Preventing the Opportunity Gap with Dual Language Education

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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.
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
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

<table>
<thead>
<tr>
<th>ELD Program Model</th>
<th>Language(s) of Instruction</th>
<th>Program Goal(s)</th>
<th>Program Length</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Two-Way Dual Language</strong> <em>(Balanced numbers of M/ELs and English speaking students.)</em></td>
<td>Partner language &amp; English</td>
<td>Bilingualism, biliteracy, high academic achievement &amp; sociocultural competence.</td>
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<td><strong>Transitional Bilingual Instruction – Late Exit</strong></td>
<td>Home language &amp; English</td>
<td>English proficiency.</td>
<td>K-5</td>
</tr>
<tr>
<td><strong>Transitional Bilingual Instruction – Early Exit</strong></td>
<td>Home language &amp; English</td>
<td>English proficiency.</td>
<td>K-2/3</td>
</tr>
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</table>
# English Language Development (ELD) Subtractive Program Models

<table>
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<tbody>
<tr>
<td>Content-based ELD Instruction – Push In</td>
<td>English</td>
<td>English proficiency.</td>
<td>Until student reaches English proficiency.</td>
</tr>
<tr>
<td>Pull-Out ELD Instruction</td>
<td>English</td>
<td>English proficiency.</td>
<td>Until student reaches English proficiency.</td>
</tr>
</tbody>
</table>
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

(NCE = Normal Curve Equivalents)

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

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.SL. c 236)
A Vision for Dual Language Education in Washington State

https://www.youtube.com/watch?v=RWZzH8KchS8&list=PLh0gvWB_9LuWmXVxgTlvl4CbKp3_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)

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.


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

Your thoughts? Questions?

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: 


➢ 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
• 2\textsuperscript{nd} Tuesday of the month | 3:30–4:30 pm | Registration | Zoom

Heritage Language Educators
• 3\textsuperscript{rd} Tuesday of the month | 3:30–4:30 pm | Registration | Zoom

ELL & Bilingual Educator Prep Programs
• 4\textsuperscript{th} 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](#)
Where are Dual Language programs located?

Washington State
2020-21

Click below to highlight schools by language of instruction
- Chinese-Mandarin
- Colville
- Lummi
- Lushootseed
- Makah
- Muckleshoot
- Quileute
- Quilshooteed
- Spanish
- Vietnamese

District-Level Count of Dual Language Programs
0

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What does dual language look like on the Columbia Plateau?

https://www.youtube.com/watch?v=4nbZoYVLDbg&list=PLh0gvWB_9LuWmXVxgTlvl4CbKp3_EUzRx&index=3
Parent and Student Voices for Dual Language Education

https://www.youtube.com/watch?app=desktop&v=EQH95rhIDYs&list=PLh0gvWB_9LuWmXVxgTlvl4CbKp3_EUzRx&index=2
More Information

OSPI Dual Language Education webpage

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Dual Language Education Data & Program Evaluation: Kaori Strunk, PhD
Kaori.Strunk@k12.wa.us
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