



What Makes for Quality Education for English Learners in the 21st Century?

What Needs To Be Included and What Actions Can We Take:
Lessons Learned from the Past and New ideas for Today

Open Space Report: Dallas

As a convener, we would like you to put together a short report from your group describing the following:

1. Names of group members

Beverly Irby, R.C. Rodriguez, Georgina Gonzalez, JoMarie Prachyl, Gilda Evans, Rafael Lara, Blanca Quiroz, Lauren Nuñez

2. Issue/Topic/Activity

One Way Dual Language Programs—the effectiveness and cost analysis of making them work.

3. Highlights of Discussion/Recommendations/Next Action Steps

- There is a significant body of research that supports dual language. Texas is unique that it is policies that support DLE and textbooks and curriculum are available K-6 in both languages.
- Cost effectiveness of dual language. Annual cost was \$290/pupil (240+ students), \$406/pupil (121-239 students), \$879/pupil (under 120 students). Managerial costs comprised most but as the population grew, the cost decreased.
- Discussion about the two types of programs (50/50 and 90/10) and discussion ensued that defined the program. 50/50 can refer to language of instruction as well as classroom make-up.
- All students generate funding and in the state of Texas 10% additional. However, there is more money associated with staff development and stipends. Imperative that staff development be strategic. The mention of grant funds was discussed, but not required in order to start up a program. Most programs are self-funded through attendance allocations.
- Language Diversity Network: ldn.tamu.edu has the information associated with the cost analysis that Beverly Irby conducted.
- Most important piece of dual language is the research. Project ELLA results were mentioned. Students who were in the program did as well as students in an English only program in English. In addition, students in a dual language program performed better in Spanish than those in an English only program when testing in Spanish.
- Project ELLA noted that teacher training in DLE is imperative for success!! Dual language articulated the amount of English that should be taught versus teacher perception of how much was being taught.

- Previous research indicated there were gender gap performances for boys in language acquisition, but a follow up study to Project ELLA negates that claim.
- Caution was mentioned that one should do the research before implementing a program and stay true to the design.
- There was significant discussion on fidelity and consistency to the model to yield the best results for students.
- Assessment in English becomes important in order to determine that language acquisition is occurring.
- In order to continue to fund DLE programs, Title III funding must remain consistent.

4. Available Resources

LDN resources, TEA AEIS report data, data mentioned from Keller and Dallas ISD for DLE performance, as well as NEISD.

5. Follow-up requests

The request was made to provide cost analysis to how much it costs to remediate an ELL not taught in a DLE program versus the benefit of educating in a DLE program.

6. Please type in this report in one of the laptops and hand in this sheet. Thanks!