OELA
Office of English Language Acquisition

Raise the Bar: Lead the World

High Quality Dual Language Programs for ALL students!

August 16, 2023

Presenters and Panelists

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Presenters and Panelists

Francisco Durán
Superintendent, Arlington Public Schools

Marleny Perdomo
Principal, Escuela Key Elementary

Conor Williams
Senior Fellow, Century Foundation,

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 learnin , and meeting students and educators' wellness needs

RAISE THE BAR

U.S. Department of Education

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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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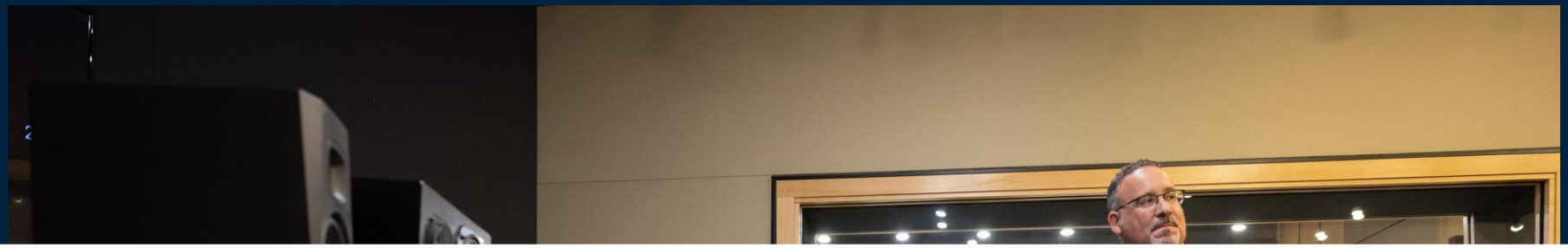
CREATE PATHWAYS FOR GLOBAL ENGAGEMENT

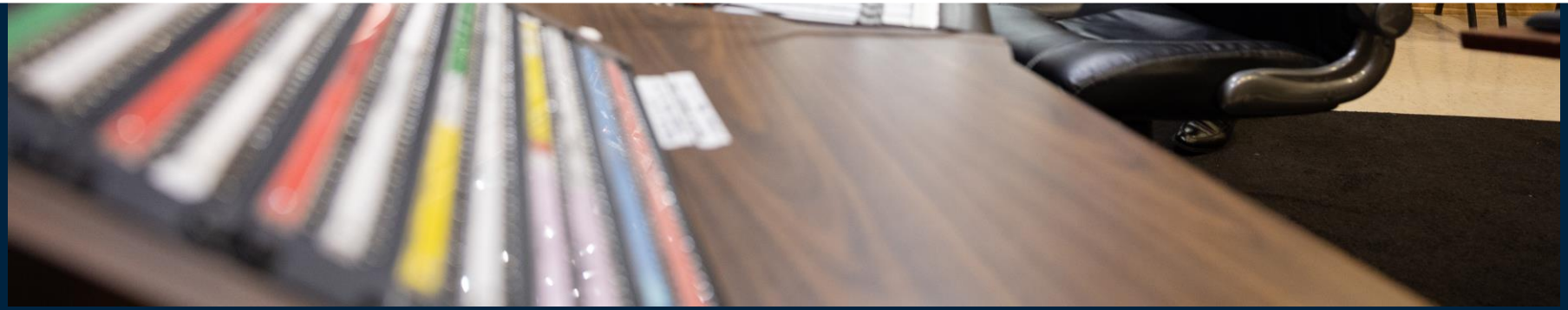
- Ensure every student has a pathway to college and a career
- Provide every student with a pathway to multilingualism

RAISE THE BAR



Provide Every Student with a Pathway to Multilingualism

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



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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

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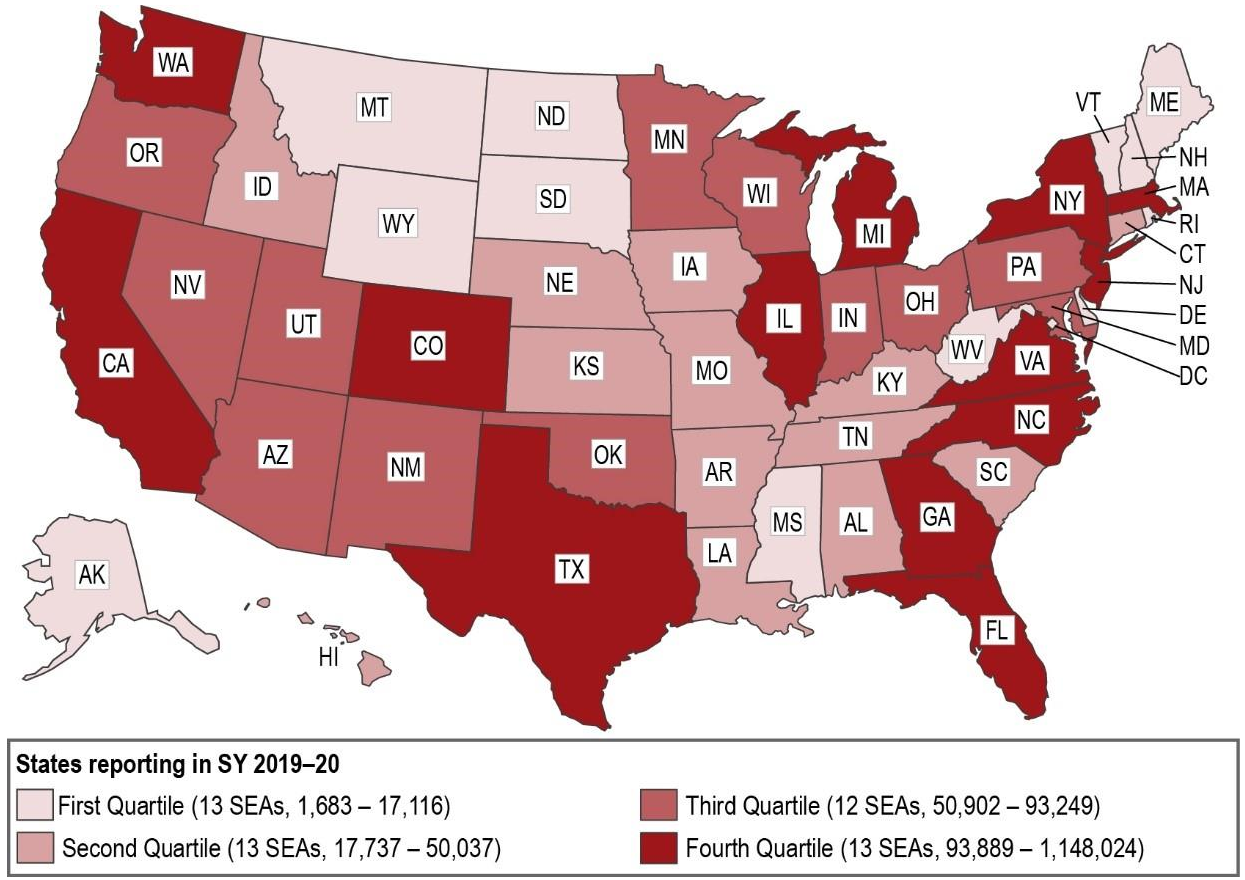
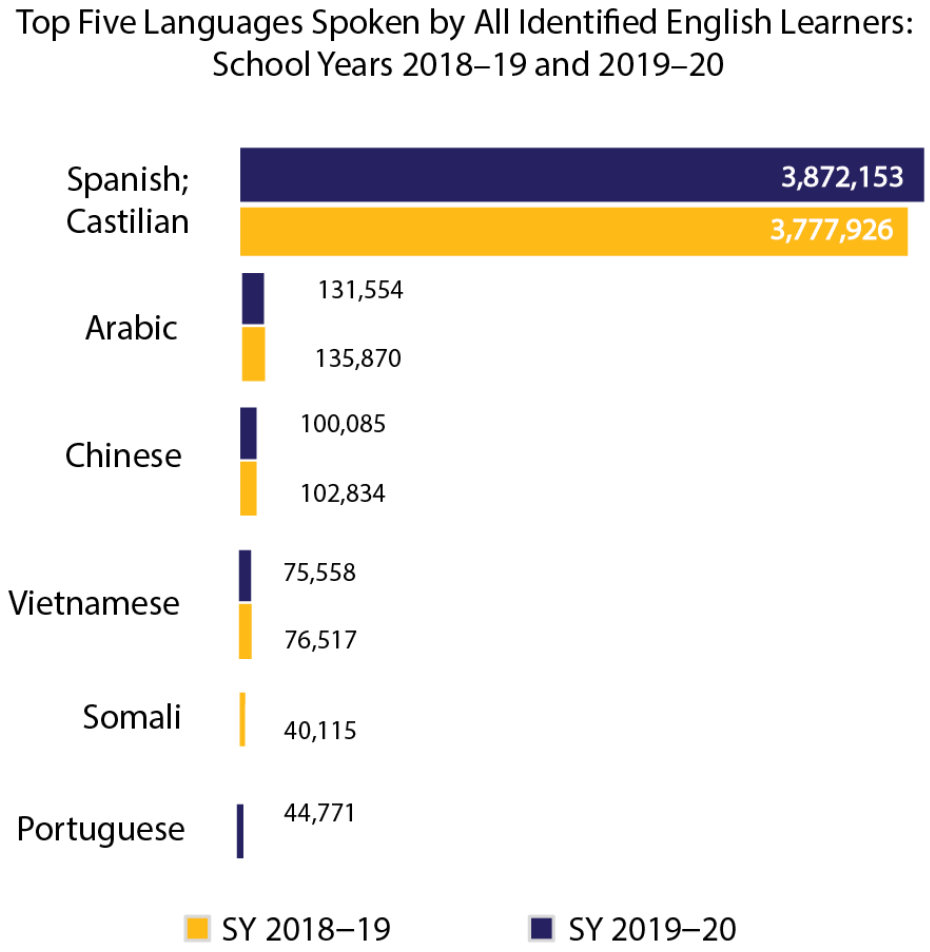
Identified English Learners in Numbers: SY 2019–20



- SEAs identified a total of 5,115,887 ELs in SY 2019–20.
- In SY 2019–20, the number of identified ELs increased by 1.82% from SY 2018–19.
- The largest number of identified ELs in SY 2019–20 was 1,148,024 in the state of California. Vermont reported the lowest number of ELs with 1,683.

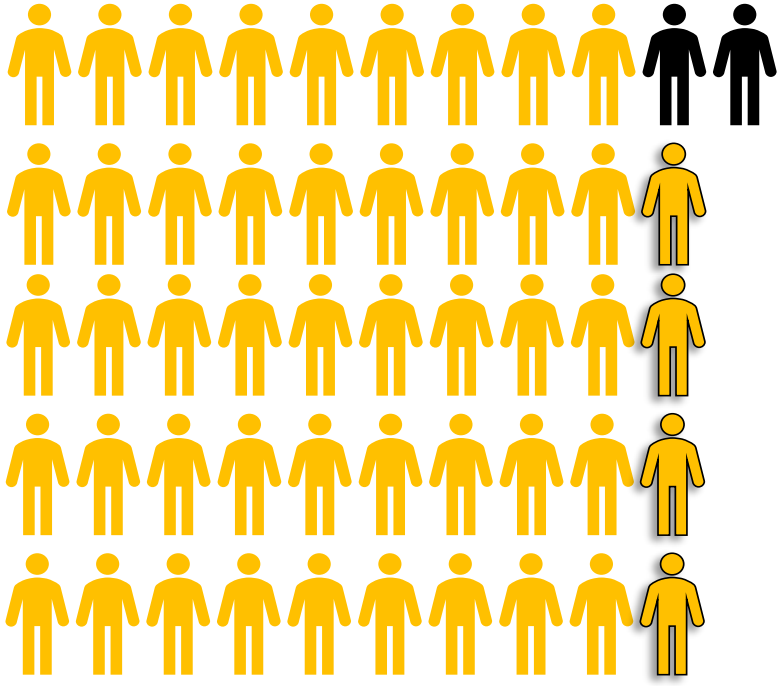
The Most Common Languages of English Learners: SYs 2018–19 and 2019–20



- 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.

Sources: U.S. Department of Education, *EDFacts SY 2017–18, SY 2018–19, SY 2019–20*

Students Identified as EL and Enrolled in DL



= 100,000 EL students

5.1 Million English learner (EL) students

404,291 Title III-served EL students (8.2%) enrolled in dual language immersion LIEPS

Note: Data from the **2019 – 20** school year.

SOURCE: U.S. Department of Education, Ed Data Express SY 2019–20. Retrieved December 2021.

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

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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

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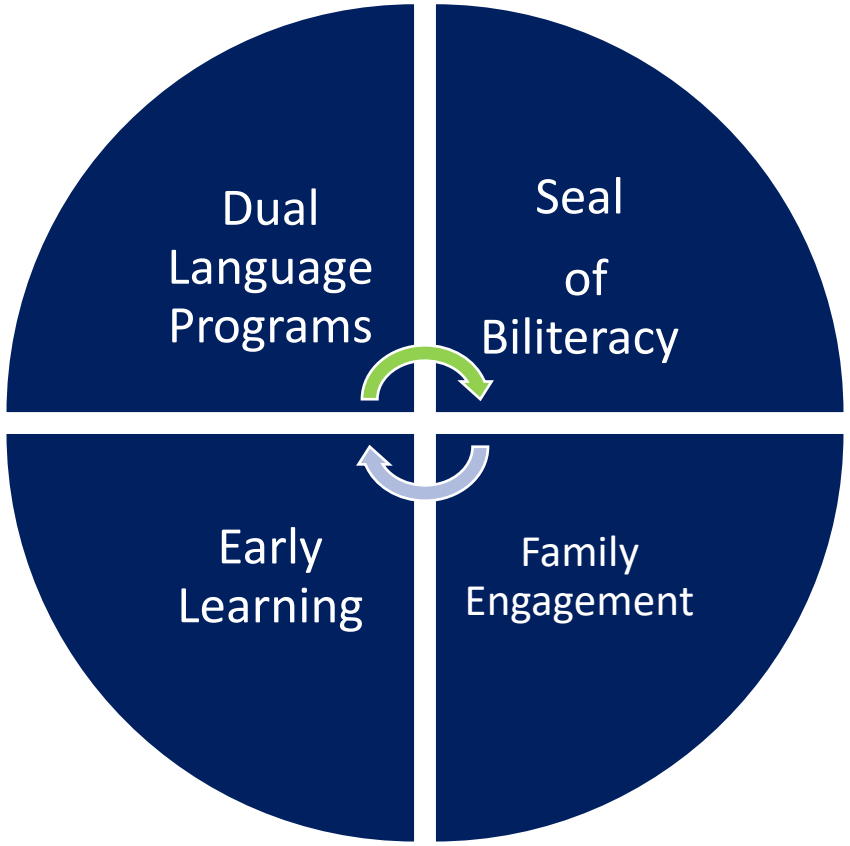
OELA Priorities



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Q & A

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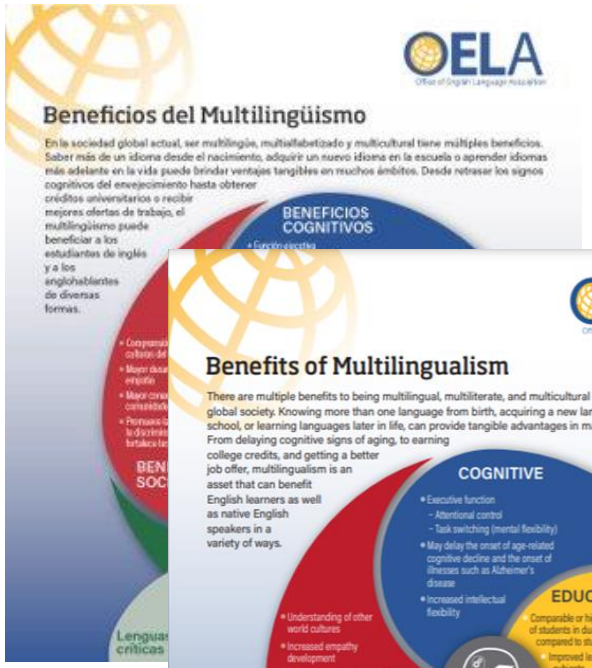
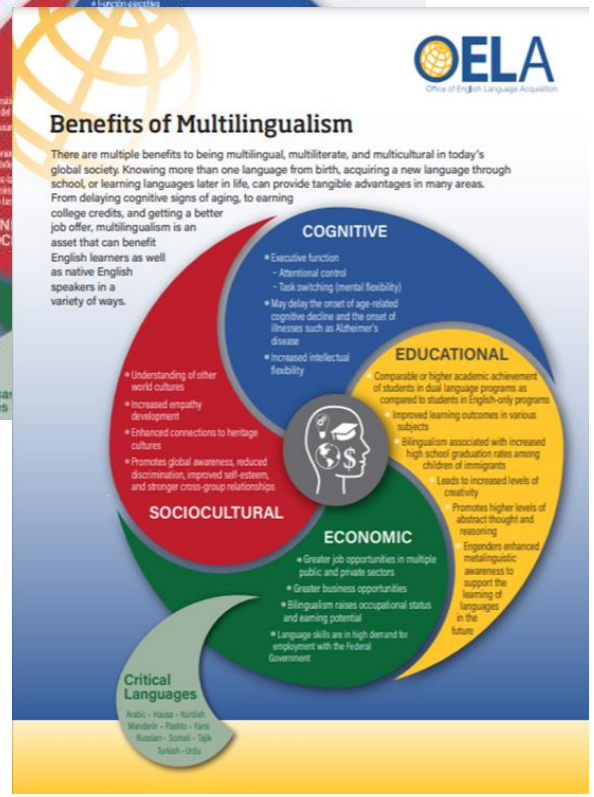
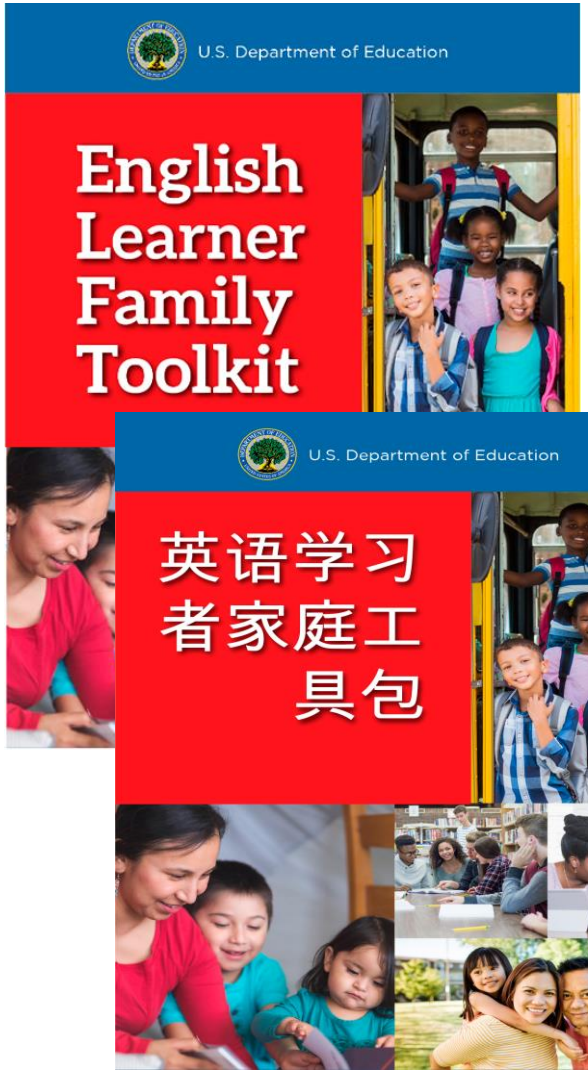
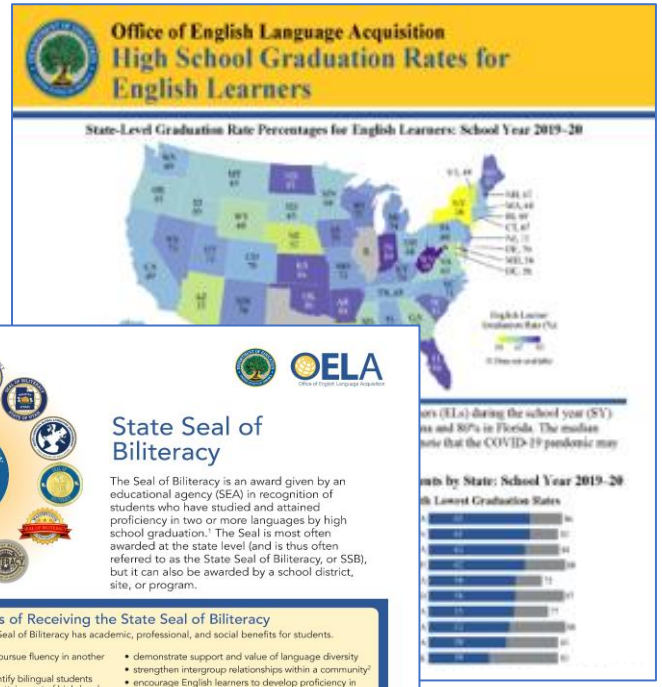
OELA Resources on Multilingualism









Upcoming Opportunities

- Listening Sessions with educators, parents and stakeholders
- 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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RAISE THE BAR:
High Quality Dual Language Programs for ALL students

on August 16, 2023.

Jennifer Himmel
Project Director
National Clearinghouse for English Language Acquisition

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MANHATTAN STRATEGY GROUP

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Thank You!