

# Dual Language Immersion Education

State of the States

# Symposium Organizers

## **Tara Fortune**

Immersion Projects Coordinator  
Center for Advanced Research  
on Language Acquisition  
University of Minnesota  
Minneapolis, MN

## **Donna Christian**

Senior Fellow  
Center for Applied  
Linguistics  
Washington, D.C.

# Symposium Panelists

- **Lynn Fulton Archer**
  - Education Specialist, World Language Immersion, **Delaware** Department of Education
- **Peggy Feehan**
  - World Language Program Consultant, Division of Curriculum Standards, **Louisiana** Department of Education
- **Rosa Molina**
  - Executive Director, Association of Two-way and Dual Language Education, State of **California**
- **Gregg Roberts**
  - World Languages & Dual Language Immersion Specialist, **Utah** State Office of Education
- **David Rogers**
  - Executive Director, Dual Language Education of **New Mexico**
- **Kau'i (Dawn) Sang**
  - State Office Teacher, Hawaiian Language Immersion, **Hawaiian** State Department of Education
- *Tara Fortune and Donna Christian - October 19, 2012 – St. Paul, MN* ○

# Symposium Schedule

- 10:00 a.m.      Opening statement of purpose, overview of  
DLI program growth in U.S.
- 10:15 a.m.      Panelist presentations (15 minutes each)  
Program growth and current DLI numbers  
Support rationale for DLI  
State-level policies in support of DLI
- 11:45 a.m.      Facilitated dialogue with symposium  
participants and panelists
- 12:10 p.m.      Summary statements, Close for lunch



# Dual Language Immersion Education

1. Program Definition
2. Philosophical Principles
3. Program Models and Goals
4. Program Growth in U.S.

# Program Definition

**Subject matter schooling in a minority language for  
extended periods of time**

**WITH**

**Intentional development of language and literacy skills in  
two languages while teaching subject knowledge  
through both**

# Educational Philosophy

The philosophical stance that underlies dual language immersion education holds that

- language is a valuable human resource and children can acquire new languages while still developing their first;
- language acquisition is best accomplished through subject learning and with high language intensity;
- culture is a given way of doing and being in the world and children's sense of ethnic identity and self-esteem improve with culturally aware education;
- subject-matter schooling through a second, foreign, heritage or indigenous language can be cognitively, academically, linguistically enriching for all children.

# **“The Dual Language Umbrella”**

**(Howard et al., 2007)**



**Heritage  
(Indigenous)  
Immersion**



**Developmental  
Bilingual  
Education**



**Two-Way  
Bilingual  
Immersion**



**One-Way  
Foreign  
Language  
Immersion**



# Program Goals

- High levels of ***academic achievement*** across all subject areas
- Interpersonal and academic language proficiency in English *and* the minority language (***additive bilingualism/biliteracy***)
- ***Enhanced intercultural understanding*** for more effective participation in the global community

# State Leaders in USA

**Indigenous  
Revitalization  
Immersion**

**Hawai'i**

**One-way  
Foreign/World Language  
Immersion**

**California**

**Louisiana**

**Minnesota**

**North Carolina**

**Oregon**

**Utah**

**Virginia**

**Two-way  
Bilingual  
Immersion**

**California**

**Florida**

**Illinois**

**Massachusetts**

**New Mexico**

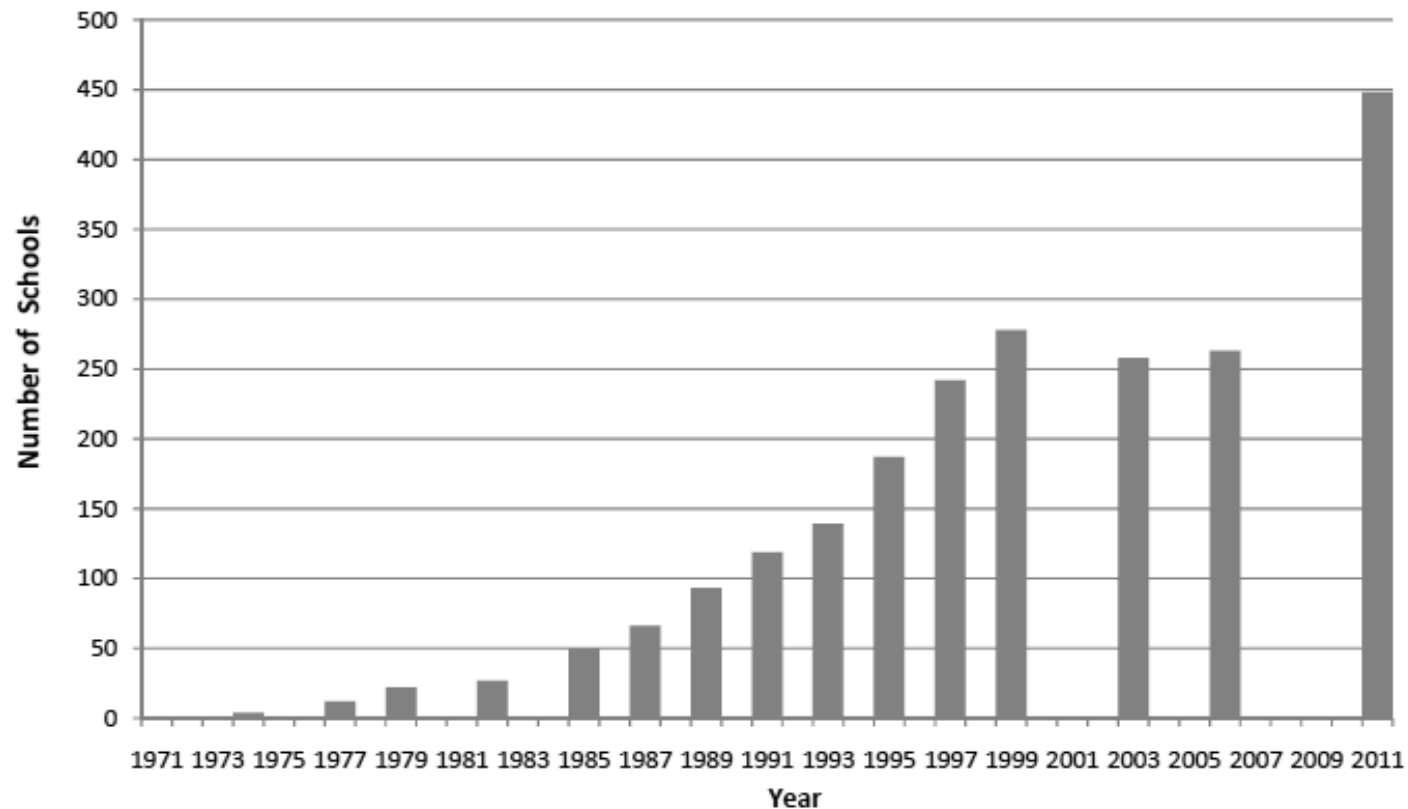
**Oregon**

**Texas**

# Growth: One-way WL

Source: Center for Applied Linguistics. (2011). Directory of foreign language immersion programs in U.S. schools. Retrieved October 18, 2012, from <http://www.cal.org/resources/immersion/>.

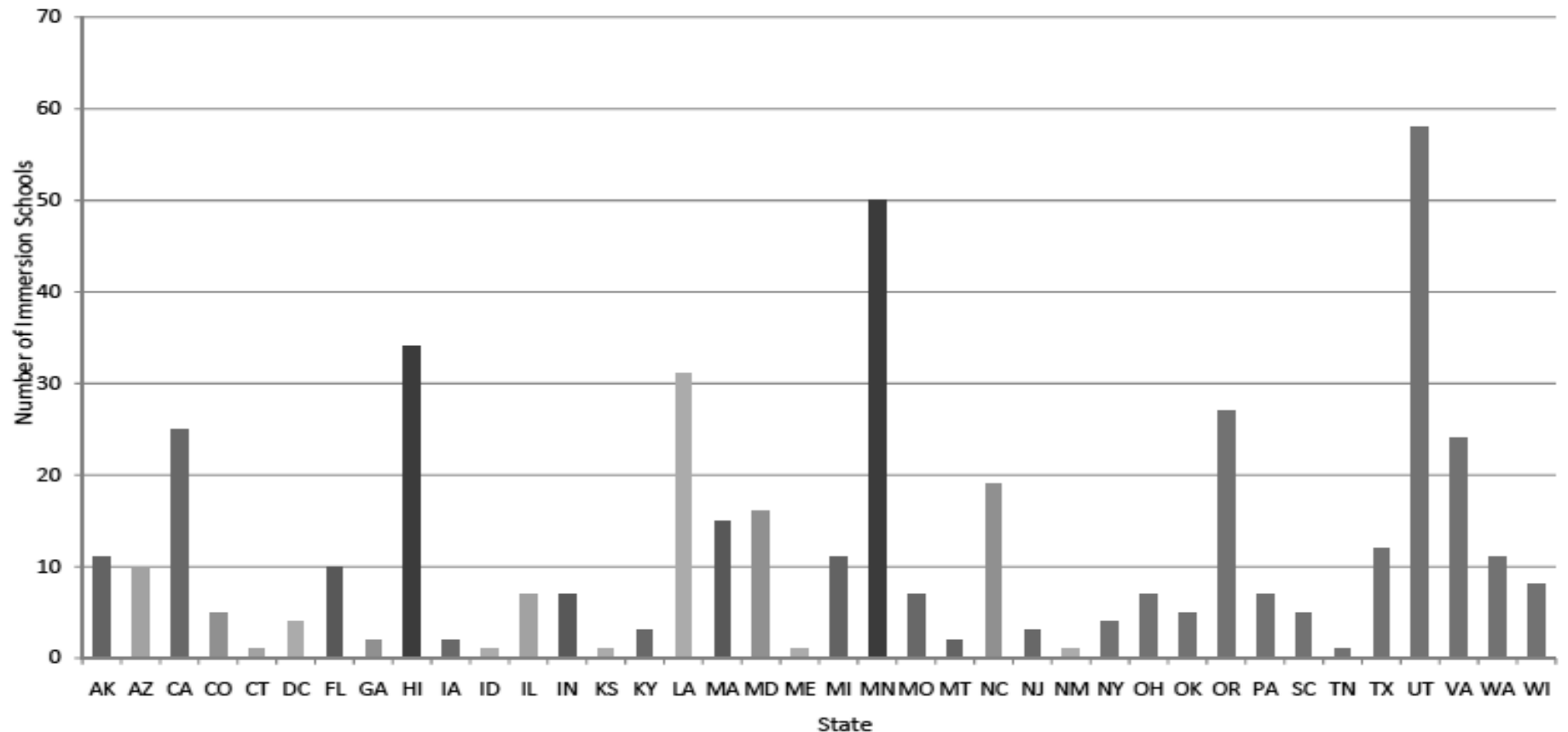
Growth of Language Immersion in the United States  
1971-2011



# Growth: One-way WL

Source: Center for Applied Linguistics. (2011). Directory of foreign language immersion programs in U.S. schools. Retrieved October 18, 2012, from <http://www.cal.org/resources/immersion/>.

Language Immersion Schools by State, 2011

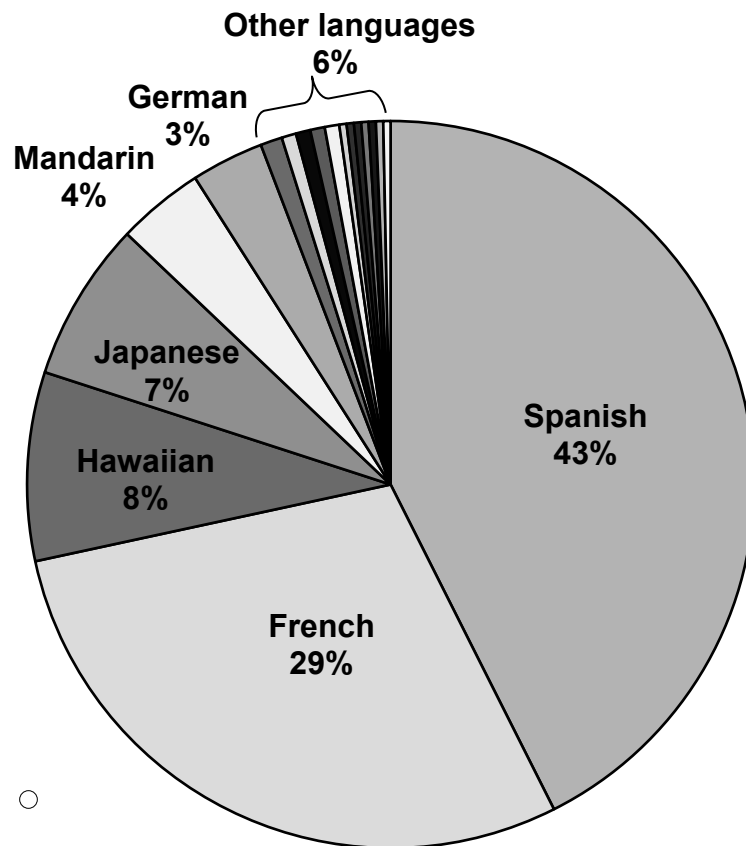




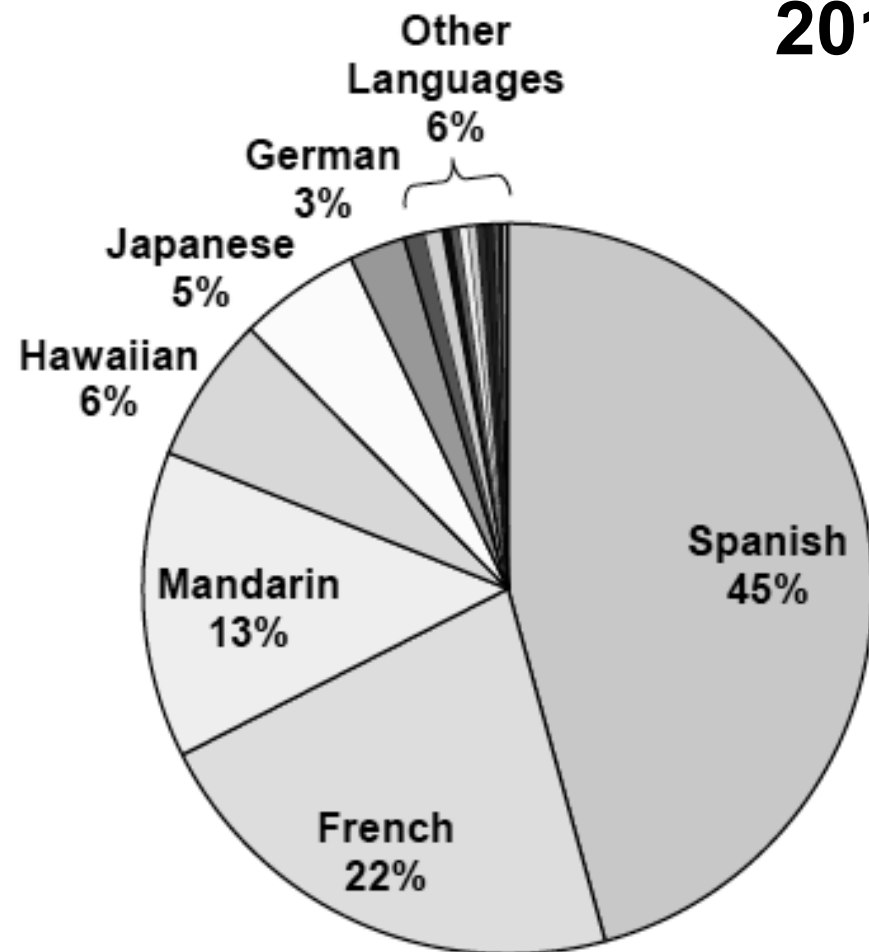
# Languages of Instruction

Source: Center for Applied Linguistics. (2011). Directory of foreign language immersion programs in U.S. schools. Retrieved October 18, 2012, from <http://www.cal.org/resources/immersion/>.

**2006**

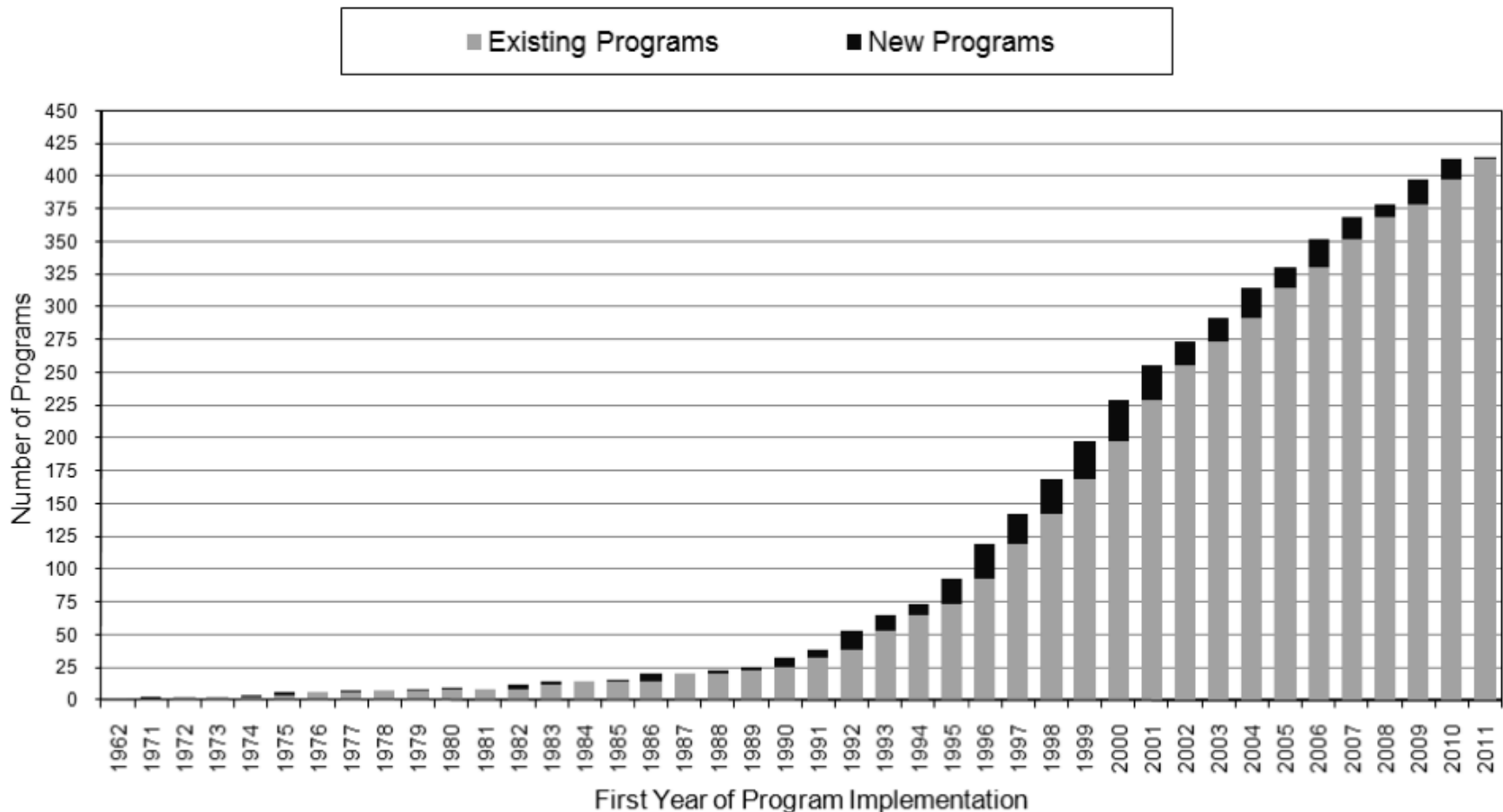


**2011**



# Growth: Two-way Bilingual

Source: Center for Applied Linguistics. (2012). Directory of Two-Way Bilingual Immersion Programs in the U.S. Retrieved from <http://www.cal.org/twi/director>.



# Languages of Instruction

Source: Center for Applied Linguistics. (2012). Directory of Two-Way Bilingual Immersion Programs in the U.S.  
Retrieved from <http://www.cal.org/twi/director>.

Languages	Number of Schools
Spanish/English	387
Chinese/English	12
French/English	6
Korean/English	6
Japanese/English	6
German/English	2
Italian/English	1
<b>Total # of TWI</b>	<b>420</b>

# Growth: Indigenous

	One-Way Programs	Two-Way Programs	Districts	States
Chinook (2006)	1		1	1 (OR)
Cherokee	2		2	2 (OK, NC)
Diné (Navajo) (1986)	1	2	3	1 (AZ)
Hawaiian (1984)	26		23 HPS; 3 indep	1 (HI)
Dakota Ojibwe (2000)	2 7		3	3 (MI;MN;WI)
Yup' ik (1995)	2		1	1 (AK)

Sources: <http://www.cal.org/resources/immersion/> <http://www.cal.org/twi/directory>

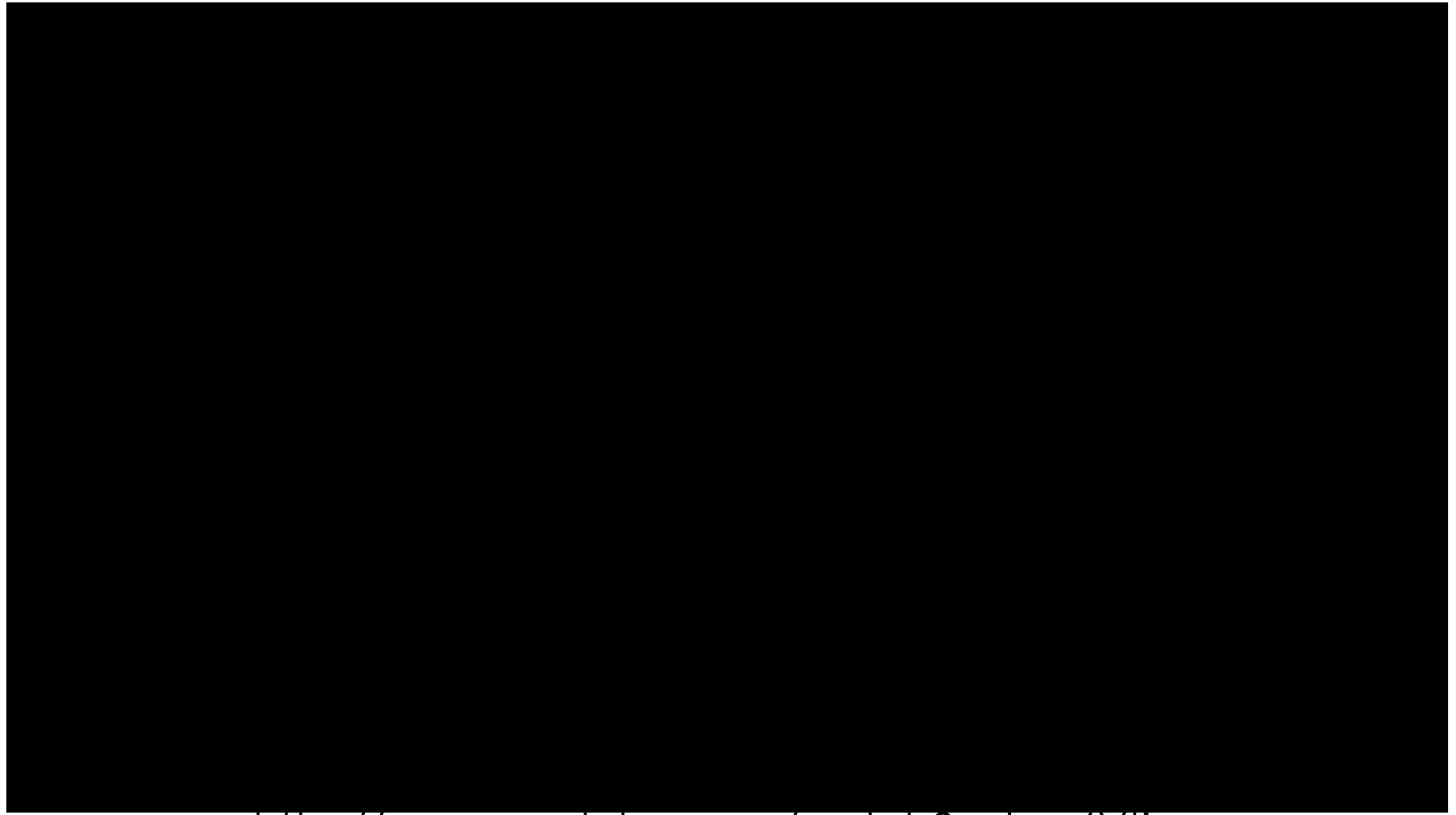
# Growth: USA

	Programs	Districts	States	Languages
<b>One-Way (WL)</b> [as of Oct 2012]	531	83+	37+	22
<b>Two-Way (TWI)</b> [as of Oct 2012]	415	227	31+	8
<b>Indigenous (Revitalization)</b>	43+	11+	9+	6+

○ Sources: <http://www.cal.org/resources/immersion/> <http://www.cal.org/twi/directory> ○

# Delaware





[http://www.youtube.com/watch?v=L--y6Vfj\\_sg](http://www.youtube.com/watch?v=L--y6Vfj_sg)

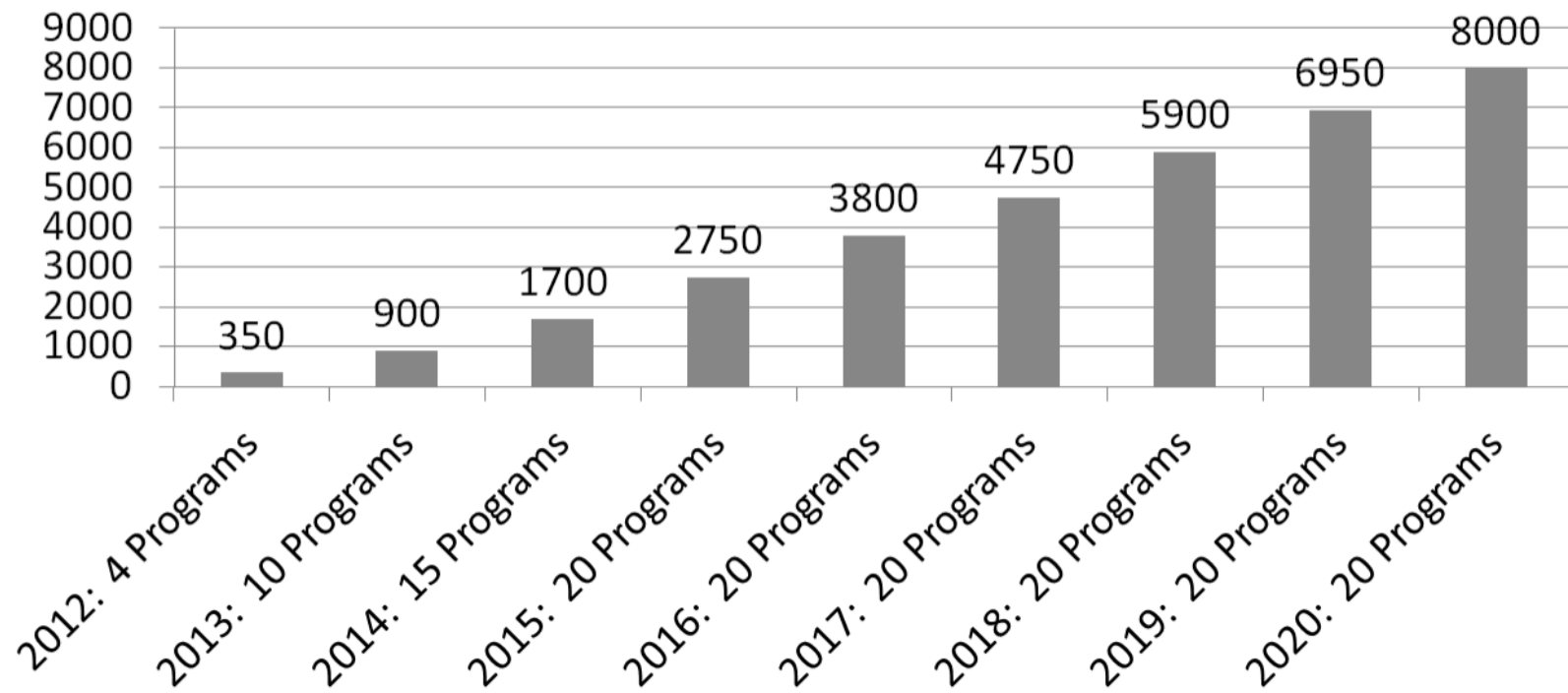
# Program Overview

- One-way and two-way programs
- Mandarin and Spanish offerings
- 50:50 Program Model



# Program Overview

**Delaware World Language Immersion  
Student Enrollment Targets K-8**



# Supporting Rationale

- Economic climate of the state
- Business-friendly environment
- “Delaware’s place in the world and the world’s place in Delaware”
- Economic advantages for students
- Increased focus on rigor in education



- \$1.9 million yearly funding allocation
- Early successes in established programs

# Policy Support

- Governor's World Language Expansion Initiative (2011)
- World Language Immersion Team
- Physical size of the state



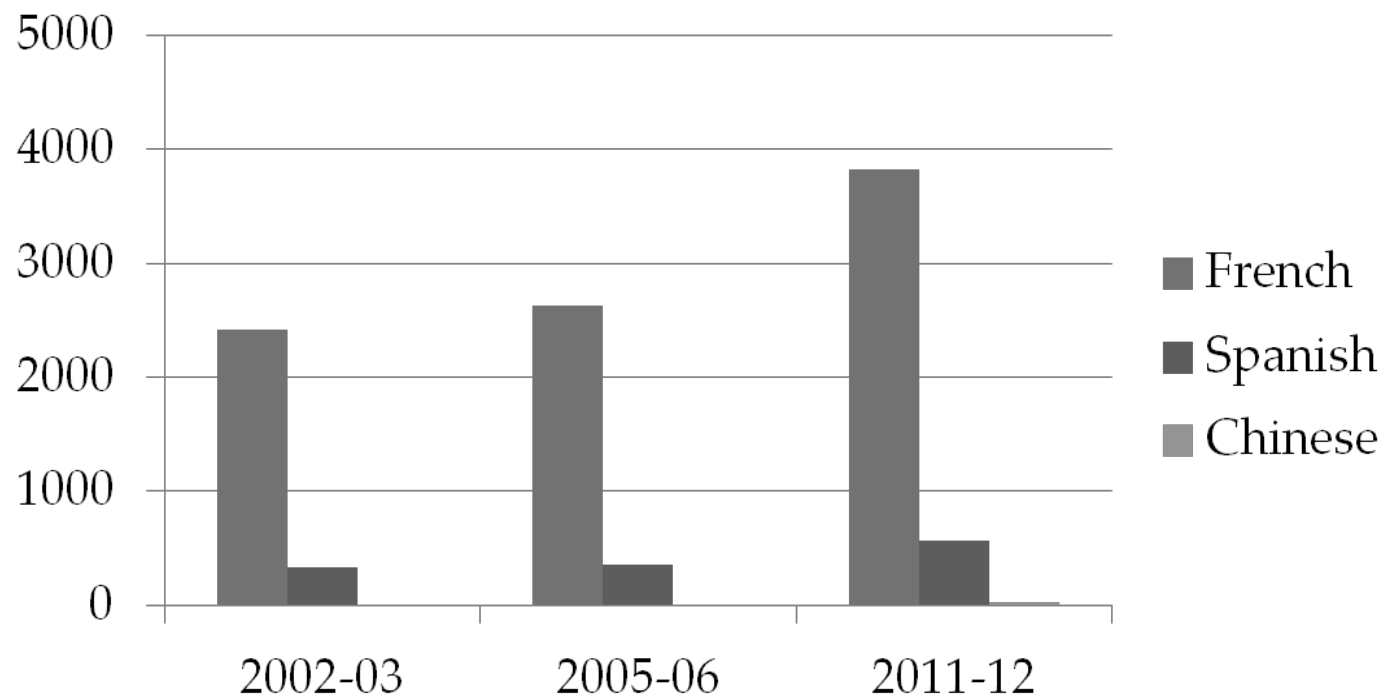
- Physical size of the state
- Education Initiatives
- Nature of “Middle School”
- Teacher Pool

# Louisiana



# Program Overview

- One-way programs
- French – English – Chinese
- Total, 60:40



# Supporting Rationale

- Multilingual since its “founding”
- French and all other languages banned in 1921
- Resurgence of pride in 1968
- Calcasieu Parish
- Grassroots Movement
- French Immersion Successes – Spanish – Chinese
- Lafayette Parish Task Force

# Policy Support

- Restructuring of CODOFIL
- Escadrille Louisiane
- \$20,000 for each foreign teacher & Escadrille
- State-Certified Immersion Schools
- Louisiana Renaissance Grants
- Strong Legislative Support
- World Language Teaching Certificates
- International Involvement
- French Louisiana Authors
- Governor's Cuts

# California





# California Two-Way Bilingual Immersion and Dual Language Programs

**Rosa G. Molina**  
**Executive Director**  
**Association of Two-Way & Dual Language Education**  
**ATDLE**

# CA 2011-12 Data

- Former CDE Consultant Michele Espinosa-Anberg joined ATDLE (formerly Two-Way CABE ) in an effort to update the California Directory of Two-Way & Dual Language Programs for the California Department of Education in 2011.
- The reporting programs had to answer a few questions in order to be included: describe the type of program in terms of language breakdowns, the demographics of the students they served, years in operation, target language, grade levels in operation, funding sources, Free & Red count, special recognitions or awards.

# Two-Way Bilingual Immersion Programs

- Combine two different language groups in a linguistically balanced classroom setting so that students can cross-learn the language from each other. Almost 95% of the programs in California are Two-Way Bilingual Immersion Programs
- One-Way or Immersion programs exist through World Language programs in districts or as private schools.
- 4 of the 5 original TWBI programs are still fully operational and have graduated many cohorts of students from high school/college.

# California School Programs

- Many districts focus on TWBI as an educational option to serve English Learners!
- Some low-performing districts are using this model for Turn Around and Program Improvement purposes to stem off the loss of high-achieving students and provide a well-organized program design for English and Native-speaking students.

# California Two-Way Programs

## **Two-Way Programs:**

- 48/58 Counties have Two-Way Programs
- School Districts
- Charter Programs
- Elementary
- Middle School
- K-8's
- High School Program

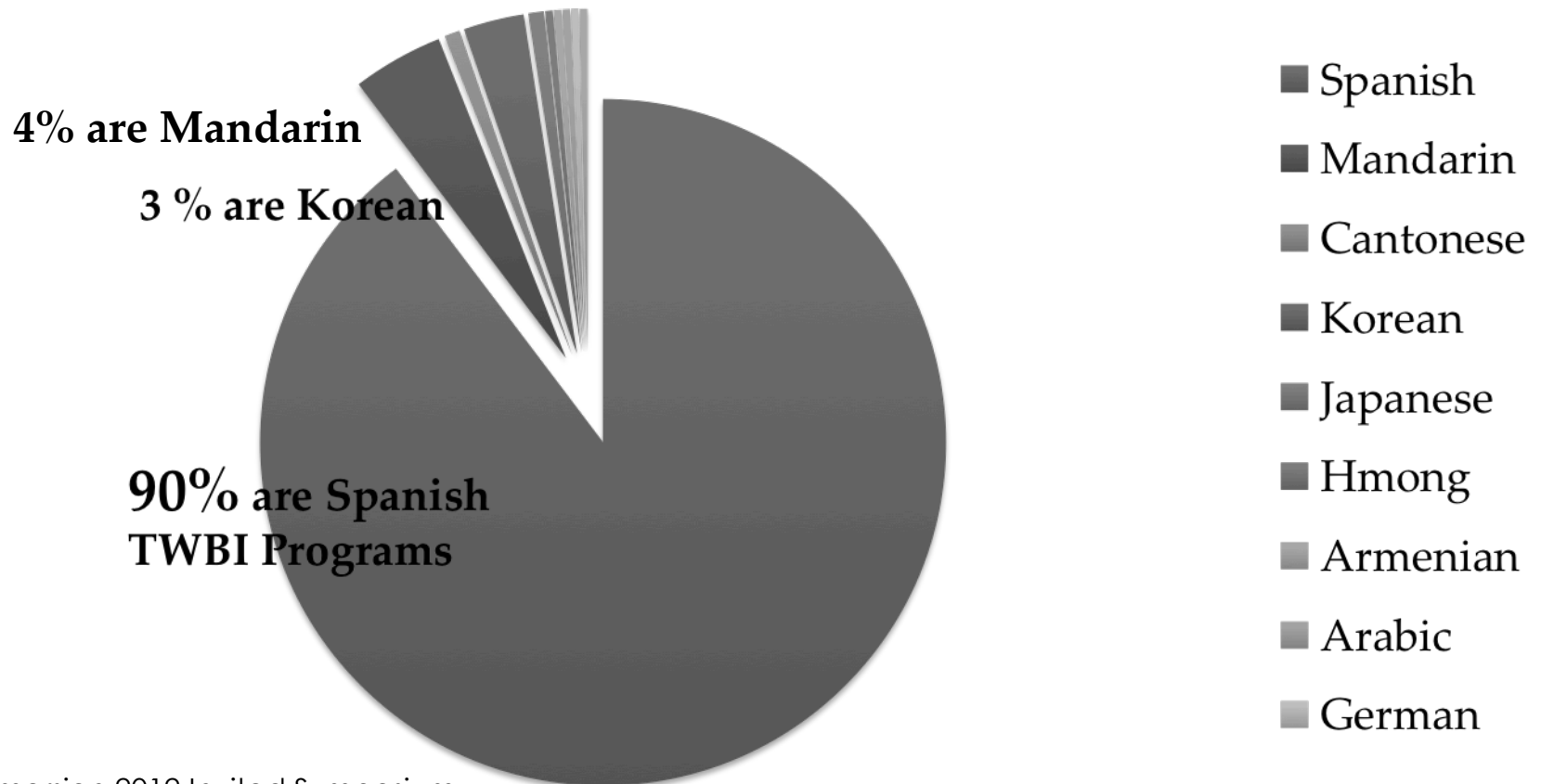
# Number of Programs by Level

- 251 Programs self-reported to the CDE
- 30 additional programs identified (phone inquiries)
  
- 221 Elementary Programs
- 52 Middle Schools
- 8 High School Programs
  
- Total – 281 Programs in California

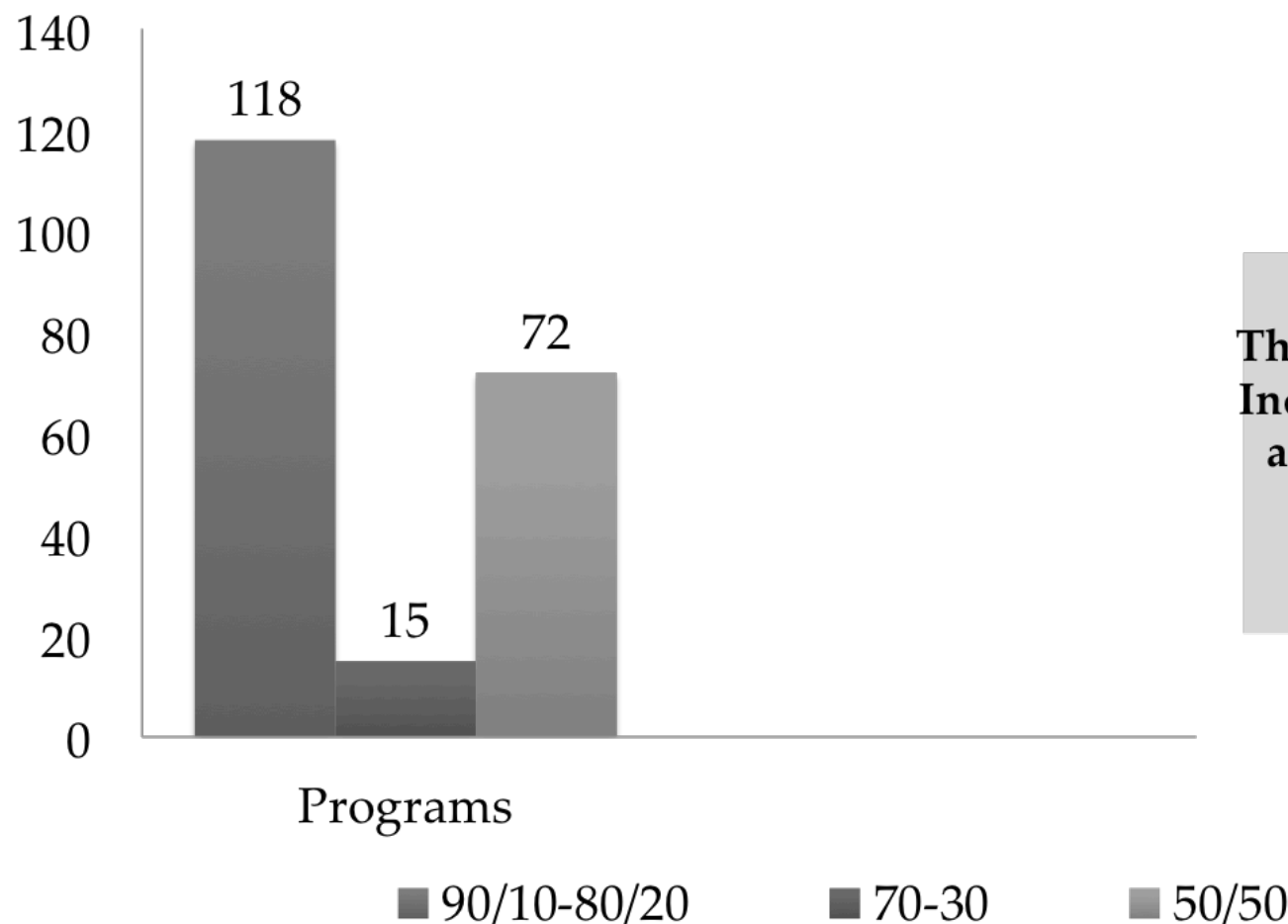
# CA Dept. of Education

## TWBI Listserv – Self-reported

Number of Programs



# Program Design



**Please Note:  
This Chart does not  
Include the Middle  
and High School  
Programs**



# New Mexico



# Who Participates in DLE in NM?

- Students/Families – Who do we serve?
  - New Mexico: First Minority/Majority State
  - 71% of Student Population are Students of Color (Hispanic, Native American, African American, etc)
  - Large English Learner (EL) population.
    - Immigrant: 1/5
    - Heritage: 4/5
  - Participants in DLE: Native English/Non-PHLOTE: 1/4

# Who Participates in DLE in NM?

- Languages
  - Spanish
  - Navajo, Zuni, Apache, Keres, Tiwa, Tewa, Towa,
- Program Models
  - Two-Way and One-Way Programs
  - 50:50, 90:10 and Dangerous Variations
  - 1995 – 8 programs, 2012 – 115 programs (50-60 well designed and implemented - unofficial)

# DLE Support Rationale

- Three Motivations
  - Global Workforce
  - Revitalization and Preservation of Heritage Language and Culture
  - Closing the Achievement Gap
- Policy of Tolerance
  - District Administrators, Board of Education, Public Education Department
- Policy Makers – Politicians
  - Supporters – are complacent – State Constitution protects
  - Challengers – tie DLE to immigrant population

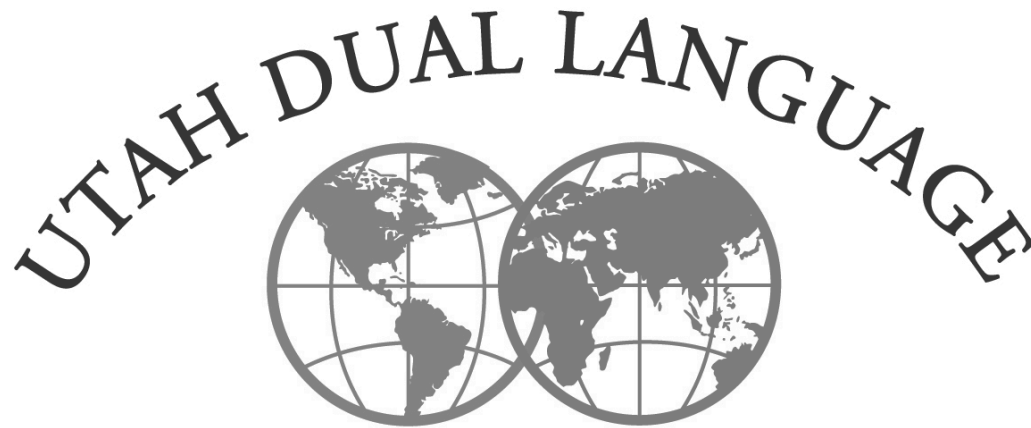
# Support Factors

- Funding matches the program model implemented
  - Programs provide one, two or three hours of Alternative Language Services
  - The more hours they provide (combined with what students qualify to received) the more funding the school district receives
  - Each student participating in a DLE generates 3 hrs of funding (~1200.00), irregardless of whether they are LEP or FEP>

# Support Factors

- Policy of Tolerance
  - District Admins, Board of Education, Public Education Department
- Policy Makers – Politicians
  - Supporters – are complacent – State Constitution protects
  - Challengers – tie DLE to immigrant population

# Utah



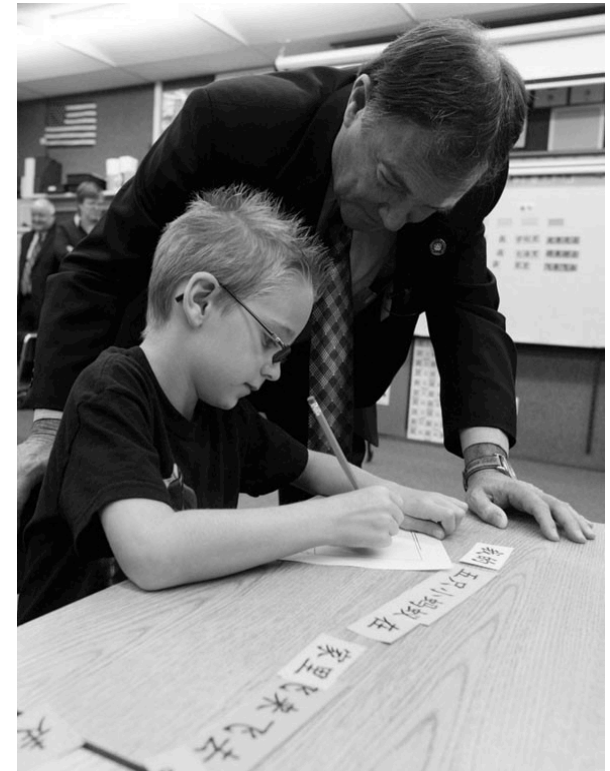
## IMMERSION

*Providing a world of opportunities for students.*



# Utah Senate Bill 41 (2008)

## 50/50 Dual Language Immersion Program







# Accomplishments

- **State DLI Support Team**
- **Teacher Credentials – DLI endorsement**
- **New Student Course Codes**
- **Curriculum Development in Target Lang.**
- **Professional Development (AUDII)**
- **Student Proficiency Targets**
- **Student Proficiency Reports (SPR)**
- **Parent/Student/Teacher Conference**



- **77 State Supported Programs**

- **2012-13 School Year:**

- **40 Spanish Programs**

- (18 two-way, 20 one-way, 2 secondary)

- **25 Chinese Programs**

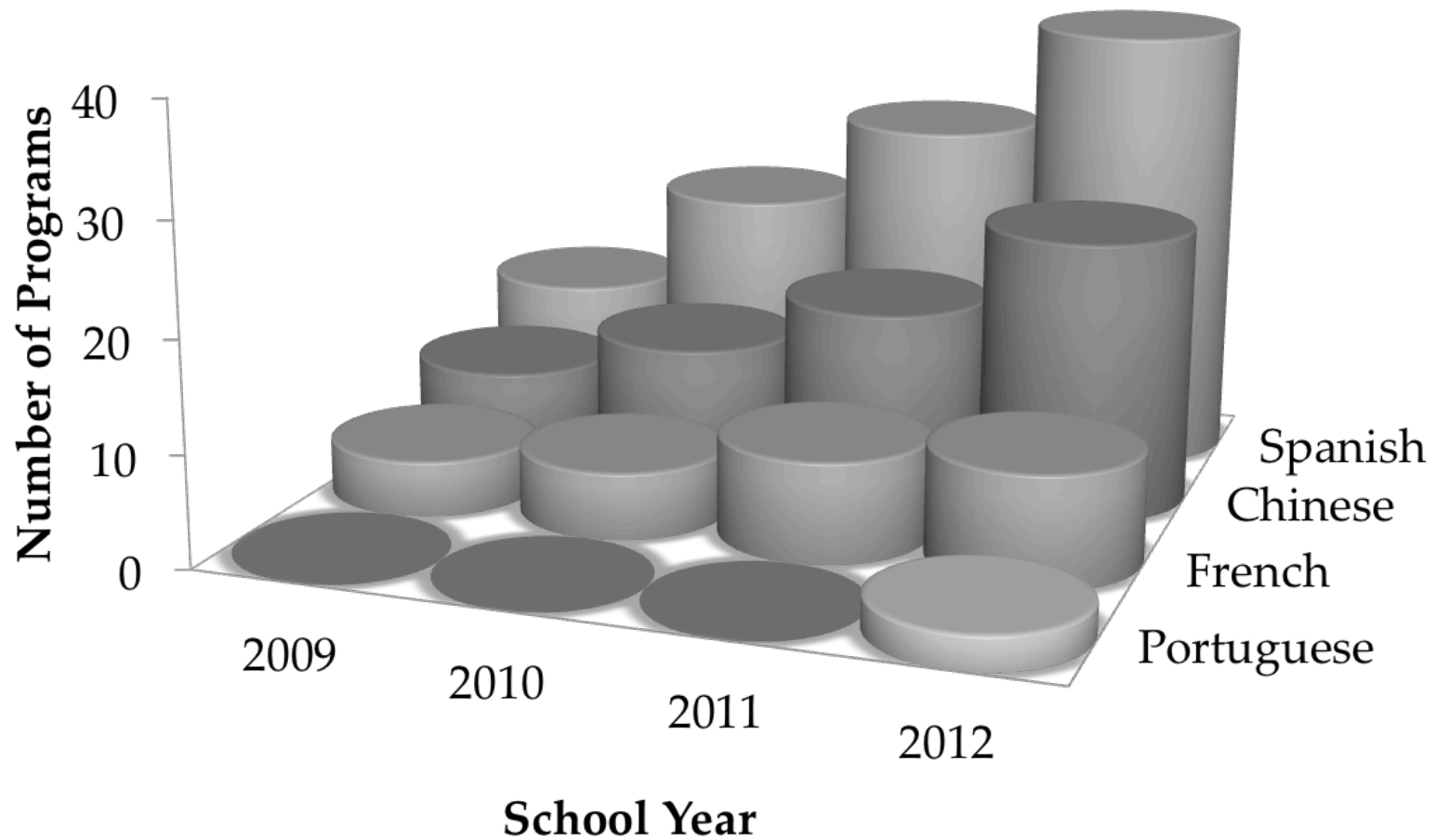
- **10 French Programs**

- **2 Portuguese Programs**

- **Over 14,000 Students!**



## Utah Dual Language Immersion Programs





# Challenges

- **Teacher Recruitment (MOUs)**
- **Teacher Professional Development**
- **Curriculum Development in Target Lang.**
- **Target Language Assessment**
- **Secondary Program**
- **Rapid Growth**
- **Competing Agendas**
- **Educational Establishment**

# Hawai‘i



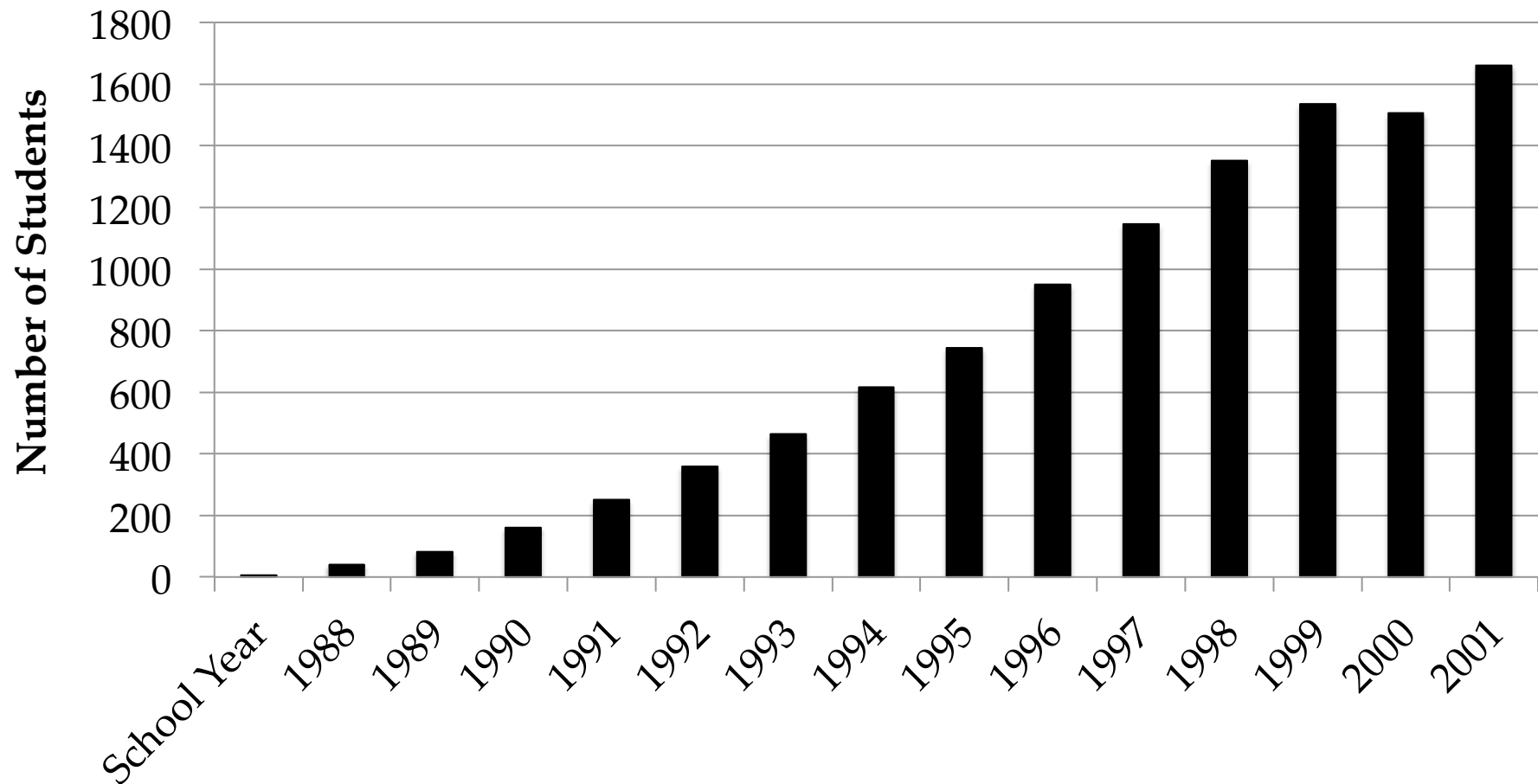
# Program Overview

## Ka Papahana Kaiapuni

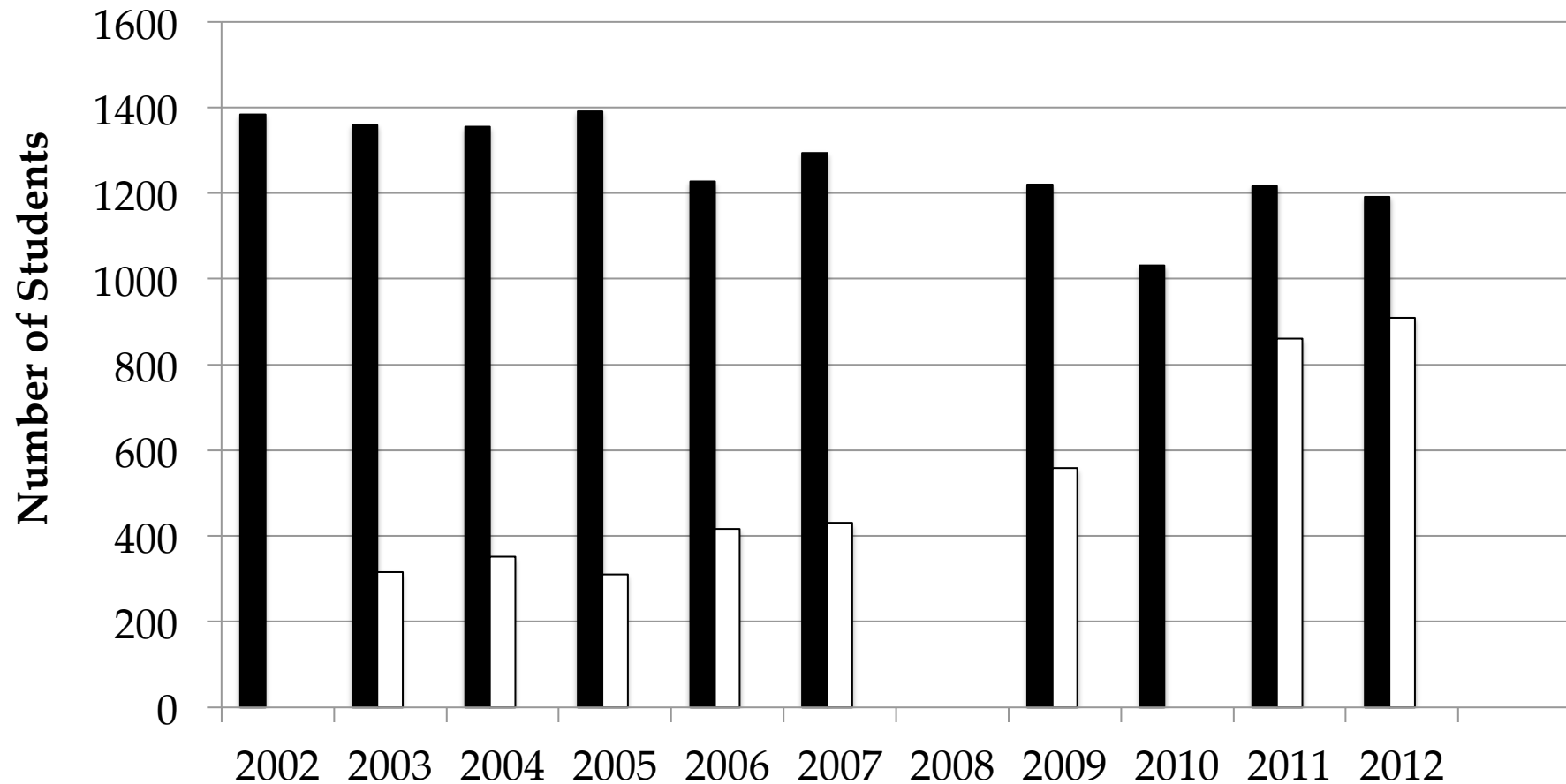
### Hawaiian Language Indigenous Immersion Education

- **Various contexts including:**
  - 2 DOE K-12 Campuses (English as a Content Area)
  - 6 DOE K-6 Program in Mainstream Campuses
  - 2 DOE 7-8 Program in Mainstream Campuses
  - 2 DOE 7-12 Program in Mainstream Campuses
  - 3 DOE 9-12 Program in Mainstream Campuses
  - 6 Charter HLI Schools (One Charter in Mainstream Campus)

# HLIP Growth



# HLIP Growth





# Supporting Rationale

- **Factors Fueling Program Growth**
  - Purposeful
    - Language revitalization
    - Self-Determined Vision & Direction
    - Program validity
  - Inclusive Participation
    - Parents
    - Community
    - Schools
    - System
  - Continuous Commitment

# Policy Support

- **Supporting Factors**
  - Vision & Follow Through
  - Assuming Leadership Roles
  - Transparency
  - Active Informed Participation
  - Legislation
- **“Speed Bumps”**
  - Government Mandates
  - Lack of Decision Making Power

# Your Questions and Comments, please!

**Danke!**

**¡Gracias!**

**Merci!**

**Miigwech!**

**Pidamayaye!**

**Ua tsaug!**

**谢谢!**

**A Minnesota immersion thank you!**