

PARTICIPANTS

Veronica Aguila is director of the English Learner Support Division at the California Department of Education (CDE). The division oversees the offices of Language Policy and Leadership, Technical Assistance and Monitoring, and Migrant Education and coordinates the CDE's efforts to address the needs of English Learners. Previously, she served as administrator of the Southern Field Services Office in the CDE's Early Education and Support Division, administrator of the Curriculum and Adoptions Office, and held various leadership roles in the department. Her career in education includes 32 years in the California public school system as a biliterate English Language Development teacher, reading specialist, school district and county administrator, and lecturer for the California State University system. She holds an EdD from St. Mary's College.

Deborah Gonzalez is director of government affairs at PPIC. She and her staff work to connect PPIC research with policymakers and community leaders. A longtime Capitol staffer, she served as policy and fiscal director for six legislative leaders and worked on a wide variety of issues—including the state budget, education reform, infrastructure funding, and public safety. She holds a law degree from the McGeorge School of Law, University of the Pacific, and a BA from Claremont McKenna College, where she majored in international relations.

Joseph Hayes is a research associate at the Public Policy Institute of California, where he studies population change, educational policy, and corrections issues. Recent projects have focused on estimates of the undocumented immigration population, English Learner reclassification policies in California public schools, and the changing composition of the state's prison and parole populations. He holds an MS in agricultural economics from the University of Wisconsin, Madison.

Laura Hill is a senior fellow at the Public Policy Institute of California. Her areas of expertise are K–12 education and immigration. She is currently researching English Learners in California schools, special education, and ESL students in community colleges. Her recent publications examine student achievement on the state's K–12 assessments and the link between language reclassification policies and student success. Prior to joining PPIC, she was a research associate at the SPHERE Institute and a National Institute of Aging postdoctoral fellow. She holds a PhD in demography and an MA in economics from the University of California, Berkeley.

Robert Linquanti is project director and senior researcher at WestEd. He helps states and school districts examine and strengthen assessment, evaluation, and accountability policies, practices, and systems for English Learners (ELs). He is currently working with education departments and school districts in several states, including California, New York, and New Mexico. He serves on the Council of Chief State School Officers (CCSSO) ELL Assessment Advisory Committee; Smarter Balanced Assessment Consortium EL Advisory Committee; ELPA 21 Consortium Technical Advisory Committee; Texas State Assessment Technical Advisory Committee; California ELPAC Technical Advisory Group; Stanford University's Understanding Language initiative; and the national Working Group on ELL Policy. He has coauthored many publications, including *Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States* (US Department of Education, 2017); and *Moving toward a More Common Definition of English Learner: Collected Guidance for States and Multi-State Assessment Consortia* (CCSSO, 2016).

Hilda Maldonado is executive director of the Multilingual and Multicultural Education Department of the Los Angeles Unified School District. She focuses on systemic changes that accelerate the learning and academic success of students who speak languages other than English upon enrolling in school. Before she assumed her current position four years ago, she was director of elementary and early education schools. During her career with the school district she has also worked as a bilingual teacher, a bilingual coordinator, an advisor in the Language Acquisition Branch, an assistant principal and a principal at two schools, Hillside Elementary and Gates Elementary. She was recently awarded a Stanton Fellowship from the Durfee Foundation to explore multilingualism as an asset in Los Angeles.