisory Board member who proposed the data point, the Office operationalized the proposal to expand information on English language learners by creating 5 metrics that are in alignment with definitions currently used by the California Department of Education:

1) **Long-term English Learner (LTEL)** - Students in grades 6-12 who have been enrolled for 7 or more years and are still designated as English language learners.
   For example: A student who moved to California from Vietnam was flagged as an English language learner in 4th grade and has not attained English proficiency by 11th grade. This student would be defined as a Long-term English learner.

2) **At-Risk English Learner (ARLTEL)** - Students in grades 3-12 who have been enrolled in a U.S. school and are still designated as English language learners for 4 to 6 years.
   For example: A student who moved to California from Syria was flagged as an English language learner in 1st grade and has not attained English proficiency by 5th grade. This student would be defined as an at-risk English learner.

3) **Newcomer** - Students in their first three years of enrollment at a K-12 school in the U.S. who are designated as English language learners.
   For example: A student moves to California from Guatemala and enrolls in 4th grade. At that time, the student was flagged as an English language learner. This student would be defined as a Newcomer.

4) **Dual Language Learner (DLLs)** - Children ages birth to 5 who are learning two or more languages at the same time, where this data is reported.
   For example: A preschool student lives in a home where both Tagalog and English are spoken. This student would be defined as a Dual Language Learner.

5) **Dually Identified -** Students who are English language learners who also have an Individualized Education Program to address a disability
   For example: A student moves to California from Malawi and enrolls in 10th grade. The student is classified as an English language learner and has an IEP to provide materials in Braille because the student is visually impaired. This student would be defined as dually identified.