

Preventing the Opportunity Gap with Dual Language Education

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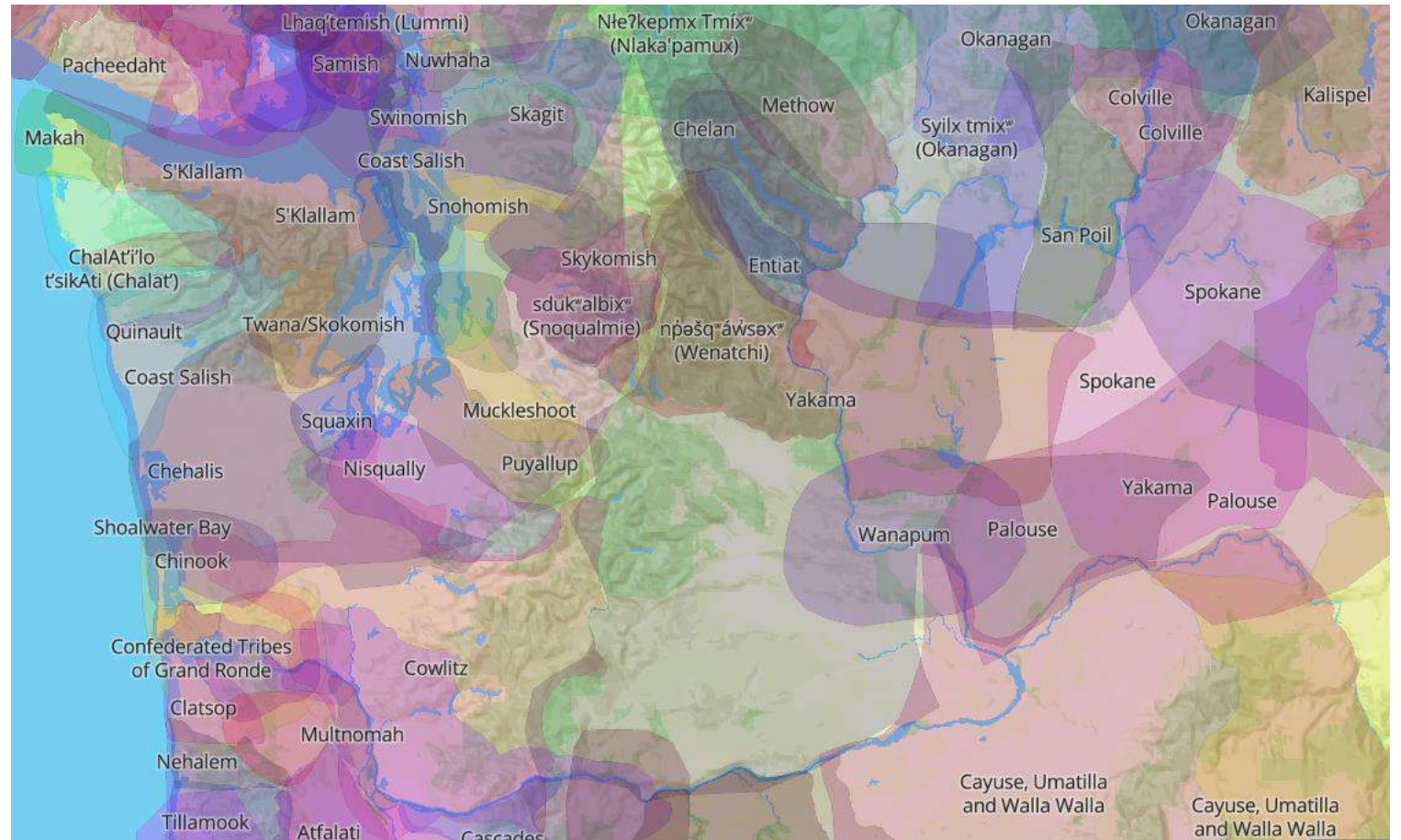


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Native Land & Language Acknowledgement

Olympia is in the ancestral and traditional lands of the Squaxin Island people. Their native language is a southern dialect of Lushootseed.

Check out the [Squaxin Island Museum, Library & Research Center](#).



Native Lands, Languages & Treaties Map | <https://native-land.ca/>

A warm, yellow-toned photograph of three diverse children in a classroom. A young girl with long brown hair, wearing a red and white checkered shirt, is in the foreground, looking slightly to the right. Behind her, a young boy with short dark hair, wearing a striped shirt, is looking towards the camera. In the background, another child is partially visible. The overall atmosphere is bright and positive.

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Overview

- Longitudinal data review on the effectiveness of English language development programs.
- Education equity and WA State Supt. Reykdal's vision of Dual Language for All.
- Scaffolds of support for effective, sustainable dual language education.
- Your thoughts? Questions?



English Language Development (ELD) Additive Program Models

ELD Program Model	Language(s) of Instruction	Program Goal(s)	Program Length
Two-Way Dual Language (Balanced numbers of M/ELs and English speaking students.)	Partner language & English	Bilingualism, biliteracy, high academic achievement & sociocultural competence.	P/K-12
One-Way Dual Language (Comprised of M/ELs.)	Partner language & English	Bilingualism, biliteracy, high academic achievement & sociocultural competence.	P/K-12
Transitional Bilingual Instruction – Late Exit	Home language & English	English proficiency.	K-5
Transitional Bilingual Instruction – Early Exit	Home language & English	English proficiency.	K-2/3



English Language Development (ELD) Subtractive Program Models

ELD Program Model	Language(s) of Instruction	Program Goal(s)	Program Length
Content-based ELD Instruction – Push In	English	English proficiency.	Until student reaches English proficiency.
Pull-Out ELD Instruction	English	English proficiency.	Until student reaches English proficiency.



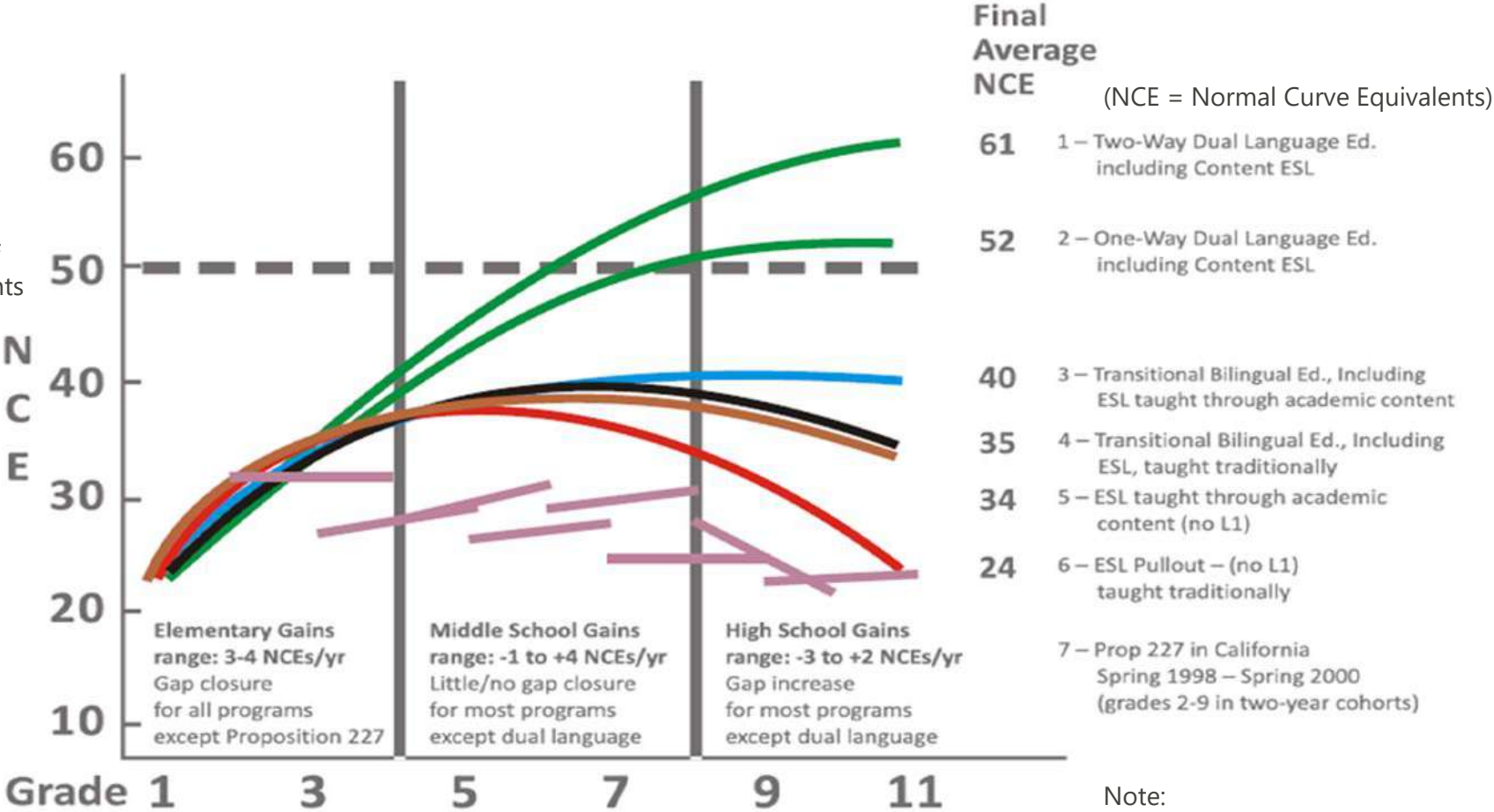
Longitudinal Student Outcome Data by ELD Program Models

- “The Graph”
- Seminal research on long-term academic (reading) outcomes for M/ELs by Thomas & Collier (2002–2017).
- This study continues to be replicated by Thomas & Collier and other researchers sustaining the original findings.
- Dual language is the only ELD program model that prevents/closes the opportunity gap for multilingual/English learners.



English Learners' Long-Term Achievement on Standardized Tests in English Reading Compared Across Seven ELD Program Models

Average Performance of English Speaking Students



Note:
ESL and ELD acronyms have the same meaning; both refer to state-approved English language development program models for eligible English learners.

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Your thoughts? Questions?



<https://i2.wp.com/www.thehedgelesshorseman.com/wp-content/uploads/2017/11/Poll.jpg?resize=1024%2C731>



WA State Supt. Reykdal's Vision for P-12 Education Includes Dual Language for All

- Two-way or one-way dual language, beginning in preschool or Kindergarten and extending through 12th grade, for every student who wants to become proficient in two or more languages by 2030.
- Prioritizes multilingual/English learners, American Indian/Alaska Native students, and other historically underserved student groups to close opportunity gaps.

2017 Early Learning and K-12
Dual Language Law
([1445 S.S.L. c 236](#))



A Vision for Dual Language Education in Washington State



https://www.youtube.com/watch?v=RWZzH8KchS8&list=PLh0gvWB_9LuWmXVxgTl4CbKp3_EUzRx&index=1



Dual Language Program Design: Program Models and Language Allocation

Allocation of the Languages of Instruction

90:10 Model

P/K=90:10 / 1st=80:20 / 2nd=70:30 / 3rd=60:40 / 4th through 12th grades=50:50

(Allocations may vary from example.)

Sequential biliteracy model

[Bethel School District Dual Language](#) (video)

50:50 Model

P/K through 12th grade=50:50

Simultaneous biliteracy model

[Highline Public Schools Dual Language](#) (video)



Identity & Achievement with Dual Language

Asset-based Education

- Builds strong home-school connections
- Advances identity development
- Honors the language of the family, community, or Tribe

Closes Opportunity & Achievement Gaps

- Multilingual/English Learners
- American Indian/Alaska Native students
- African American & Black students
- Students with special needs
- High graduation rates for historically underserved student groups (e.g., Mount Vernon SD, Walla Walla PS, and Highline PS)

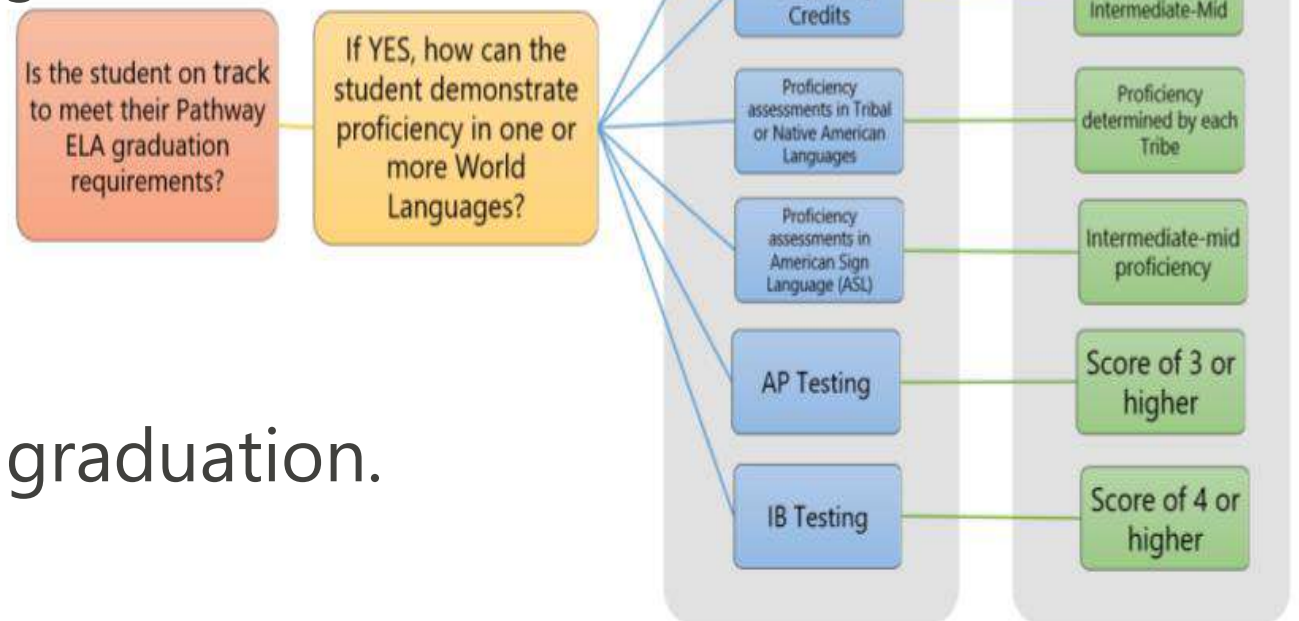


Sources: Genesee & Lindholm-Leary, 2013; Lindholm-Leary, 2016a; Lindholm-Leary & Howard, 2008; Lindholm-Leary & Block, 2010; Thomas & Collier, 2002, 2012, 2017.



WA State Seal of Biliteracy

- Seal of Biliteracy [RCW 28A.300.575](#) | [Webpage](#)
- Requirements:
 1. Demonstrate language proficiency equal to 4 credits of World Language
 2. Earn 4 credits of English Language Arts
 3. Meet graduation requirements



- Seal of Biliteracy is awarded at graduation.

Dual Language Benefits All Learners

Research-Supported Benefits

Students who receive dual language education:

- Achieve high levels of proficiency in the new language.
- Perform as well or better than their peers on standardized tests in English.
- Demonstrate increased literacy development, cross cultural awareness, cognitive flexibility, attention control, memory, information integration, and problem-solving skills.

Sources: Bialystok, 2017; Fox, et al., 2019; Lindholm-Leary, 2016a; Lindholm-Leary & Borsato, 2006; Olulade et al., 2016; Rand Education, 2015; Taylor & Lafayette, 2010; Thomas & Collier, 2002, 2010, 2012, 2014, 2017; Swenson & Watzinger-Tharp, 2012.

Cost

Additional \$137 per student/year for dual language education.

Source: Rand Education (2015). *Study of Dual-Language Immersion in the Portland Public Schools: Year 4 Briefing*.



Your thoughts? Questions?



<https://i2.wp.com/www.thehedgelesshorseman.com/wp-content/uploads/2017/11/Poll.jpg?resize=1024%2C731>





Scaffolds of Support for Effective, Sustainable Dual Language Education

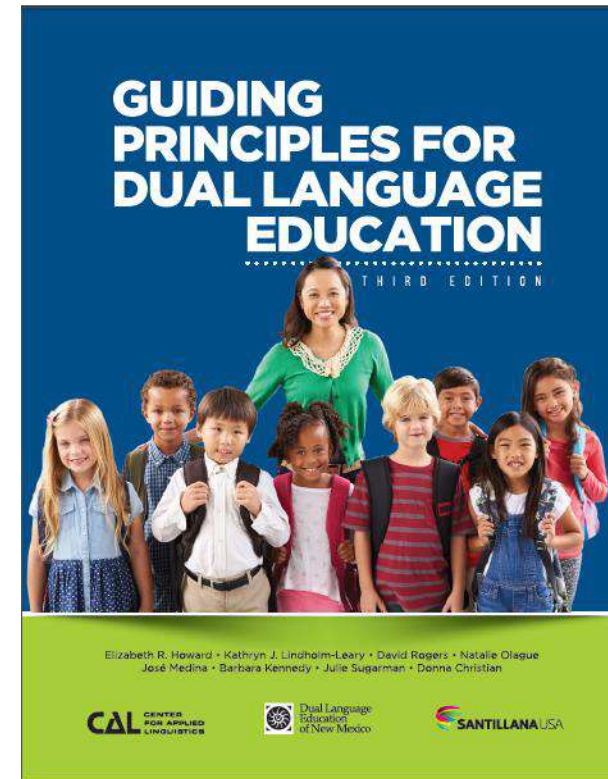
Framework to Scaffold the Vision

- K-12 Dual Language Task Force developed the framework for Washington State's P-12 Dual Language Initiative from:

Guiding Principles for Dual Language Education, 3rd Edition.

- Overview Video and Presentation

Foundations of Dual Language Education:
Principles of Success for Bilingual Programs
(video) and [link to the slide deck](#) used for the presentation from Center for Applied Linguistics (CAL).



Statewide Scaffold of Support - Grants

\$12,604,000 grant funds awarded between 2017 – Sept. 2021

- 56 School Districts
- 6 State-Tribal Education Compact Schools
- Funds support key start-up costs such as curricula in the partner language and professional learning.



Statewide Scaffold of Support – PLCs and Technical Assistance

Statewide professional learning communities (PLCs) and technical assistance to support tribal, heritage, and dual language program development.

➤ Register through pdEnroller to earn clock hours.

Tribal Language Educators

- 2nd Tuesday of the month | 3:30–4:30 pm | [Registration](#) | [Zoom](#)

Heritage Language Educators

- 3rd Tuesday of the month | 3:30–4:30 pm | [Registration](#) | [Zoom](#)

ELL & Bilingual Educator Prep Programs

- 4th Wednesday of the month | 3:00–4:00 pm | [Registration](#) | [Zoom](#)



Statewide Scaffold of Support – PLCs and Technical Assistance

➤ Register through [pdEnroller](#) to earn clock hours.

Dual Language Leaders

- 1st Tuesday of the month | 1:00–2:00 pm | [Registration](#) | [Zoom](#)

Dual Language Educators

- 1st Tuesday of the month | 3:30–4:30 pm | [Registration](#) | [Zoom](#)

Planning & New Dual Language Programs

- 3rd Tuesday of the month | 1:00–2:00 pm | [Registration](#) | [Zoom](#)

Small & Rural Dual Language Programs

- 2nd Tuesday of the month | 1:00–2:00 pm | [Registration](#) | [Zoom](#)

Spanish Dual Language Educators

- 4th Tuesday of the month | 3:30–4:30 pm | [Registration](#) | [Zoom](#)



Dual Language Data on OSPI Report Card

Dual Language Programs

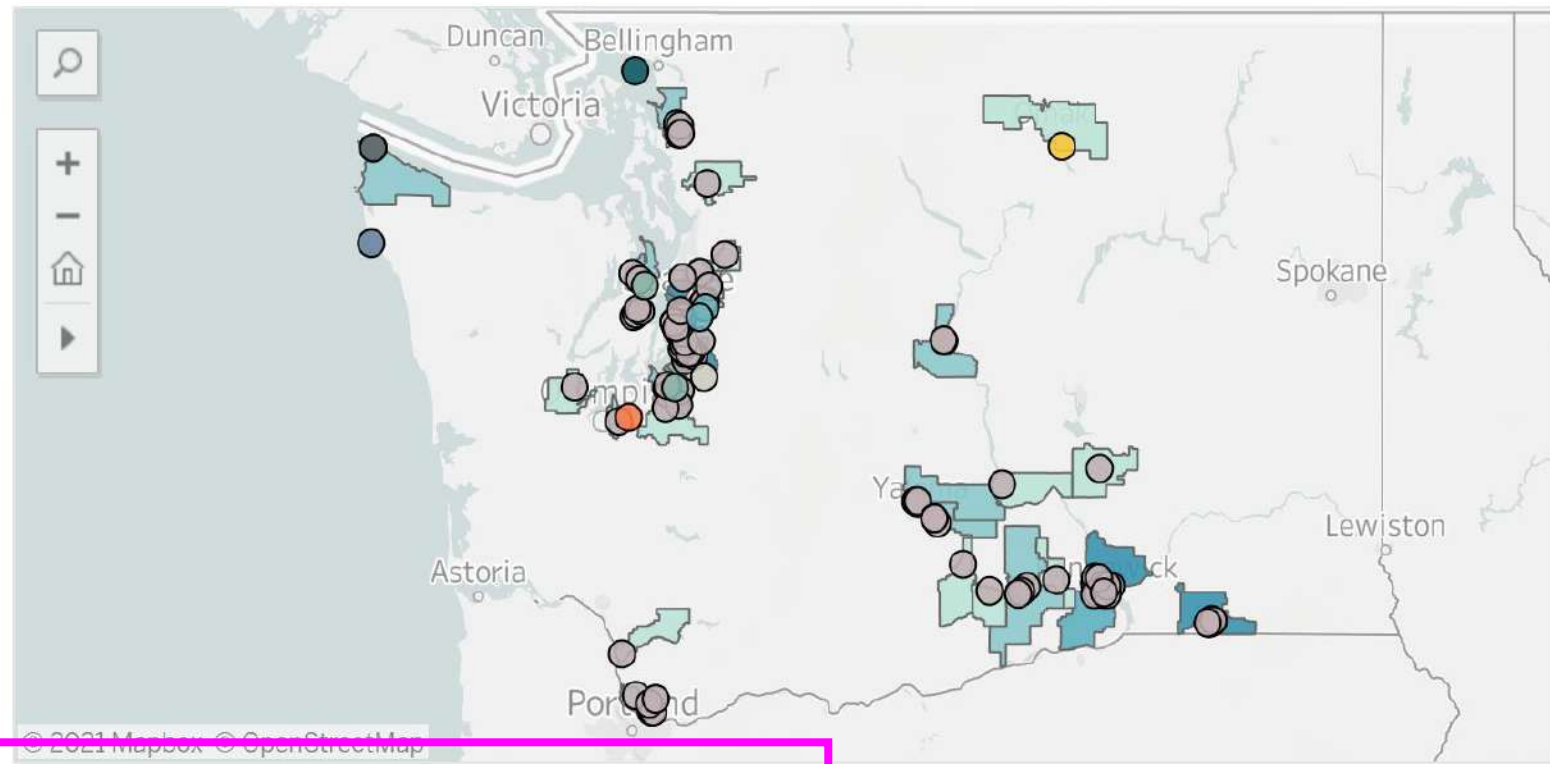
Summary **Map** Language Trend School Trend Summary

Where are Dual Language programs located?

Washington State
2020-21

Click below to highlight schools by language of instruction

- | | |
|------------------|---------------|
| Chinese-Mandarin | Quileute |
| Colville | Quilshoosseed |
| Lummi | Spanish |
| Lushootseed | Vietnamese |
| Makah | |
| Muckleshoot | |



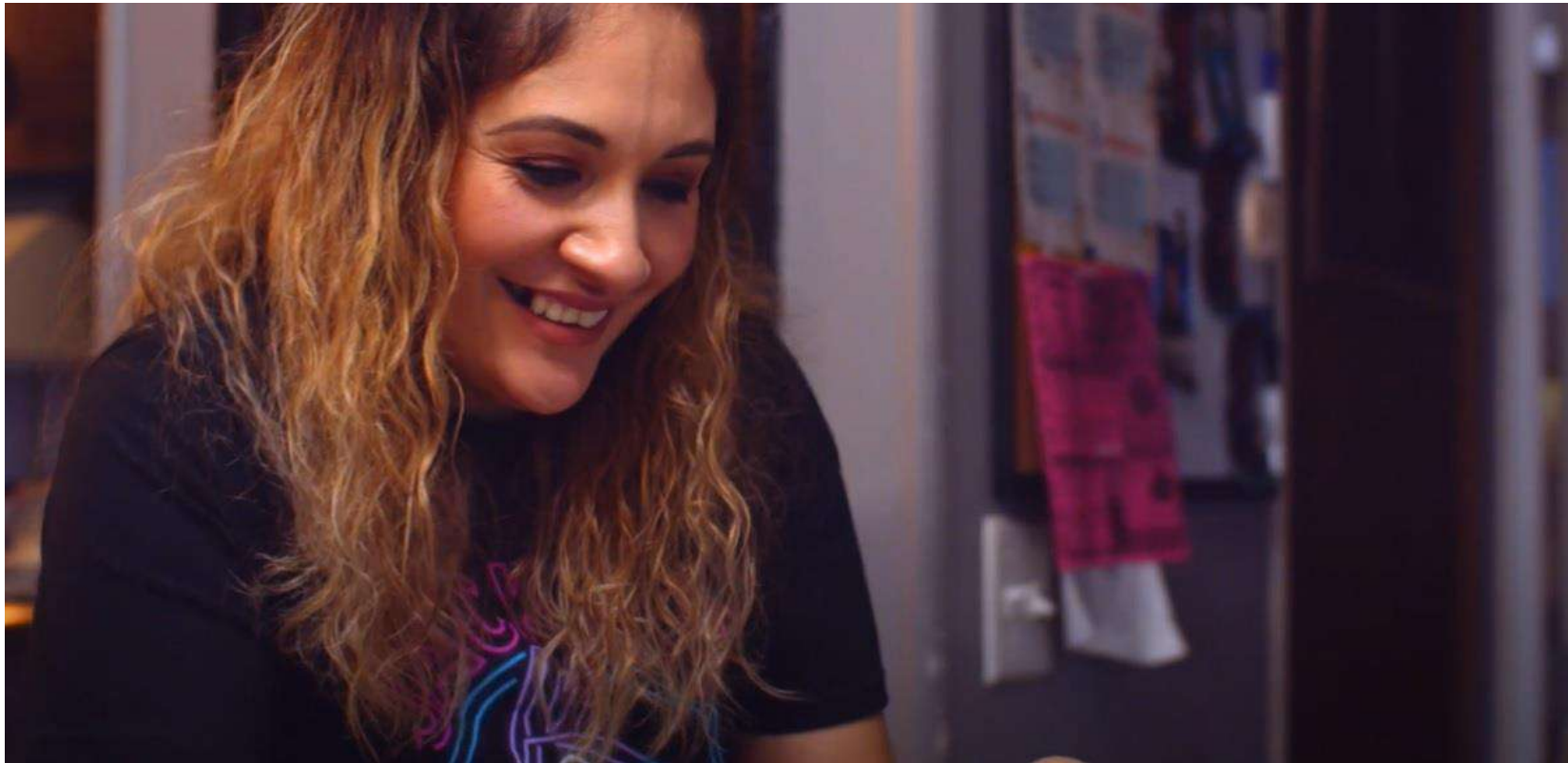
What does dual language look like on the Columbia Plateau?



https://www.youtube.com/watch?v=4nbZoYVLDbg&list=PLh0gvWB_9LuWmXVxgTl4CbKp3_EUzRx&index=3



Parent and Student Voices for Dual Language Education



https://www.youtube.com/watch?app=desktop&v=EQH95rhIDYs&list=PLh0gvWB_9LuWmXVxgTl4CbKp3_EUzRx&index=2



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More Information

[OSPI Dual Language Education](#) webpage

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