Dual Language Education Programs

Current State Policies and Practices

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American Institutes for Research

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Our services include conducting rigorous studies of instructional interventions and evaluating district programs; evaluating federal, state, and district policies that affect ELs and crafting evidence-based recommendations for policymakers; and providing technical assistance and professional development to help schools and districts improve instruction and learning for ELs.

Definitions

One- and two-way dual language education programs

Dual Language Education Programs

- Students are taught literacy and academic content in English and a partner language

- Program goals include helping students develop:
  - Proficiency in both English and the partner language,
  - High levels of academic achievement, and
  - Appreciation and understanding of multiple cultures.

- Two general types of program models: two-way and one-way dual language programs

Dual Language Education Programs (cont.)

- **Two-way dual language programs** (a.k.a. two-way bilingual or dual immersion programs) integrate English-speaking and partner-language-speaking students, ideally with a 50/50 balance of students from each language group.

Dual Language Education Programs (cont.)

- **One-way dual language programs** serve students predominantly from one language group.

  - One-way or world language immersion programs (predominantly English speakers)

  - Developmental or maintenance bilingual programs (predominantly ELs and former ELs)

  - Heritage or native language programs (predominantly students with a family or cultural connection to the partner language)

Introduction

Study purpose and methods

Study Purpose and Methods

Purpose

- To examine policies and practices related to dual language education programs as of spring 2015

Methods

- Review of relevant literature published since 2004, extant datasets (e.g., CSPRs), SEA websites for all 50 states and District of Columbia
- Interviews with SEA officials in six case study states

Selection Criteria for Six Case Study States

- States that promote dual language education programs
  - Delaware, North Carolina, and Utah
- States that promote bilingual education programs
  - Illinois and New Mexico
- States with a large EL population that constrain the use of some types of bilingual education programs
  - Massachusetts

Why Is This Study Important?

- Prevalence of dual language programs: Offered in 39 states and the District of Columbia in 2012–13

- Benefits associated with dual language programs
  - Higher achievement outcomes for ELs (Valentino & Reardon, 2015; Gómez, 2013; Lindholm-Leary & Block, 2010)
  - Bilingualism linked to greater professional success and increased earning power (Rumbaut, 2014; Porras, Ee, & Gandara, 2014)
  - Cognitive benefits (Esposito & Baker-Ward, 2013; Ball, 2010)
  - Societal benefits: economic competitiveness, national security, preservation of heritage languages (Duncan & Gil, 2014)

Considerations

- This report is descriptive in nature; it presents findings from the literature and features of the policy landscape.
- State counts are based on states with publicly available information and have not been confirmed by state officials (with the exception of the six case study states).
- State counts reflect the most recent information available as of spring 2015.
- There were challenges in coding the data due to inconsistent state and district terminology.

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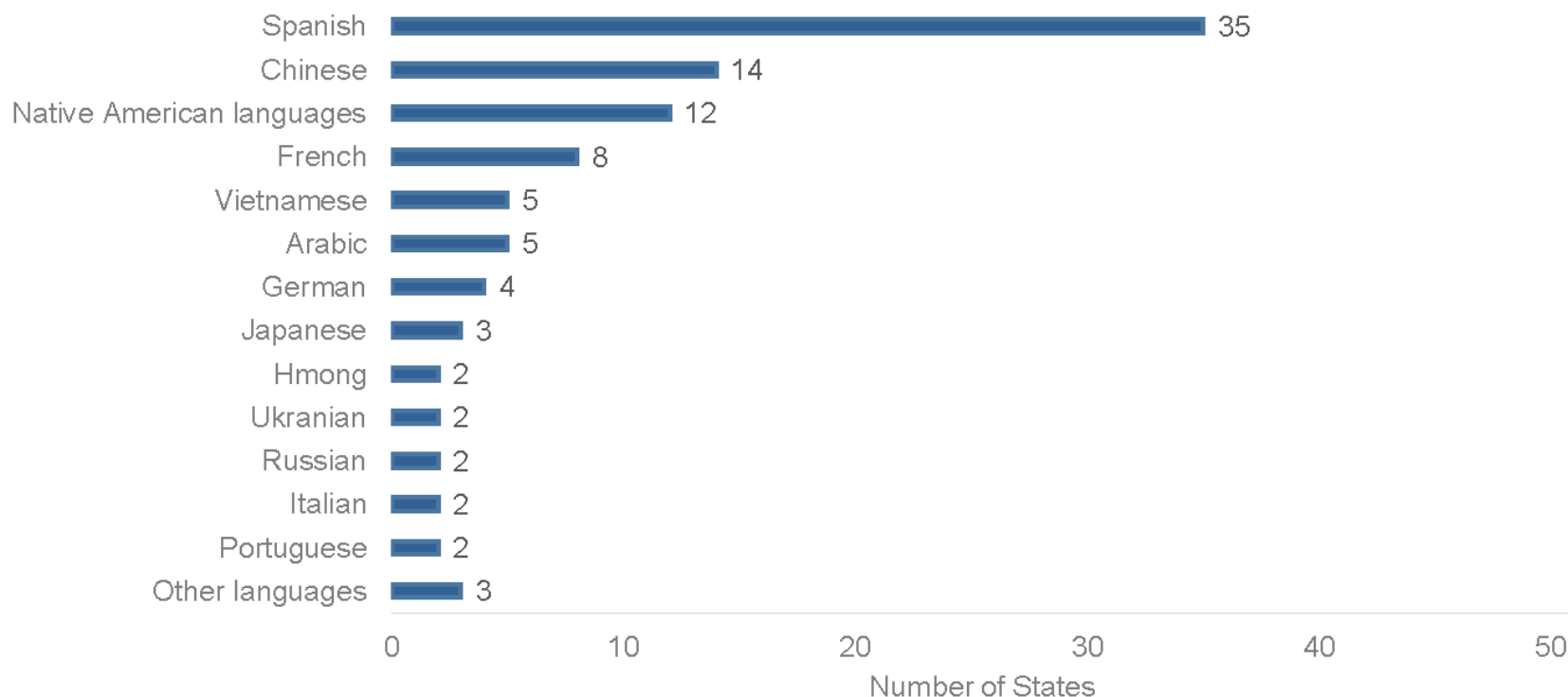
Discussion and Report Out Activity 1

- What is one thing you learned during this part of the presentation that made an impression, and why?
- Report out.

Dual Language Education Program Design

Features and Guidance

States With Dual Language Programs in Particular Languages, 2012–13

Notes: Includes 44 states and the District of Columbia (five states were excluded due to missing data).
Source: Consolidated State Performance Reports (CSPRs), 2012–13

Allocation of Instructional Time

- Two common models for dividing instructional time
  - **50:50 model**: Half of instruction is in English and other half is in the partner language
  - **90:10 model:** Begins with 90 percent of instruction in the partner language and gradually increases percentage of English instruction each grade level
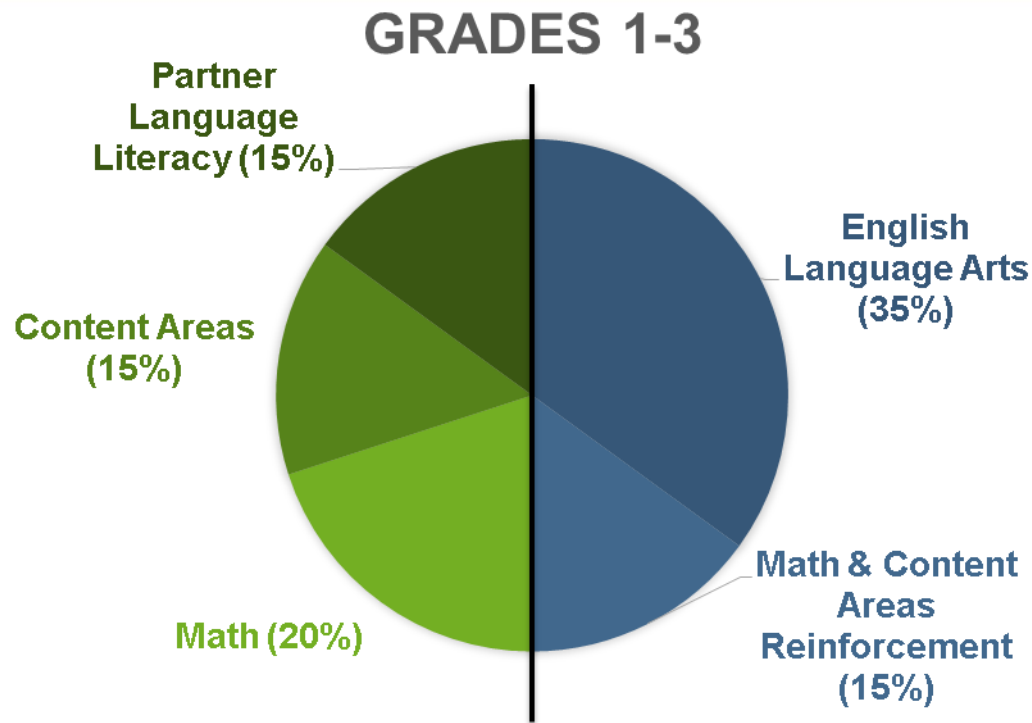
Allocation of Instructional Time (cont.)

- Seven states have set specific expectations for time allocation:
  - Four states (DE, IN, KY, UT) have adopted the 50:50 model.
  - Two states (GA and TX) expect that instruction in the partner language occurs for at least half of school day.
  - One state (New Mexico) has set a minimum number of hours of instruction in the partner language for each program type.

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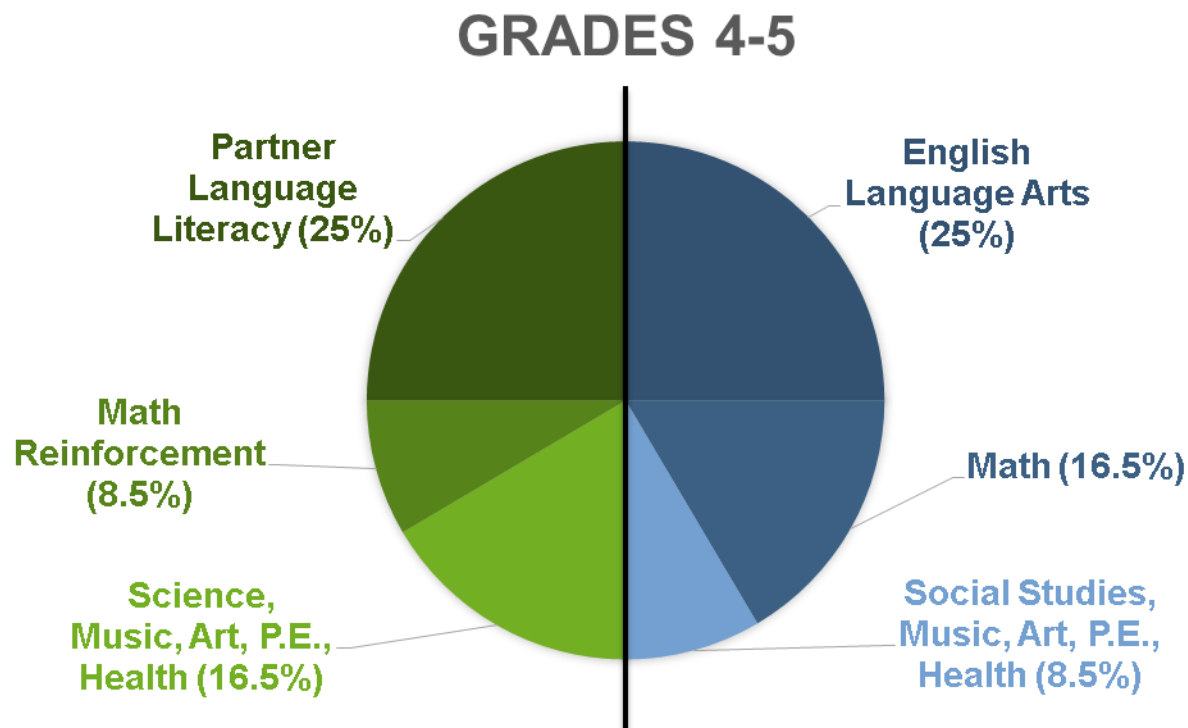
Allocation of Instruction by Content Area

- Six states have guidance on the use of English or the partner language to teach particular content areas:
  - FL, KY, and NM provide general guidance on content areas that can be taught in the partner language—typically math, science, social studies, and the arts
  - DE, GA, and UT have developed specific models that outline, by grade level, the content that can be taught in a particular language
  - Example: Utah model (see next slide)

Allocation of Instruction by Content Area: Utah's Model

GRADES 1-3

- Partner Language Literacy (15%)
- Content Areas (15%)
- Math (20%)
- English Language Arts (35%)
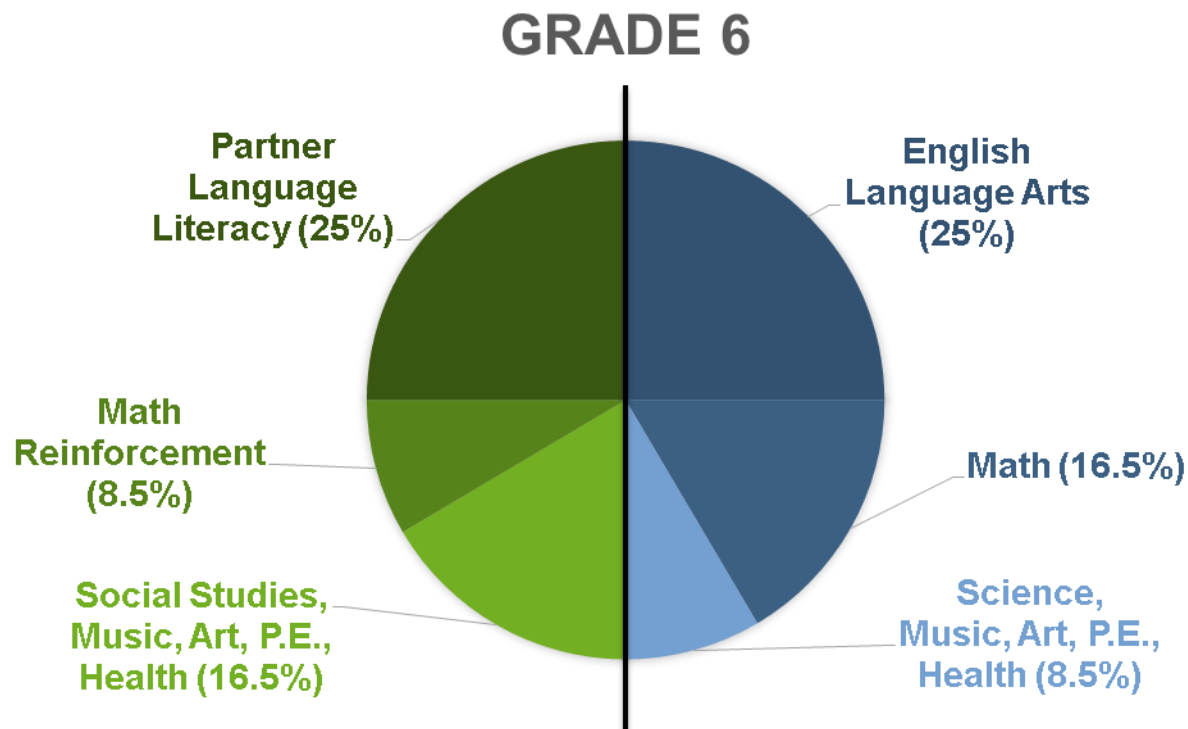- Math & Content Areas Reinforcement (15%)

Key: Green = Partner Language; Blue = English
Adapted from Utah State Office of Education, n.d.

Allocation of Instruction by Content Area: Utah's Model (cont.)

GRADES 4-5

- Partner Language Literacy (25%)
- English Language Arts (25%)
- Math Reinforcement (8.5%)
- Math (16.5%)
- Science, Music, Art, P.E., Health (16.5%)
- Social Studies, Music, Art, P.E., Health (8.5%)

Adapted from Utah State Office of Education, n.d.

Allocation of Instruction by Content Area: Utah's Model (cont.)

GRADE 6

- Partner Language Literacy (25%)
- English Language Arts (25%)
- Math (16.5%)
- Science, Music, Art, P.E., Health (8.5%)
- Social Studies, Music, Art, P.E., Health (16.5%)
- Math Reinforcement (8.5%)

Adapted from Utah State Office of Education, n.d.

Allocation of Instruction by Teacher

- Delaware and Utah require use of two-teacher model:
  - One teacher provides instruction only in English; another teacher provides instruction only in partner language.
  - Teachers collaborate regularly to coordinate curriculum and instruction.
- Six states (AL, CA, IL, NY, MS, RI) allow the use of both two- or single-teacher staffing models.

Allocation of Instruction by Teacher (cont.)

- Particular staffing models are recommended for a variety of reasons:
  - Two-teacher approach for grades K–2 so students have opportunities to interact with a proficient English speaker and a proficient partner language speaker (California)
  - Qualifications of available teachers

Program Duration

- Programs typically begin in K or Grade 1 and continue throughout elementary school (minimum of six years); some continue at secondary level.

  - Guided by research on time needed to develop second language proficiency suitable for grade-level achievement (Hakuta, Butler, & Witt, 2000; Saunders & O'Brien, 2006)

- Four states (DE, GA, NC, UT) have developed course-taking pathways for providing programs at the secondary level.

Student Composition

- Two-way dual language programs designed to facilitate interactions between English- and partner-language-speaking students

  - Ideally include 50/50 balance of students (Lindholm-Leary, 2012)

  - Should include at least one-third of students from each language group (Gómez, Freeman, & Freeman, 2005; Lindholm-Leary, 2007)

Student Composition (cont.)

- Three states have set requirements for student population in two-way dual language programs:
  - Delaware: 30–60 percent partner language speakers
  - Indiana and Utah: at least one-third partner language speakers

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Discussion and Report Out Activity 2

- What is one thing you learned during this part of the presentation that made an impression, and why?
- Report out.

Student Eligibility and Placement

Dual Language Program Eligibility Criteria

- Open enrollment policies in Delaware and Utah
- Three states (CA, KY, UT) have issued information about enrolling students after Grade 1 or 2.
  - Students who wish to enter programs more than one or two years after the program's start may need to be assessed to ensure sufficient language skills.
- Arizona and California require parents of ELs to provide annual informed consent; Massachusetts makes an exception for two-way dual language programs.

Student Recruitment and Retention Strategies

- Outreach strategies
  - Four states (DE, GA, NC, UT) have created websites.
    - Highlight benefits of dual language programs
    - Provide school contact information and links to resources
  - Four of the six case-study states (DE, IL, NM, UT) have provided outreach materials and/or technical assistance to help districts and schools recruit students.
    - Provide brochures, presentations
    - TA on how to inform parents about program options

Student Recruitment and Retention Strategies (cont.)

- Incentives for students
  - Delaware and Utah offer opportunities to earn university credit.
  - State Seal of Biliteracy policies recognize bilingual high school graduates with specialized seal on diploma and/or transcript.
    – In spring 2015, 11 states and the District of Columbia offered a Seal of Biliteracy
    – Another 15 states were considering a Seal of Biliteracy

States That Offer a Seal of Biliteracy as of Spring 2015

State offers a Seal of Biliteracy
State is considering offering a Seal of Biliteracy
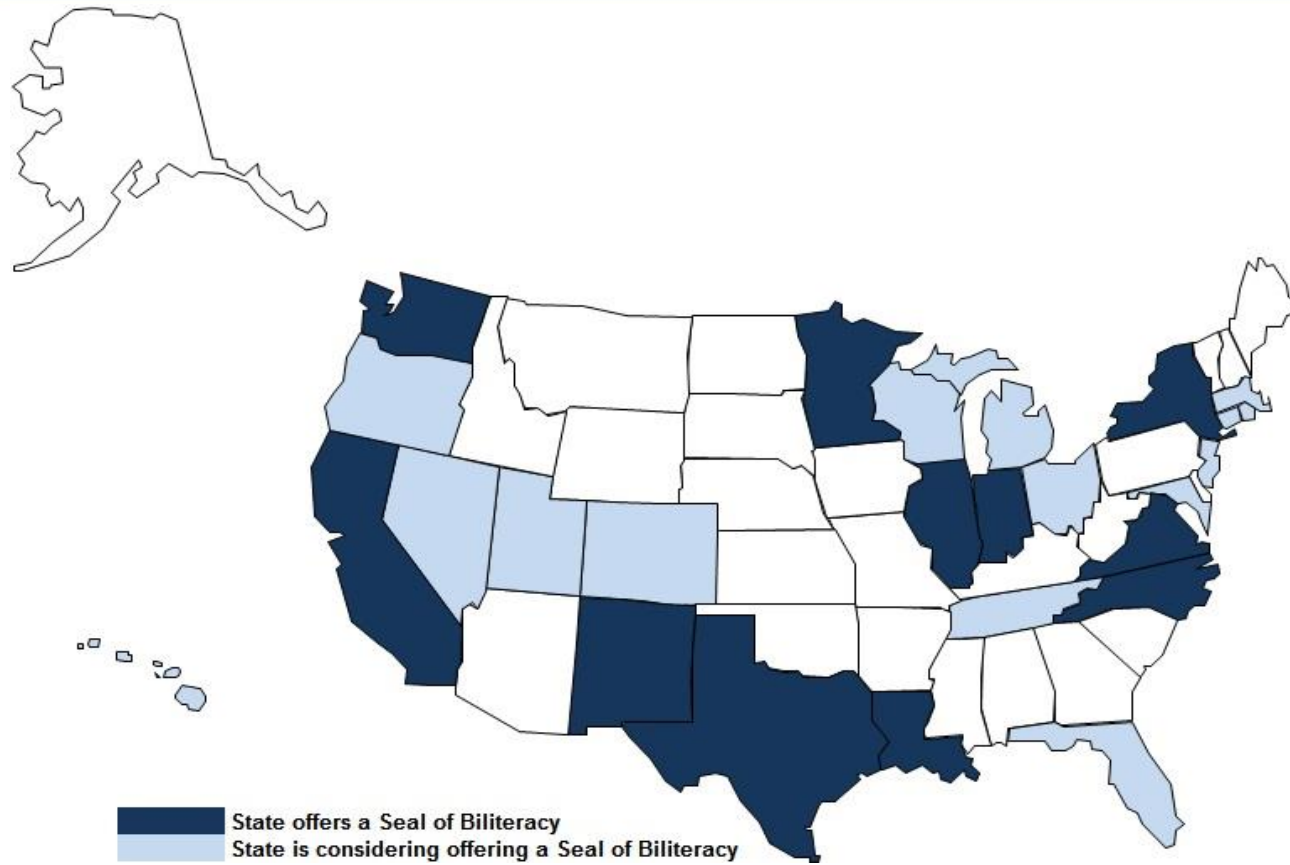
Source: Review of SEA websites; sealofbiliteracy.org

Discussion and Report Out Activity 3

- What is one thing you learned during this part of the presentation that made an impression, and why?
- Report out.

Standards, Assessments, and Program Evaluation

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English Language Proficiency Standards

- **English language proficiency standards in spring 2015**
  - 36 states and District of Columbia using WIDA ELD Standards
  - 9 states using ELPA21 ELP Standards
  - 7 states using state-developed ELP standards

English Language Proficiency Assessments

- English language proficiency assessments in spring 2015
  - 34 states and District of Columbia using WIDA's ACCESS for ELLs®
  - 3 states using the English Language Development Assessment (ELDA)
  - 13 states using a state-specific assessment
- ELPA21 assessment to be field-tested in 2015–16

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Partner Language Proficiency Standards

Partner language proficiency standards

- 42 states and the District of Columbia have adopted world language proficiency standards (Phillips & Abbott, 2011).
  - Many are based on standards developed by the American Council on the Teaching of Foreign Languages (ACTFL).
  - At least three states (NC, OH, UT) have set grade-level or grade-span proficiency targets for K–12 dual language programs based on ACTFL proficiency scales.
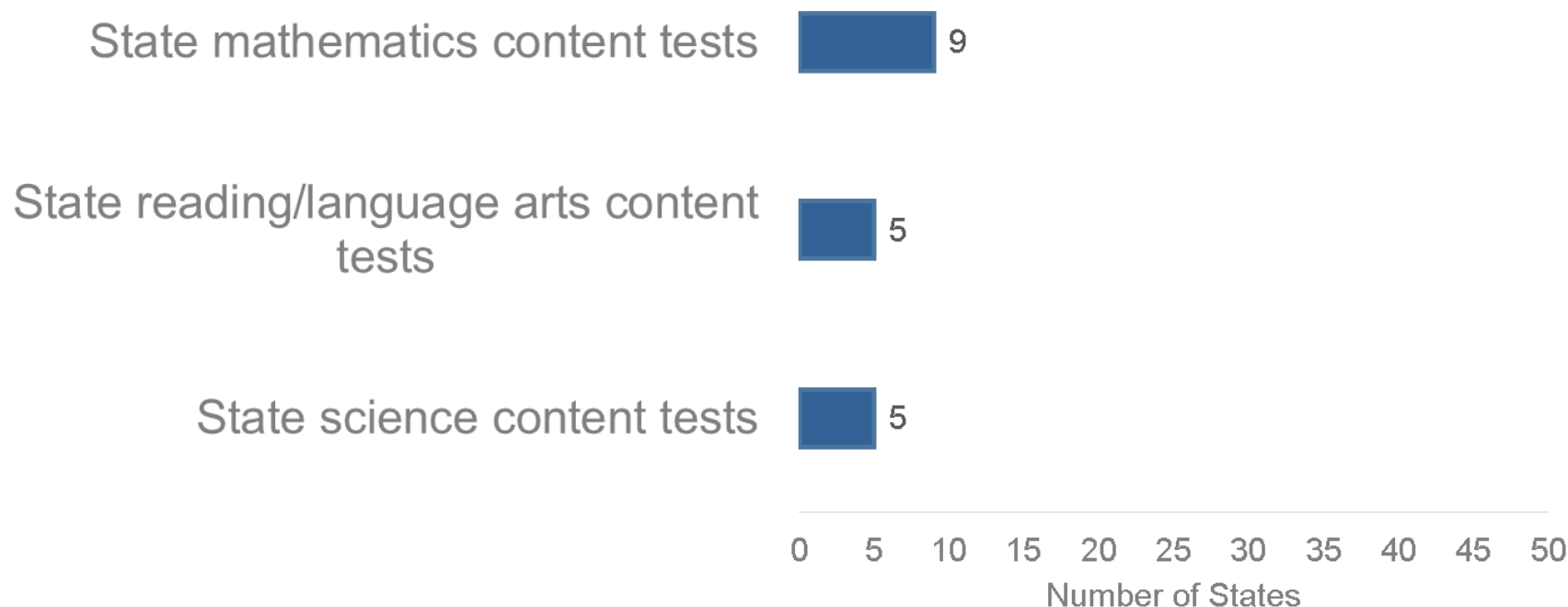- Illinois has adopted Spanish language development standards developed by WIDA.

Partner Language Proficiency Assessments

- Partner language proficiency assessments
  - Five states (DE, KY, NM, OR, UT) require state-funded dual language programs to assess partner language proficiency progress at least annually.
  - 11 states do not explicitly require districts or dual language programs to implement particular assessments but do recommend or provide access to assessment tools (e.g., vendor-developed assessments, prototypical performance assessments, Linguafolio® online portfolio assessment tool).

Content Standards and Aligned Instructional Materials

- **English content standards**
  - Dual language programs use the same academic content standards as other instructional programs.

- **Partner language content standards**
  - Five states have developed standards for language arts in the partner language.
  - California and Texas have developed Spanish-language versions of standards in other content areas.

- Officials from all six case study states reported concerns about the availability of standards-aligned instructional materials in partner languages.

States With Content Assessments in Partner Languages

State mathematics content tests — 9
State reading/language arts content tests — 5
State science content tests — 5

Number of States

Source: Consolidated State Performance Reports (CSPRs), 2012–13

ESEA Accountability

- **Challenges in evaluating programs and teachers**
  - ELs in dual language programs may experience an initial delay in English performance but will generally catch up to (and often exceed) their peers in other programs (Lindholm-Leary & Genesee, 2014).

  - Accountability requirements may prompt schools to adopt an English-only approach or increase the amount of instruction in English (Wright & Choi, 2006; Lindholm-Leary, 2012) so students meet English benchmarks.

  - Recommendation: Incorporate outcomes in two languages into accountability systems and give students more time to meet benchmarks in each language (Working Group on ELL Policy, 2011).

Program Evaluation

- Two case study states (Delaware and Utah) engage in program evaluation efforts focused on state-funded dual language programs.
  - Utah: annual report to state legislature on progress and cost-effectiveness of the state dual language program initiative.
    - Report presents analyses of students' partner language proficiency and performance on state content area assessments
  - Delaware: external qualitative evaluation of state dual language programs; data disaggregated by program type

Program Evaluation (cont.)

- Another two case study states (Illinois and New Mexico) prepare reports on state-funded bilingual education programs (which include dual language programs).
  - Do not disaggregate data for dual language programs (as of spring 2015)

Discussion and Report Out Activity 4

- What is one thing you learned during this part of the presentation that made an impression, and why?
- Report out.

# Teacher Qualifications and Professional Development

Teacher Certification Requirements

- 25 states and District of Columbia have established certification requirements for bilingual education certificates as of 2009–10 (NCCTQ, 2009).
  - Examples of requirements include: competence in English and the partner language; knowledge of second language acquisition and effective instructional practices
- Utah has developed credentials specifically for dual language programs; North Carolina is developing such credentials.

Shortages of Qualified Teachers

- Officials from <u>all six</u> case study states identified shortages of qualified teachers as a barrier to implementing dual language programs.

- 16 states identified bilingual education as a teacher shortage area for 2015–16 (Office of Postsecondary Education, 2015).

- Officials from five case study states (DE, IL, NC, NM, UT) reported taking steps to build the supply of teachers qualified to teach in dual language programs.

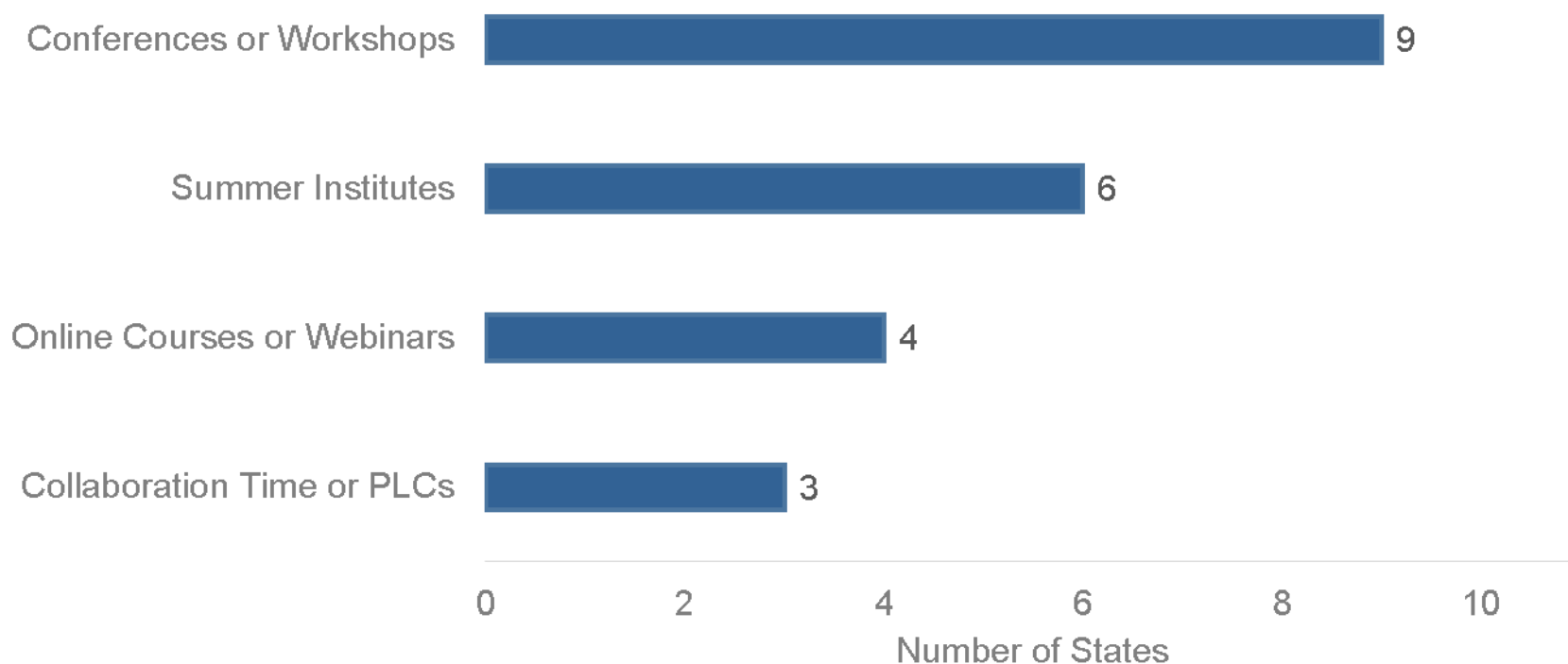# Case Study States' Efforts to Build Supply of Qualified Teachers
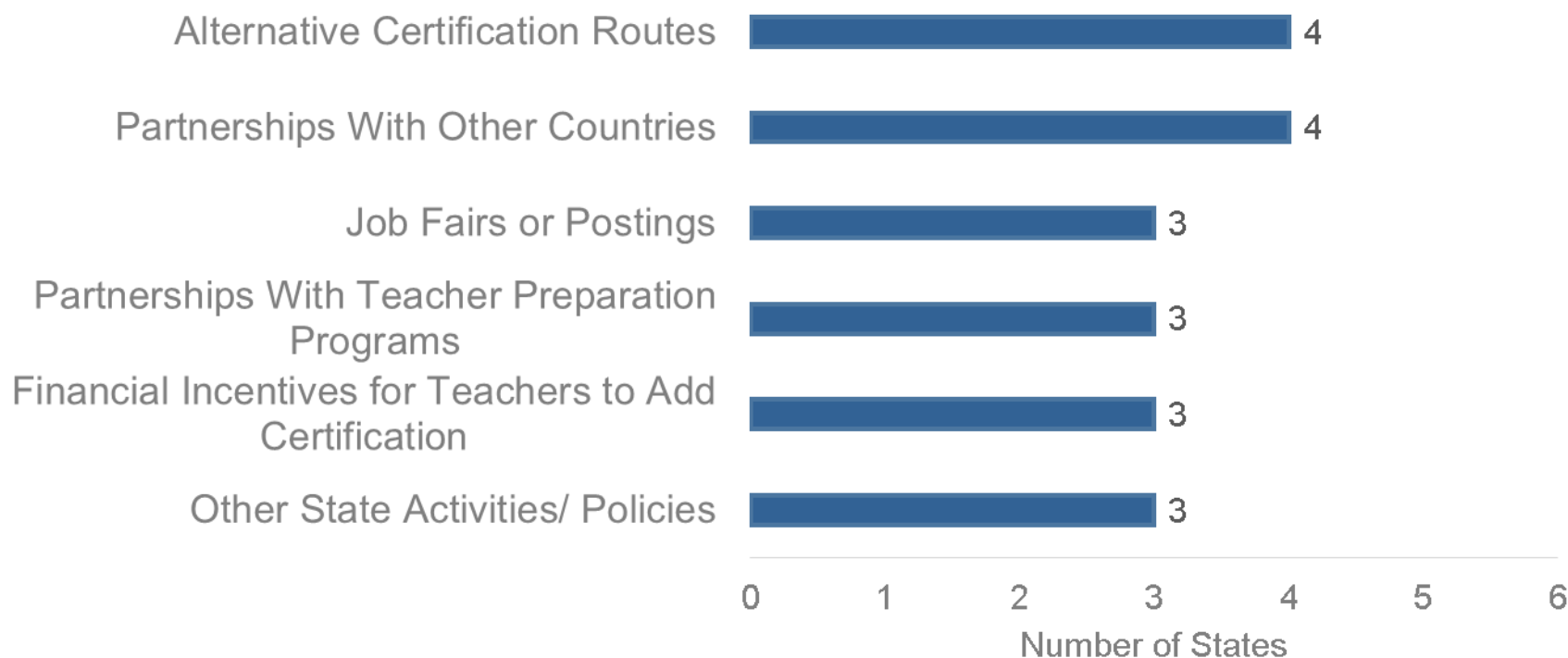
Source: Review of SEA websites and state interviews, spring 2015

State-Provided Professional Development (PD) Opportunities

- Ongoing, high-quality PD aligned with the program's instructional goals is important for implementation (Lindholm-Leary, 2007).

- At least 11 states have offered PD for dual language program teachers.
  - Two of these states (KY and UT) require teachers in state-funded dual language programs to participate in state-approved PD opportunities.

- At least six states (DE, GA, IL, NC, NM, UT) provide PD or tools for school leaders to improve their ability to support dual language program teachers.

State-Provided Professional Development Opportunities for Teachers

Horizontal bar chart titled "Number of States":
- Conferences or Workshops: 9
- Summer Institutes: 6
- Online Courses or Webinars: 4
- Collaboration Time or PLCs: 3

Notes: Includes 11 states.
Source: Review of SEA websites and case study state interviews, spring 2015

Discussion and Report Out Activity 5

- What is one thing you learned during this part of the presentation that made an impression, and why?
- Report out.

State Support

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Policies Toward Bilingual Education

- Seven states (DE, GA, NM, NC, RI, UT, WA) have formulated specific goals or value statements supporting dual language programs or bilingual education programs.

- Five states (CT, IL, NJ, NY, TX) require districts to offer bilingual education if there are 20 or more ELs in the same grade from the same language background.

  - Dual language programming meets this requirement.

Policies Toward Bilingual Education (cont.)

- Four states have laws constraining the use of bilingual education:

  - AZ and CA require informed, written consent for all bilingual programs.

  - MA requires informed consent for some bilingual programs but makes an exception for two-way dual language programs.

  - NH requires prior approval from state board and local school district.

Funding for Dual Language Programs

- Added costs associated with dual language programs for professional development, textbooks, assessments, and other instructional materials (Lara-Alecio, Galloway, & Mahadevan, 2005)

- Six states (DE, GA, IN, KY, OR, UT) have recently offered state funding specifically for dual language programs.

- Most states (46) provide funding for ELs, which can be used to support dual language programs with ELs (Millard, 2015).

Funding Challenges

- Four of the six case study states (IL, MA, NM, NC) reported challenges related to funding:

  - Insufficient program funding for dual language programs

  - Lack of understanding at local level regarding appropriate use of state funding

  - State alternative language program funding for ELs does not apply to non-ELs or former ELs.

State Technical Assistance

- Five of the six case study states (DE, IL, NC, NM, UT) provide technical assistance related to dual language education.

- Four of the six case study states (DE, IL, NC, UT) provide networking opportunities.

- Four of the six case study states (DE, IL, MA, NM) faced state capacity challenges that limited support.

  - Need for more state-level expertise (IL, MA) and personnel (DE, IL, MA, NM)

Discussion and Report Out Activity 6

- What is one thing you learned during this part of the presentation that made an impression, and why?
- Report out.

Recommendations

Program Terminology

- Standardize the terminology used to describe program types to help facilitate communication and avoid confusion.
- We suggest using:
  - The term "**dual language**" to refer to programs that provide instruction in two languages with the goal of promoting proficiency in both
  - The term "**two-way**" to refer to programs with roughly equal numbers of students from two language groups
  - The term "**one-way**" to refer to programs with students from predominantly one language group

Need for Evidence-Based Information

- Conduct a more comprehensive survey of the states to determine the actual number and type of dual language programs implemented and to collect other relevant information.

- Survey districts about promising practices, as well as challenges and opportunities for improving policies and programming.

- Encourage research on topics such as the influence of student background characteristics, classroom-level factors, and program-level factors on student outcomes in these programs.

Need for Evidence-Based Information (cont.)

- Possible questions include:
  - How do student-level factors influence learning in dual language programs?
  - How does context (home and community language use) influence outcomes?
  - What features of the program model influence successful language acquisition and content area knowledge?
  - What dual language programs currently exist in which students are excelling, and what factors contribute to this success?

Need for Evidence-Based Information (cont.)

- Possible questions include:
  - How do successful dual language programs equalize the status between languages to ensure the successful development of both?
  - How do short-term hiring practices (e.g., of international teachers who must depart the country after their temporary visas expire) affect program success?
  - Should EL and English proficient students learn together in literacy classes from the beginning, or should each group be separated for a portion of time? Would these needs vary based on student-level factors?

Discussion and Report Out Activity 7

- What is one thing you learned during this part of the presentation that made an impression, and why?
- Report out.

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