



League of United Latin American Citizens

LULAC English Learners Resolution: Addressing the Decline in English Proficiency Scores Post-COVID-19

WHEREAS, The national average scores on the World-Class Instructional Design and Assessment (WIDA) ACCESS online language assessment show a continued decline in English-language proficiency among English learners since the onset of the COVID-19 pandemic.

WHEREAS,; The WIDA consortium's 2023 data reveals that average proficiency scores across grade-level clusters remain lower than pre-pandemic averages, with pronounced declines in grades 1-2, indicating significant setbacks in early education.

WHEREAS, Disparities in English-language proficiency scores have worsened between Hispanic and non-Hispanic English learners, with Hispanic students, who comprise more than two-thirds of the nation's English learners, reporting lower average proficiency than their non-Hispanic peers.

WHEREAS, Research identifies several pandemic-related challenges contributing to these declines, including limited access to remote instruction, technology, and social interaction with peers, which disproportionately affected English learners.

WHEREAS, The analysis by WIDA researchers suggests that the 2021 estimated declines in proficiency may have underestimated the true extent of the impact, as more comprehensive data from 2023 highlights the significant challenges faced by English learners.

WHEREAS, Despite the overall decline, some positive indicators were found, such as the growth in proficiency among students in grades 1-2 in 2023, demonstrating the potential effectiveness of targeted educational support.

WHEREAS, The findings highlight the necessity for educators to review local data and assess the effectiveness of specific language instructional programs, including dual language classroom settings versus traditional targeted language instruction.

WHEREAS, It is critical for educators and policymakers to disaggregate data by race, ethnicity, and socioeconomic status to identify and address disparities within the English learner population and implement effective interventions.



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WHEREAS, the integration of language instruction in all subject areas and mainstream classrooms is essential for the holistic development of English learners, requiring continuous professional development and the implementation of research-based practices.

THEREFORE, BE IT RESOLVED, that LULAC calls for immediate action at the federal, state, and local levels to address the decline in English-language proficiency among English learners, particularly in the wake of the COVID-19 pandemic.

BE IT FURTHER RESOLVED, that LULAC urges the allocation of federal recovery dollars specifically targeted to support English learners, ensuring these funds are utilized effectively to bridge the gaps in proficiency and provide equitable educational opportunities.

BE IT FURTHER RESOLVED, that LULAC advocates for comprehensive professional development programs for educators to equip them with the skills and knowledge necessary to support the language development of English learners in all subject areas.

BE IT FURTHER RESOLVED, that LULAC supports the implementation of robust data disaggregation practices to identify and address disparities within the English-learner population, ensuring that interventions are targeted and effective.

BE IT FURTHER RESOLVED, that LULAC calls for the integration of language instruction into the core ethos of school operations, moving beyond add-on programs to a holistic approach that supports the academic and language development of English learners.

BE IT FURTHER RESOLVED, that LULAC emphasizes the importance of engaging Hispanic parents and communities in the educational process, recognizing their unique needs and fostering advocacy to ensure that Hispanic English learners are adequately supported.

BE IT FINALLY RESOLVED, that LULAC commits to continuing its advocacy for English learners, working collaboratively with educators, policymakers, and communities to improve educational outcomes and ensure equitable opportunities for all students.

Submitted by: Anthony Noriega, Director District 5, and Miriam Aguilar Escobar, CA State Deputy Director for Women, Endorsed by: San Diego Education LULAC Council #3198, Felipe Nuño, President. Voted and approved by the National Assembly of the 2024 LULAC National Convention on June 29, 2023.

Roman Palomares
LULAC National President