



Office of English Language Acquisition



Raise the Bar: Lead the World

*Create Pathways for Global Engagement and
Multilingualism for ALL!*

August 3rd, 2023



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#EDRaisetheBar

Presenters and Panelists



Montserrat Garibay
Assistant Deputy Secretary
& Director, Office of
English Language
Acquisition



Melissa Castillo
Senior Advisor, Office of
English Language
Acquisition



**Tamara Nogueira-
Ramirez**
Seal of Biliteracy
Graduate, Office of Deputy
Secretary of Education



Julissa C. Esquivel
Principal,
Lorenzo G. Loya
Primary School

Presenters and Panelists



Robert Medina

Director of English Learner Program, Sobrato Philanthropies



Patricia Chavez

Head of External Relations, Sobrato Early Academic Language (SEAL)



Jasmine Brann

Principal, Tyler Elementary School,



Amy Heineke

Professor of Education, Loyola University Chicago

Agenda

- Welcome
- Raise The Bar
- OELA Priorities
- Panel Discussion
- Resources & Future Learning Opportunities

What the U.S. Department of Education has Learned from the American Public Over the Last Two Years

- Students, educators, and families want to know and feel like they belong
- Families want a research and evidence-based, rigorous, well-rounded, minds-on and hands-on education for their children, including pathways to postsecondary learning, career options, and multilingualism
- America needs to eliminate the shortage of highly qualified educators and student support staff
- Educators and schools can accelerate learning by providing relevant and joyful learning, and meeting students and educators' wellness needs

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ACHIEVE ACADEMIC EXCELLENCE

- » Accelerate learning for every student
- » Deliver a comprehensive and rigorous education for every student

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BOLDLY IMPROVE LEARNING CONDITIONS

- » Eliminate the educator shortage for every school
- » Invest in every student's mental health and well-being

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CREATE PATHWAYS FOR GLOBAL ENGAGEMENT

- » Ensure every student has a pathway to college and a career
- » Provide every student with a pathway to multilingualism



Provide Every Student with a Pathway to Multilingualism

Objective: Provide all students with the opportunity to master another language.



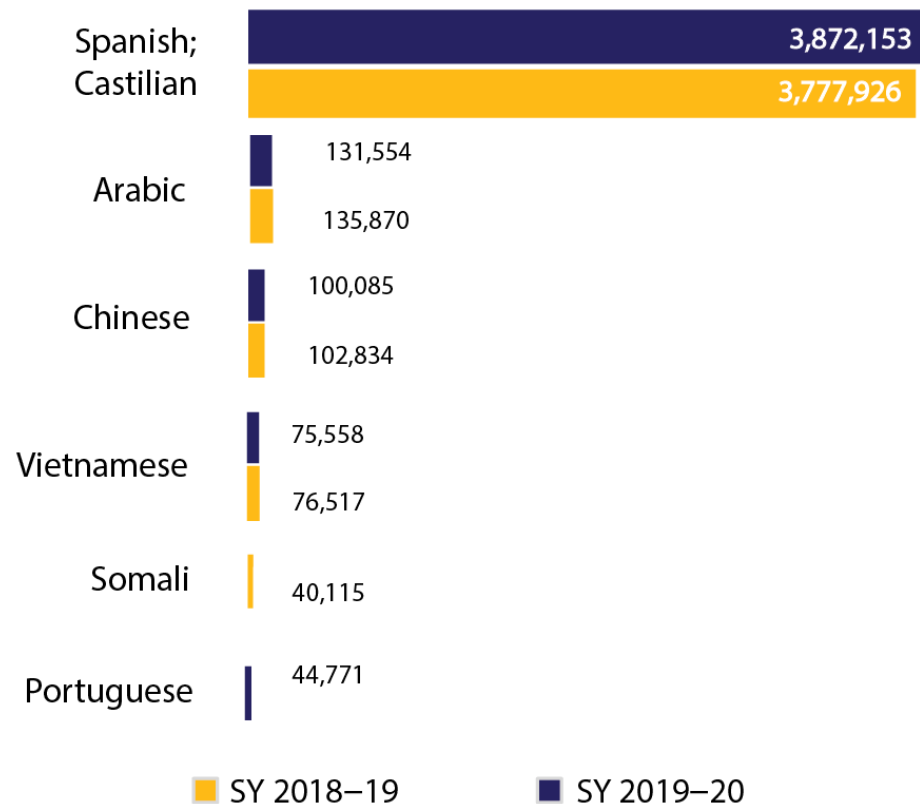
Why It Matters



- English learners are one of the fastest-growing populations
- The number of people who speak a language other than English at home has tripled in recent decades
- As of 2019, there were 5.1 million English Learners enrolled in our nations' public elementary and secondary schools
- The enrollment in language studies has been consistently declining since 2008. Less than 20% or 10.6 million K-12 students and about 7.5% of undergraduate and graduate students in the U.S. study a world language. Only about 1% major in world languages.
- English learners come to school with many assets; language, culture and funds of knowledge

The Most Common Languages of English Learners: SYs 2018–19 and 2019–20

Top Five Languages Spoken by All Identified English Learners:
School Years 2018–19 and 2019–20



- Spanish, Arabic, Chinese, and Vietnamese were in the top 5 most commonly spoken languages by ELs in both SY 2018–19 and 2019–20.
- Spanish speakers represented more than 75% of identified ELs in both SYs 2018–19 and 2019–20.
- Portuguese surpassed Somali as the fifth most spoken language by ELs in SY 2019–20.

Why It Matters Cont'd



- Multilingualism, as well as bilingualism, has significant academic, cognitive, economic, and sociocultural benefits
- Multilingual students have:
 - a broader and deeper vocabulary and they're better communicators and problem-solvers
 - better memory, attention, and multitasking skills
- Growing industries and sectors like healthcare, trade, education and technical services, employers are more likely to expect workers to have a 2nd language
- In the trade sector, employers are 59 percent more likely to expect workers to have a 2nd language. In education, that number is 57 percent. In professional and technical services that number is 55 percent. And 54 percent, among construction employers

Key Levers to Provide Every Student with a Pathway to Multilingualism



EQUITABLE ACCESS FOR ENGLISH LEARNERS

Develop and implement processes that enhance oversight for the civil rights protections of English learners as well as related funding obligations for English learner services and promote evidence-based practices to address the barriers that English learners can encounter in education



DIVERSIFIED BILINGUAL/MULTILINGUAL EDUCATOR WORKFORCE

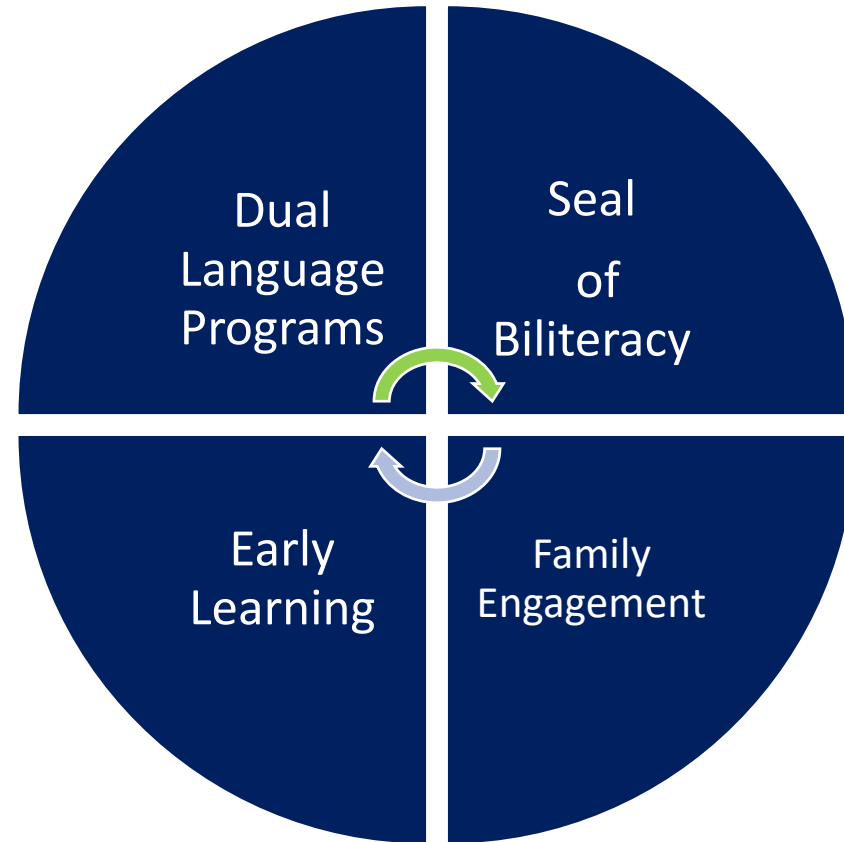
Provide technical assistance and funding opportunities and disseminate information about evidence-based state and local programs that are building educator workforce capacity, including Grow-Your-Own, teacher residencies, and apprenticeship programs; and support colleges and universities in prioritizing English as a Second Language and bilingual educator preparation programs for multilingual educators



QUALITY BILINGUAL EDUCATION FOR ALL

Increase access to high-quality language programs and highlight states and districts that are implementing evidence-based dual language programs and seals of biliteracy

OELA Priorities



PANELISTS:



Dr. Jasmine Brann
*Principal,
Tyler Elementary*



Julissa Esquivel
*Principal,
Lorenzo G. Loya Primary*



Robert Medina
*Director, English
Learner Program
Sobrato Philanthropies*



Tamara Nogueira
Seal of Biliteracy Graduate



Dr. Amy J. Heineke
*Professor of Education,
Loyola University Chicago*

Q & A



NCELA

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Visit the National Clearinghouse for English Language Acquisition (NCELA) for news and resources on the education of multilingual learners:

- Department of Education Announcements
- Resource Library with 25,000+ resources
- Toolkits, Fact Sheets & Infographics
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- Podcasts & Webinars
- Funding Opportunities



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OELA Resources on Multilingualism

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Beneficios del Multilingüismo

En la sociedad global actual, ser multilingüe, multialfabetizado y multicultural tiene múltiples beneficios. Saber más de un idioma desde el nacimiento, adquirir un nuevo idioma en la escuela o aprender idiomas más adelante en la vida puede brindar ventajas tangibles en muchos ámbitos. Desde retrasar los signos cognitivos del envejecimiento hasta obtener créditos universitarios o recibir mejores ofertas de trabajo, el multilingüismo puede beneficiar a los estudiantes de inglés y a los hablantes de diversas formas.

BENEFICIOS COGNITIVOS

- Comprensión de otros idiomas
- Mejor desarrollo mental
- Mayor control cognitivo
- Promoción de la flexibilidad cognitiva

Benefits of Multilingualism

There are multiple benefits to being multilingual, multicultural, and multiliterate in today's global society. Knowing more than one language from birth, acquiring a new language through school, or learning languages later in life, can provide tangible advantages in many areas. From delaying cognitive signs of aging, to earning college credits, and getting a better job offer, multilingualism is an asset that can benefit English learners as well as native English speakers in a variety of ways.

COGNITIVE

- Executive function
 - Attentional control
 - Task switching (mental flexibility)
- May delay the onset of age-related cognitive decline and the onset of illnesses such as Alzheimer's disease
- Increased intellectual flexibility

EDUCATIONAL

- Comparable or higher academic achievement of students in dual language programs as compared to students in English-only programs
- Improved learning outcomes in various subjects
- Bilingualism associated with increased high school graduation rates among children of immigrants
- Leads to increased levels of creativity
- Promotes higher levels of abstract thought and reasoning
- Expands enhanced metalinguistic awareness to support the learning of languages in the future

SOCIOCULTURAL

- Understanding of other world cultures
- Increased empathy development
- Enhanced connections to heritage cultures
- Promotes global awareness, reduced discrimination, improved self-esteem, and stronger cross-group relationships


ECONOMIC

- Greater job opportunities in multiple public and private sectors
- Greater business opportunities
- Bilingualism raises occupational status and earning potential
- Language skills are in high-demand for employment with the Federal Government


Critical Languages

- Arabic - Pasito - Kurdico
- Mandarin - Pasito - Pasit
- Russian - Sorrell - Tajik
- Turkish - Urdu



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English Learner Family Toolkit



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英语学习者家庭工具包





ers (ELs) during the school year (5% to 80% in Florida. The median rate that the COVID-19 pandemic may

nts by State: School Year 2019-20

h Lowest Graduation Rates

State	Rate (%)
VT	93.44
NY	93.44
CT	93.44
RI	93.44
MA	93.44
VT	93.44

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State Seal of Bilinguality

The Seal of Bilinguality is an award given by an educational agency (SEA) in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.¹ The Seal is most often awarded at the state level (and is thus often referred to as the State Seal of Bilinguality, or SSB), but it can also be awarded by a school district, site, or program.


Benefits of Receiving the State Seal of Bilinguality

Research shows that receiving the Seal of Bilinguality has academic, professional, and social benefits for students. The Seal can

- encourage students to study and pursue fluency in another language
- help colleges and universities identify bilingual students and award credit to applicants for attainment of high-level skills in another language
- help boost job opportunities and elevate base salary/pay in many fields
- demonstrate support and value of language diversity
- strengthen intergroup relationships within a community²
- encourage English learners to develop proficiency in English³
- acknowledge and reinforce the value of ELs' home languages and cultures⁴

When was the Seal of Bilinguality Implemented by Each State Educational Agency?⁵

Twelve years after its first introduction in 2011, the Seal of Bilinguality has spread to 49 states and Washington DC.



California was the first SEA to implement the Seal of Bilinguality in 2011.

By 2015, 15 more SEAs had implemented the SSB.

As of the beginning of 2023, 49 SEAs had implemented the SSB.

Between 2016 and 2019, 22 more SEAs implemented their SSB.

Established: 2011, 2013-2015, 2016-2019, 2020-2022

¹ Californians Together (2023). Frequently Asked Questions: The Seal of Bilinguality. <https://sealofbilinguality.org/faq>
² Seal of Bilinguality (2023). Steps to Implement the Seal of Bilinguality. <https://sealofbilinguality.org/implementation>
³ Kelley, A. (2022). The Value of the Seal of Bilinguality as an Incentive for Emergent Bilingual Student Populations. <https://www.learners.org/resources/2022/06/22/the-value-of-the-seal-of-bilinguality-as-an-incentive-for-emergent-bilingual-student-populations/>
⁴ Waldron, J. & Volterra, M. (2020). Results From the State Seal of Bilinguality Focus Groups: La Coeche conference. <https://oelapublicaffairs.files.wordpress.com/2020/06/SSB-Focus-Groups-Results-2020.pdf>
⁵ Californians Together (2023). Frequently Asked Questions: The Seal of Bilinguality. <https://sealofbilinguality.org/faq>



Upcoming Opportunities



- Listening Sessions with educators, parents and stakeholders
- RAISE THE BAR: High Quality Dual Language Programs for ALL students webinar (Aug. 16)
- Early Learning webinar (TBD)
- Supporting Immigrant Students and Newcomers webinar in collaboration with OESE (Sept. 6)
- Seal of Biliteracy: Embassy Language Forum (Oct. 17)

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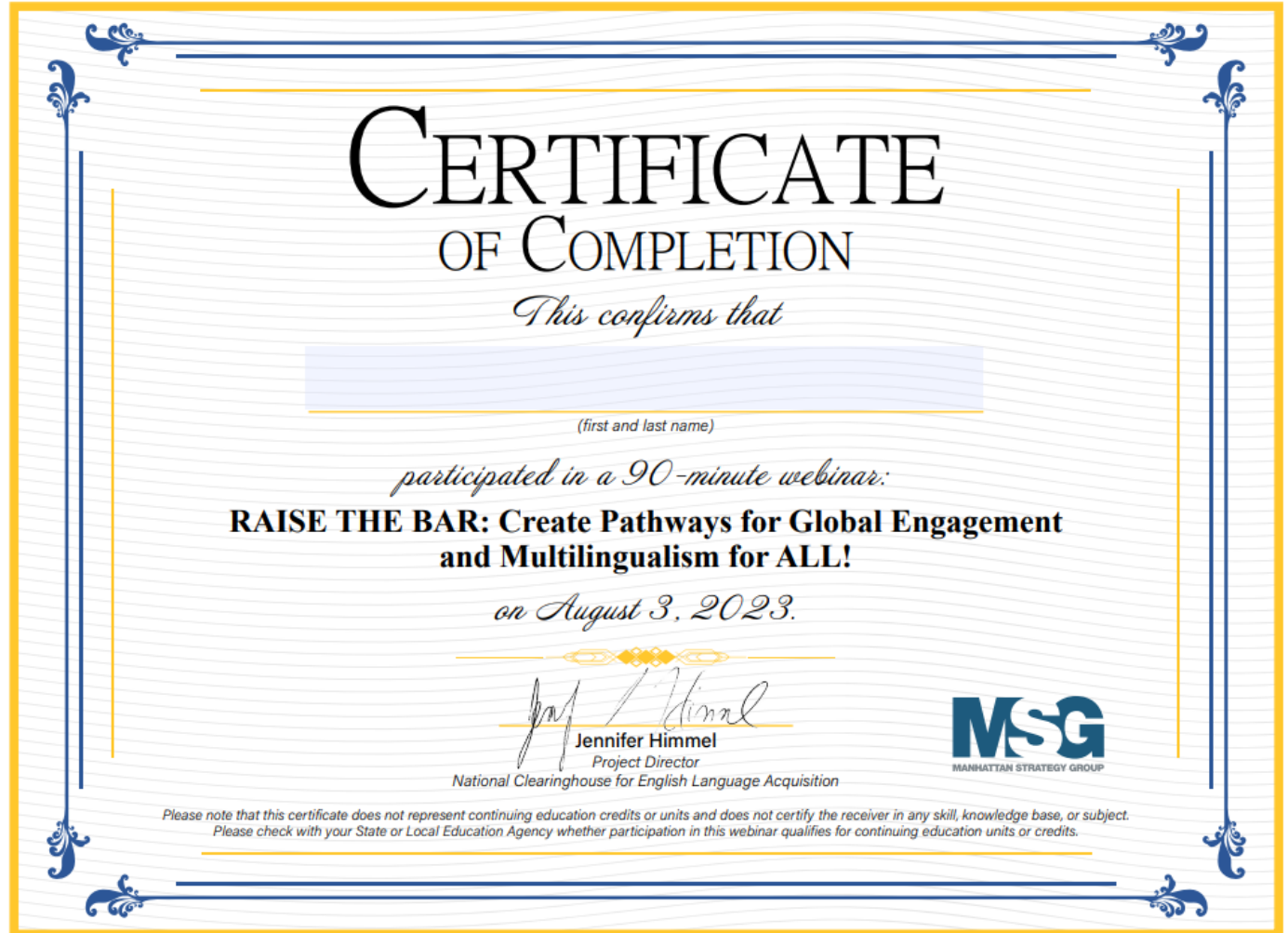
Please contact AskNCELA at askncela@manhattanstrategy.com with comments and questions

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- You can receive a certificate of completion if you completed at least 90% of this webinar.

–Email

askncela@manhattanstrategy.com



OELA Contact Information



Melissa Escalante

Management and Program Analyst, OELA

Melissa.Escalante@ed.gov

202-401-1407



@ASKNCELA1



@ED.OELA



@OELA



#OELA



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Thank You!

