

State of the States

Immersion 2014

Fifth International Conference on Dual Language/Immersion Education

Salt Lake City, Utah
October 18, 2014

Overview: State of the States

To assess the role of advocacy and policy in dual language immersion across the United States, state-level leaders will report on

- the status of dual language immersion education in their state and
- advocacy initiatives and policies that have supported these programs.

Symposium Plan

Welcome/Introductions: Donna Christian

State Presentations:

<i>California:</i>	Rosa Molina
<i>Delaware:</i>	Lynn Fulton Archer
<i>Louisiana:</i>	Terri Hammatt
<i>Minnesota:</i>	Ursula Lentz
<i>North Carolina:</i>	Ann Marie Gunter
<i>New Mexico:</i>	Edward Tabet
<i>South Carolina:</i>	Ruta Couet
<i>Wyoming:</i>	Ann Tollefson

Discussion

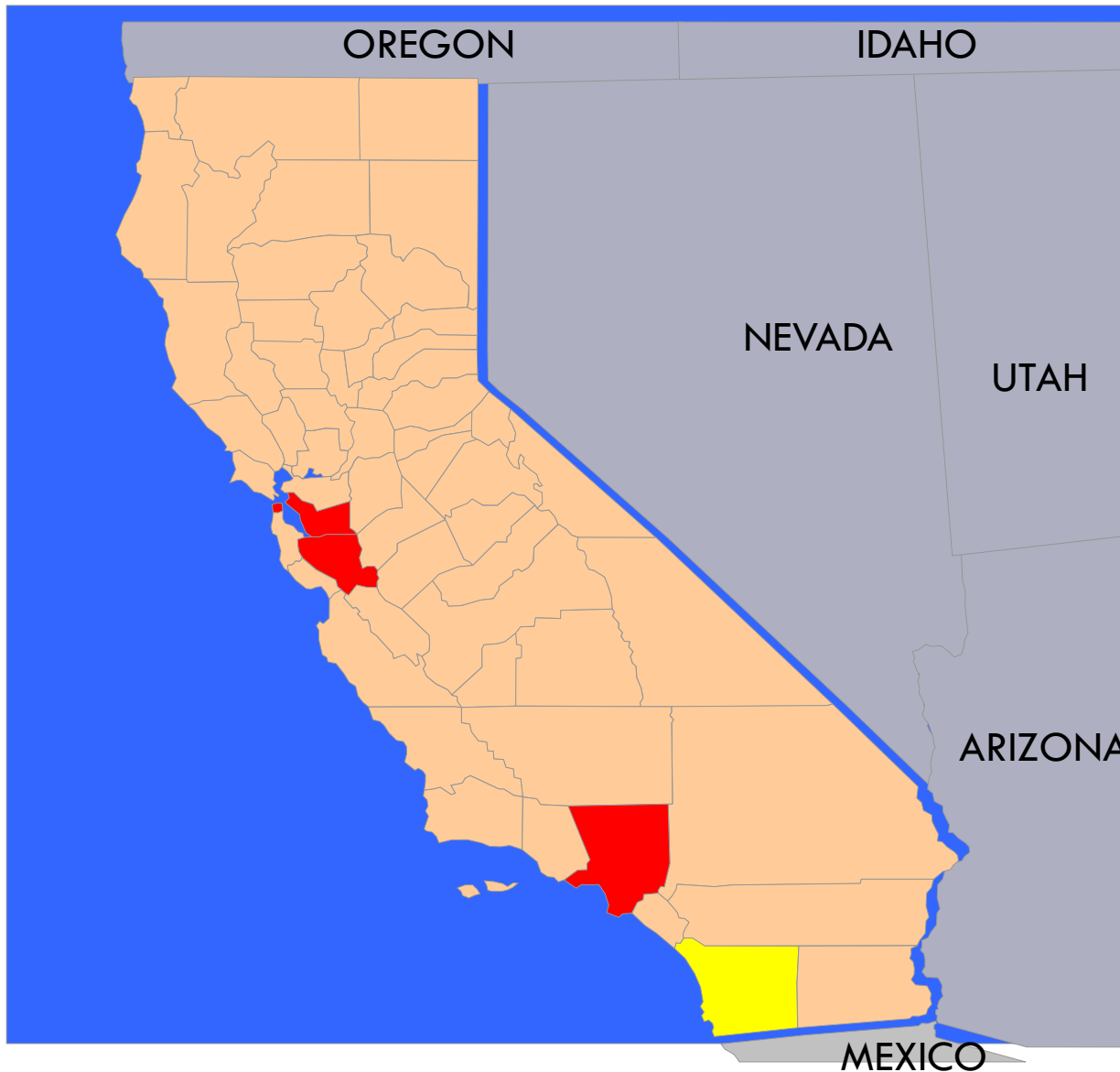
Immersion in California

Rosa Molina

**Executive Director, Association of Two-Way
& Dual Language Education (ATDLE)**

California

- **Two Way Bilingual Immersion Programs** developed in the mid 1980s in California as a result of an extensive research study by the CA Department of Education and UCLA Project CLEAR. Four school districts in California chose to develop the first TWBI model programs:
 - **San Jose**
 - **Oakland**
 - **San Francisco**
 - **Santa Monica-Malibu**



1985

4 TWBI

Programs in CA

San Francisco USD

Oakland USD

San Jose USD

Santa Monica-

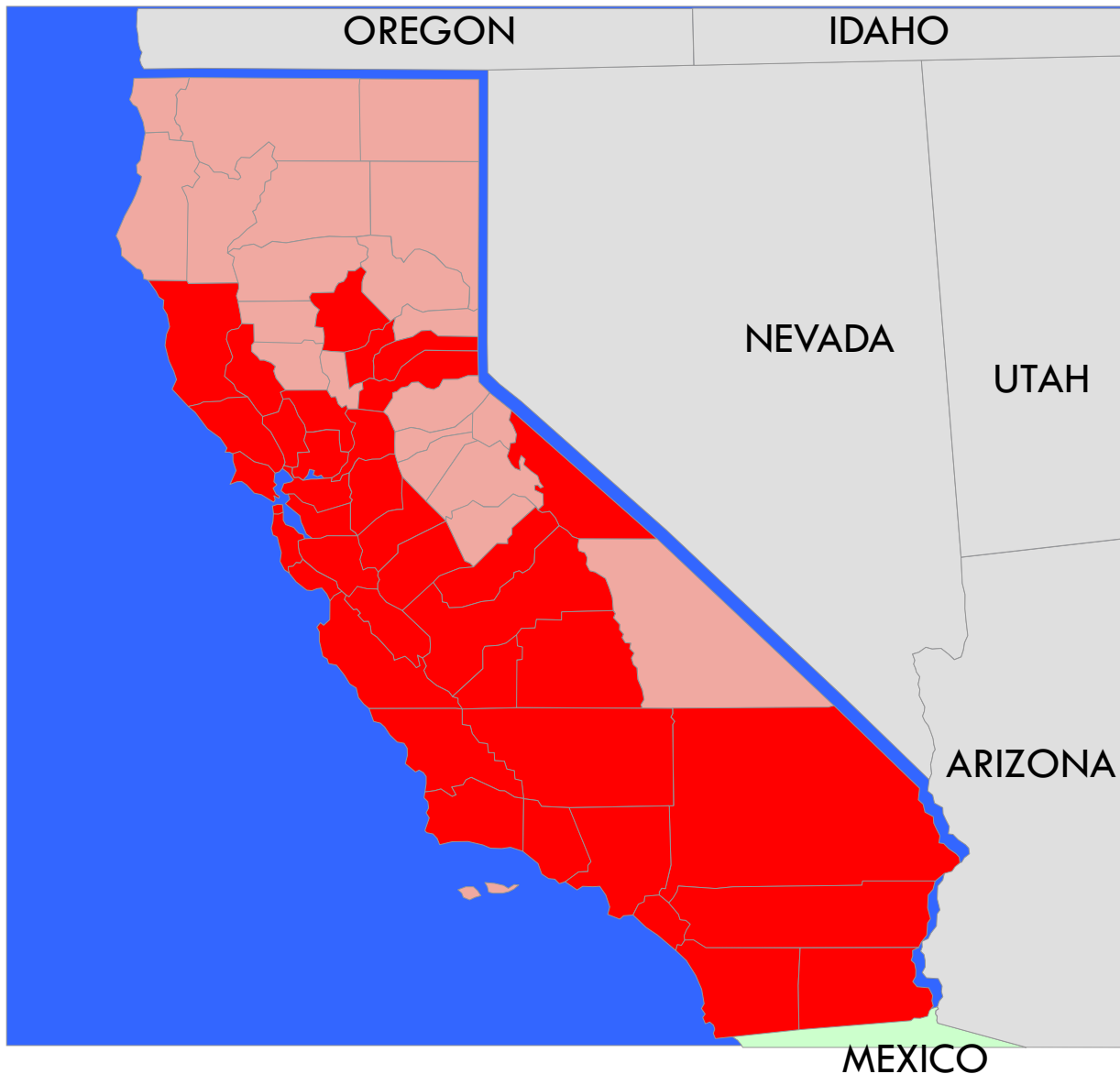
Malibu

*San Diego – Immersion

*Culver City- Immersion

In 2014

- **257** programs make up the CA state directory which has not been updated in two years but an extensive google search of programs in California indicates that there are **276** programs in public and charter programs in place. We do not have an exact count of private schools that are engaged in second language study.
- **5-8** new programs opening steadily since 2008.



2014-15

276

**Programs in
California**

**5-8 new
TWBI/DL
starting each
year**

38/58 Counties

11 Languages

95% Spanish

Korean

Vietnamese

Mandarin-Chinese

Japanese

Arabic

French Immersion

Italian, German, Russian, Armenian

California

- **First TWBI program to receive a Title VII Academic Excellence grant to replicate the program throughout the U.S.**
 - **Project Two-Way**
 - **River Glen School in SJUSD – Training Site**
 - **Dissemination/Training Sites: California, Texas, Alaska, New Mexico, Arizona, Massachusetts, Michigan, Kansas, Wisconsin, Florida, etc.**

2014-15



California designs/implements the first State Seal of Biliteracy Award in 2012. 7 states have followed in the past two years.

K-12 pathways developing

Seal of Biliteracy

**Universities and colleges recognition of TWBI/DL
Language Achievement**

National Seal of Biliteracy in progress!

Immersion in Delaware

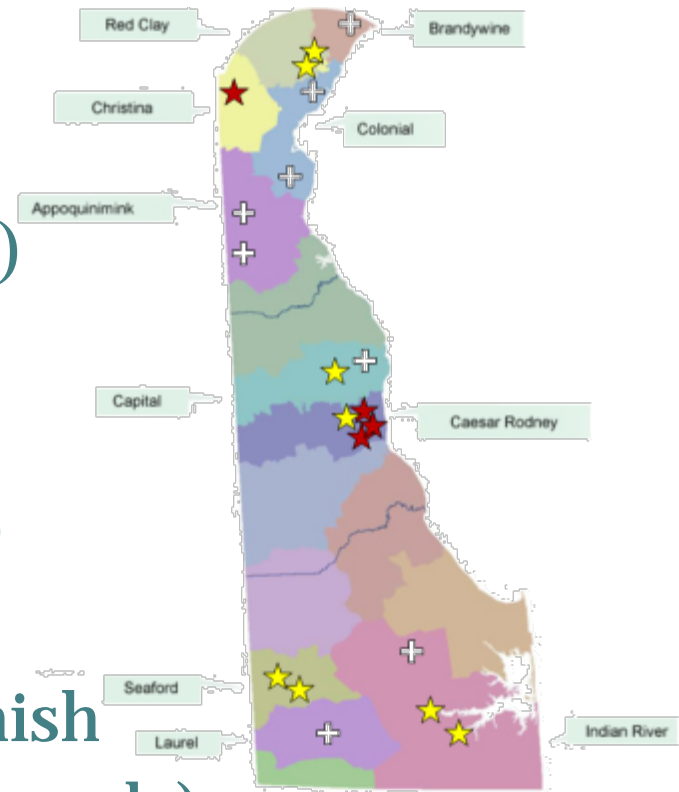


Small State... Big Impact

Lynn Fulton-Archer
Education Specialist, World Language Immersion
Delaware Department of Education
lynn.fulton@doe.k12.de.us

Program Growth

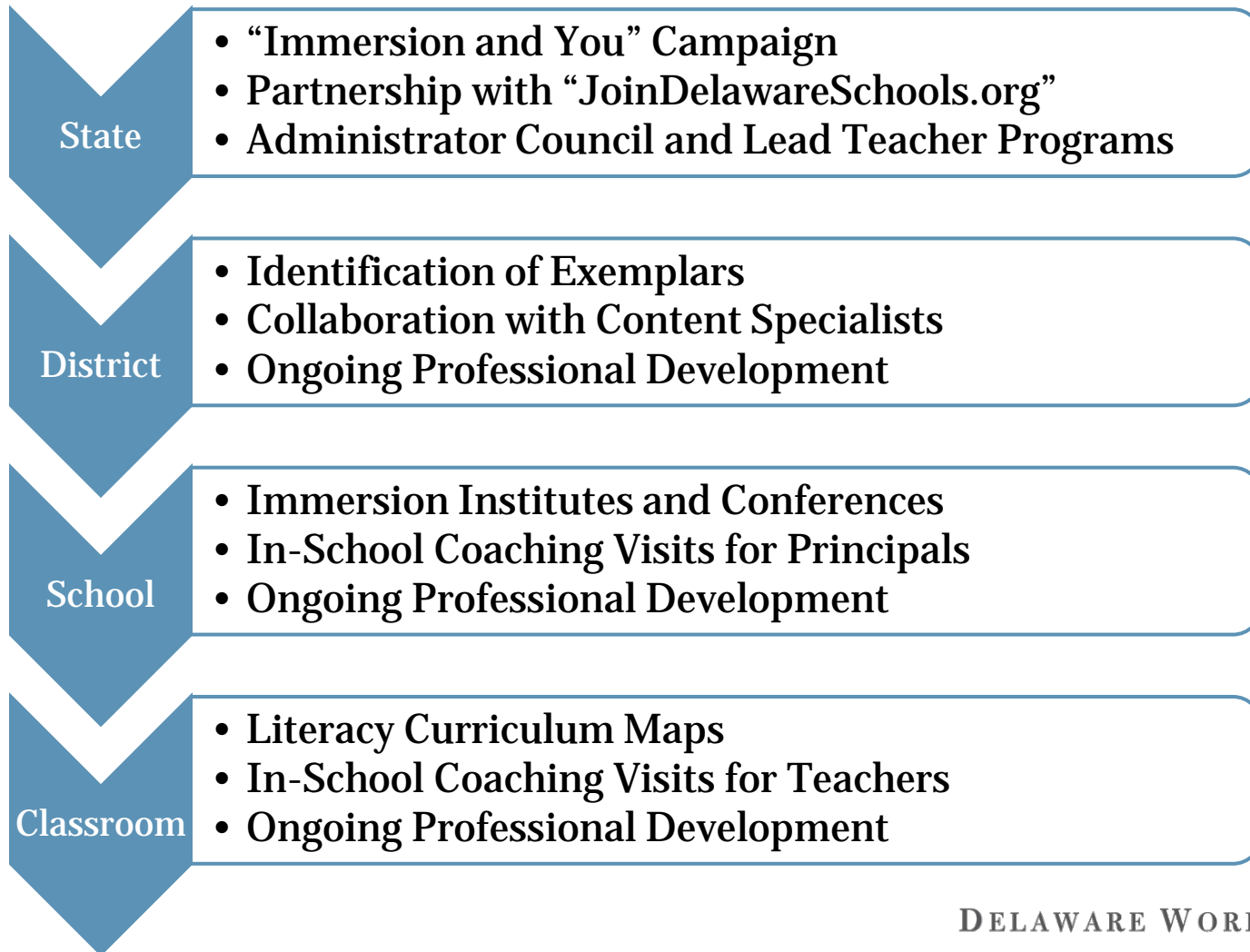
- **Programs (50/50 model)**
 - 20% of elementary schools
 - 3 (2012) > 11 (2014) > 19 (2015)
- **Districts (K-12 articulation)**
 - 60% of districts
 - 3 (2012) > 6 (2014) > 10 (2015)
- **Students**
 - 1400 students in Chinese, Spanish
 - Grades K through 2 (“pilot” 3rd grade)
 - Number will triple in the next three years



State-Level Policies

- **2011: Governor’s World Language Expansion Initiative (framework)**
- **2012: Legislative Budget Allocation**
- **2013: DOE WL Team fully staffed (4 positions)**
- **2014: Immersion added as core component of “College and Career Readiness” framework**
- **201?: Seal of Biliteracy**

Advocacy = Capacity



Immersion in Louisiana



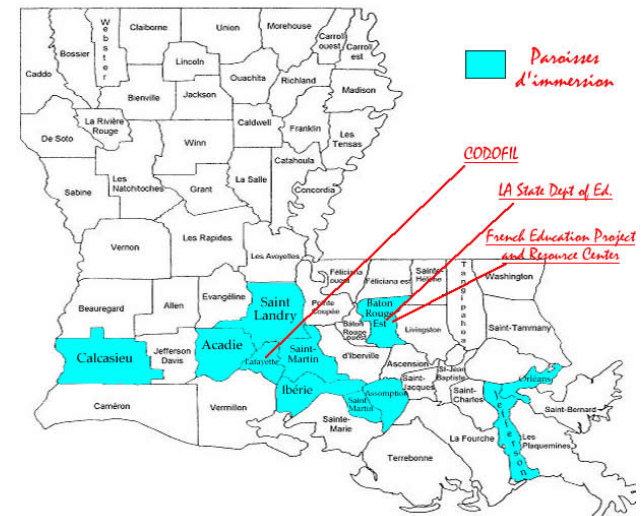
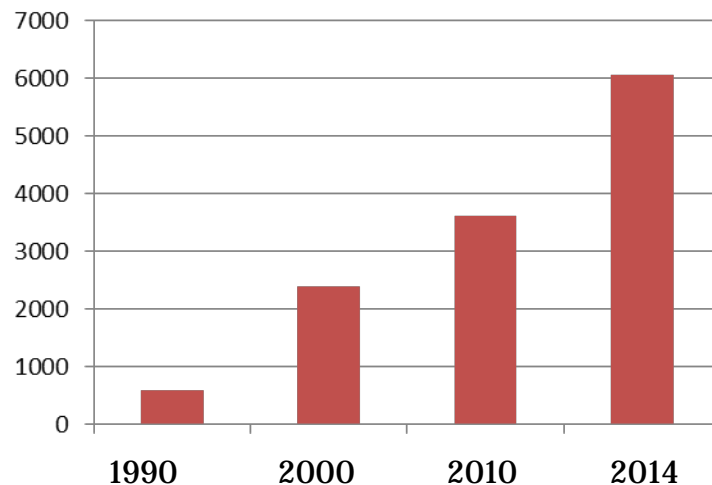
Terri Hammatt

Louisiana Department of Education

Program Overview

- One way immersion
- French, Spanish, Mandarin
- Multiple Models (early total, 85:15, 60:40)
- Growth

ENROLLMENT





State Level Policies/Laws

2010 CODOFIL mission

2011 State-certified immersion schools

2012 International high school resolution

2013 Immersion Choice Act 1.0

2014 Immersion Choice Act 2.0
Seal of Biliteracy



Advocacy Efforts

- Big idea
- Intergenerational view
- Networking
- Institution and infrastructure building
- Cultural and linguistic development

Immersion in Minnesota



Ursula Lentz

Minnesota Department of Education

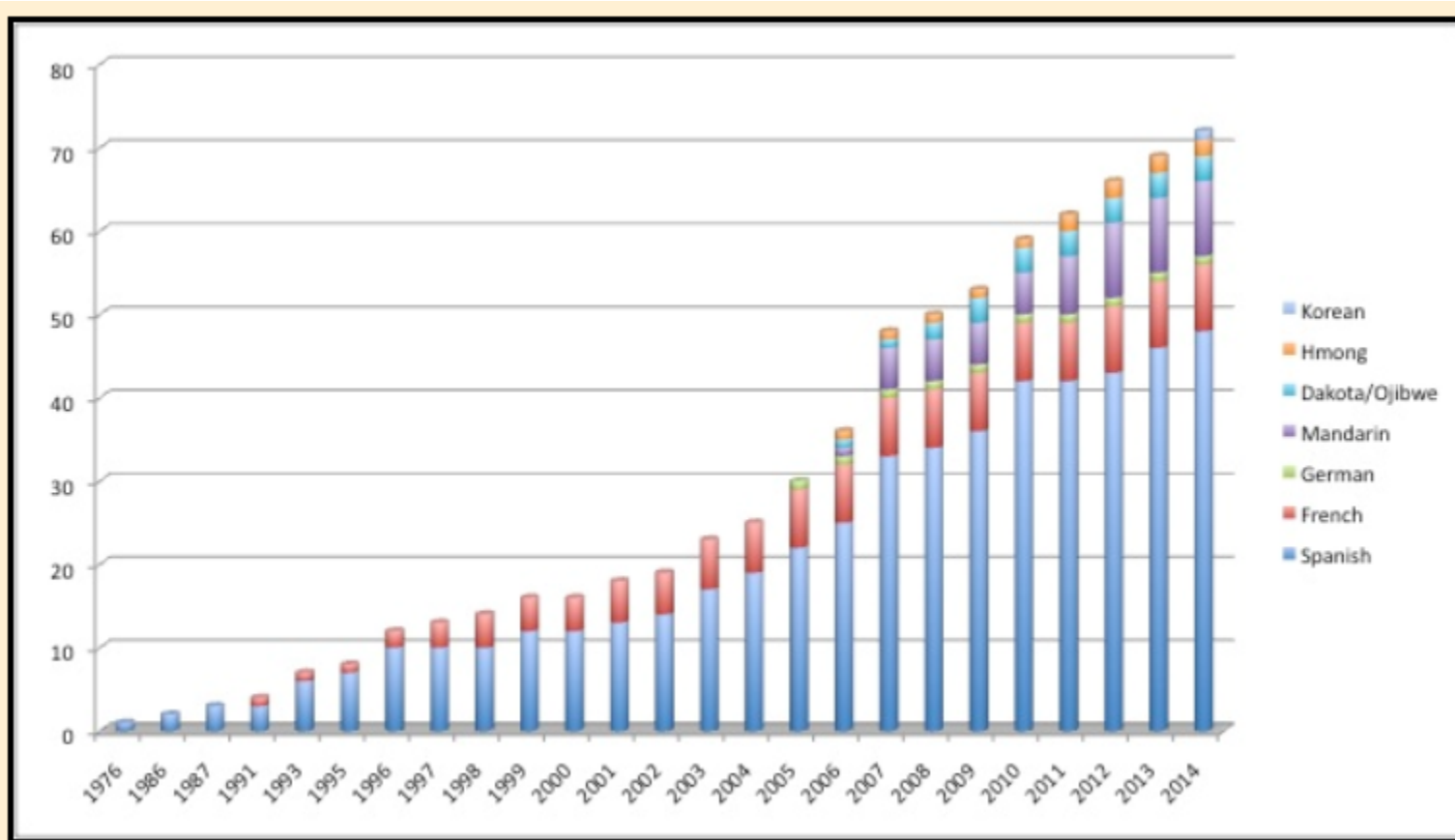
Overview

Seventy + Programs in 2014*

- Multiple Models (90/10, 50/50)
- Pre-school, elementary, middle and secondary programs
- One-way and Two-way programs
- Languages
 - Chinese, Dakota, Hmong, Korean, French, German, Ojibwe, Spanish

*approximate

Program Growth



Growth of language immersion schools in Minnesota from 1976 to 2014

Graphic Source:

MAIN

<http://www.mnimmersion.org/ImmersioninMN>

Approximate 2014 Immersion Enrollment: 21,270 (October 1, 2014)

Advocacy

- 2014 – Bilingual and Multilingual Seal Legislation
 - State colleges and universities must grant college credit
- 2014 EL legislation focus on language and pre-school
- MOUs
- CARLA (Center for Advanced Research on Language Acquisition)
- MAIN (Minnesota Advocates of Immersion Network)
 - Change to licensure requirements
- MDE Collaboration:
 - Minnesota Humanities Center (Dakota and Ojibwe)
 - MAIN
- World Language Proficiency Certificate Award Ceremony Participation – 517 certificates awarded to Chinese Immersion Students (2013-2014)

Immersion in New Mexico

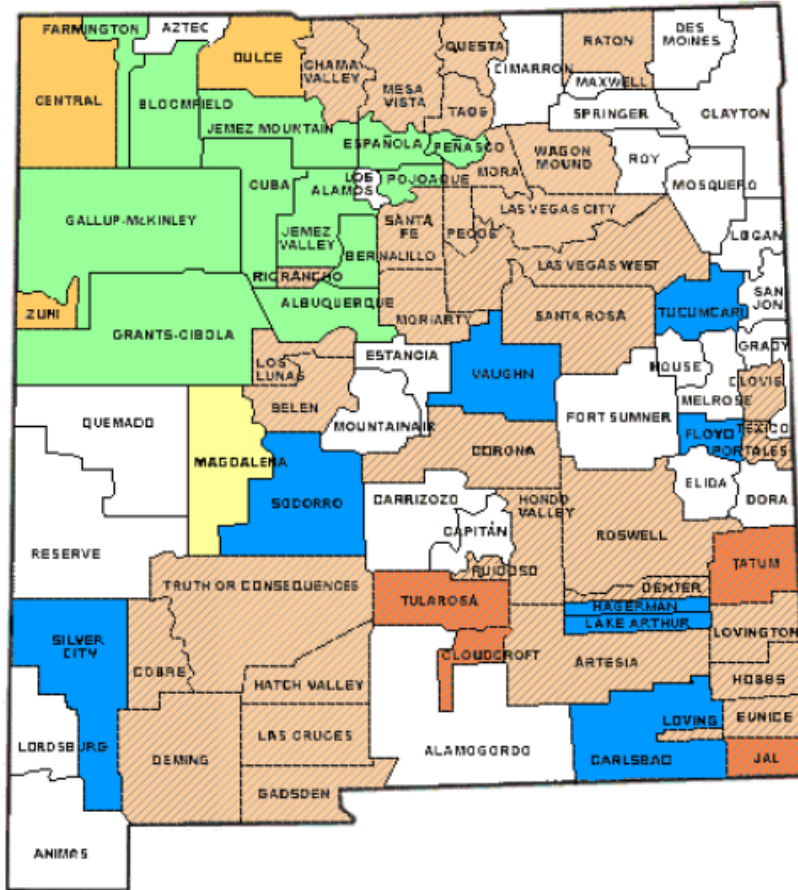
Edward Tabet-Cubero

**Deputy Director, Dual Language Education
of New Mexico**

New Mexico's

Progressive Language Policy Landscape

Edward Tabet-Cubero
Deputy Director
Dual Language Education of NM
A 501c3 Non-Profit
www.dlenm.org



- Orange: Bilingual Education and Title III Programs—Native American Languages
- Yellow: Bilingual Education Only—Native American Languages
- Green: Bilingual Education Program and Title III—Native American Languages and Spanish Language
- Blue: Bilingual Education and Title III—Spanish Language
- Blue: Bilingual Education Only—Spanish Language
- Orange: Title III Programs Only
- White: No Bilingual Program

71% Culturally and Linguistically Diverse



History of Bilingual Policy

State Constitution of 1912

Calls for equal rights for English and Spanish speakers, the preparation of a bilingual teaching force, and professional development for teachers of bilingual learners.

The New Mexico English Plus Resolution (1989)

The New Mexico Multicultural State Proclamation(2006)

1972 Bilingual/Multicultural Education Act

The explicit goal of this act is “for all students, including English language learners, to: (1) become bilingual and biliterate in English and a second language, including Spanish, a Native American language, where a written form exists and there is tribal approval, or another language; and (2) meet state academic content standards and benchmarks in all subject areas.”

Acts to support NM's Minority-Majority Student Population

Hispanic Education Act

Intends to “provide mechanisms for parents, community and business organizations, public schools, school districts, charter schools, public post-secondary educational institutions, the department and state and local policymakers to work together to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates and increasing post-secondary enrollment, retention and completion.”

Indian Education Act

Intends to ensure equitable and culturally relevant learning environments, educational opportunities, and culturally relevant learning materials for American Indian students; Ensure the maintenance of native languages; Ensure partnerships between the state Public Education Department and tribal governments to increase tribal involvement and control over education of American Indian students.

Current Advocacy

- Passed NM State Seal of Bilingualism in 2014
- Working on Bilingual/TESOL teacher pipeline funding legislation
- WK Kellogg Foundation
 - Dual Language Bright Spots (DLeNM)
 - Academic Language Development for All (NMPED)
 - Native American Language Programs (UNM)

Immersion in North Carolina

Ann Marie Gunter

**North Carolina Department of Public
Instruction**



State Level Policies/Laws

2008 K – 5 Dual Language Curriculum

2009 K – 6 Dual Language Teacher Standards

2010 K – 12 Dual Language/Immersion
proficiency-based outcomes as part of state standards for
World Languages

2013 NC State Board of Education Task Force Report on
Global Education includes:

Commitment 2.1 Institute a plan for statewide access to dual language/immersion opportunities beginning in elementary school and continuing through high school.

Advocacy Efforts

- Thomas & Collier NC Research and Results
- Special Assistant for Global Education position
- NCDPI Dual Language/Immersion Team
- Dual Language/Immersion Advisory Group developing Strategic Plan for Commitment 2.1
- Seal of Biliteracy – NCSBE policy discussion in December 2014
- Resources: Listserv, Wikis, MOUs, ISAs, Administrator Guide, etc.



Immersion in South Carolina

Ruta Couet

World Languages

South Carolina Department of Education

Program Growth

1 French
1 Spanish

1 French
2 Spanish

1 Chinese
1 French
1 German
2 Spanish



1 Chinese Charter

2 Chinese
1 Spanish 2-way

State-Level Initiatives

- 2005: First MOU
- 2011: Partnership with Utah
- 2012: Statewide trainings
- 2013: *SC Standard for World Language Proficiency*
- 2014: Instructional Materials
- Seal of Biliteracy?

Challenges

- **Statewide Funding**
- **Statewide Benchmark Testing**
- **Support for Principals**
- **Training for English Partner Teachers**
- **Stability in Staffing**
- **Flexibility in Certification**



Wyoming: A Rural State's Route to Immersion

Ann Tollefson

Wyoming Department of Education

Wyoming's Campaign to Build Interest in Chinese Language and Culture

Step 1: *STARTALK Summer Program* ✓ 2011



Step 2: *High School Program* ✓ 2012



Step 3: *K-5 Dual Language Immersion Program*
✓ 2013



Step 4: *Middle-school Immersion Program* TBA



Step 5: *Statewide DLI Program* ✓ 2013

The Campaign Cabinet

The Wyoming Dual Language Immersion Program **Parental** Task Force

- 1) Advocating district by district
- 2) Advocating with legislators
- 3) Offering support to schools and districts
- 4) Serving as watch dogs....
- 5) Using social networking to bring in other parents.

2014-2015

- **Legislative Funding- \$450,000**
 - \$15,000 incentive per DLI classroom
- **Existing two-way Spanish DLI in Jackson**
- **Casper School District: 2 DLI programs**
- **Three other districts considering DLI**
- **Collaborating closely with Utah to build a strong K-10 DLI program.**

Discussion

Questions/Comments?

