

# Designing the Dual Language Immersion Program Implementation Framework Mtg #8

Arlington Public Schools

Rosa G. Molina, Executive Director Association of Two-way Dual  
Language Education, (ATDLE)

Hortencia Piña, Asst. Executive Director ATDLE

Elisabeth Harrington, Supervisor of World Languages

December 07, 2021




# Housekeeping


Para interpretación simultánea en español:

- Apague el audio en el Teams
- Marque: 1-646-307-1479
- Después, marque el ID de la conferencia:  
8915541472

For simultaneous interpretation in Spanish:

- Turn off audio on Teams
  - Dial: 1-646-307-1479
  - Then enter Conference ID: 8915541472
- 

# Outcomes for Today's Meeting

- Share updates from meeting with Superintendent Durán and his Cabinet
  - Discuss Task Force survey of options:
    - Define recommended K-12 Pathway,
    - Continuation in the program and
    - Program size
  - Review [chapters of the DLI Program Framework](#)
  - Share next steps on some of the recommendations IPP, WLAC--Sub committee
  - Next steps
- 

# The Task Force's Responsibility

The framework outlines the work that must take place in the next two-three years. By completing the task force framework, APS staff will work through the details of this work: schedules, specific coursework, inclusion policies, parent engagement strategies, etc.

As components of these recommendations move into operational planning, stakeholders will be kept informed and a DLI Subcommittee to the WLAC may be formed to support the implementation of this framework PreK-12




# *The DLI Task Force's Work has been completed*

*We cannot unknow what we know...*

We ask that you take this information forward as part of this process keeping the students in the forefront of this work. The task force has worked for months to determine the direction for the future of DLI in APS. You were invited as a stakeholder and have been heard in this work.

The recommendations made by this group will be taken forward and we ask that you support the critical components having had national research, program data and information shared with you.



# PreK-12 DLI Pathways

# Data that shows which neighborhood schools DLI students are attending instead of going to Gunston

Table: Analysis of 5th graders at Claremont & Key in 2020-21 and current school of attendance in 2021-22 (As of Sept. 27, 2021)

| Count of School of Attendance (2021-22) |            |           |           |           |           |           |           |              |              |             |
|---|------------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|--------------|-------------|
|   | Gunston    | Hamm      | HBW       | Jefferson | Kenmore   | Swanson   | VLP       | Williamsburg | Withdrew APS | Grand Total |
| Claremont                               | 58         |           | 3         | 5         | 9         |           | 1         |              | 5            | 81          |
| Escuela Key                             | 50         | 9         | 4         | 11        | 3         | 2         | 1         | 1            | 11           | 92          |
| <b>Grand Total</b>                      | <b>108</b> | <b>9</b>  | <b>7</b>  | <b>16</b> | <b>12</b> | <b>2</b>  | <b>2</b>  | <b>1</b>     | <b>16</b>    | <b>173</b>  |
|   | Gunston    | Hamm      | HBW       | Jefferson | Kenmore   | Swanson   | VLP       | Williamsburg | Withdrew APS |             |
| Claremont                               | 72%        | 0%        | 4%        | 6%        | 11%       | 0%        | 1%        | 0%           | 6%           |             |
| Escuela Key                             | 54%        | 10%       | 4%        | 12%       | 3%        | 2%        | 1%        | 1%           | 12%          |             |
| <b>Grand Total</b>                      | <b>62%</b> | <b>5%</b> | <b>4%</b> | <b>9%</b> | <b>7%</b> | <b>1%</b> | <b>1%</b> | <b>1%</b>    | <b>9%</b>    |             |

# DLI PreK-12 Pathways - Program Size

- DLI Instructional Leaders and Central Office Instructional leaders who supervise and oversee the DLI program provided their input on the size of DLI program, both the minimum and ideal number of classes needed at each primary entry point (Kindergarten, 6th grade, 9th grade) to support program integrity and strong student learning outcomes.
- The following slides contain the feedback provided and some considerations in relation to the top 4 DLI PreK-12 pathway options outlined
- Expansion of the program at any level (ES, MS, HS) will involve several considerations (student enrollment thresholds, building capacity, budget/CIP funding and priorities, staffing, community interest and buy-in where expansion might be possible, etc.)
- The recommended DLI PreK-12 pathway is a long-term vision with some ideas able to be realized in the near future (2-5 years) and others further out (5-10+ years)



# DLI PreK-12 Pathways - Program Size- Elementary

| Claremont   |      |     |     |     |     |     |     |       |
|-------------|------|-----|-----|-----|-----|-----|-----|-------|
|             | PreK | K   | 1   | 2   | 3   | 4   | 5   | Total |
| 2021        | 31   | 93  | 123 | 112 | 110 | 93  | 108 | 670   |
| 2020        | 31   | 133 | 125 | 131 | 113 | 119 | 81  | 733   |
| 2019        | 30   | 136 | 139 | 122 | 123 | 89  | 102 | 741   |
| 2018        | 35   | 141 | 129 | 130 | 93  | 106 | 116 | 750   |
| Escuela Key |      |     |     |     |     |     |     |       |
|             | PreK | K   | 1   | 2   | 3   | 4   | 5   | Total |
| 2021        | 23   | 94  | 107 | 100 | 95  | 104 | 90  | 613   |
| 2020        | 29   | 119 | 120 | 107 | 121 | 106 | 97  | 699   |
| 2019        | 32   | 124 | 114 | 127 | 111 | 98  | 102 | 708   |
| 2018        | 28   | 120 | 134 | 116 | 106 | 112 | 103 | 719   |

**\*Sept 30 enrollment**

## Considerations for DLI PreK-12 Pathway vision

- 4 Kindergarten classes at three PreK-5 sites equates to appx. 288 seats (144 Spanish and 144 non-Spanish). Increasing the number of native Spanish and bilingual Spanish speaking applicants is critical to being able to support the vision of three strong PreK-5 program sites
- A third PreK-5 site could begin with two Kindergarten classes but would need to grow to 4 classes to ensure integrity of the program
- Staffing, location, interest from the community

### Minimum size (entering Kindergarten)

- 4 classes (Appx. 96 students) per school

### Ideal size (entering 6th)

- 4 or 6 classes (Appx. 96 or 144 students) per school

# DLI PreK-12 Pathways - Program Size - Middle

## Gunston (DLI ONLY)

|      | 6th | 7th | 8th | Total |
|------|-----|-----|-----|-------|
| 2021 | 108 | 107 | 127 | 342   |
| 2020 | 133 | 135 | 90  | 358   |
| 2019 | 150 | 98  | 100 | 348   |
| 2018 | 112 | 107 | 101 | 320   |

\*Sept 30 enrollment

### Minimum size (entering 6th)

- 4 classes (Appx. 100 students)

### Ideal size (entering 6th)

- 6 classes (Appx. 150 students)

## Considerations for DLI PreK-12 Pathway vision

- To support two strong middle school DLI programs, appx. 200 (8 classes) to 300 (12 classes) DLI 5th graders would need to continue with the program in 6th grade (100-150 at each site).
- Based on the total number of actual 5th graders (Appx. 200 per year currently), this equates to 95-100% program continuation rate. Current continuation rates from 5th to 6th are appx. 60-65%.
- Program growth at the elementary level and mitigating attrition during K-5 and from 5-6 is one critical factor to building and sustaining two strong middle school DLI programs.
- Staffing is also is key consideration

# DLI PreK-12 Pathways - Program Size- High

## Wakefield (DLI ONLY)

|      | 9th | 10th | 11th | 12th | Total |
|------|-----|------|------|------|-------|
| 2021 | 47  | 61   | 61   | 49   | 218   |
| 2020 | 73  | 66   | 54   | 52   | 245   |
| 2019 | 68  | 54   | 53   | 34   | 209   |
| 2018 | 54  | 52   | 35   | 26   | 167   |

### Minimum size (entering 9th)

- 3 classes (Appx. 75 students)

### Ideal size (entering 9th)

- 4 classes (Appx. 100 students)

## Considerations for DLI PreK-12 Pathway vision

- To support two strong high school DLI programs, appx. 150 (6 classes) - 200 (8 classes) DLI 8th graders would need to continue with the program in 9th grade (75-100 at each site).
- Program growth at the elementary and middle school level and mitigating attrition during elementary and middle and particularly the transition years (5 to 6 and 8 to 9) is one critical factor to building and sustaining two strong middle school DLI programs
- Staff a key factor

# DLI PreK-12 Pathway

## Survey Results - Top 4 DLI PreK-12 Pathway Options

| Option | Elementary            | Middle           | High              |
|--------|-----------------------|------------------|-------------------|
| D      | Three PreK-5 programs | One 6-8 program  | One 9-12 program  |
| E      | Three PreK-5 programs | Two 6-8 programs | One 9-12 program  |
| F      | Three PreK-5 programs | Two 6-8 programs | Two 9-12 programs |
| B      | Two PreK-5 programs   | Two 6-8 programs | One 9-12 programs |

### Note

- Option D had the most support by a narrow margin, followed by E, F, B in that order.
- E, F, B had comparable levels of support

# DLI PreK-12 Pathways

## Task

- Identify the strengths and challenges of the top 4 DLI PreK-12 pathway options on this [Google Doc](#) (10 minutes)
- Group's overall **synthesis** based on strengths and challenges identified in the Google Doc via [Padlet on Pre-K-12 Pathway Options](#) (10 minutes)



# DLI PreK-12 Pathway - Survey

- Survey to indicate 1st and 2nd preference of the top 4 options. (5 minutes)

# DLI PreK-12 Pathway

## Survey Results- FINAL OPTIONS

|   | <b>1 &amp; 2's<br/>Strongly Support<br/>or Support</b> | <b>3's<br/>Support<br/>w/reservation</b> | <b>4 &amp; 5's<br/>Do not<br/>support</b> | <b>6's<br/>Strongly do<br/>not support</b> |
|---|--|--|---|--|
| <b>Opt D: Three PreK-5 - One<br/>Gr. 6-8 - One Gr. 9-12</b> | 65%  | 17%                                      | 9%  | 9%   |
| <b>Opt E: Three PreK-5 - Two<br/>Gr. 6-8 - One Gr. 9-12</b> | 61%  | 13%                                      | 22%                                       | 4%   |
| <b>Opt F: Three PreK-5 - Two<br/>Gr. 6-8 - Two Gr. 9-12</b> | 9%   | 17%                                      | 39%                                       | 35%  |
| <b>Opt B: Two PreK-5 - Two Gr.<br/>6-8 - One Gr. 9-12</b>   | 30%  | 9%                                       | 26%                                       | 35%  |

# DLI PreK-12 Pathway

## Survey Results- FINAL OPTIONS

|   | 1st Preference | 2nd Preference | Not Top 2 |
|---|----------------|----------------|-----------|
| <b>Opt D: Three PreK-5 - One Gr. 6-8 - One Gr. 9-12</b> | 43%            | 39%            | 17%       |
| <b>Opt E: Three PreK-5 - Two Gr. 6-8 - One Gr. 9-12</b> | 43%            | 43%            | 13%       |
| <b>Opt F: Three PreK-5 - Two Gr. 6-8 - Two Gr. 9-12</b> | 4%             | 4%             | 91%       |
| <b>Opt B: Two PreK-5 - Two Gr. 6-8 - One Gr. 9-12</b>   | 13%            | 17%            | 70%       |



# Analysis of Survey Results

- **In the survey, two pathways emerged as top options.**

Option D: Three PreK-5 → One Gr. 6-8 → One Gr. 9-12

Option E: Three PreK-5 → Two Gr. 6-8 → One Gr. 9-12

- The feedback showed strong support and sufficient consensus for Three PreK-5 programs and One Gr. 9-12 program.
- The Task Force was evenly split on ONE vs. TWO Gr. 6-8 programs.
- To help identify a recommended (1<sup>st</sup> preference) PreK-12 pathway, there is one additional survey with two questions focused on Middle School.
- **Please click [HERE](#) to complete the survey.** Please review the reference items below before voting, they are concise and informative.
- An analysis of ONE & TWO Gr. 6-8 programs can be found on page 1 of [DLI PreK-12 Pathway Notes](#)

# DLI PreK-12 Pathway

## Survey Results- FINAL OPTIONS - Middle School

|                             | <b>1 &amp; 2's<br/>Strongly Support<br/>or Support</b> | <b>3's<br/>Support<br/>w/reservation</b> | <b>4 &amp; 5's<br/>Do not<br/>support</b> | <b>6's<br/>Strongly do<br/>not support</b> |
|-----------------------------|--|--|---|--|
| <b>One Gr. 6-8 Program</b>  | 68%  | 21%                                      | 5%  | 5%   |
| <b>Two Gr. 6-8 Programs</b> | 47%  | 16%                                      | 5%  | 32%  |

# DLI PreK-12 Pathway

## Survey Results- FINAL OPTIONS- Middle School

|                             | 1st Preference | 2nd Preference |
|-----------------------------|----------------|----------------|
| <b>One Gr. 6-8 Program</b>  | 63%            | 37%            |
| <b>Two Gr. 6-8 Programs</b> | 37%            | 63%            |

# DLI PreK-12 Pathway

## Survey Results- FINAL OPTIONS- IF TWO MS Sites

|  | <b>1 &amp; 2's<br/>Strongly Support<br/>or Support</b> | <b>3's<br/>Support<br/>w/reservation</b> | <b>4 &amp; 5's<br/>Do not<br/>support</b> | <b>6's<br/>Strongly do<br/>not support</b> |
|--|--|--|---|--|
| <b>Feeder structure to include students at Escuela Key and Claremont at BOTH Middle School sites</b>   | 64%  | 9%                                       | 13%                                       | 13%  |
| <b>Feeder structure to have Escuela Key students assigned to ONE middle School and Claremont students assigned to the other Middle School Site</b> | 42%  | 26%                                      | 26%                                       | 4%   |

# DLI PreK-12 Pathway

## Recommended Pathway

**Three PreK-5 → One Gr. 6-8 → One Gr. 9-12**

# Next Steps - DLI PreK-12 Pathway

- Recommendations for specific programs need to be considered in the broader context of the overall instructional vision for programs and pathways in APS as defined in the IPP.
- **Some recommendations may be achievable in the near future (next 2-5 years) while realization of others may be more long term (5, 10, 15 years) if a larger capital investment is needed.**
- The recommended PreK-12 pathway for the DLI program will be one component in the overall instructional vision for APS to factor into future planning processes. Development of next Capital Improvement Plan (CIP), the FY 2025-34 CIP, will begin in the Fall of 2023.

# Next Steps - DLI PreK-12 Pathway

## Brief Explanation of IPP, AFSAP, CIP

**Instructional Programs and Pathways (IPP)**- Will provide an instructional vision within the Arlington Facilities and Student Accommodation Plan (AFSAP)

**Arlington Facilities and Student Accommodation Plan (AFSAP)**- First step in developing the Capital Improvement Plan (CIP). Summarizes instructional priorities, enrollment projections, existing school capacity and identifies priorities for the next CIP.

**Capital Improvement Plan (CIP)** - Addresses the capital needs of the school division. includes both Capital Improvement Projects (new facilities, additions, renovations, etc.) and non-capital solutions to accommodate projected student enrollment and other facility needs based on identified priorities. The CIP is updated every two years.

Please visit the following to learn more about these processes and others:

<https://www.apsva.us/engage/planning-resources-page/>

# Next Steps - DLI PreK-12 Pathway

## Timeline

**Dec. 2022-** DLI Task Force finalizes recommendations. DLI PreK-12 pathway recommendation feeds into IPP.

**Spring/Summer 2022** - IPP visioning sessions with APS leaders. Finalize recommendations for IPP

**Fall 2023** - Arlington Facilities and Student Accommodation Plan (AFSAP) is completed. IPP recommendations are incorporated

**SY 2023-24-** Development of the FY 2025-34 Capital Improvement Plan (CIP) begins





Dual Language Immersion Program Framework is the why, the what and the how. Once approved, we move to the implementation details.

# Implementation Options for Full Immersion Roll-out 80-20 Starting in the Fall 2023

**Year 0 & 1** Planning 20 months

**Year 2** K-1

**Year 3** K-1-2

**Year 4** K-1-2-3

**Year 5** K-1-2-3-4

**Year 6** -1-2-3-4-5



# Implications for grade level staffing

**Year 1:** K-1 impacts 4 teachers per school

**Year 2:** 2nd grade 2 teachers per school

**Year 3:** 3rd grade 2 teachers per school

**Year 4:** no impact for grades 4

**year 5:** no impact for grade 5



**Task Force Recommendation 1:  
Implement a Full DLI Program at  
the Elementary Level.**

Realignment of existing Dual Language Immersion  
from a 50/50 partial immersion program into a 80/20  
early full immersion program starting 2023  
with grades **K-1**.

# Data for Recommendation #2 that shows which neighborhood schools DLI students are attending

Table: Analysis of 5th graders at Claremont & Key in 2020-21 and current school of attendance in 2021-22 (As of Sept. 27, 2021)

| Count of School of Attendance (2021-22) |            |           |           |           |           |           |           |              |              |             |
|---|------------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|--------------|-------------|
|   | Gunston    | Hamm      | HBW       | Jefferson | Kenmore   | Swanson   | VLP       | Williamsburg | Withdrew APS | Grand Total |
| Claremont                               | 58         |           | 3         | 5         | 9         |           | 1         |              | 5            | 81          |
| Escuela Key                             | 50         | 9         | 4         | 11        | 3         | 2         | 1         | 1            | 11           | 92          |
| <b>Grand Total</b>                      | <b>108</b> | <b>9</b>  | <b>7</b>  | <b>16</b> | <b>12</b> | <b>2</b>  | <b>2</b>  | <b>1</b>     | <b>16</b>    | <b>173</b>  |
|   | Gunston    | Hamm      | HBW       | Jefferson | Kenmore   | Swanson   | VLP       | Williamsburg | Withdrew APS |             |
| Claremont                               | 72%        | 0%        | 4%        | 6%        | 11%       | 0%        | 1%        | 0%           | 6%           |             |
| Escuela Key                             | 54%        | 10%       | 4%        | 12%       | 3%        | 2%        | 1%        | 1%           | 12%          |             |
| <b>Grand Total</b>                      | <b>62%</b> | <b>5%</b> | <b>4%</b> | <b>9%</b> | <b>7%</b> | <b>1%</b> | <b>1%</b> | <b>1%</b>    | <b>9%</b>    |             |

## **Task Force Recommendation 2:**

That APS expand access to the DLI program through marketing, recruiting and strengthening the PreK-12 pathway.

Recommended PreK-12 Pathway

Three PreK-5 schools -->One Gr. 6-8 program -->One Gr. 9-12 program

## **Task Force Recommendation 3:**

**Acquire Spanish Language core materials for all Dual Language Immersion classrooms.**

That APS secure funding for a well designed Spanish Language Arts curriculum for Grades K-6th which is research and standards-based and aligned with the methodology of Spanish literacy development.

## **Task Force Recommendation 4:** **Acquire assessments to measure Spanish literacy.**

That APS secure funding for a well designed assessment infrastructure that is aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction.



**Task Force Recommendation 5:**  
Support and Fund Professional Learning for Dual  
Language Educators.

That APS secure or earmark funding for a well-articulated professional development plan for all teachers working with Dual Language students K-12.

# Tiered Training Schedule for DLI

## Tier One

Two-Way Bilingual Immersion Theory and Framework

Standards: SLA, ELA and ELD

Curricula Trainings: Content and Subject matter in Spanish/English

Literacy Development in two languages -reading, speaking, listening, and writing

Teaching academic ELD in DLI settings

Conversational Management strategies to promote oral language development

Data Management Systems to follow the academic progress of SS in 2 languages

## Tier Two

Biliteracy Strategies: Guided Reading, Shared Reading and Writing, Phonemic Awareness in both languages

Scaffolded Instruction (SIOP)

Whole group and small group instruction

Using data to inform instruction

Curriculum Mapping and Unit Planning

Integration of technology to meet state and district standards in both languages

Oral Language strategies in both languages - grouping strategies to promote cross learning of languages aka collaborative conversations

## Tier Three

Guided Language Acquisition Design (GLAD <sup>(TM)</sup>)

Thinking Maps <sup>(TM)</sup>

Project Based Learning <sup>(TM)</sup>

Advanced Writing Strategies

Cooperative Learning <sup>(TM)</sup> - advanced grouping strategies

Advanced Collaborative Conversations<sup>(TM)</sup>

# Investigating Funding Streams for PL

- World Languages Program Professional Funding?
- Title III - funding based on the % of ELs in the program (limited) ?
- School based professional development funds (limited)
- General Fund money?
- Other?

## **Task Force Recommendation 6:**

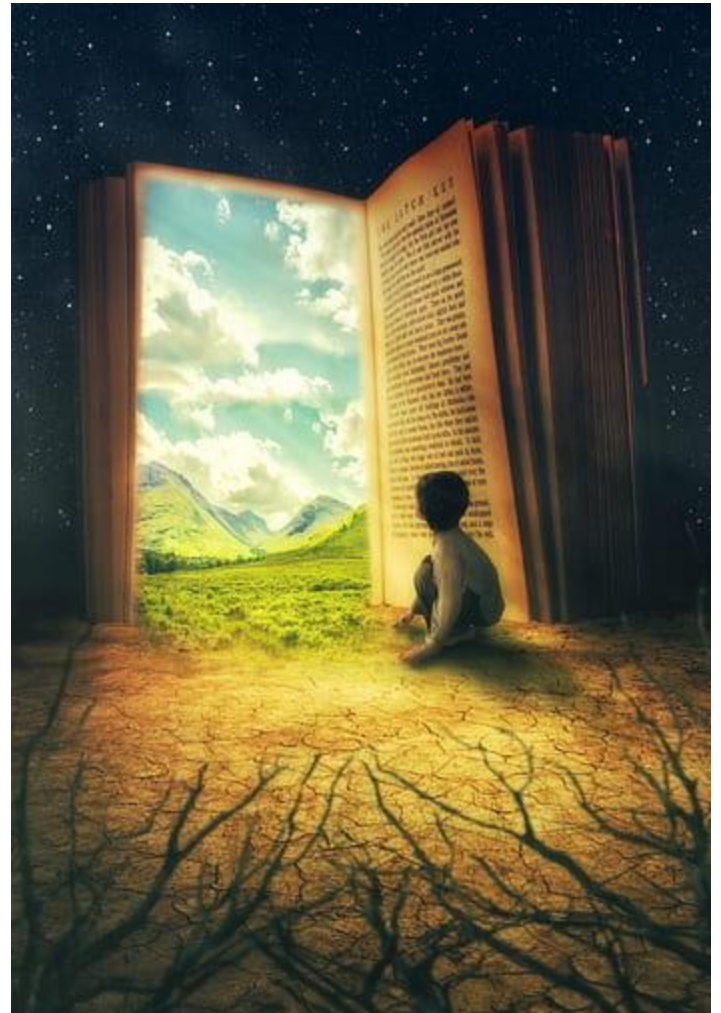
**Secure and Fund a centrally located DLI Coordinator and Spanish Reading Specialists assigned to elementary schools.**

That APS “fund” a district (a) DLI coordinator to provide support to all four schools to support & coordinate the program elements and (b) fund Spanish reading specialists for the elementary DLI programs.

# Task Force recommendations

## Rating Sheet

# Review Rating Sheet Responses



# The DLI Program Framework

[Chapters of the DLI Program Framework](#)

Breakout Rooms

# Breakout Groups

**Breakout Group Background and Chapter 1**: Sarah Putnam, Cristina Diaz-Torres, Anna Engelbrecht, Cynthia Cocuesta Cuttier, Kati Costar (Mission Vision and policy statements)

**Breakout Group Chapters 2 and 3**: Jeremy Sullivan, Melissa Schwaber, Daniel Ríos, Ana Muñoz (Guiding Principles and History)

**Breakout Group Chapters 4 and 5** : Jessica Panfil, Natalie Hardin, Nadia Robles, Jenny Rizzo (Rationale and Benefits and Foundational Research)

**Breakout Group Chapter 6**: Elisabeth Harrington, Dena Gollopp, Meg Enriquez, Marizol Rocha, Adriana McQuillan (Program Design and Components)

**Breakout Group Chapter 7** : Marleny Perdomo, Caitlin Sherman, Bill Gillen, and Wendy Bermudez, (Assessment)

**Breakout Group Chapters 8 and 9**: Erin Freas-Smith, Lizbeth Monard, Carolyn Jackson, Jonathan Turrisi (Seal of Biliteracy and Enrollment)

**Breakout Group Chapter 10**: Esmeralda Alomia, Claudia Delgadillo, Amanda Dempsey, Frances Lee (Marketing and Parent Outreach)

**Breakout Group Chapters 11 and 12**: Rosa Molina (PL and Recommendations)



# Community Engagement To date

Engage Page - Presentations, Timelines, Data, FAQ's

Multiple School Talk Messages (Jan 2021- Present)

Joint elementary PTA meeting (1/14/21)

Virtual Open office hours (6/15/21)

Virtual Community Meeting (10/26/21)

Text message to DLI community with links to presentation materials (11/15/21)

Holding a “cafecito” at each DLI site prior to January 6, 2022 (includes principals, Central Office and Family Liaison to outline the program changes with Spanish-speaking families)

# Next Steps in Community Outreach after School Board Approval

Once recommendations are Board approved, create marketing plan with School and Community Relations for Spanish outreach

Post the completed the Dual Language Immersion Framework on the district's website

Continued access to the Parent Engagement page for parent review

¡Mil Gracias! ¡Adelante!

Task Force Members invited to attend the January 6, 2022  
Board meeting at \_\_\_\_\_ pm

*Certificate of Appreciation*