“Mono-lingualism is the illiteracy of the 21\textsuperscript{st} century.”
“The more things change the more they stay the same.”

<table>
<thead>
<tr>
<th>Year</th>
<th>Changes That Open Us to the World</th>
<th>Constant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late 1970</td>
<td>Communication device: Human Ear</td>
<td>Parents: “Learning a second language would be a great idea.”</td>
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<tr>
<td></td>
<td></td>
<td>Me: “Sounds great. I Didn’t know I’d need it.”</td>
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<tr>
<td>1989</td>
<td>Computer</td>
<td>School Community: “How do we get a rigorous world language program into the middle school?”</td>
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<tr>
<td>1999</td>
<td>Internet</td>
<td>Education Task Force: “We need a world language program.”</td>
</tr>
<tr>
<td>2011</td>
<td>Smart phones – instant global connection</td>
<td>Cale Leadership: “We need a rigorous world language program.”</td>
</tr>
<tr>
<td>Present</td>
<td>All of the above and Snapchat and Apple Watch</td>
<td>Dual-Language Immersion for kindergarten through second grade – And growing!</td>
</tr>
</tbody>
</table>
“The more things change the more they stay the same.”

We don’t want our children to be caught in this cycle.
The Reality if you are five
“The Urgency of Now!”
Cale’s Dual-Language Program
Spring 2014
A National Perspective

United States Map – 2010 census figures of Spanish speakers
Why did Cale pursue Spanish Immersion?

- Bilingualism is powerful for all children
  - Increases Executive Functioning, great for critical thinking
  - Ideal for gifted learners
  - Connects to County mission to develop global citizens

- Unique demographics of Cale students
  - Growing ELL population in incoming grades
  - We want to honor student culture, student language
    - Build on students’ greatest asset – bilingualism
Cale Demographics

- 666 Students
- 38% Free and Reduced Lunch
What was the vision for the program?

**FLEX**
Less than 75 minutes per week.
Students gain basic spoken proficiency.

**FLES**
90 to 180 minutes per week.
Students gain conversational proficiency and some literacy.

**Immersion**
Half of all instruction is in a 2nd language.
Students gain near or full academic bilingualism.
A Staggered Start

Year 1 - FLES for Kindergarten
Year 2 - FLES for Kindergarten & First grade
Year 3 - FLES for K/1
  - IMMERSION for Kindergarten, First and Second
Year 4 - Add third grade immersion, grow program in kindergarten
Where Are We Now?
What’s the plan moving forward?

- We are seeing success
- Tremendous community support

We want to keep that going!
Creating Linguistically and Culturally Responsive Schools

Albemarle County Public Schools
ESOL Program
Creciendo Juntos
March, 2015
When Should We Begin to Teach World Languages?

Sensitive Periods in Early Brain Development

Graph developed by Council for Early Child Development (ref: Nash, 1997; Early Years Study, 1999; Shonkoff, 2000.)
Sequential Expansion in Elementary Schools

• 2-3 Elementary Schools each year will begin world languages programs.

• These schools will be selected based on a readiness assessment presented to the Department of Instruction.

• A budget initiative for schools that meet these requirements will be submitted to the board.
The Readiness Assessment

This readiness assessment will include the following:

• Selection of a language based on languages of staff and students, input from parents, other languages offered in the feeder pattern, and input from the business community.
• Selection of program model (immersion vs. pull-out) based on school size, mobility, and natural turnover in teachers.
• Plan for professional development and resource support for staff.
Opportunities throughout Our Region

Latino Students in Albemarle County Public Schools
Challenges

Reading SOL Pass Rates – Albemarle County vs. State of Virginia

- 2011-2012
- 2012-2013
- 2013-2014

- Hispanic Division
- Hispanic State
(Thomas & Collier, 2012) - Results of English Learner achievement aggregated from longitudinal studies of well-implemented, mature programs in five school districts and in California.
How does native language instruction affect outcomes for emergent bilingual students?

Two-Way Immersion

- Language minority students perform **better** on English assessments of math & literacy in dual-language programs than their peers in other programs.

- Native English Students perform **as well** as their peers on English assessments of math & literacy, in addition to learning a second language (Cazabon, Lambert, & Hall, 1993; Lucido & McEachern, 2000; Stipek, Alan, & Alarcon, 2001; Francis, Lesaux, & August, 2006).
What does this mean for you?
What action will you take as a result?
Organize To:

• Support the expansion of immersion programs in schools with high numbers of English Learners from the same language

• Support the expansion of dual language preschool programming for English Learners.

• Involve parents of English Learners in decision making and the boards of organizations that support the linguistically diverse community.
Keep in mind

+ Town Hall Meetings
  Dates and times available

+ “The urgency of now.”
Contact us for Support!

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