Dual Language Immersion Education
State of the States

Tara Fortune and Donna Christian - October 19, 2012 – St. Paul, MN
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

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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

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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.

Tara Fortune
“The Dual Language Umbrella”  
(Howard et al., 2007)
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_

Hawaiʻi

_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

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Growth: One-way WL

Growth: One-way WL

One-way Languages of Instruction


2006
- Spanish: 43%
- French: 29%
- Hawaiian: 8%
- Japanese: 7%
- Mandarin: 4%
- German: 3%
- Other languages: 6%

2011
- Spanish: 45%
- French: 22%
- Mandarin: 13%
- Japanese: 5%
- Hawaiian: 6%
- German: 3%
- Other languages: 6%
Growth: Two-way Bilingual

### Two-way Languages of Instruction

<table>
<thead>
<tr>
<th>Languages</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish/English</td>
<td>387</td>
</tr>
<tr>
<td>Chinese/English</td>
<td>12</td>
</tr>
<tr>
<td>French/English</td>
<td>6</td>
</tr>
<tr>
<td>Korean/English</td>
<td>6</td>
</tr>
<tr>
<td>Japanese/English</td>
<td>6</td>
</tr>
<tr>
<td>German/English</td>
<td>2</td>
</tr>
<tr>
<td>Italian/English</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total # of TWI</strong></td>
<td><strong>420</strong></td>
</tr>
</tbody>
</table>

### Growth: Indigenous

<table>
<thead>
<tr>
<th>Language</th>
<th>One-Way Programs</th>
<th>Two-Way Programs</th>
<th>Districts</th>
<th>States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinook (2006)</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1 (OR)</td>
</tr>
<tr>
<td>Cherokee</td>
<td>2</td>
<td></td>
<td>2</td>
<td>2 (OK, NC)</td>
</tr>
<tr>
<td>Diné (Navajo) (1986)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1 (AZ)</td>
</tr>
<tr>
<td>Hawaiian (1984)</td>
<td>26</td>
<td>23 HPS; 3 indep</td>
<td></td>
<td>1 (HI)</td>
</tr>
<tr>
<td>Dakota Ojibwe (2000)</td>
<td>2 7</td>
<td></td>
<td>3</td>
<td>3 (MI;MN;WI)</td>
</tr>
<tr>
<td>Yup’ik (1995)</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1 (AK)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Programs</th>
<th>Districts</th>
<th>States</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One-Way (WL)</strong></td>
<td>531</td>
<td>83+</td>
<td>37+</td>
<td>22</td>
</tr>
<tr>
<td>[as of Oct 2012]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Two-Way (TWI)</strong></td>
<td>415</td>
<td>227</td>
<td>31+</td>
<td>8</td>
</tr>
<tr>
<td>[as of Oct 2012]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indigenous (Revitalization)</strong></td>
<td>43+</td>
<td>11+</td>
<td>9+</td>
<td>6+</td>
</tr>
</tbody>
</table>
Program Overview

- One-way and two-way programs
- Mandarin and Spanish offerings
- 50:50 Program Model
Delaware World Language Immersion
Student Enrollment Targets K-8

2012: 4 Programs
2013: 10 Programs
2014: 15 Programs
2015: 20 Programs
2016: 20 Programs
2017: 20 Programs
2018: 20 Programs
2019: 20 Programs
2020: 20 Programs

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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
• 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
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
• 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
Two-Way Bilingual Immersion and Dual Language Programs

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

- 90% are Spanish TWBI Programs
- 3% are Korean
- 4% are Mandarin

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Program Design

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

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New Mexico

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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)

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DLE Support Rationale

• Three Motivations
  o Global Workforce
  o Revitalization and Preservation of Heritage Language and Culture
  o Closing the Achievement Gap

• Policy of Tolerance
  o District Administrators, Board of Education, Public Education Department

• Policy Makers – Politicians
  o Supporters – are complacent – State Constitution protects
  o Challengers – tie DLE to immigrant population

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Support Factors

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

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Support Factors

• Policy of Tolerance
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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

Number of Programs

School Year

2009 2010 2011 2012

Spanish Chinese French Portuguese

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Challenges

• Teacher Recruitment (MOUs)
• Teacher Professional Development
• Curriculum Development in Target Lang.
• Target Language Assessment
• Secondary Program
• Rapid Growth
• Competing Agendas
• Educational Establishment
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)
In the graph, the number of students is shown from 2002 to 2012. The y-axis represents the number of students, ranging from 0 to 1600, while the x-axis represents the years from 2002 to 2012.

The data points for each year are as follows:

- 2002: 1400
- 2003: 1300
- 2004: 1400
- 2005: 1300
- 2006: 1200
- 2007: 1300
- 2008: 1400
- 2009: 1100
- 2010: 1000
- 2011: 800
- 2012: 900

The graph shows a general trend of fluctuation in the number of students over the years, with some years having a significant increase or decrease in student numbers.
Supporting Rationale

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