

# SUPPORT BILINGUAL PRIDE & LANGUAGE ACCESS

REVISED DRAFT (post-ERN discussion) – 6.28.17 (changes in bold)

## Context

English language learners (ELLs) and their families bring cultural and linguistic diversity to our schools and communities. This is especially true in South Seattle and South King County where 20% of the K-12 students are ELLs. In some classrooms, over half of students are ELLs; together, they speak more than 160 languages. ELL students, most of whom are immigrants, refugees or children of immigrants, typically enter the school learning their home language and English simultaneously. And most of the Road Map Project region's ELL students enter the state's Transitional Bilingual Instructional Program (formal ELL program) in the early grades: 38% of the region's kindergarten students are ELLs. Research shows that while making progress in English is critically important, ELL students' success is also tied to a strong connection to their primary or home languages and a positive identity to their cultures.

## What needs to change?

To support bilingual pride and language access, our region needs to greatly expand opportunities for:

- **Clearly define the purpose of dual-language programs to increase awareness and understanding of their benefits**
- **Invite, not support; be proactive, not reactive; embrace translanguaging (using more than one language without necessarily being fluent)**
- **Align community resources with linguistic needs**
- Dual-language instruction starting in pre-K (**home language support**); **dual-language pre-K may feed directly into K-12 dual language programs**
- **Promote positive cultural identities by training teachers (all, not just ELL teachers) and district administrators (ELL Director, Principal) on cultural relevance; strengthening teacher and administrator accountability**
- **Increase access to rigorous curriculum (don't hold students back)**
- **Promote collaboration between certified teachers and bilingual instructors**
- **Create a pathway for bilingual secondary IAs to get certified**
- **Diversify educator workforce**
- Seal of Biliteracy attainment
- Credits earned through the World Language Credit Program
- Home-language campaign expansion
- **Provide access to multilingual books**
- Better language access for families
- Differentiated approaches to better support students who enter ELL programs in later grades.
- **Operationalize this matrix:**

	Pride	Access	Pride	Access
Classroom Instruction				

INCREASE CULTURALLY RELEVANT SCHOOL CLIMATE AND SUPPORTS



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<b>Supports</b>				
	<b>Language Acquisition</b>		<b>Native</b>	

## How can we track progress?

- **Health youth survey/CEE that includes linguistic and cultural indicators**
- Number of bilingual teachers
- Number of languages spoken by bilingual teachers
- Number of dual-language programs offered
- Number of students supported to earn the Seal of Biliteracy
- Number of students supported to earn credits through the World Language Credit Program
- **Graduation rates**
- **AP / gifted programs**
- **Number of students in advanced coursework**

## Initiatives & partners involved in this work:

- Road Map ELL Work Group
- OneAmerica
- Early Learning Programs offering language immersion and dual language programs
- World Language Credit Program
- Seal of Biliteracy
- District policies to support bilingualism and biliteracy
- **Parent coalitions**
- **Community groups / WA Parent Ambassadors**

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