

# **Best Practices For Servicing English Learners: Focusing on Dual Language Programs**

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# CT Bilingual Statute

- 10-17 e-j, inclusive:
  - Specifies the definitions, bilingual grant, funding, requirements of the district, and other topics pertaining to the implementation of bilingual programs
  - While language in the statute requires mandated districts to consider implementing bilingual programs (10-17f (i)), statute focuses on transitional program model

## Bilingual Program Funding in CT

- Bilingual statute specifies the annual funding amount for this grant
- Total grant amount is \$1,916,130 annually
- Demographics shifting with more schools and communities mandated

# CT Bilingual Statute

- Mandates bilingual programs based on community demographics (20 or more speakers)
- Allows for students to participate in a transitional bilingual program for up to 30 months
- Permits districts to apply for up to 3 10-month extensions for individual students
- Precludes students with less than 30 months to high school graduation from participating in a bilingual program

## Mandated Bilingual Programs, SYs 2014-15 to 2018-19

|           | SY<br>2018-19 | SY<br>2016-17 | SY<br>2014-15 | 5 Year<br>Trend |
|-----------|---------------|---------------|---------------|-----------------|
| Districts | 39            | 39            | 36            | +3              |
| Schools   | 277           | 252           | 228           | +49             |
| Programs  | 309           | 273           | 253           | +56             |
| Languages | 9             | 12            | 7             | +2              |

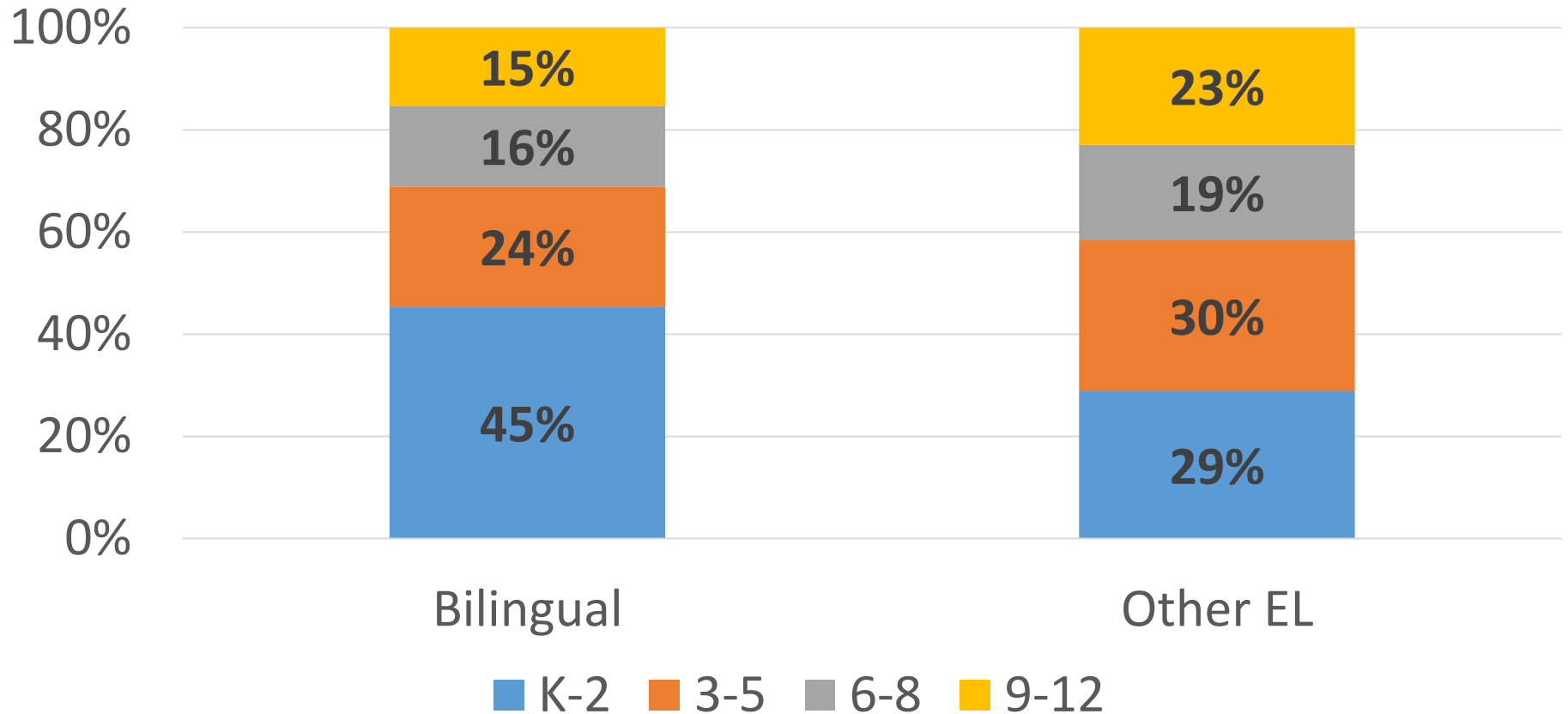
# Languages of Mandated Bilingual Programs, SY 2018-19

| Language       | Programs |
|----------------|----------|
| Spanish        | 275      |
| Portuguese     | 16       |
| Arabic         | 6        |
| Creole-Haitian | 6        |
| Pashto         | 2        |
| Hindi          | 1        |
| Mandarin       | 1        |
| Tamil          | 1        |
| Telegu         | 1        |

# ELs by Language Instruction Program, SY 2018-19

| <b>Program</b>               | <b>ELs</b> | <b>% of All ELs</b> | <b>5-Year Change in Number of ELs</b> |
|------------------------------|------------|---------------------|---------------------------------------|
| Bilingual                    | 12115      | 27%                 | 6%                                    |
| ESL                          | 30779      | 70%                 | 23%                                   |
| Parental Refusal of Services | 1484       | 3%                  | 2%                                    |
| Totals                       | 44378      | 100%                | 17%                                   |

# Almost Half of ELs in Bilingual Programs Are In Grades K -2, SY 2018-19





## Other Key Demographics Of ELs in Bilingual Programs, SY 2018-19

- 28% are Immigrants
- 14% have been identified for Special Education
- 80% are eligible for Free or Reduced Price Meals

# CSDE Bilingual Project

How do the outcomes for ELs who participated in bilingual programs compare with those for ELs in other language instructional programs in terms of:

- English Language Proficiency
- Academic Assessments (SB & SAT)

• Are outcomes for Connecticut Dual Language program participants better than those for ELs in other language instructional programs?

# Dual Language Programs

- Dual Language programs are a type of bilingual program
- Programs may be two-way or one-way
- Programs are ADDITIVE in design (support the development of target language and English) rather than subtractive
- CT bilingual statute does NOT limit time in dual language programs
- A significant body of research shows that DL programs result in better academic outcomes for students (Collier & Thomas 2004, 2012; DeMatthews & Izquierdo 2018; Umansky & Reardon 2014)
- Positive outcomes become more visible over time; dual language should be a model implemented across multiple grade levels

# New London Public Schools: Dual Language at NLPS - Overview

- Over 25 years in existence
- PreK-5 programming has varied in location
- In 2016, expanded to include the middle school. Successful program at the middle school for 3 years. Due to lack of teachers certified in content and bilingual, program is currently not operating. However, conversations about the possibility of reinstatement are happening
- Currently, we have Dual Language at one K-5 school

# New London Public Schools: Characteristics of the Program



K-5 program that follows the two-way, 50/50 model.



Two teachers delivering content instruction in Spanish and English. Children are placed in language groups where they will experience language arts, science, social studies and math. Classes are designed to be fluid.



The schedule varies yearly to meet the needs of all learners. Typically, students switch classrooms on a daily and weekly basis to get exposure to both languages.



An inherent strength of this model is that, with both native Spanish and English speakers learning together, students will reinforce and accelerate each other's second language acquisition.

# New London Public Schools: Success & Challenges

## Successes

- Cultural Integration in academics
- Bilingual/Biliterate students
- English learners exit quicker
- Thomas & Collier helped re-launch our program in 2015
- Stability with K-2 teaching staff
- Long standing parent engagement event; Fiesta

## ■ Challenges

- Lack of certified Bilingual teachers
- Availability of Bilingual materials
- Misconceptions that dual language programs are only for English learners.
- In comparison to colleagues, Dual Language teachers have added responsibilities.

# New London Public Schools: Next Steps

- Our Pre-K 5 elementary school, CB Jennings, is in the process of authorization as an IB School.
- We continue to collaborate with the district to ensure alignment between district initiatives and dual language programming.
- The middle school principal would like to reinstate the dual language program. We are looking to see how we can do so with existing staff.

# New Haven Public Schools: History of Dual Language Programs

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- Clinton Avenue Language Academy
- John C. Daniels
- Columbus Family Academy
- Fair Haven School K-8



# New Haven Public Schools: Successes

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- From subtractive to additive models
- Access
- Increased parental and community engagement
- Higher academic achievement
- Bilingualism

# New Haven Public Schools: Challenges

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- Resistance
- Neighborhood versus Magnet programs
- Teacher recruitment and retention
- Enrollment
- Middle school program implementation

# New Haven Public Schools: Next Steps

- Scaling up programs
- Advocacy
- Resources
- Time
- Professional development

# Stratford Public Schools: A Little History

4/2016: Evaluation and revision of procedures and protocols

| Year      | English Learners | Bilingual Eligible |
|-----------|------------------|--------------------|
| 2015-2016 | 287              | <33                |
| 2016-2017 | 365              | 33                 |
| 2017-2018 | 358              | 90                 |
| 2018-2019 | 408              | 112                |
| 2019-2020 | 450              | 181                |

average of 75 students per year on monitor status

- Research and visits
- Series of presentations – Curriculum Council, Finance Committee, Board of Education
- First kindergarten class lottery held in April of 2017
- Roll out of K, 1, 2 and now 3
- Fourth Kindergarten class lottery completed April 22, 2020

# Stratford Public Schools: Juntos

## **Sending & Receiving model**

Roll out each year

Native language support (non- DL program schools)

## **Goals:**

To promote academic instruction so that all students become bilingual and biliterate through the implementation of the state and local frameworks and standards

To demonstrate high levels of academic achievement

To develop cross cultural understanding

To provide a variety of opportunities for positive interactions among families, sharing their cultural heritages.

## **50-50 model**

- Both languages are used equally for instruction at all grade levels
- All subjects are taught in both languages at all grade levels beginning in kindergarten
- All students develop literacy and oral language skills in both languages beginning in kindergarten

*The distinguishing characteristic of all early immersion programs is the fact that half or more of the content of the grade-level curriculum is taught using the new language, without translation or re-teaching in the native language.*

# Stratford Public Schools: A day in the life of a Dual Language Learner...

## Week A: Spanish morning

- Morning Meeting
- Reader's Workshop
- Shared Reading
- Read Aloud
- Word Work/Writing
- Math



**\*Students receive word work, read alouds, and shared reading instruction every day in both languages**

**\*Math/Science/S.S. are taught in one language per unit**

## Week A: English Afternoon

- Afternoon Meeting
- S.S./Science
- Word Work/Writing
- Read Aloud
- Shared Reading

# Stratford Public Schools: Challenges turned Opportunities

- Commitment → stronger application process
- Time constraints → integrated curriculum
- Over-assessing → more intentional evaluations & shift in understanding of growth
- Program within a building → increased parent involvement
- Over-identification tiered students → zone of bi-literacy
- Elitist program → bilingual / bicultural appreciation

# Stratford Public Schools: End of Year Reflection Informs Next Steps

## Maintenance

- Continue to roll out one grade per year
- Develop unit bridges and integrate curriculum
- Implement before and after school academic support
- Second program across town
- Develop high school pathway

## Enhancements

- Cultural extracurricular activities
- BBBS mentoring
- Create language and literacy programs for parents
- Provide more opportunities to build community
- Summer camp



## In Conclusion

- These are changing times that require innovative approaches and thinking
- The CSDE encourages districts to think about what programs will work best within their context and we are ready to collaborate

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