

# Emergent Bilinguals and English Language Learners: The Sturdy Bridge Opportunity

January 30, 2024



# Panelists



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# Moderator



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U.S. Department of Education

***Provide Every Student With A Pathway to  
Multilingualism***

**Create Pathways for Global Engagement**



U.S. Department of Education



**ACHIEVE ACADEMIC EXCELLENCE**

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

U.S. Department of Education



**BOLDLY IMPROVE LEARNING CONDITIONS**

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

U.S. Department of Education



**CREATE PATHWAYS FOR GLOBAL ENGAGEMENT**

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

# 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

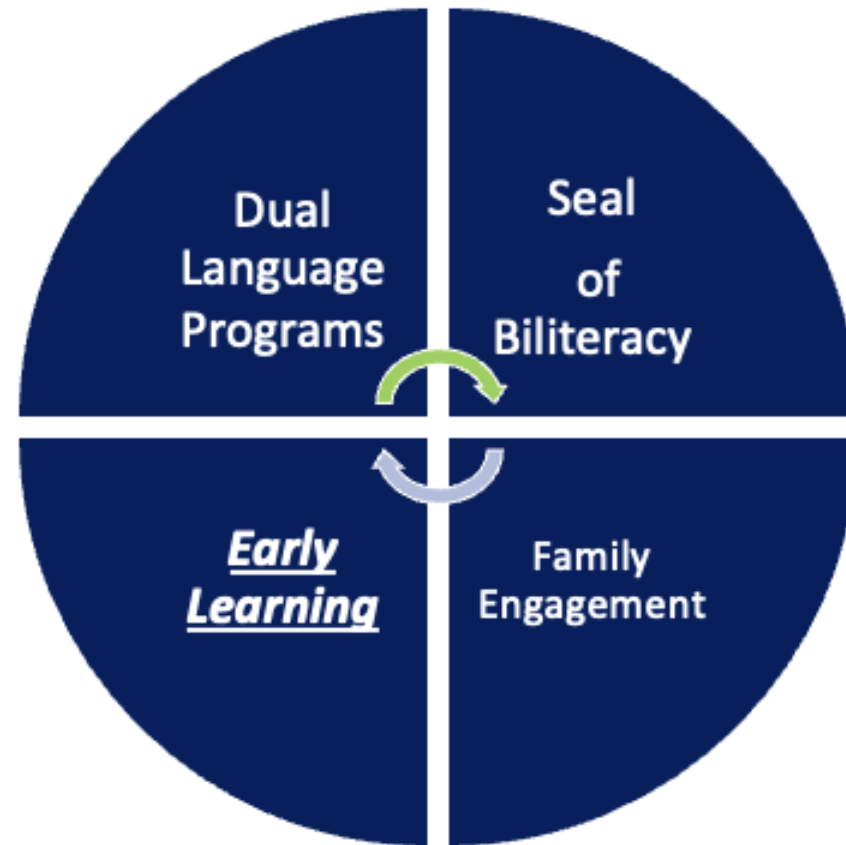
Provide technical assistance and funding opportunities and disseminate information about evidence-based state and local programs that are building educator workforce capacity, including Grow-Your-Own, teacher residencies, and apprenticeship programs; and support colleges and universities in prioritizing 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



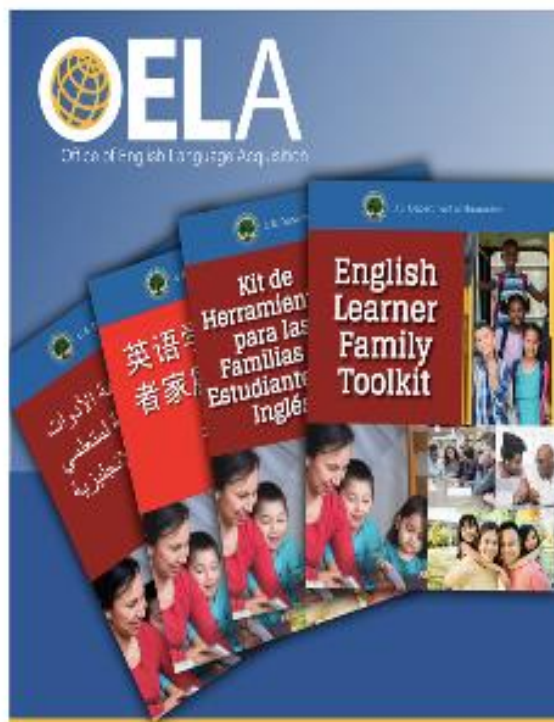
# Why It Matters



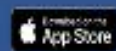

- English learners are one of the fastest-growing populations. As of 2019, there were 5.1 million English Learners enrolled in our nations' public elementary and secondary schools.
- The number of people who speak a language other than English at home has tripled in recent decades
- According to *Ethnologue*, of the 115 indigenous languages spoken in the U.S. today, 2 are healthy, 34 are in danger, and 79 will go extinct withing a generation without serious intervention. Essentially, 99% of Native American languages spoken today are in danger.”
- 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
- Students who come to school with a language other than or in addition to English come with many assets; language, culture and funds of knowledge.
- Adults who are multilingual have access to better jobs and higher pay





# English Learner Family Toolkit & Other Resources



The English Learner (EL) Family Toolkit helps families and educators stay connected to the latest tips, innovative tools, and practical resources to support ELs enrolled in U.S. schools. This free app from the U.S. Department of Education (ED) is available in English, Spanish, Chinese, and Arabic and can be downloaded on Android and Apple devices!

**DOWNLOAD TODAY!**



### Benefits of Multilingualism

There are multiple benefits to being multilingual, multilingual, and multicultural in today's global world. 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
    - Attention control
    - Task switching (mental flexibility)
  - May delay the onset of age-related cognitive decline and the onset of diseases such as Alzheimer's disease
  - Increased intellectual flexibility
- EDUCATIONAL**
  - Supports higher academic achievement
  - Students in dual language programs are more prepared to succeed in English-only programs
  - Improved learning outcomes in other subjects
  - Bilingualism associated with increased high school graduation rates among students of immigrant descent
  - Leads to increased levels of literacy
  - Promotes higher levels of student thought and learning
  - Organizational and management skills are enhanced
  - Supports the learning of a second language in the future
- SOCIOCULTURAL**
  - Understanding of other world cultures
  - Increased empathy
  - Cultural communication heritage values
  - Enhances global awareness, cultural appreciation, respect, and understanding
  - Stronger cross-cultural relationships
- ECONOMIC**
  - Greater job opportunities in multiple public and private sectors
  - Greater business opportunities
  - Bilingual skills valued in international trade and learning markets
  - Language skills are highly desirable employment skills for global businesses

**Critical Languages**  
Arabic • Chinese • Hindi • Russian • Spanish • Urdu



### NCELA

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Scan the QR Code to explore NCELA resources!

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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
- Nexus newsletter
- Podcasts & Webinars
- Funding Opportunities

Or visit our website at: <https://ncea.ed.gov/>

# SEAL

Sobrato Early Academic Language

SEAL.org |     

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# This is SEAL

A powerful  
research-based,  
evidence-based  
approach to  
engaging,  
rigorous,  
joyful learning.



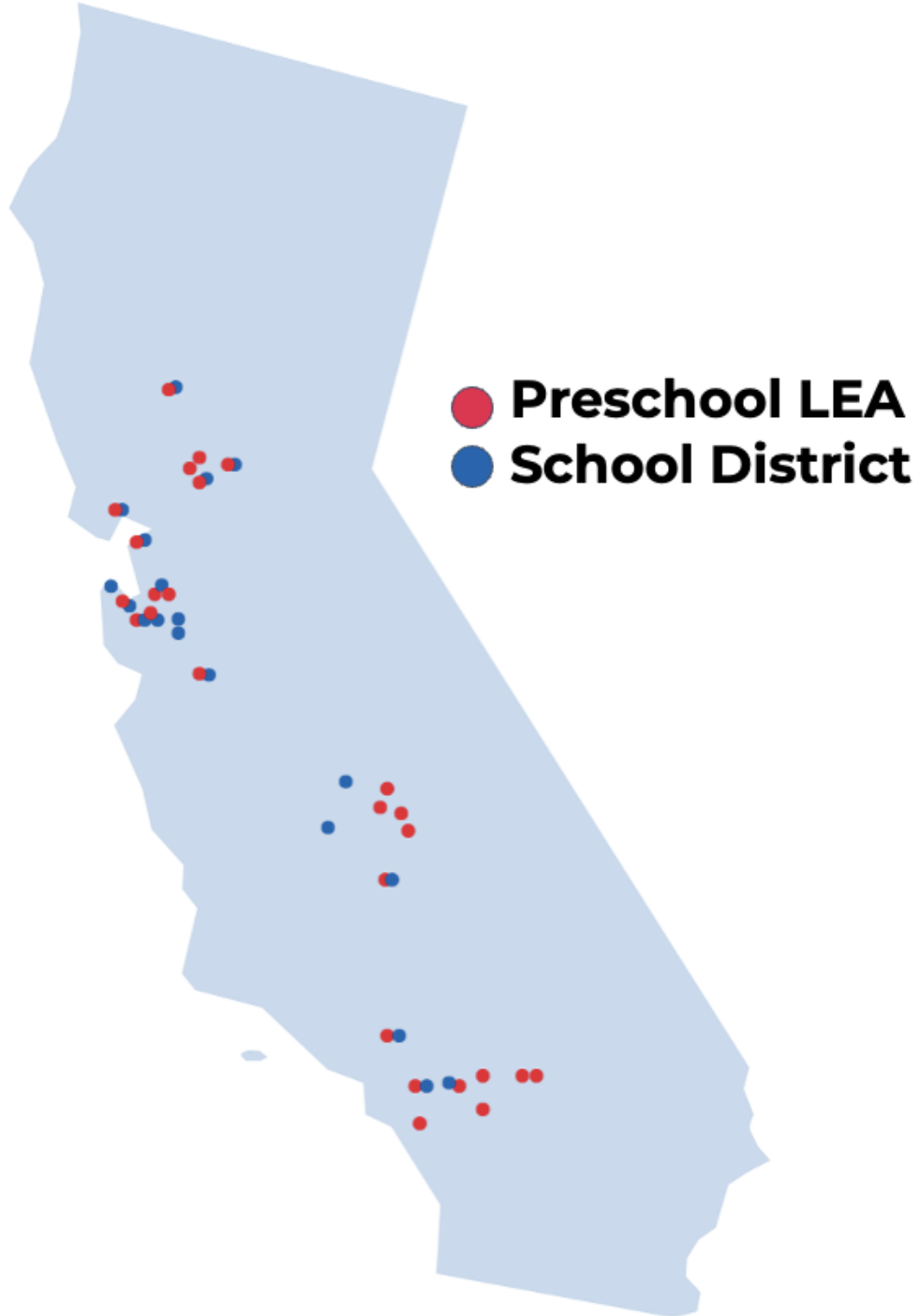
# Our Why




# Our Reach



- **75,000 Student Reached**
- **1600 Educators Trained**
- **132 Preschool Classrooms**
- **113 Elementary Schools**
- **24 LEA Schools**
- **23 School Districts Across California**





# A P-3 Framework Centering English Learners

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**SEAL**



# Why?

- Existing P3 frameworks speak to systems issues, but inadequate to address DLLs/ELs
- DLLs/ELs are significant population (majority in CA)– yet largely still marginalized in initiatives or given lip service and light touch
- Silo of DLL/EL expertise
- *Systems* needed to support, sustain, invigorate what actually happens in classrooms and programs on the ground – instruction, teaching, learning.
- For a national audience... but California has an opportunity to lead!

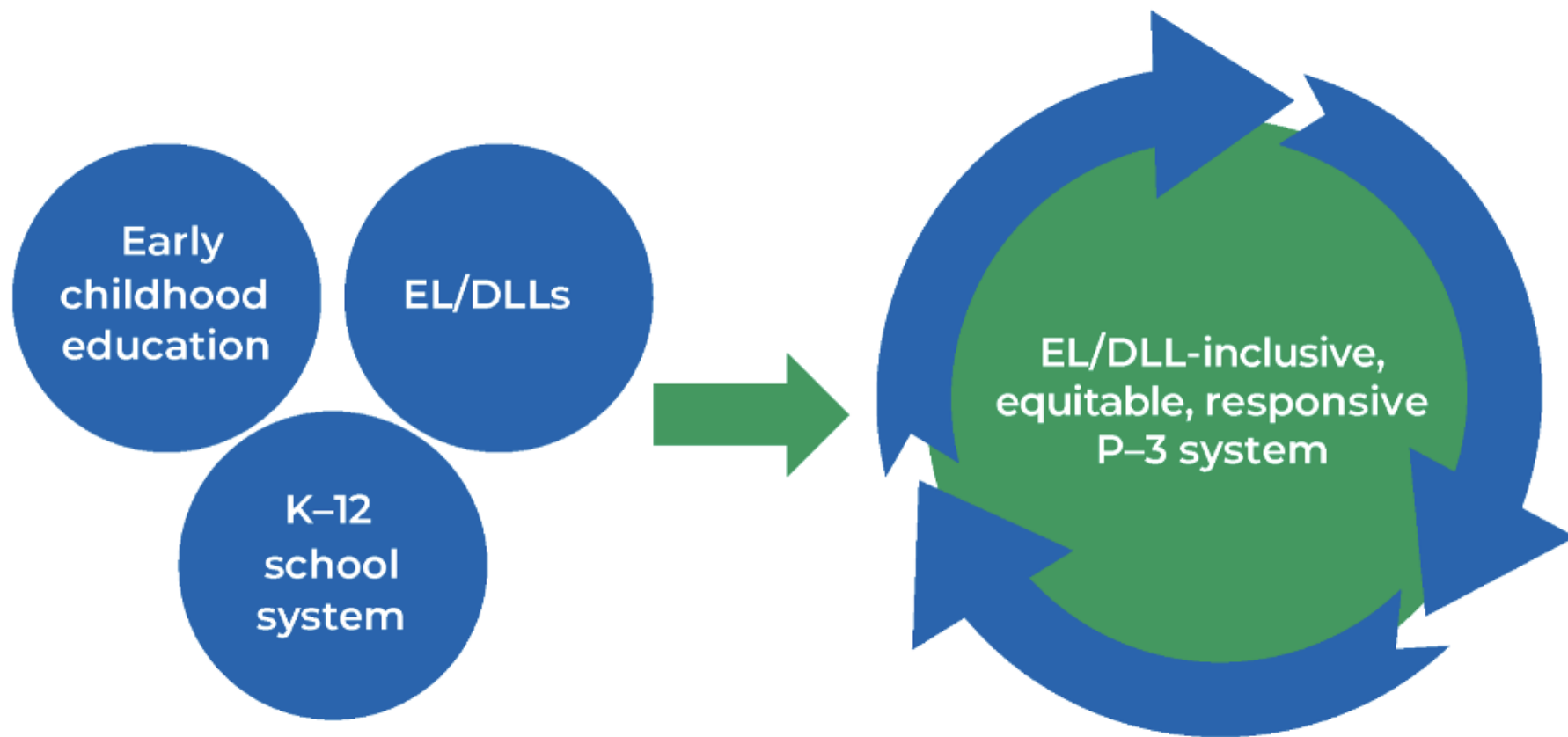
# An inclusive, equitable and responsive P3 system for ELLs/DLLs is....

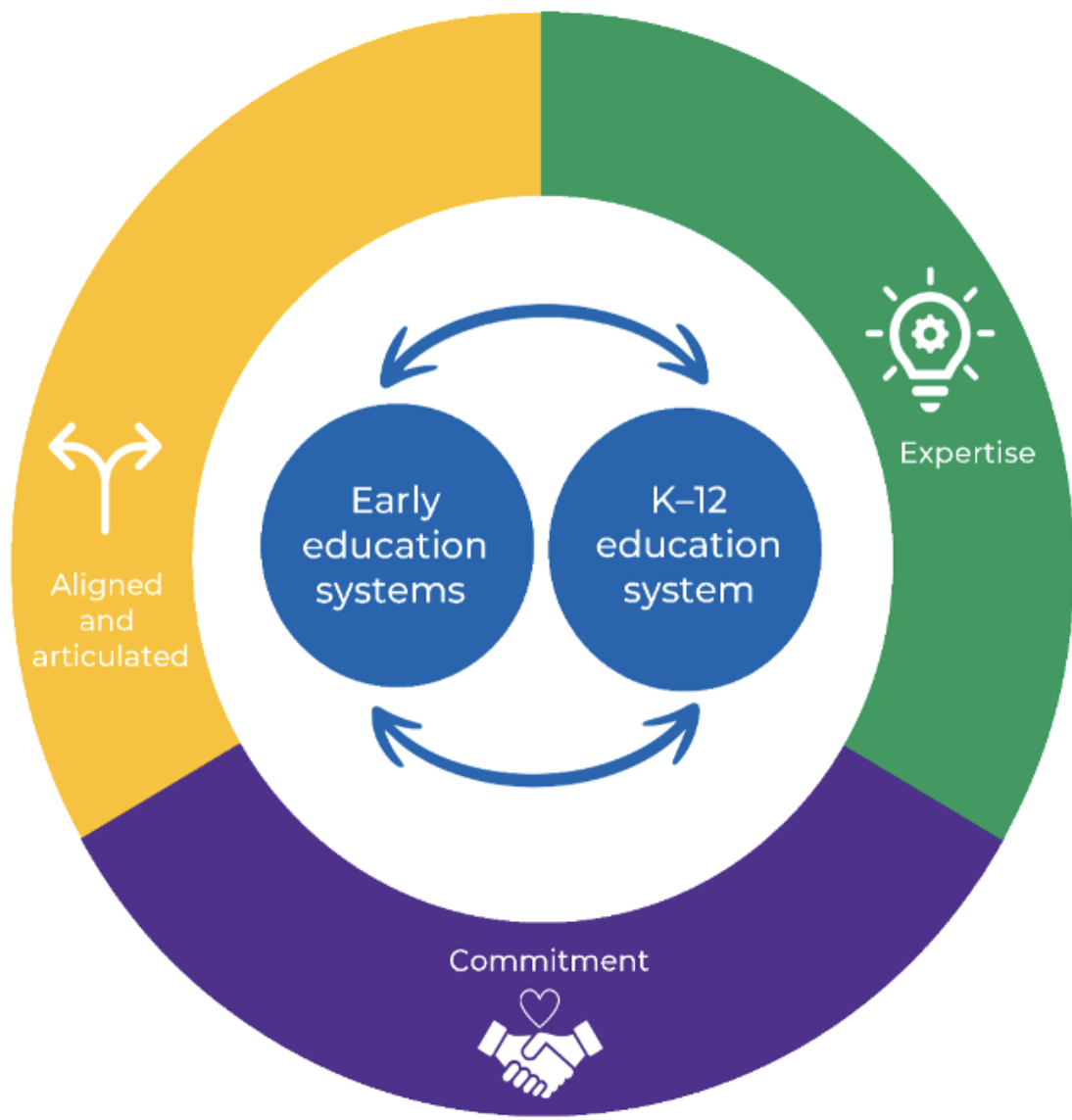
- Assets oriented
- Committed to full access
- Centers ELs/DLLs in a coherent **system** of shared responsibility
- Strong partnerships with families and communities
- Provides research-based, joyful, powerful, culturally and linguistically responsive instruction and language development programs/pathways P-3

***In order to develop thriving lifelong learners with skills, knowledge, confidence to participate, lead in and across multiple language and cultural worlds.***



# From siloed & separate to an integrated system





# Knitting an EL-centered P-3 System



Expertise on EL/DLL assets and needs



Commitment to equity, full access, and participation



Aligned and articulated programs, practices, and pathways

# Eight Key Understandings

1

Development of language is major developmental task from ages 0 to 8.

2

The P-3 years are critical for DLL development.

3

Young children have the capacity to learn more than one language.

4

Language access depends on appropriate supports.

5

Proficiency in a second language takes a long time (5-7 years).

6

Bilingualism is an asset with significant benefits for all—and a necessity for ELs/DLLs.

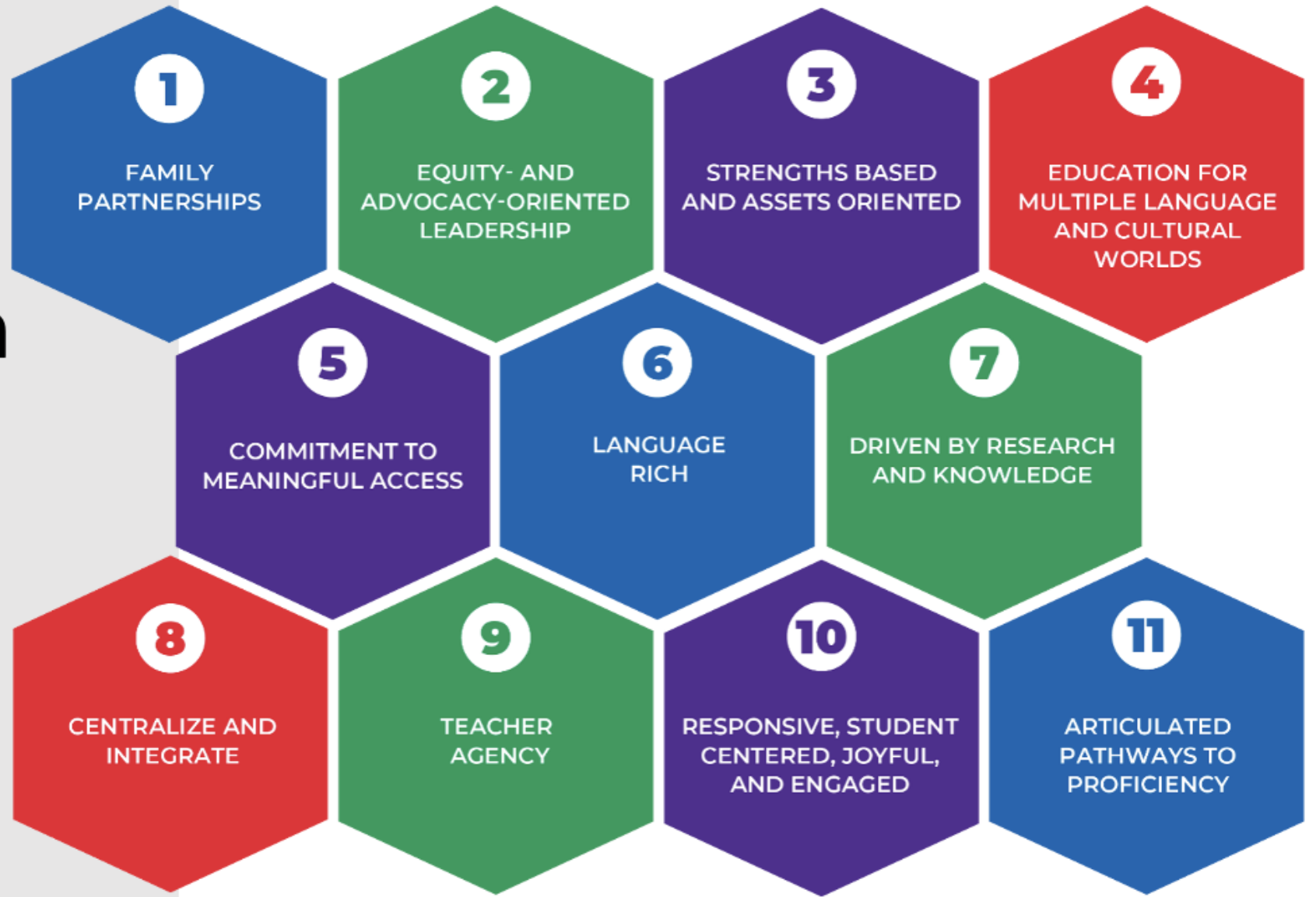
7

Addressing unequal status and affirming the value of cultural/linguistic diversity are essential.

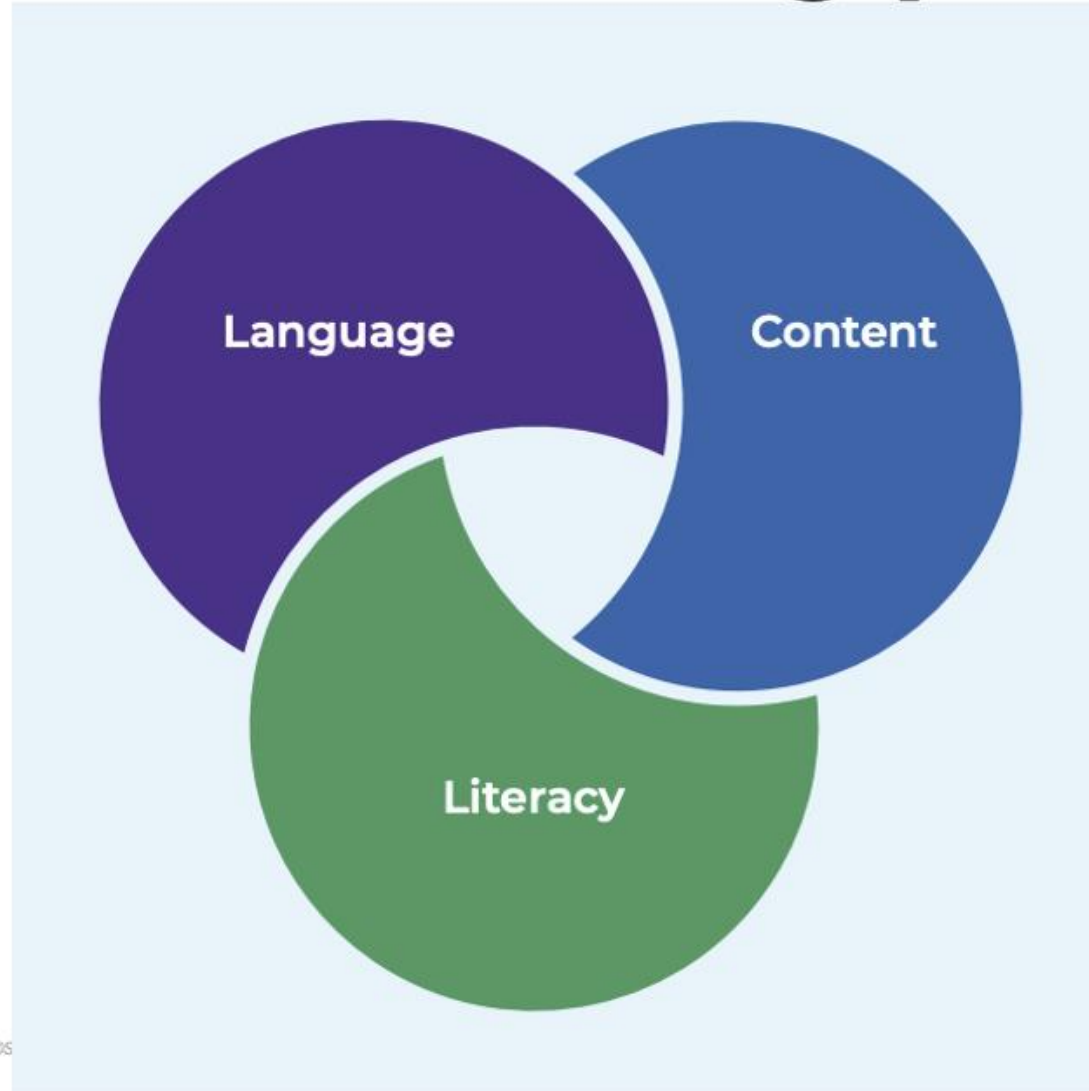
8

A history of exclusion and inequities produced unequal access.

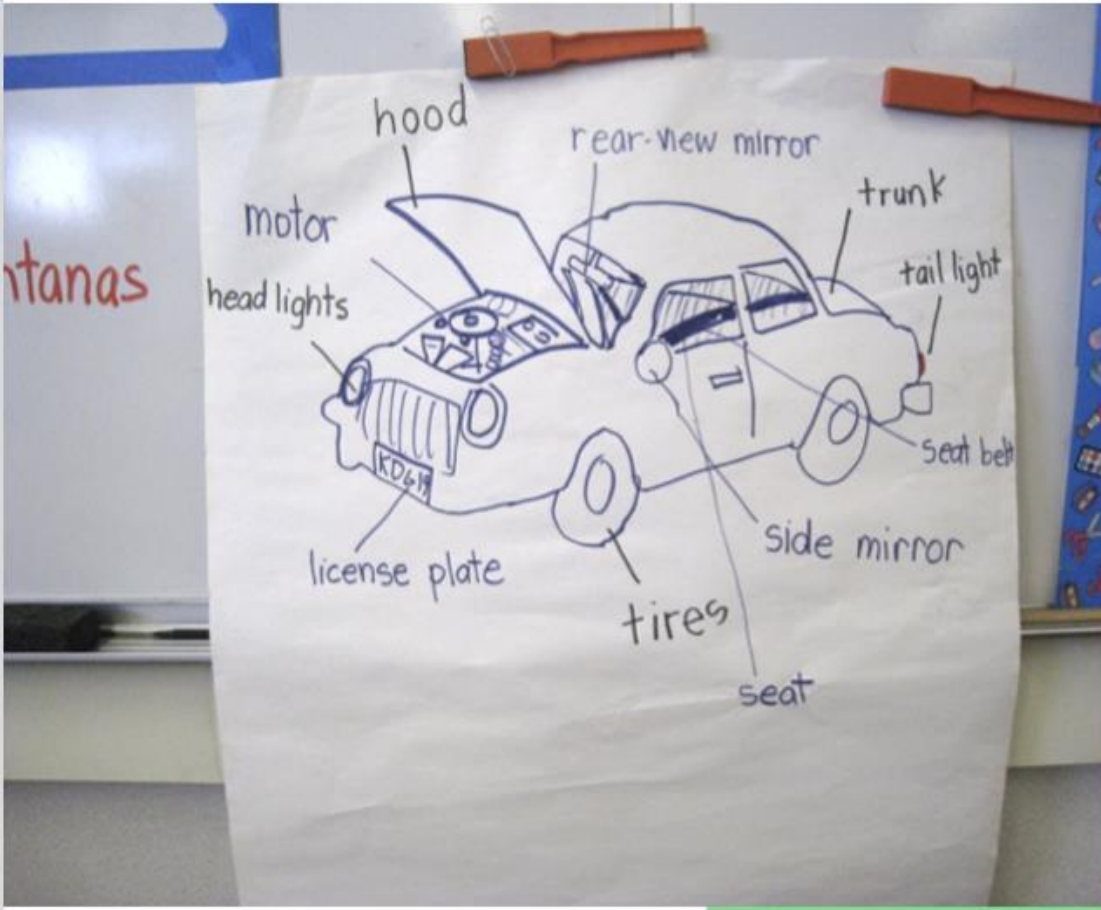
A P-3 system  
guided by  
**ELEVEN**  
Core  
Principles



# Building a Coherent P-3 System grounded in strong pedagogy



# Complex, academic language and literacy development



# Amplification

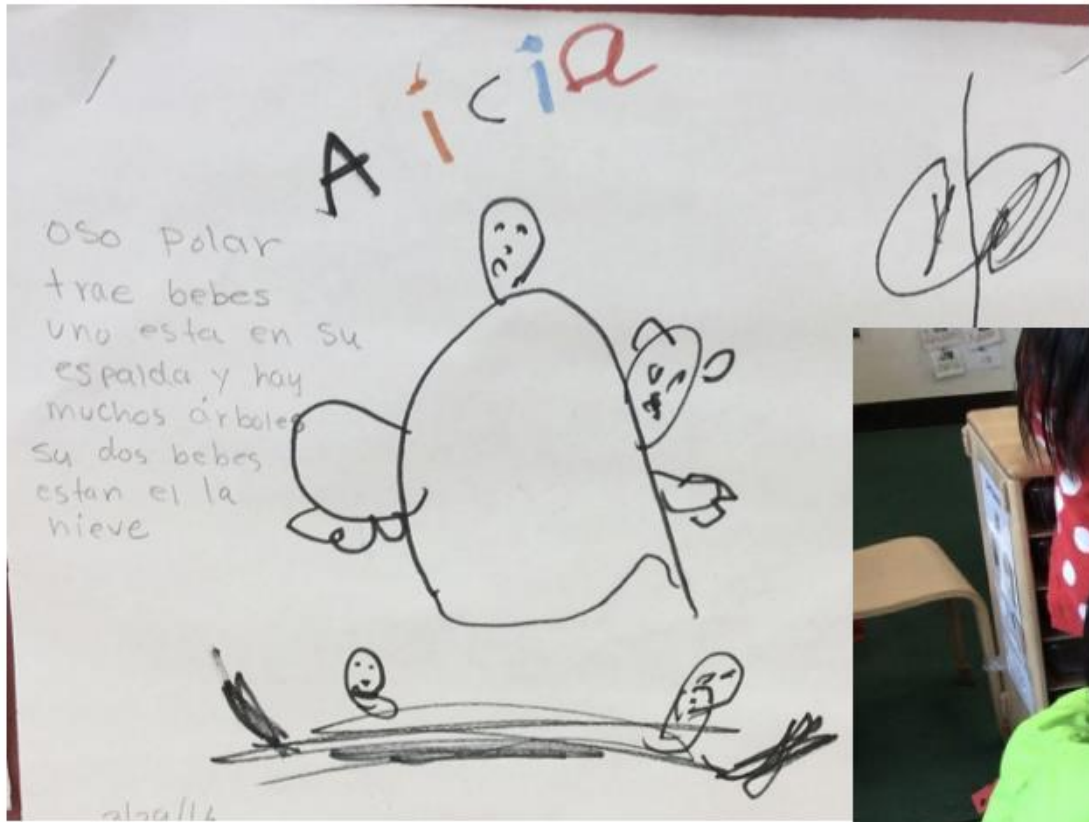


# Structured Oral Interaction



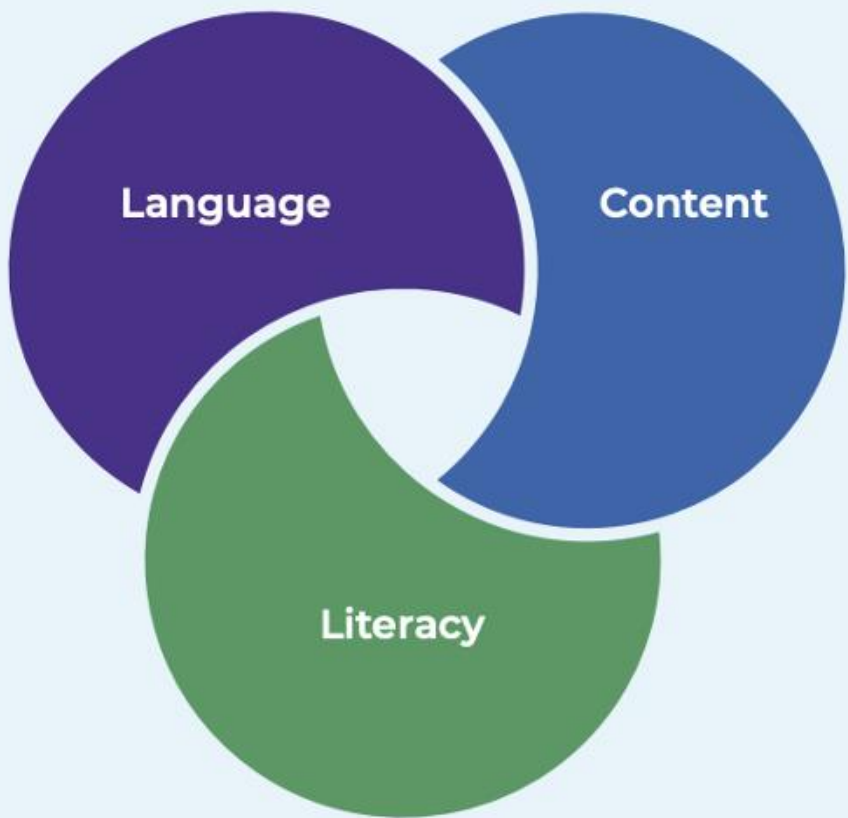


# Authentic writing for purpose

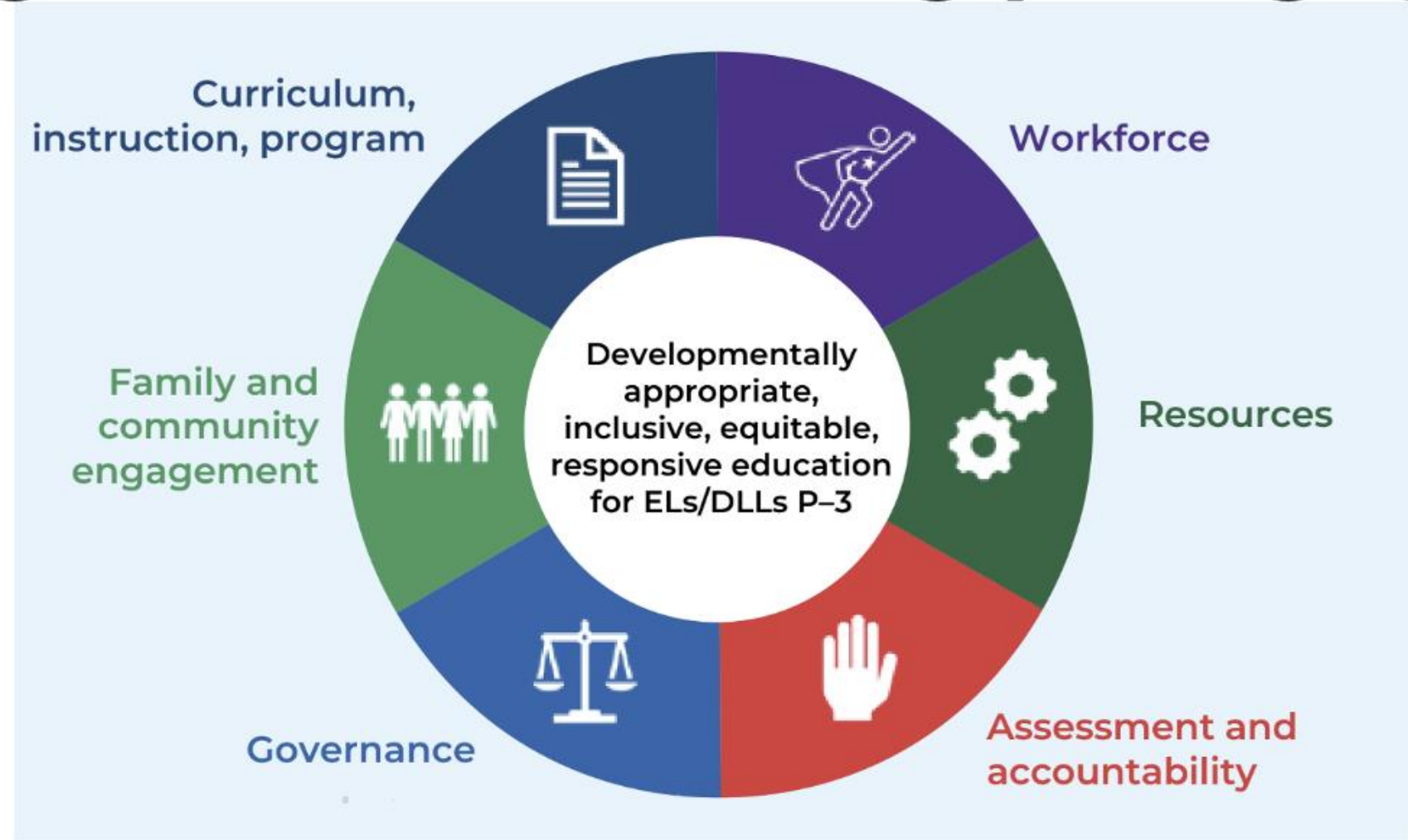


# Dramatic play and hands on, inquiry based learning





# Building a Coherent P-3 System grounded in strong pedagogy



CHILDREN'S EQUITY  
PROJECT

# DUAL LANGUAGE EDUCATION: FROM THE EARLY YEARS TO THE EARLY GRADES

The Children's Equity Project  
Drs. Shantel Meek



# CHILDREN'S EQUITY PROJECT

**The CEP is a center housed at  
Arizona State University and  
operated with 15 other  
universities**

**Work focused on closing  
opportunity gaps and building  
equitable child serving  
systems**

**Research - Policy - Practice**

**National - State - Local**

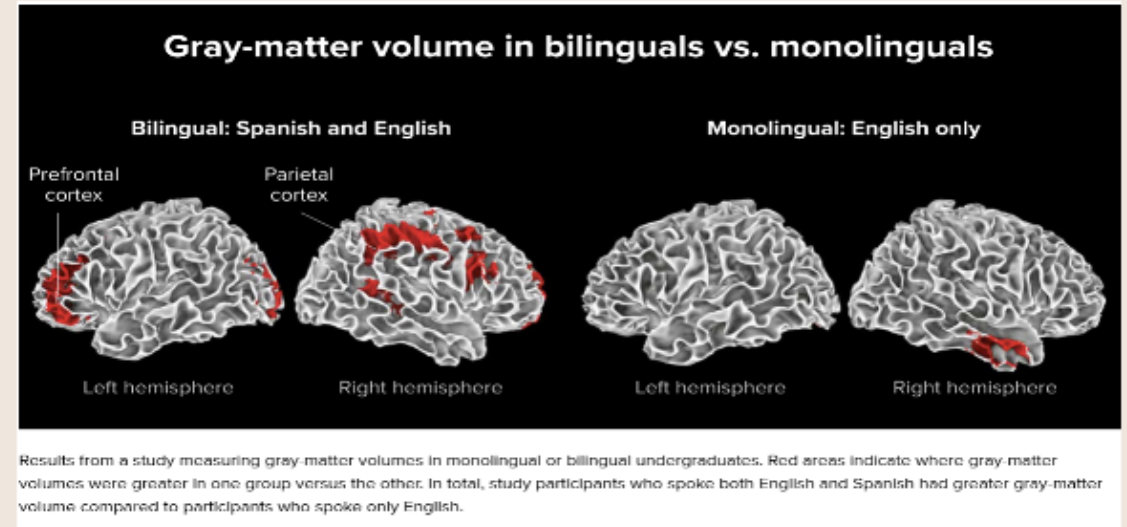




**Science on the Benefits of Bilingualism**

# Early Brain Development

- **Infants are born with the capacity to learn an unlimited number of languages.**
- **Neuroscientists documented advantages in bilingual children, as early as 7-months, in problem-solving, executive functioning skills, attention shifting, perspective-taking, and self-regulation.**
- **Bilingual exposure = greater neural plasticity & grey matter density. Grey matter contains most of the neurons in the brain & the brain regions involved in memory, emotions, speech, decision making, and other cognitive functions.**
- **In adulthood, bilinguals have a 5+ yr delay in the onset of Alzheimer's disease.**

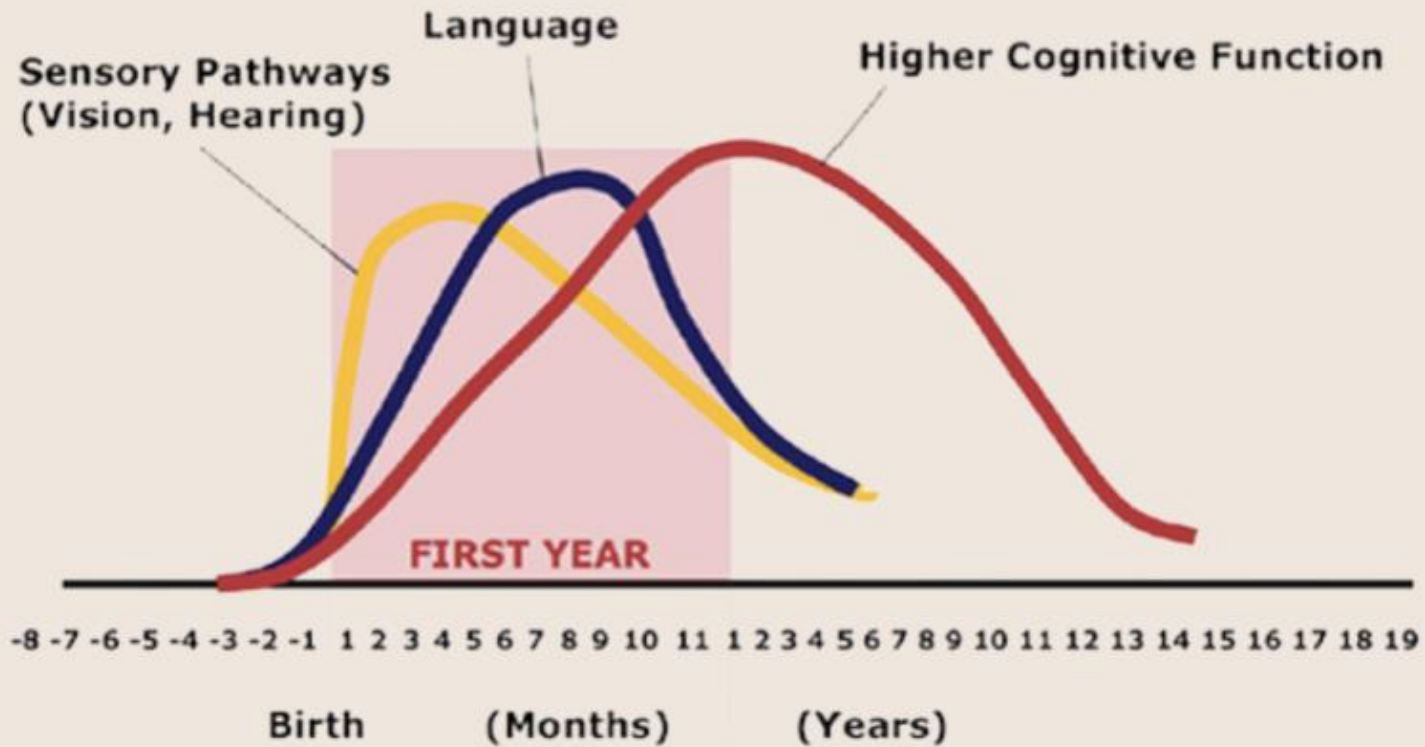




# Early Brain Development

## Human Brain Development

Neural Connections for Different Functions Develop Sequentially



# Academic Development

Dual language instruction creates lasting,  
wide-ranging benefits for all students.

DUAL LANGUAGE LEARNERS ENROLLED IN THESE INSTRUCTIONAL MODELS  
ARE MORE LIKELY TO:



Become  
**proficient in English**  
more quickly



Outperform  
peers in both  
**math and reading**



Reach national  
**academic**  
performance  
norms



Become  
**biliterate**

# Social, Emotional, and Cultural Benefits and Family Partnerships

**Children's positive racial socialization, feelings of belonging, pride in home language, and more direct opportunities for family partnerships are important aspects of culturally responsive DLI models.**

**A recent survey found that a majority of Latino parents listed access to bilingual education as a priority for their children's learning.**

**Parent choice should matter for all families, including Latino families, Indigenous families, and families of ELs.**

# DLI and English Learners

**ELs who receive high quality instruction in their home language + English, outperform their EL peers who attend English only models— better English-language acquisition trajectories and stronger bilingual skills.**

**Access to dual language education for ELs is associated with higher scores in math and reading and faster exit from EL classification.**

**ELs who attend a dual-language program in preschool or kindergarten are more likely to be proficient in English by middle school.**

**Many ELs who attend a Spanish–English dual-language immersion program in elementary school continue taking advanced placement Spanish classes in high school, giving them a jump start on college credits.**

Jennifer L. Steele, Robert O. Slater, Gema Zamarro, Trey Miller, Jennifer Li, Susan Burkhauser, Michael Bacon, "Effects of Dual-Language Immersion Programs on Student Achievement: Evidence From Lottery Data," *American Educational Research Journal* 54, no. 1S, (April 2017): 282S–306S, <https://journals.sagepub.com/doi/abs/10.3102/0002831216634463>; Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). Effects of dual-language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal*, 54(1\_suppl), 282S-306S.; Ellen J. Serafini, Nadine Rozell, and Adam Winsler, "Academic and English Language Outcomes for DLLs as a Function of School Bilingual Education Model: The Role of Two-Way Immersion and Home Language Support," *International Journal of Bilingual Education and Bilingualism*, 25, no. 2 (2022): 552–570; Ilana M. Umansky and Sean F. Reardon, "Reclassification Patterns among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms," *American Educational Research Journal* 51, no. 5 (October 2014): 879–912; Jennifer L. Steele, Robert O. Slater, Gema Zamarro, Trey Miller, Jennifer Li, Susan Burkhauser, Michael Bacon, "Effects of Dual-Language Immersion Programs on Student Achievement: Evidence From Lottery Data," *American Educational Research Journal* 54, no. 1S, (April 2017): 282S–306S, <https://journals.sagepub.com/doi/abs/10.3102/0002831216634463>; Amado M. Padilla, Xinjie Chen, Elizabeth Swanson, Margaret Peterson, Amy Peruzzaro, "Longitudinal Study of Spanish Dual Language Immersion Graduates: Secondary School Academic and Language Achievement," *Foreign Language Annals* 55, no. 2 (2022): 408–434, <https://onlinelibrary.wiley.com/doi/abs/10.1111/flan.12615>.

# DLI and English Learners

- ✓ **Using national achievement data, a study found that *the degree of segregation was the greatest predictor of disparities in achievement between EL & non-ELs.***
- ✓ **Segregated settings is also associated with less access to grade level content.**
- ✓ **Research has also found that teachers have lower academic expectations for ELs that grew over time, *but this is not the case in bilingual schools.***
- ✓ **In multilingual societies, the achievement gap between native language speakers and their peers is *small or non-existent.***



Umansky, I., & Dumont, H. (2019). English learner labeling: How English learner status shapes teacher perceptions of student skills & the moderating role of bilingual instructional settings. (EdWorking Paper: 19-94). Annenberg Institute at Brown University. <https://edworkingpapers.org/sites/default/files/ai19-94.pdf>; Loeb, S., Soland, J., & Fox, L. (2014). Is a good teacher a good teacher for all? Comparing value added of teachers with their English learners and non-English learners. *Educational Evaluation and Policy Analysis*, 36(4), 457-475.; State of New Mexico, County of Santa Fe, First Judicial District (2018). Yazzie/Martinez v. State of New Mexico, D-101-CV-2014-00793 (NM 1st Judicial District, 2018) [Decision & Order]. [https://www.maldef.org/wp-content/uploads/2018/08/2018-07-20d-101-cv-2014-00793\\_Decision\\_and\\_Order.pdf](https://www.maldef.org/wp-content/uploads/2018/08/2018-07-20d-101-cv-2014-00793_Decision_and_Order.pdf); Parrish, T. B., Merickel, A., Perez, M., Linquanti, R., Socias, M., Spain, A., Delancey, D. (2006). Effects of the implementation of proposition 227 on the education of English learners, K-12: Findings from a five-year evaluation [Final Report for AB 56 and AB 1116]. The American Institutes for Research; Slama, R. B. (2012). A longitudinal analysis of academic English proficiency outcomes for adolescent English language learners in the United States. *Journal of Educational Psychology*, 104(2), 265–285. <http://doi.org/10.1037/a0025861>; Gandara, P., & Rumberger, R. W. (2006). Resource needs for California English learners. Getting Down to Facts Project: Stanford University. <https://cepa.stanford.edu/sites/default/files/22-Gandara-Rumberger%283-07%29.pdf>; Callahan, R. M. (2005). Tracking and high school English learners: Limiting opportunity to learn. *American Educational Research Journal*, 42(2), 305–328. <http://doi.org/10.3102/00028312042002305>

# National Academies of Science, Engineering, and Medicine



Such a system would

- address structural drivers of education opportunity, including segregation in learning settings by language, disability, race, and income; and
- be adequately funded to support the implementation of high-quality benchmarks aligned with those in the ECE system, including
  - high-quality instruction and asset-driven pedagogies, assessments, and curricula;
  - social-emotional and mental health supports and policies to explicitly reduce exclusionary and harsh discipline and eliminate disparities in such practices;
  - full inclusion of children with disabilities in general education settings, with high-quality and individualized services and supports;
  - bilingual learning opportunities for children who are English learners and dual language learners;
  - structurally sound, safe, healthy, and engaging learning environments;
  - a well-qualified, fairly compensated, and supported workforce;
  - data-driven continuous quality improvement efforts targeted at identifying and addressing opportunity and outcome gaps;
  - authentic and meaningful family engagement and partnerships;
  - strong partnerships with ECE systems that promote seamless transitions from ECE to the early grades; and
  - community partnerships and engagement to promote holistic family wellness.

# DLI is NOT a Reality for Most EL's

	Total ELs	% of ELs in Dual Language	% of ELs in Dual + Bilingual
<b>United States</b>	<b>5,115,887</b>	<b>8%</b>	<b>17%</b>
<b>District of Columbia</b>	9,440	30%	30%
<b>Texas</b>	1,021,540	20%	37%
<b>Alaska</b>	15,346	16%	18%
<b>Wisconsin</b>	50,902	14%	56%
<b>Illinois</b>	229,180	14%	36%
<b>New Jersey</b>	98,748	9%	33%
<b>California</b>	1,148,024	8%	16%
<b>Delaware</b>	15,294	8%	9%

# THANK YOU

Check out our website to learn more about our wide array of resources!



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SCAN ME

**Preventing Family Separations and Detention in the U.S. Immigration System**  
Protecting Child Health, Safety, and Wellbeing

KELLY EDYBURN, PhD  
Partner, The Children's Equity Project, Arizona State University

SHANTEL HEEK, PhD  
Founding Executive Director, The Children's Equity Project, Arizona State University

CHILDREN'S EQUITY PROJECT

June 2023

**Why We Need to Cultivate America's Multilingual, Multicultural Assets**

The Children's Equity Project released a new report partnered with The Century Foundation on the cognitive, academic, & economic advantages of BILINGUALISM.

CHILDREN'S EQUITY PROJECT

THE CENTURY FOUNDATION

MAY 2023

**Examining the Mental Health of Early Childhood Professionals and Children Early in the Pandemic**

Carissa Palomares, PhD  
The Children's Equity Project

Agne Cebanoglu, PhD  
Yale University

Jennifer Oppenheim, PhD  
Operations Consulting

Erinella Guharm, PhD  
The Children's Equity Project

Shantel Heek, PhD  
The Children's Equity Project

Walter Gilliam, PhD  
In-Bell Early Childhood Institute, University of Nebraska

Eric Budles, EdD  
The Children's Equity Project

The work was generously funded by a consortium of funders supporting children and early childhood mental health, including the Irving Jacobs Foundation, the Tracy Harris Foundation, Pequea Fund, and the David and Lucile Packard Foundation.

CHILDREN'S EQUITY PROJECT

START WITH EQUITY

**ARIZONA**

Increasing Access, Improving Quality, and Advancing Equity in Arizona's Early Care and Learning Systems

CHILDREN'S EQUITY PROJECT



# Questions & Discussion

# Upcoming GLR Learning Tuesdays Webinars

## GLR LEARNING TUESDAYS

Getting All Students Up to Speed: Selecting Evidence-Based Supplemental Reading Programs  
Tuesday, February 6, 3–4:30 p.m. ET/12–1:30 p.m. PT

## GLR LEARNING TUESDAYS, CRUCIBLE OF PRACTICE SALON

Relationships That Work in CGLR Communities With Coalition Leads, Schools and Other Partners  
Tuesday, February 13, 12:30–2:00 p.m. ET/9:30–11:00 a.m. PT

## GLR LEARNING TUESDAYS,

The Science of Reading and Emergent Bilinguals  
Tuesday, February 13, 3–4:30 p.m. ET/12–1:30 p.m. PT

Please Join Us

[gradelevelreading.net](http://gradelevelreading.net) @readingby3rd #GLReading #LearningTuesdays #GLRKeepers

