PLANNING GUIDE FOR STARTING DUAL LANGUAGE PROGRAMS

Created by:
Edmund T. Hamann, Theresa Catalano, and Dan Moran

Midwest and Plains Equity Assistance Center

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About the Centers

Great Lakes Equity Center (Center) is an educational research and service center located in Indiana University's School of Education at IUPUI. The Center engages in equity-focused technical assistance and related research with educational and community agencies focused on systemic improvements to serve all learners with particular focus on educational access, participation and outcomes for those who have been historically marginalized. As the Center's largest project, the Midwest and Plains Equity Assistance Center (MAP Center) is one of four regional Equity Assistance Centers, funded by the United States Department of Education under Title IV of the 1964 Civil Rights Act. The MAP Center provides technical assistance and training to public school districts and other responsible governmental agencies upon request, in the areas of race, sex, national origin, and religion desegregation, integration, and equitable educational opportunities.

Introduction

Dual language education refers to schooling in which content is delivered in two languages. Many dual language programs propose to be vehicles of social justice and transformation because they allow students to access at least 50% of the content in a language they understand well, but also because they value an additional language other than the dominant one in society and thereby contest language hierarchies and the subordination of those who speak/use a non-dominant language (Hamann & Catalano, 2021). Whole books have been written describing how and why to open dual-language (DL) schools (as we note in our list of resources), but the purpose of this document is to position various stakeholders—school committee members, teachers, parents, education administrators, and even students—to have a common framework through which to understand the various phases and the tasks of each phase that allow an initial idea (instruction in two languages) to become a full-fledged, well-supported, institutionalized, and equitable program. This short guide is divided into four phases—Pre-planning, Planning, Launch (or Initial Implementation), and Institutionalization/ Perpetuation. In turn, each phase considers four questions, which orient the discussion in each of the four phases:

- Who are the stakeholders?
- What are the action steps or tasks of this phase?
- How will successful completion of the steps be measured/accounted for?
- How is equity being explicitly attended to?

The first question brings up who is involved and how they are to be involved at various phases of a program. For example, school committee support may be key for the pre-planning phase—securing resources for hiring an initial coordinator and greenlighting the dedication of time to program design, for example—but much more modest at later phases. In turn, students' roles are pretty abstract and conjectural at the preplanning phase, but front and center during both initial implementation and subsequent institutionalization of the program. As these brief examples also sketch, what the creators and implementers of a program need to do varies significantly according to what phase of the implementation process is being referenced. The second question reminds us that the work of the different phases is not the same.

The third question supports thinking of this guide per a checklist logic. It asks how implementers know if various steps have been successfully enacted and whether implementation should proceed. Metrics may look very different from one phase to the next. For example, in the planning phase, hiring a program coordinator might be simply measured by answering 'did we/didn't we?'. That's a different kind of metric than asking how, during implementation, children are to be measured to assure that it is appropriate for them to advance to the next grade level.

Finally, and in many ways most importantly, the fourth question asks about how fairness, justice, and opportunity are being attended to at each step. At their best, dual language programs help students gain skills to function successfully using two different registers (often Spanish and English in a US context) and build equity by valuing some students' and parents' heritage languages as well as helping them develop an additional repertoire. But teaching in two languages is not always equitable work. For example, as the growing literature on 'gentrification of dual language' programs points out, the interests of middle-class, English-speaking, White children with university-educated parents can be prioritized over those of Latinx students from working-class and Spanish -speaking households. Or the variety of Spanish that is deemed 'correct' in the instructional model (e.g., versions of Spanish from Spain) can be used to critique/devalue the variety of Spanish that some program participants bring their or their family's experiences in Mexico, Central America, or the Caribbean. These prospective hazards and others can be avoided if/when the dual language program prioritizes equity.

Colanguaging: When two languages are used together, usually in different modes (e.g., one language is used to talk about the topic and the other is written on a slide or power point presentation).

Dual Language Education: Education in which content is delivered in two languages (usually called this in a US context).

Heritage Language: The language that is not the dominant language of the local community/society.

Heritage Learners (aka Heritage Language Learners): A learner who is raised in a home where a language other than English is spoken and speaks or at least understands the language, and is to some degree bilingual in that language and in the dominant language (Valdés, 2005).

Home Language Survey: Home language surveys are given to families upon enrolling their children in schooling. In these surveys, families are asked to mark whether or not their child/children speaks language(s) other than English in the home. This survey is then used to determine whether or not students will need extra language support.

Immersion/Two-Way Immersion Programs: "Immersion" often refers to world language (aka foreign language, or one-way immersion) programs in which students (usually speakers of the dominant language in the community) are exposed to the target language for most of the school day, usually with other students of the same cultural and linguistic background. On the other hand, "Two-way immersion programs" refer to the acquisition of immigrant or minoritized languages by all students. These bilingual programs intentionally integrate speakers of a minoritized language with speakers of the dominant language in programs which deliver content in two languages.

Language Allocation: This term refers to when and/or how much each language will be used as the main/central medium of instruction throughout the day or week. This is often done by subject area, but is sometimes done by time.

LOTE: This acronym refers to the *language other than English* that is taught in a bilingual program.

Partner Languages: The two languages being used to deliver content in a bilingual program. Generally one is a dominant language in the community and the other is a minoritized language.

Seal of Biliteracy: The Seal of Biliteracy is an award of recognition given by a school district or state to honor students who have studied and attained proficiency in two or more languages by the time they graduate high school. In some states, students can use this seal to automatically gain language course credit and access higher-level language classes if desired. Unfortunately, some issues of equity have also arisen regarding the way the seal has been promoted and implemented in schools in ways that prioritize world language populations over heritage learner populations.

Strand vs. Whole School Program: A strand program means that only a part of the school is designated as bilingual and has instruction in two languages. A whole school program means that the whole enrollment participates in the bilingual education program.

Translanguaging: Translanguaging is a natural practice among bilinguals. The term refers to the way in which bi/multilinguals use different languages together to make meaning. According to García (2009, p. 140), translanguaging is "the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential." Translanguaging as a pedagogy is when teachers draw on more than one of the languages their students know to help them understand the content and to affirm their bi/multilingual identities.

Attention to Stakeholders (parents and local governance)

Who would the program be for?

According to Thomas and Collier (2012), all groups of students can benefit from well-implemented and planned DL programs, including multilingual speakers of languages other than the partner languages (i.e., student who know other languages beyond the two focused on in their DL program), students with disabilities, and students from historically under-represented or marginalized groups. In the US this can include African Americans and Latinx populations, both of whom may or may not have proficiency in Spanish. However, when attempting to answer the question of who such a program is for, it is imperative that there are regular checks and balances on language and power dynamics. In addition, it's important to consider the roots of DL programs in the civil rights movement when it was positioned as fundamental to the struggle of equality for Latinx communities (Flores, 2016). How are these target student populations being identified and by whom? The planning phase (next) is not likely to go well, if parents and other stakeholders related to the various target populations are not included as participants in that planning.

Consider various DL models

        a. One class (inclusion room - bilingual teacher)?
        b. Two classes (English teacher paired with Spanish partner)?
        c. 50/50?
        d. 80/20?
        e. 90/10?
        f. Any other number combination with a sum of 100?
        g. Immersion (= 100% partner language first year)

The various models differ by how much instruction is in the dominant language (i.e., English in the US) and how much is on the second language (most likely Spanish in the US). In general, the higher the proportion of prospective students for whom their primary language or only language is English, the higher the proportion of the instruction that needs to be in the LOTE. That is because the task is to counterbalance the advantage English has as the dominant language. That said, in all cases the non-dominant language needs to be at least 50% of the intended instructional program. At this phase a definite model does not need to be selected, but those advocating for the creation of the program need to be ready to explain why one model seems more promising than another for the local circumstance. At this stage the coalition moving to get DL launched should decide if they are aiming to create a DL school or a DL track or program within

an existing school (this being the more common option). For example, launching a new school would be a larger task than launching a track that may simply require a single teacher the first year (e.g., for a DL kindergarten), and two in a second year (e.g., for kindergarten and first grade), and so on.

Whose support is needed to get to the planning phase?

A coalition of interested parents and/or community activists is often where pre-planning/growth of a DL program originates. However, the coalition will also need to win the blessing of a school board—and likely the superintendent—to get from pre-planning to planning. Securing support may be easier if various community stakeholders are recruited to support the bid; this can range from local civil rights and community groups, to the chamber of commerce. The key point to consider is whose assistance is necessary to receive the commitment of resources (e.g., funds to hire a program coordinator) that allow for the planning of a quality program? Some program allies may support the idea for different reasons than other allies and,

[Image description: Illustration of hands of diverse group of people put together. Concept of cooperation, unity, togetherness, partnership, agreement, teamwork, social community or movement.]

in principle, that is OK. A primary task now is to build support and enthusiasm, as absent these there will be no program. Yet at this early stage, it equally important to articulate how the emergent program logic and design will attend to equity. Norms of who gets included and how different constituencies get referenced are established at this stage. A guiding mantra should be *doing with* (as opposed to *doing for* or *doing to*).

What resources are needed for the planning phase?

While we determining the resources necessary for a successful planning phase after the consideration of whose support is needed, this consideration does not truly come after the building of political support, as whose support you need cannot be fully disentangled from what you need. We don't want to slight the power of interested parents and committed volunteers, however, parents and volunteers are not equipped, on their own,

to carry the planning phase. As a preplanning task then, it is particularly useful to recruit and hire a program planning coordinator. Often, this person will continue to be the coordinator at least through the first phases of implementation, perhaps serving as a teacher as well as administrator. Crucially, the coordinator needs to know a lot about DL design as they will lead the planning, and the plan will need to incorporate research-informed best practices. Further, the coordinator will need to know how to recruit interested and qualified educators, and how to manage the coalition that is initiating the very effort to create the DL program. That coalition's energy is crucial, but energy is not the only necessity for launching successful programs- that is, they must convince the district that the programs are not only needed, but feasible. Although we are describing a single coordinator here, districts can productively identify and 'donate' additional staff time of other professionals, beyond the coordinator, who may also play a role in the planning. Sometimes bilingual liaisons or bilingual paraprofessionals have key experience as intermediaries between Spanish-speaking communities and the school system. Intermediaries can be important vehicles for helping include key constituencies--like Spanish-speaking parents interested in their children's enduring bilingualism--who can be overlooked.

[Image description: Photo of a young feminine-presenting Latinx student writing in a notebook.

While program budgets will be determined in the planning and operation phases, and while we firmly believe that a DL program has just as much of a right to full public funding as any other portion of what public schools do, it is worth acknowledging that, like any new program, DL programs have start-up costs (e.g., like hiring a coordinator, visiting existing DL programs, and first obtaining textbooks, etc.) that are exceptional to the costs of regular program operation. In this pre-planning phase, identifying and securing donations to help cover start-up costs can expedite program creation. While we are insistent that regular program costs should be regularly funded (i.e., part of school district's accepted operating costs), one-time costs are exceptional; obtaining funding for them can be vehicles for gaining community support and investment.

Timeline for planning

A much more detailed implementation timeline should be developed during the planning process; those who are providing support and resources will likely want to have at least a rough sense of how long the planning phase will take, when implementation is to begin, etc. While every program creation occurs in a different context, in general we do not recommend more than two years for a formal planning effort-- often 12 or 18-months is more realistic. The coalition promoting the creation of the program deserves to know when their efforts are likely to lead to implementation; energy will dissipate if the process is seen as taking too long, but good design does entail multiple steps. One cannot just decide to create a program and then the next day open the doors and expect to have a viable, equitable program. Once a point-person is named to lead the planning effort, the process moves from pre-planning to planning.

II. Planning

Vision

One of the first planning tasks is to lay out a vision statement for what the new program proposes to be. That statement needs to answer:

- Who is the program for?
- Why does the DL program exist, and what does it hope to accomplish?
- How can the access of the initially targeted populations be assured if/when the program gains popularity and disproportionate numbers of students from advantaged backgrounds start to try to enroll?
- In a society that too readily accepts monolingualism, how will the program's bilingual accomplishment be 'counted'? Saying that a DL program is 'good' because students are on grade level in content areas measured in district-required English language tests is insufficient for counting what a DL school is trying to accomplish.
- How will the program assure that the varieties of Spanish spoken by targeted students and their families (which may not be the same as the Iberian Spanish that has highest status in American educational circles) nonetheless are valued by the school?

Program Goals: Language model

Building on the considerations already begun in the pre-planning stage, a firm decision needs to be made here regarding the proportion of the program that will be operated in English and the proportion in Spanish. As already noted given the dominance of English in American society, extra time for cultivation of the targeted second language will likely be necessary just to keep students' development in both languages on pace. In turn, increasing evidence shows that students' translanguaging[1] is both a healthy and expedient practice. How and when translanguaging will be supported needs to be clarified. For example, in a DL program that includes a teacher who is bilingual but teaches in Spanish, and a second teacher who teaches in English but is monolingual, students use of translanguaging with the English teacher will be unsuccessful not because of a student's linguistic competence, but rather because of a teacher's limitation. The language model planning needs to account for not unwittingly creating spaces where bi-/multilingualism counts less than use of English only.

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[1]Translanguaging references students drawing from more than one language in their growing linguistic repertoire at the same time.

Program Goals: Develop cultural goals

Bilingual programs do not just feature curriculum that is translated into the partner language. Because language and culture are so closely entwined, curriculum must include cultural elements/practices/traditions/perspectives of all students in the program, and in particular, the cultures of speakers of the partner languages. As such, it is necessary for programs to delineate cultural goals along with linguistic ones. As part of the development of cultural goals program leaders might consider the following:

- Will there be cultural events?
    - ⇒ Who will develop them?
    - ⇒ How will they be funded?
    - ⇒ Who will help organize them and participate in them?
- Will there be thematic units?
    - ⇒ Who will develop them?
    - ⇒ How will they be funded?
- What safeguards will be deployed to assure that cultural events and thematic units include all the school's constituencies, avoiding practices that are about a group instead of planned with them?
- As the program grows, how might older students participate in/lead activities for the younger ones?

Location (physical and virtual)

Location of the school matters and is very connected to whom the program serves. Consider:

- Is the program convenient for heritage learners and their families to access?
- Will the program be hosted in an existing school or in a separate stand-alone location?
- If the latter, is it viable to start in the stand-alone location, or should that be a goal in, say, the third or fourth year of implementation when the program has grown from an early grade classroom or two to all or most of an elementary program?
- If the program starts at an existing school physically, should its existence be heralded on that school's website, or should the program's virtual presence always be a separate identity from a preliminary or enduring 'host' school?
- If the program is always intended to be part of a larger school but enrolls half of that school's total enrollment, does the website adequately share that the DL program counts as much as anything else that the school does?
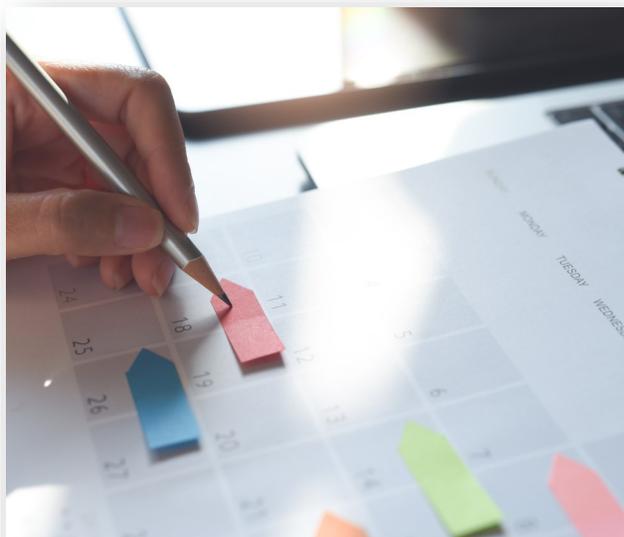
Establish timeline for program initiation and building to scale

It is recommended to implement the programs gradually, starting with the lowest grade level (e.g., Pre-K or K), with two grade levels together so that "there is a larger group of teachers to share experiences, ideas, frustrations, and successes" (Soltero, 2016, p. 37). Starting with just a single grade (e.g., kindergarten) and just a single teacher leaves that single teacher quite isolated in the first year and, as such, is not recommended even as the larger point holds that starting small and growing is usually expedient. This means the timeline for implementation needs to describe not just what will be in place at the program's opening, but how it will grow over time. Ultimately, there should be at least some preliminary articulation of how the DL program will continue after it grows beyond the largely self-contained classrooms of elementary school. DL programs in middle school and high school look different (given those levels' typical division of teaching into different subject areas and different classrooms and teachers) and face different design challenges. However, if the DL vision ultimately does not extend past elementary school, the premise that both languages being taught are equally important and valued will be revealed as a lie.

[Image description: Photo of a person's hand, writing in a planner.]

Visit existing programs

Most of the tasks described after this one have already been pursued by an already existing DL school/program. Because of this, it makes sense to have those creating the new program visit existing programs. Other programs can share resources (e.g., versions of a DL handbook) and offer counsel about what has worked, what has been a struggle, and, in retrospect, what they would have done differently if they knew when they were starting their program.

Develop guidelines/DL handbook

While it should be self-evident, the DL handbook needs to be in two languages. More substantively, it needs to include the program's vision and its design so parents, teachers, and administrators alike know how processes are developed. The handbook needs to make clear how student progress in both languages will matter.

Identify possible teachers

Programs certifying teachers for DL education are becoming increasingly common and they can be looked to as a prospective source of teachers. However, particularly for program growth after years one and two (i.e., after there has been time to help a current district educator or paraprofessional to gain DL certification), the vision for identifying the teachers who will staff the DL program can include at least some features of 'grow your own.' While many dual language programs have had success finding bilingual teachers through programs that bring teachers from other countries, and this can be useful, schools and districts should be thoughtful from the beginning in creating opportunities for bilingual people from the community to receive formal training and credentialing to become educators at all levels within the dual language program. It is not enough to be bilingual; teachers need training and continued opportunities for professional learning that is linked to a network of other educators that can additionally collaborate. Creating opportunities for educators from the community can also help to develop and address language needs specific to the community.

Professional development/ teacher training

Discuss initial orientation and criteria for hiring, develop areas of focus for professional development (e.g., linguistic support for teachers, sociolinguistic considerations, language-specific instructional strategies), create opportunities or space for observation of other DL teachers (not limited to peer observations within the program), identify experts in the area that could provide support to program teachers and leadership (e.g., university professors, leadership from existing programs), and designate responsibilities to DL leadership.

Plan curriculum adaptation/adoption

Consider themes and texts relevant to and affirming of Latin/a/o/x communities such as stories in which students' linguistic and cultural identities are reflected in a positive light (Fránquiz, Leija, & Salinas, 2019) and counter hazardous ideologies that can seep into the teaching content. Make sure DL curriculum in language other than English (LOTE) is not just English in translation but is culturally relevant in the sense that it addresses or includes issues relevant to the minoritized language community. For example, it could include thematic units that address immigration rights or important historical events or cultural traditions to which students can relate and students not from this cultural background can learn about. Indeed, some English materials should be translations of materials originally in the second, target language.

Create curricular maps that address language-specific needs:

    a. **Example:** CVC words (three letter words that are consonant-vowel-consonant) are often a focus of early reading instruction in English-only classrooms, but an understanding of CV syllabication is more practical for early literacy in Spanish.

    b. **Example:** Students need more instruction and practice to acquire skills to accurately use verbs in Spanish than they do English (as there are more ways to conjugate any specific verb). This need is not reflected in most reading and writing curriculum (as they are often a very close translation to the English version).

Identify/purchase materials

In the planning year(s), the DL team should identify bilingual textbooks and curriculum sources for a variety of subject areas and begin allocating resources to purchase them. While this is an initial investment, just like any other program these resources need to be updated every so often. As such, administrators might consider ordering bilingual versions adapted for DL programs as soon as they recognize they will need new books even several years before the DL program has started. Having instructional materials in the language other than English (LOTE) are critical to the program's quality and effectiveness (Soltero, 2016). Besides textbooks, other materials include:

- online programs/resources
- reference books
- films
- digital tools
- maps
- music
- instruments
- manipulatives
- artifacts
- visual aids such as posters and signs

Bilingual and multicultural child and young adult literature are also important resources to make available. These are essential to developing students with cross-cultural competencies who have intercultural communication skills, and understand differences and similarities in customs, values, beliefs, traditions, practices and histories of various groups, which moves toward decreased stereotyping and racism/ethnocentrism/othering, and is part of the overall goal of the program.

Create program evaluation plan

Program evaluation is necessary to analyze how the program is doing, and to make improvements in the future to ensure that program goals of biliteracy, bi(multi) culturalism, and bilingualism are being met. Each program will need a plan for evaluation that is tailored to their own specific needs; as such, it is good to think about this as the program is being planned. It is recommended that evaluation occurs on a yearly basis, and that it addresses the program's challenges, accomplishments, needs, and elements to improve. Soltero (2016, p. 128-129) provides an excellent example of what a program evaluation and needs assessment might look like, as well as how it might align with programmatic goals in terms of students, teachers, families & community, instruction & curriculum, instructional materials, and leadership. Crucially, the program evaluation cannot just match the ways monolingual programs are evaluated; DL students' performance in English and/or academic outcomes is not

[Image description: Separate gears with words. The word are: implement, plan, improve, evaluate.]

enough. Consistent with the idea of mission statement evaluation (Green & Medlin, 2003), the evaluation plan needs to consider how the vision is being realized (or not), and how the implementation plan is being pursued.

Conduct parent information sessions/orientations

Ultimately DL programs do not exist if there are no students wiling to enroll in them. So the planning period needs to include strategies of recruitment. These strategies, in turn, (from a planning backward standpoint) mean that other decisions about program design need to be determined so that the planned program can be described to prospective parents and their children. Education of parents about the value of the program and commitment to it, as well as school culture and norms and resources is important. Strongly recommended is the use of a letter of commitment signed by parents and the school as a "symbolic formal agreement between families and schools" (Soltero, 2016, p. 65).

Create student recruitment plan

A very specific and well-communicated way of selecting students for the program, as well as criteria for waiting lists, must be developed. Recruitment plans should consider how different groups might be attracted to the new program.

In making sure the programs are available to who needs them most, it is important to identify students' eligibility for transitional bilingual or ESL services. A key equity premise of DL programs is that they allow students to develop rather than ignore a language capacity that is relevant in their household/ community. So DL programs not only allow those from the dominant language group to develop a second language, but they also allow heritage language learners to keep and develop their first. Identification of these students (i.e., usually the identification of students with some developed Spanish skills because of home and community tie-ins) is often determined through a Home Language Survey (HLS). However, studies such as Catalano, Kiramba, and Viesca (2020, p. 10) note that sometimes parents do not choose to identify their children as speaking a different language at home because they do not want their children in bilingual or ESL classes because those classes have been stigmatized. Irrespective of whether such characterizations are initially accurate, they can become self-fulfilling prophecies if broadly believed. Recruiting students with initial skills in Spanish may require overcoming parental skepticism of the HLS or even the proposed dual language program.

While the HLS is usually helpful in identifying a Language Other Than English (LOTE) spoken in the home, it does not reveal proficiency levels in the partner language. Hence at initial enrollment, it can be helpful to have informal (and low anxiety) conversations with students to clarify proficiency. Proficiency checklists (Soltero, 2016, p. 51) in which evaluators can note things such as ability to respond to commands or questions and production of language (e.g., one-word, phrases with errors, phrases with no errors, extended conversation) to place them on the bilingual continuum (Valdés, 2005). Staff also need to consider that due to a variety of factors, including "self-shame" students

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[2]We note here that this is much more complex than it appears, and although we do not advocate for an approach that separates children's languages and ignores the holistic nature of their linguistic/cultural repertoire (García & Kleyn, 2016), for reasons of equity and in providing access to those who need it most, an initial categorization of students into language/cultural groups is recommended for initial placement purposes.

[3]L1 refers to the learner's first language or the language they are most comfortable speaking in, recognizing that for balanced bilinguals, this might be two languages.

may have already developed about speaking their home language due to ideologies spread in the wider society, "this type of oral test might not always produce reliable information" (Soltero, 2016, p. 50). Experts also recommend that later in the program official language assessment instruments such as the Center for Applied Linguistics' Student Oral Proficiency Assessment and Oral Proficiency Exam (which include hands-on activities) might be a more accurate measure of language proficiency.

[Image description: Icon of 3 persons in a row, with a magnifying glass on the middle person.]

Enrollment and placement procedures

Before the initial year of the program, it is important to have a plan in place for admitting students to the program and for class or course placement. The way this is done depends on the type of program. DL programs must ensure a balanced number of students from each language/cultural group are enrolled to begin with[2]. Furthermore, if the program uses a sequential initial literacy approach (not recommended by experts such as Thomas & Collier, 2012) in which students learn to read and write first in their L1(s)[3], a system is needed to determine which language group the students will be assigned to, keeping in mind there are students that could fit into both groups (Soltero, 2016, p. 49). A 'balanced number' of students usually means that when the program starts there is an equal number of students who speak either target language (i.e., of those who know Spanish wanting to add English and those who know English wanting to add Spanish). Getting an exact match can be difficult, but having Spanish count equally is difficult in any program that has less than 40% of enrollees with Spanish as a heritage language. In contrast, given the dominance of English in American society that constantly reinforces the utility of developing skills in that language, a lower ratio of students starting with English dominance can still become a successful DL program. In other words, a 70/30 split with 70% starting with Spanish vs 30% starting with English might be viable, but the reverse is unlikely to be. Given these realities, a DL program may be open to new enrollment of students of one linguistic profile, but not the other. It can be politically complicated to deny an English-speaking student space in a program that still has space for more Spanish-speakers, but program integrity can demand on holding firm about enrollment balance.

In terms of placement into DL programs, new monolingual English-speaking students are generally not admitted beyond second grade. On the other hand, for a variety of reasons, we recommend that procedures for admitting bilingual or monolingual speakers of the minoritized language be more flexible. Since these students are also learning English, they will benefit from the bilingual teachers' expertise in making input comprehensible as well as the transfer of literacy skills from the L1. In particular, if the student has had academic development of the L1 from previous schooling in their country of origin, they would be well placed in the dual language program because their academic skills in the partner language would match the level of the other students. Even though they would be behind in English, they would be behind in English anyway. In the case of students that have little to no academic preparation in Spanish and are new to the program, staff could make the decision based on available supports. Here is another place where equity issues come to the forefront since even though the student may be behind academically in the partner language (which is often the reasoning why they are not allowed to add the program after second grade), the advantages for minoritized learners of being in a program that strengthens, values, and affirms their linguistic and cultural heritage can outweigh academic challenges.

Family and community participation
Parent involvement does not end at the recruiting stage. How families will continue to be involved in the school (e.g., how they will participate in the PTA if the DL program is only part of the school) all need to be considered in advance of the new program's implementation. Teachers within a DL program have the valuable ability to communicate effectively with all parents in schools with high numbers of English and Spanish-speaking families. A strong parent participation/communication program should be expected and pursued.

III. Launch/Initial Implementation

Designate responsibilities

Designating responsibilities around the programs is essential in order to make sure tasks are done, but also to ensure an equitable division of tasks among principals, curriculum specialists, program coordinators, teachers, and their assistants. Well thought-out programs take care to consider who will order materials and who will organize them. In addition, they designate who will be in charge of sending program-specific letters in which language(s) and getting the correct versions to the right families. Often in smaller districts translations fall upon classroom teachers who have more than their share of responsibilities and do not have specific training for translation of official documents (Colomer & Harklau, 2009). If this is inevitable, it both needs recognition (compensation) and professional development support related to translating could be warranted.

Decisions must also be made about who will assess students' language proficiency levels and place them in the programs, and what the daily schedule is for each classroom. These decisions depend on how languages are separated by teacher, time, place, content, and/ or theme. Program administrators must also decide who the point of contact or spokesperson is when the DL program team would like to make changes in the program, who will organize/provide professional development for the DL staff, and finally,

[Image description: Photo of a laptop on a desk, with the word "delegate" written on wooden cubes in front of it.]

who will make decisions about the program. Miramontes et al. (2011) highlight well what administrative support for programs serving emergent multilingual students should encompass. In the case of many of these responsibilities, power and decision-sharing partnerships with families ensure increased equity and a commitment to the programs. (See next section for more.)

Family involvement and participation

It is critical that schools have open communication with families and a plan to continue to engage parents/guardians in the school once their children are enrolled in the program. This means that bilingual staff should be available as points of contact once parents enter the school or even as children are entering the building in the

morning. Earlier we discussed educating families about the value and expectations of the programs. At initial implementation of the programs, it is important to validate the important role of parents in developing positive attitudes about the program and recruiting future students to the programs. To do so, parents should be made partners in the program and have a say in the curriculum and other program aspects.

In order to ensure equity, it is important that meetings with parents are held at convenient times and places in order to give special consideration to working families. One way to create a cohesive and integrated program in which parents from different backgrounds work together and all parties have input is to have meetings for all parents at the same time, using colanguaging techniques for the presentation of information. *Colanguaging* is "the strategy of presenting many languages side-by-side so students with different linguistic profiles can make meaning" (García, 2012, p. 240). Adapting this strategy for parent meetings means when one language is presented orally, the translation in the other language is visible on the screen. Ideally, the language on the screen and the oral language are frequently switched and bilingual staff members present all the information moving back and forth among languages when necessary (e.g., translanguaging) so that all parents can understand. In this framing, all information is not just translated orally as this takes too much time and can become tedious. Instead, the parents who aren't comfortable in the language presented orally know to glance at the screen when they don't understand what is being said. In addition, intercultural communication activities should be built into the program to teach both cultural/linguistic groups the school language they are less familiar with--or don't know at all. For example, ice-breaking games, such as putting the parents in mixed groups and flashing a word important to the meeting that day (such as *award ceremony* or *homework help*) on the screen, then asking parents to work together to translate for each other. This way parents can continue to develop their own proficiency in both languages while building a cohesive community that is not segregated along cultural and linguistic lines.

It is essential to point out that it is up to the schools to actively plan these types of events and to make sure that minoritized communities are prioritized in these spaces. In the case in which more than one minoritized group is present (e.g., Sudanese families in a Spanish/English program) it would be important to monitor whether one cultural group is dominating and asserting more voice and decision-making power over the other. When family engagement is encouraged together with frequent intercultural interactions that are built into the programs, families from minoritized groups feel more comfortable attending events, and the program becomes more equitable because all

groups have power in decision-making regarding the programs. Partnerships with community advocacy groups, having older students (e.g., bilingual middle or high school students) help as volunteers, and actively collaborating with bilingual paraprofessionals and liaisons can all be part of strategies to assure that meeting spaces feel welcoming.

Provide collaborative planning time

Collaboration time must be built into planning time. Not only should DL teachers have

[Image description: Masculine-presenting Black person who appears to be explaining something to another person.]

time to work with their grade-level peers, they should also have designated time to collaborate with each other, share ideas, and solve problems. This should be worked in as much as possible, ideally several times a week, including some professional development meetings when school is not in session. Of course, this will look different if the DL program operates as its own school or as one program of several in a bigger school.

Language equity issues

This theme is so big and so central that we parse it into five subthemes to assure that relevant considerations get raised.

> **Separation of languages?** Researchers and DL advocates now know that strict or rigid separation of languages in DL programs is no longer as necessary nor desirable as previously thought. In fact, as de Jong (2011) notes, "keeping the two languages separate for instructional purposes is a highly artificial practice for bilingual individuals" (p. 215). Instead, more flexible approaches that capitalize on the natural language practices of bi/multilinguals as a pedagogical tool (i.e., *translanguaging*), while recognizing and valuing the hybrid nature of language practices by bi/multilinguals are encouraged (García, et al., 2017). However, there is still some disagreement in the field as to whether there should be any separation at all.

Protecting allocated LOTE time. Scholars who research equity in DL programs (e.g., Cervantes-Soon et al., 2017; Fránquiz et al., 2019) argue that official language allocations need to be made at the program model decision level in order to ensure that the LOTE is developed academically to the same extent as English and that there is equal time and space in the curriculum for both languages. Once school leaders have decided on the model (e.g., 50-50, 80-20, etc.), it is important they make efforts to protect the percent of school time allocated to the LOTE. Otherwise it can lead to less time for students to develop proficiency in this language. A program that de facto values English more than the LOTE is not an equitable program.

Utilizing translanguaging. Teachers can incorporate translanguaging by using either language as a bridge. They can also encourage students to consider different forms, structures, and lexical items across all of their languages (including languages not part of the curriculum but spoken to some degree by certain students). In addition, they can ask students to translate across languages or encourage bilingual books and dialogues in their classes, as research shows all of these things are beneficial to students. It also means that teachers should be encouraged to ask students to share how they say certain vocabulary words used at home (i.e., nonstandard varieties) while sharing the standard variety at the same time. According to Fránquiz et al., (2019), how students' language practices and cultures are valued (or not) "are key sites for understanding the development of students' emerging identities, languages, and literacies" (p. 136). So, while officially designating language time in order to protect the development of the LOTE is important, it is also important that teachers encourage students to use the linguistic resources they have from all of their languages (and language varieties) without calling out strict boundaries in their instruction. Fránquiz et al., (2019) demonstrate how this can be done in the teaching of literature in which they utilize bilingual books (e.g., *Friends from the Other Side/Amigos del Otro Lado*) and are able to have in-depth critical conversations about issues such as immigration. Teachers are able to utilize their linguistic repertoire by opening up "interactional spaces where students use all linguistic resources to master skills, develop positive identities, and integrate learning across the domains of home and school" (Fránquiz et al., 2019, p. 141).

Elevating the status of the LOTE. Another issue to consider that relates to language allocation is how to push back against hierarchies of languages and their speakers which are often reproduced in schools (García & Kleyn, 2016;

Snow, 1992). One way to do this is to elevate the status of the LOTE by creating a positive environment in which the LOTE is seen, heard, and used in school signs throughout the school, including in the office, library resources, auditorium, cafeteria, playground, and other places. There should also be work in the LOTE displayed in the hallways, and cultural/school events such as award ceremonies, assemblies or even snack time. The valuing of both languages needs to be constant, pervasive, and obvious.

Motivating students to use the LOTE. In addition, websites and other official communication sites should be bilingual, with LOTEs coming first. This sends a semiotic message of the LOTE's importance, and asserts that English, although the dominant language, is not the only one that matters. Finally, as Soltero (2016) notes, it is not uncommon for DL students to begin to lose interest in using the LOTE in third or fourth grade. As such, it is important to find ways to motivate them to use the language and to designate specific times to do so. Some ways to intrinsically motivate students to use the language include pen pal activities, interviews with community members/ service-learning, and home-school journals in which students write about their day to a relative/friend that does not speak English. Some extrinsic types of motivation to get students using (and hence continuing to develop) the LOTE include rewards and recognitions like the Seal of Biliteracy (see **Key Terms** section). Soltero (2016) suggests the creation of bilingual products such as "books, poetry, songs, pottery, or projects like design-raps, rai or *reggaetón*, and writing bilingual plays or skits" (p. 56). The previously mentioned idea of having older students (from the middle or high school) engage in service-learning activities in the DL program that use the LOTE also reinforces the idea that the LOTE has enduring local value.

Scheduling and language allocation
Returning to the conversation on language allocation from above, scheduling is important in assuring the development of biliteracy and academic language in the LOTE. As such, it is crucial that administrators check that the language distribution aligns with the chosen model of language allocation. This does not mean that translanguaging can't or shouldn't happen (as it certainly is encouraged), but it does mean that times designated for the LOTE are protected. Often language allocation ratios change by grade level with, for example, a program starting with a 90/10 model (meaning 90% of school time is designated to the LOTE), before transitioning to 50/50 once the value of learning both languages is clearly established. As ratios get determined, it is useful to note that students usually spend additional periods daily/

weekly in music, art, and PE—classes that are usually taught just in English. Such a check, could help the administrator calculate that the actual amount of LOTE time was reduced, with the implementation model than recalibrated back to the desired percentages of instruction in each language. Any reduction in the proportion of LOTE instruction needs to be careful not to diminish the value of the LOTE. It also needs to remember that LOTE learning gets correspondingly more complex as the curriculum gets more complex. So, it is important that schedules are planned with the language allocation in mind (see Soltero [2016, pp. 58-62] for good examples of what these schedules could look like). Translanguaging practices should continue to be encouraged within the classrooms as long as they provide ample time for the academic development of the LOTE.

[Image description: Graphic of the word "hello" in several languages.]

Importance of school leadership
The most effective and long-lasting DL programs have had school leaders who believe in the enduring value of bilingualism and biliteracy, who understand theories of first and additional language acquisition, and who embrace multilingual ideologies that promote multilingual, multicultural societies. They also have strong long-term plans for the programs and know how to advocate for them (Dentler & Hafner, 1997). In essence, strong DL leadership is fundamental to the programs growing and thriving. Everyone, from paras/teaching assistants to teachers to administrators needs to have an understanding of multilingual ideologies and pedagogies, and support and have knowledge of the program goals and daily goings on (Miramontes et al., 2011). A good leadership team should consist of a program coordinator, principal/assistant principal, and grade-level (in elementary) or content area (in middle or high school level) representatives--but should also include representatives from other areas such as librarians, coaches, and special education teachers (Soltero, 2016). In a stand-alone DL program where the school and the program are the same thing, the leadership team's reflection of the DL program should be comparatively easier. However, when the DL

program is part of a larger school, inclusion of the DL program's leader as the only representation of the DL program on the leadership team can be problematic. As Miramontes and colleagues (2011) have noted, the stakeholders in the DL program, like any other stakeholders, need to be seen as part of the school's collective constituency. That collective inclusion needs to be reflected in the leadership team's constitution and mission.

Ideally, this leadership team should speak the partner language, know federal and state rules and guidelines for DL programs, and contribute to teachers' professional development. Successful leaders of DL programs are often adept at hiring motivated teachers who they support with mentoring and other support programs, encouraging and supporting their professionalism, creativity, and autonomy, and involving them (along with parents, students, and community partners) in decision-making procedures (Soltero, 2016). Additionally, effective leaders create a collaborative and positive school climate starting with promoting a sense of "bilingual and cultural pride among all stakeholders," and they work toward what Soltero calls the "Essential 5 C's:"

- *cohesion* (connections among curricular areas)
- *consistency* (instructional materials, student engagement, assessment, routines, etc.)
- *coordination* (across and within grade levels)
- *compatibility* (among all school programs)
- *commitment* (long-term training, time, effort, funding) (2016, pp. 114-115).

Teacher training/ professional development
As also mentioned in the **Planning** stage section, teacher training and professional development needs to be on-going at all phases of implementation. Just because a teacher is bilingual does not mean they understand practical procedures and strategies for working in bilingual/bicultural environments, nor issues of equity and how to address them in their own classrooms. As such, teachers already recruited in the programs (if they don't already have them) should be encouraged and supported financially, logistically, and emotionally to obtain ESL and DL endorsements. It is essential that DL endorsement programs attend to the dynamics of language and power in order to ensure they don't become "enrichment foreign-language immersion to middle- and upper-class white children" and hence become a "lost opportunity for transformation" (Palmer, 2010, p. 11).

Endorsement programs should include opportunities for teachers to continue developing high academic proficiency in the LOTE as well as DL classroom strategies, such as language color-coding. Furthermore, they should include opportunities for teachers to learn about multilingual pedagogies that include social justice stances such as translanguaging and language variation/contact. Endorsement programs should also address heritage language pedagogy and consider how to counter program gentrification trends (Palmer, 2011). Finally, they should model ways in which non-standard varieties of the LOTE can be valued within and outside the classroom and how to use "identity affirming texts" that are fundamental to a "humanizing pedagogy" (Fránquiz et al, 2019). Besides endorsement programs, professional development opportunities should be given for teachers to continue their development of academic vocabulary in the LOTE, to learn local varieties of the LOTE, and to take into consideration new research that focuses on issues of equity in the programs such as Cervantes-Soon et al. (2017).

Transfer policies

Having a plan or policy in place for students that want to transfer into the program is essential at this stage in the program. This needs to be supported by knowledgeable staff who are able to assess and discuss language ability and proficiency in both languages. As we mention in the *Enrollment and Placement Procedures* section, it is crucial that administrators or other members responsible to return to the question of "who are the programs for" as they make these decisions. This means that they consider whether the students still in the process of acquiring English would have a simpler time in an all English classroom with English learner support staff. If the answer is no, then for reasons of cultural responsiveness and positive identity development, staff should be willing to give these students a chance in the DL programs even if they arrive at a later grade level, providing academic support for them in the LOTE when necessary. We do not recommend adding world language populations later in the program because they may struggle, and teachers will subsequently feel pressure to lower the academic level of the LOTE while maintaining high levels in English. This again disadvantages students who speak the LOTE mostly/only and need the programs to access the content in a language they understand better as opposed to world language populations who can access content in their home language (English).

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[4]Of note, this welcoming of translanguaging does not apply to assessments specifically measuring language proficiency

Assessment of student learning in both languages

DL programs claim to develop bilingual, biliterate, and bicultural students. However, often the assessment of these capabilities happens in the dominant language only. Hence students in the early stages of acquiring English are disadvantaged. Translanguaging is an important theoretical foundation to remember when considering assessment. That is, if we want to assess content objectives only (e.g., orders of operation in a math class), it should not matter what language the students are assessed in and we should not restrict the linguistic means through which an emerging multilingual student can express their understanding.

This also brings up an important point about how content is delivered across languages. If the program model always delivers content in only one language, will the students ever learn the academic language for that subject area in the other language? To ensure development in both, most programs have some way of alternating the language of each subject area (e.g., weekly, monthly, thematically). However, it is up to teachers to bridge this content among the two languages by asking students to remember the words learned in the partner language for a particular concept and make connections. This is another reason why having all bilingual teachers in the program is ideal, because they are more suited to translanguaging and bridging the content for students if they know the academic language in both languages. Further, it is essential that assessments allow for students to share their knowledge of the content in whatever language they feel most comfortable in, or in both languages[4]. Students should not be penalized for moving across languages in content area assessments. Given this, teachers may need support in assessing a given student's understanding.

Another important point about assessment of DL student learning is about high-stakes testing. While such testing presents profound equity issues over and apart from any particular issues specific to DL programs (Au, 2008), because high-stakes testing has frequently been implemented before DL-program students have had a chance for cognitive social and academic benefits of bilingualism to kick in and then wrongly used as evidence that the program is not effective, it is recommended that high-stakes tests not be used as evaluation tools until the 6th grade level for students in the program since Pre-K or Kindergarten. Even at 6th grade and higher, high-stakes tests have profound flaws and limitations, but those flaws no longer make DL programs specifically vulnerable. Studies such as Thomas and Collier (2012) document that 6th grade is about the time when, even using the flawed metrics of so many high-stakes tests, students in DL programs often begin to out-perform their non-DL peers.

Dual language family council/yearly parent meetings

As already noted, it is imperative that families share in program decision-making and leadership roles. This remains this case even when a program has become well established and its continued existence is no longer in jeopardy. A Dual Language Family Council can be one way to foster and sustain shared decision making, especially for families of students with immigrant backgrounds who are still in the process of learning English. It is important when creating a family council that there is a clear purpose defined and that guidelines articulate how frequent meetings will be, how they will be conducted (logistically and in which languages), how decisions will be made, and what the responsibilities of members will be (Soltero, 2016). Once these guidelines are in place, the council can begin to take on a variety of tasks, such as gaining parent support for cultural events, awards ceremonies, guest speakers, and workshops. Family councils can also play an important role in equity of the programs because they can advocate for fair assessment procedures (or the reduction of high-stakes testing), the expansion and continuation of the programs, and community partnerships. But, just as with the emphasis on balancing language use (to assure sufficient LOTE support) and balancing enrollment (to assure heritage language learners are not outnumbered and dominated by students who bring in English as their first and dominant language), there needs to be attention to ensuring family council participation is balanced. Too often parent leadership in DL programs gets dominated by parents from more affluent backgrounds where English is the dominant or exclusive language. That needs to be actively monitored and controlled/limited when necessary.

[Image description: Feminine-presenting parent in hijab walking away from school, hand-in-hand with two feminine-presenting elementary-aged children.]

Along with family councils, bi-annual or annual parent meetings should be organized—including those parents not on the family council—to provide materials and resources for parents to support language development at home, to review DL program expectations and procedures, to provide parents with a chance to ask questions, and to grow the program as a community within a community. The point is that family councils

can be key sources for assuring parent voice in planning and decision-making, but they do not readily substitute for broad parent participation in the program's overall operation.

Community outreach/partnerships

As the DL program continues to develop, connections to community remain important, especially for protecting the continued valuing of the partner language (or LOTE). These connections can provide opportunities for meaningful use of the partner language outside of school and home to enrich students understanding of place(s) to which language is a resource. This is additionally important when considering the development of student identities, as language is closely tied to identity. Thus, partnering with families and community to bring in culture/s and language/s of the students can enrich language and identity development. One example of a community partnership program is the Parent Mentor Program[5] (Soltero, 2016) in which parents participate in leadership training and are then assigned to classrooms where they receiving mentoring by the teacher. After they complete one hundred volunteer hours in the program they are paid (see www.lsna.net in Additional Resources appendix for more information).

Continued professional development

At this stage in the program, it is important to note that professional development should be ongoing, and regular. Even after teachers and administrators have received initial training, endorsements, and increased education about the inner-workings and ideologies behind the programs, it is important that they keep learning and growing, and are supported and provided opportunities to grow as the teachers and administrators/ staff that make up the DL team. Mentoring programs between experienced teachers and new teachers are important for sharing resources and providing a network of support. In addition, sending teachers to professional DL conferences, such as La Cosecha[6], or CARLA's International Conference on Immersion and Dual Language Education[7], is an excellent way for teachers/staff/ administrators to connect with other programs undergoing similar issues/challenges/positive events so that they can exchange ideas and gain important human resources in continuing to improve the

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[5]Note: this kind of program is very different from the parent education programs that are sometimes directed at newcomer parents and which, in their paternalism, can manifest what Villenas (2002, p. 17) has called "benevolent racism," which isn't really benevolent at all.

[6]Describes itself as the largest DL conference in the country

[7]CARLA references the University of Minnesota's Center for Advanced Research on Language Acquisition, which initiated this conference back in 1995.

program. Bringing in experts in the field to share their DL research with the school staff and families as special guests is another way in which the DL team can grow and learn. If possible, international exchanges in which the DL team can visit other DL programs (or monolingual programs where many of their students originated from) can do wonders to help them understand where some students and families are coming from, while helping participants improve or expand their own bi/multilingual repertoires.

Attrition/retention of students

Student attrition is often an issue in DL programs due to a variety of factors. First, the dynamics of pioneering a new program can be different than taking it to scale, as the personalism and small scale—everyone being known well—necessarily fades and what makes the program attractive to some changes. Second, as new programs reputed for being innovative and offering something valued (e.g., the chance to learn an additional language), DL programs can get caught up in cycles of popularity that

[Image description: Elementary-aged Latinx students of various gender expressions, sitting at desks in a classroom.]

can then fade when the next 'new' program roles out (which may have no intended relation to DL). Third, a program can struggle if/when parents with more social capital (i.e., usually White parents with professional backgrounds and advanced educations) get frustrated that a program does not have space for their child, but does for have space for a student from a working class family whose parents speak Spanish. We name all of these (a) to point out that some attrition is normal, but (b) to position programs to anticipate tensions that can lead to attrition and to try to head those off while protecting the integrity of the selected DL model. Resisting the "gentrification" of DL programs (where targeted working-class students and families of Color get displaced by White middle-class families eager to have their children 'add a second language') can be hard. But that can be mitigated by regularly reiterating the importance of balanced enrollment for the quality of the program and the realization of its equity goals. The task isn't to 'resist' parents who are eager/feel entitled, but rather to protect core program features. Interested parents need to understand the strategies necessary to keep the very program they're attracted to both successful and mission-responsive.

Programs that stay true to their mission and that keep various stakeholders (e.g., teachers, students, parents) invested in that mission will have less attrition, and will be more successful.

Retention of teachers/strategic hiring/pay
Retention of DL teachers is challenging in part because their skill sets are unusual and valuable, and districts with higher salary scales may be able to recruit them away. For new DL programs to be sustainable, it is important to have a recruitment and retention plan to build a pool of DL teachers. To do this, university partnerships in which student teachers can complete their field experiences in DL programs are key; this means programs must cultivate relationships with key contact people in university programs who can aid in preparing DL teachers, placing them in DL programs in need across their state. The DL programs can also share vacancies with the university contacts who might have more access to teachers in the pipeline. While any teacher can apply, those with previous ties to the area—particularly former students with heritage language backgrounds—can be attractive to recruit both because of their skills and because their existing relationship to the community can make them more likely to stay.

In terms of both recruitment and retention, inclusive programs that are known for their support of their teachers and students tend to attract the most qualified and experienced DL teachers and tend to retain them more often (Soltero, 2016). Principals should also have a replacement strategy lined up so that when a teacher leaves the school for personal or professional reasons, they can fill these positions with teachers who have expressed an interest in working in the programs in the past. It is worth mentioning as well that competitive pay is important and that, just like other exceptional skills, bilingualism in staff should be recognized and rewarded.

Another way to retain teachers is for schools/districts to subsidize their existing faculty's acquisition of bilingual or ELL endorsements, coupled with a commitment to keep teaching for the district for at least a three- to five-year period. Those who leave early would need to repay the subsidy that paid for their endorsement, but it seems like this population is more likely to stay given that they are already employed by the district and, in that sense, 'know what they are getting into.' When schools are not able to find teachers, they can recruit bilingual teachers from other states or abroad, and work with local officials for reciprocity in teacher certification. For international teachers this process is more complicated, and involves working with embassies or consulates to facilitate the process (e.g., Spain's Ministry of Education has partnered with several Midwestern states to offer exchange visitor teacher programs). While this can be an

expedient way to gain bilingual teachers, it comes with some caveats. For one, these are usually short-term contracts, and hence they do not solve the retention problem. Furthermore, these teachers will need much ongoing support in terms of understanding the local population, their language varieties, and adapting to life and schooling in a new country.

[Image description: Graphic of a person running, holding a megaphone. From the megaphone are icons which represent ideas and communication (gear, talking bubble, play button, envelope).]

Publicity/Media representation of programs
As the DL program continues, one mechanism for retaining students and teachers is publicizing the program and its successes through local media sources, brochures, and school websites. All of this communication needs to be thoughtful in terms of how the programs are represented linguistically, as well as who gets represented as DL students. A number of studies have analyzed the visual and verbal representation of DL programs, finding that often gentrification trends were present not only linguistically (by specifically targeting world language as opposed to heritage populations) but visually (by showing who is welcome in the programs and who is not by who is included or not included in images representing them) (Catalano, 2020; Freire et al., 2017; Valdez et al., 2016). Hence, it is important that publicity about the programs visually highlights the students for whom these programs are intended so that they and their families can picture them in the programs.

In addition, Catalano (2020) found that much like other areas of media discourse about education, visual or verbal discourse on dual language programs is often vague, or conjures images of traditional and archaic models of education that don't gel with what really happens in such programs. In addition, economic and career-oriented (i.e., neoliberal) discourses about why the DL programs were beneficial generally dominate the publicity, as opposed to discourses about maintaining family ties and affirming positive identities (Valdez et al., 2016). To improve public communication about the programs, Catalano (2020) recommends that programs proactively provide photos of heritage populations speaking with family, using their languages in natural ways in and outside of the classroom, and that they are shown in direct gazes (to provide more

intimate contact with the viewer and invite them to engage with them), equal camera angles, and close distances--as opposed to the more common long-shots in which there is no active engagement between the viewer and the subject. Further, Catalano (2020) advises program coordinators/administrators to control the narrative by insisting on talking about research-based benefits of the programs, but also finding parent and student volunteers to talk to reporters about the human and family benefits of the programs. Such steps will help attract and retain heritage/maintenance populations who stand to gain more by being enrolled in the programs.

Resource allocation and networking
Costs of DL programs are dependent on the "current state of the school's resources, budget, and qualification/knowledge of the staff" (Soltero, 2016, p. 123), but DL programs should not cost any more than any other high-quality program. Administrators in charge of earmarking resources need to make sure they allocate their budgets to areas that support the academic, linguistic, and sociocultural development of their students--as well as after-school programs, bilingual curriculum & materials, professional development, enrichment programs, and family programs. If additional funds are available (including what we called 'one-time' funds in the Pre-Planning segment), funds for cultural educational experiences or ensembles, fine-arts programs, and other cultural resources that support the continued academic, linguistic and cultural goals of the program should be allocated. There can be a fine line between wanting to assure that a DL program gets understood as neither 'cheap' nor 'expensive'. Cheap programs aren't valued and struggle to build and maintain quality, while expensive programs can be vulnerable to budget pressures. DL programs should get their fair share of resources to attend to their enrollments, although any new and growing program has start-up costs that diminish as a proportion of operation as the program becomes established.

Networking with other DL programs is helpful for both new and established programs. Social media sites (see our resources section) can also be helpful places to find resources and contacts, and of course as mentioned earlier, conferences that focus on DL education are excellent places to meet people in the same position with the same interests that could provide powerful alliances in the development and maintenance of the programs. For DL principals, networking can provide excellent support systems for issues that non-DL schools don't have, and to join forces with others to advocate for the programs. For example, in Chicago, the Dual Language Principal Consortium was formed to establish such a networking system and build community among DL leaders. Members of this group work together to address challenges including lack of

assessments for students in early stages of English acquisition, challenges in finding and hiring bilingual teachers, identifying materials, and educating others about the programs. Usually when enough DL programs are created in a state, a state professional development consortium can be created and often supported by the state department of education.

Advocating for the program

Advocating for the program, even after its implementation, is crucial to its sustainability. This means that members of the DL team will need to speak to community groups (e.g., Rotary Clubs, retired teachers groups, school boards) to garner and maintain support for the programs and highlight their many advantages. In doing this, it is essential to create an understanding of the reasons and benefits for the programs and to debunk common myths that surround their implementation. As we mentioned earlier, a DL Family Council can be one group that actively advocates for the programs and resources/ elements within the program that will increase equity for students and family buy-in. Parents and former students in the programs are sometimes the most effective advertisers of the benefits of the programs because they can speak from their own personal experiences and are usually the biggest fans of the programs. They have seen with their own eyes not only the academic, economic and career-oriented benefits the children gain from the programs, but the social and generational benefits that allow them to be proud and happy when their children can communicate comfortably in the LOTE with family and friends who don't speak English.

Assessment of program

As mentioned in our Planning section on an Evaluation Plan for DL programs, program evaluation and needs assessment must be ongoing and align with programmatic goals in terms of students, teachers, families & community, instruction & curriculum, instructional materials, and leadership. Continued comparative data/trends over the years can be used to demonstrate efficacy of the program, but also used to make adjustments over time. We argue that this assessment should be both quantifiable and qualifiable, as both types of data collection matter and communicate effectiveness in important ways. It is also important to reiterate the importance of giving students time in the program for the benefits of bilingualism to crystallize before testing students too soon. In addition, making sure that students are assessed in both languages is important to understanding whether they have achieved the goals of being bilingual, bicultural, and biliterate. Testing students in only the dominant language does not tell us about the partner language abilities, and undercuts demonstration of the program's full proposed value.

Planning for transitions to higher grades

Fully articulated DL pathways that go from Pre-K or K to grade 12 are the ideal model for DL education because they allow students to continue to develop both languages up to advanced levels of proficiency until they graduate high school. If fully articulated programs exist already in the district, then it's essential for the DL team to think about where these students will fall (in terms of levels of classes and content areas) at each level of their academic career, and which courses they will have available for them in which languages at the middle and high school levels. If the programs stop at the middle or high school level, the DL team will need to account for the previous instruction these students have had when placing them in the heritage learner programs with students that have not had prior DL schooling. If no heritage programs exist at the higher level and the DL program exists only at the elementary level, care needs to be taken in terms of how these students will continue to develop their languages without being stuck in classes that are way below their language ability level.

Note about equity and COVID-19

Although this guide was not originally planned to address inequities related to the COVID-19 pandemic, because as we write, we note that many local districts with DL programs have seen an increase in requests for financial, food, and other types of aid during the pandemic, we cannot avoid adding a short reference to the way in which inequities that already exist in DL (and other types of) programs can be exacerbated in a crisis such as this. For example, DL students, particularly those of immigrant backgrounds, often are more economically disadvantaged and vulnerable in a variety of ways which were heightened by schools being online (Duffy, 2020). First, students living in poverty will often have less access to high quality WiFi, which means they will have less chances to participate in remote learning. Some districts have attempted to rectify this by making WiFi available to families through bus WiFi hotspots or other means, or by providing Chromebooks to students with activities loaded or available on a jump drive. This ensures that these students don't miss out on important instructional time when they cannot be in class due to various reasons connected to the pandemic (Reist, 2020).

Besides school-related issues, DL students may also disproportionately suffer from COVID-19 because many Latinx and other immigrant groups are more likely to work in meat-packing plants or other 'essential' industries such as grocery stores that could not be closed during the crisis, and yet the children are home and need to be cared for (Gould, Perez, & Wilson, 2020). As a front-page headline in Nebraska's largest newspaper, the Omaha World-Herald, stated in July 2020, "Hispanics make up nearly

60% of coronavirus cases in Nebraska" (Duffy, 2020), even though that population forms less than 20% of Nebraska's total population. The communities where DL programs are most likely to operate and/or where they stand to best offer their equitable education benefits are among the communities most impacted by the pandemic. This is true not just in Nebraska, but also Kansas, Iowa, Minnesota, South Dakota, and other states in the Midwest and Plains Equity Assistance Center region.

Hence, as we end our planning guide that attends to equity issues in DL programs, we note that finding resources and attending to the basic needs of families in DL programs in times of social/economic crisis in which many parents are unemployed or working under dangerous conditions needs to take priority. DL programs at their best are communities; not just communities of learning, but also of care. It's worth noting that until we render societal inequities obsolete, DL students and people of Color in general will continue to suffer disproportionately in times of crisis. One essential way in which we as DL program advocates, experts, and teachers can contribute to a more equitable society is through more DL education, which allows children and families access to stable and affirming learning environments where there is content in languages they can understand, and networks of support that can be leveraged in difficult times.

[Image description: Four smiling elementary-aged Latinx students of varying gender expressions standing in front of a chalkboard. Drawn on the chalkboard above their heads are graduation caps.]

Additional Resources

Child Care Technical Assistance Network: Dual Language Learners Resources: https://childcareta.acf.hhs.gov/resource/dual-language-learners-resources

¡Colorín Colorado!: Dual Language Instruction: An Overview (Part I): https://www.colorincolorado.org/blog/dual-language-instruction-overview-part-i

Delaware Department of Education: Delaware Dual Language Immersion: https://www.doe.k12.de.us/Page/4502

Dual Language Education of New Mexico: Resource Center: https://www.dlenm.org/resource-center/

Dual Language Education of New Mexico: Store: https://shop.dlenm.org/guiding-principles-for-dual-language-education-third-edition

Engaging Every Student: Dual Immersion Spanish Resources: https://www.engagingeverystudent.com/dual-immersion-spanish-resources/

Gary L. Herod Elementary School: Online Resources for Dual Language Students and their Families: https://www.houstonisd.org/Page/118295

Guiding Principles for Dual Language Education, 3rd Edition: http://www.cal.org/resource-center/publications-products/guiding-principles-3

Immersion Education Research: Center for Advanced Research on Language Acquisition (CARLA): https://carla.umn.edu/immersion/index.html

Logan Square Neighborhood Association: Parent Mentor Program: https://www.lsna.net/pmp

National Association for Bilingual Education: Resources: http://nabe.org/resources

National Dual Language Forum: Resources: http://www.cal.org/ndlf/resources/

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About the Authors

Dr. Edmund 'Ted' Hamann is a Professor of Education Policy and Practice in the Dept. of Teaching, Learning & Teacher Education at the University of Nebraska-Lincoln. He began his career as a bilingual family literacy teacher and for five years was an Equity Fellow with the Midwest and Plains Equity Assistance Center. He and Dr. Catalano have coauthored pieces on gentrification and dual language programs and the legacy of the late Dr. Richard Ruiz. He also studies local educational policy responses to changing enrollment demographics.

Dr. Theresa Catalano is Associate Professor of Second Language Education and Applied Linguistics in the Dept. of Teaching, Learning and Teacher Education at the University of Nebraska-Lincoln. She teaches courses focused on dual language education such as Foundations of Bilingual Education and Spanish in the Content Areas as well as courses on world language education and multilingual learners. Her research focuses on world language, dual language, and English as an additional language, education and migration (including intercultural education and arts-based approaches to education) as well as the connection of language and visual communication to ideology, power and social inequality.

Dan Moran is the creator of and coordinator and kindergarten teacher for Fremont Public Schools' (Fremont, Nebraska) dual language program. He is currently working toward a graduate-level dual language certificate at the University of Nebraska-Lincoln. His areas of academic interest are language planning and policy, multilingualism, and dual language curriculum. He began his career as a teacher in Nebraska's oldest dual language program in Omaha Public Schools.

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Great Lakes Equity Center
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IUPUI

IUPUI School of Education
902 West New York St.
Indianapolis, IN 46202
317-274-6801 - llines@iupui.edu
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