



Dual Language Enrichment (DLE) : *A Program of Choice*

Report for FWISD School Board
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February 8, 2011



Fort Worth
INDEPENDENT SCHOOL DISTRICT

Agenda



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- **Legal Requirements**
- **FWISD LEP Population**
- **Thomas & Collier Research Model**
- **Dual Language Enrichment (DLE) Instructional Model**
- **Questions and Answers**

Bilingual Program Legal Requirements



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Per 19TAC §89 Subchapter BB

- **Requires a bilingual education program for ELL students PK-5 if there are :**
 - 20+ English Language Learners
 - Same language classification
 - Same grade level district wide
- **Requires a bilingually certified teacher for each bilingual class**
 - An exception is requested for every instance that a bilingually certified teacher is not teaching an ELL student

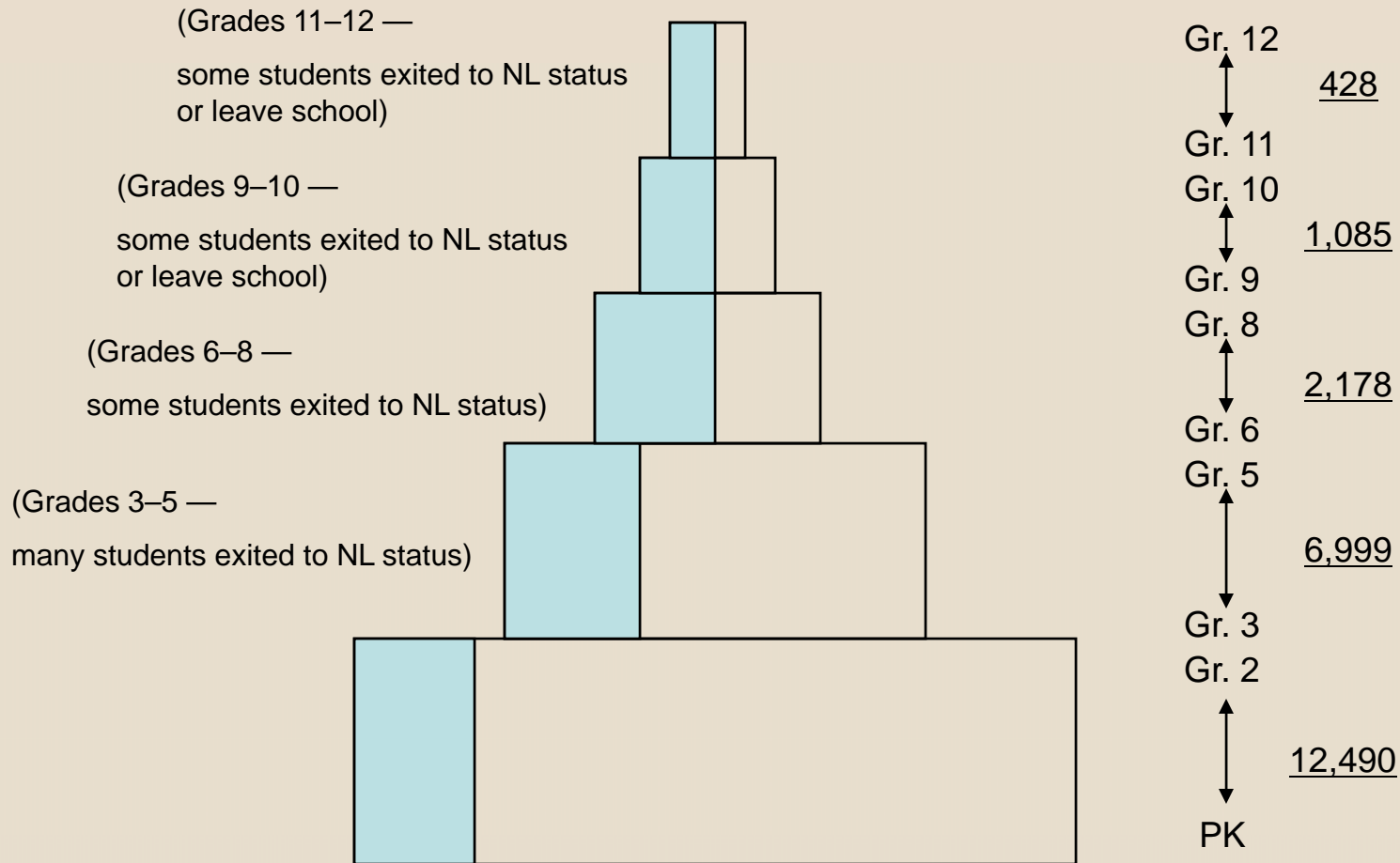
LEP Student Population



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2010-11

Total: 23,180



Immigrant = shading

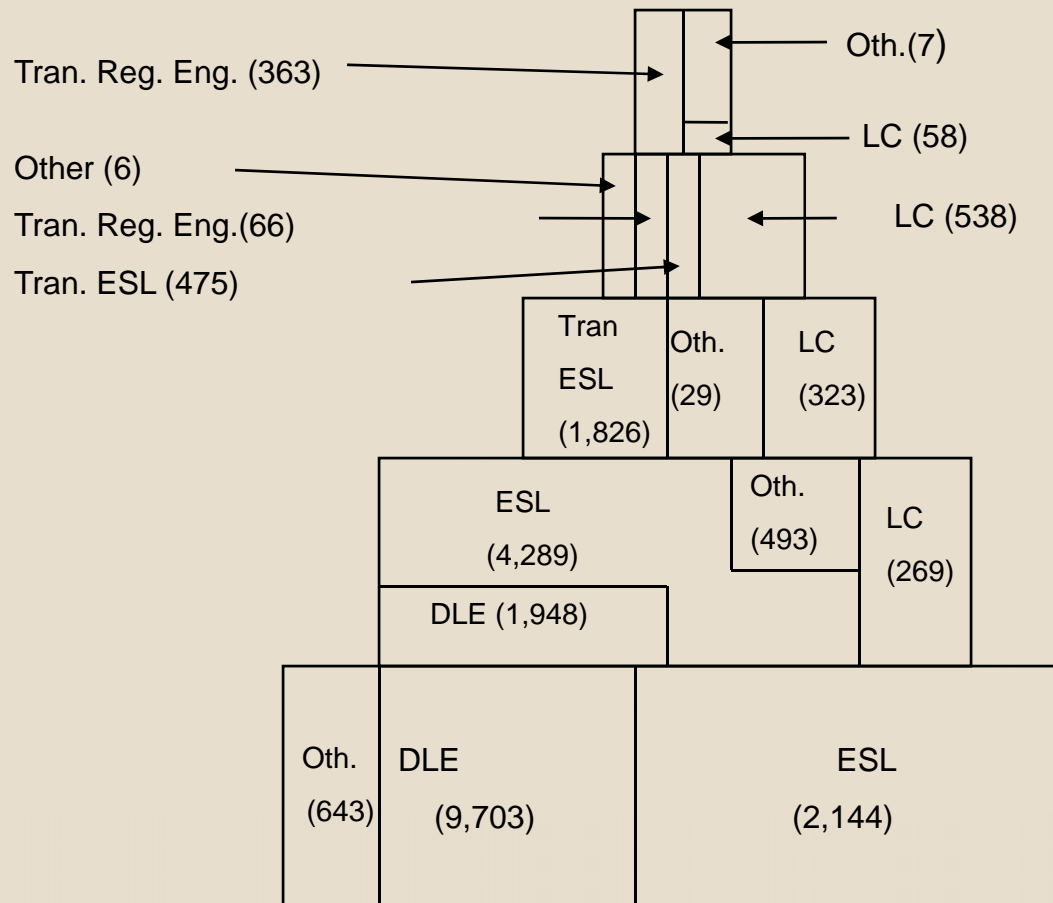
Non-immigrant = (no shading)

FWISD: Programs for LEP Students



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Total: 23,180

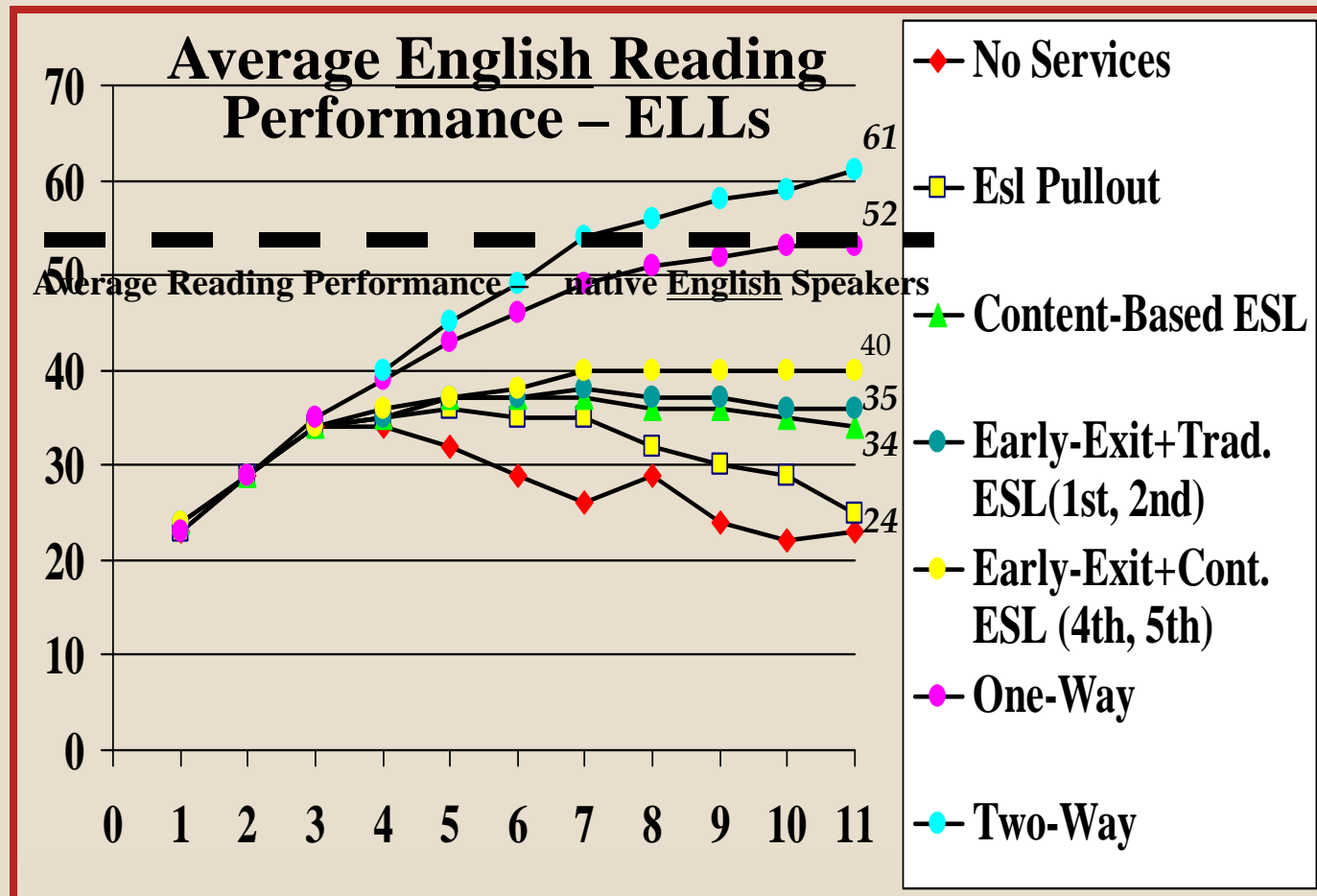


Gr. 12
↕
428
Gr. 11
↕
Gr. 10
↕
1,085
Gr. 9
↕
Gr. 8
↕
2,178
Gr. 6
↕
Gr. 5
↕
6,999
Gr. 3
↕
Gr. 2
↕
12,490
PK



National Research - Models for Educating Spanish Dominant Students

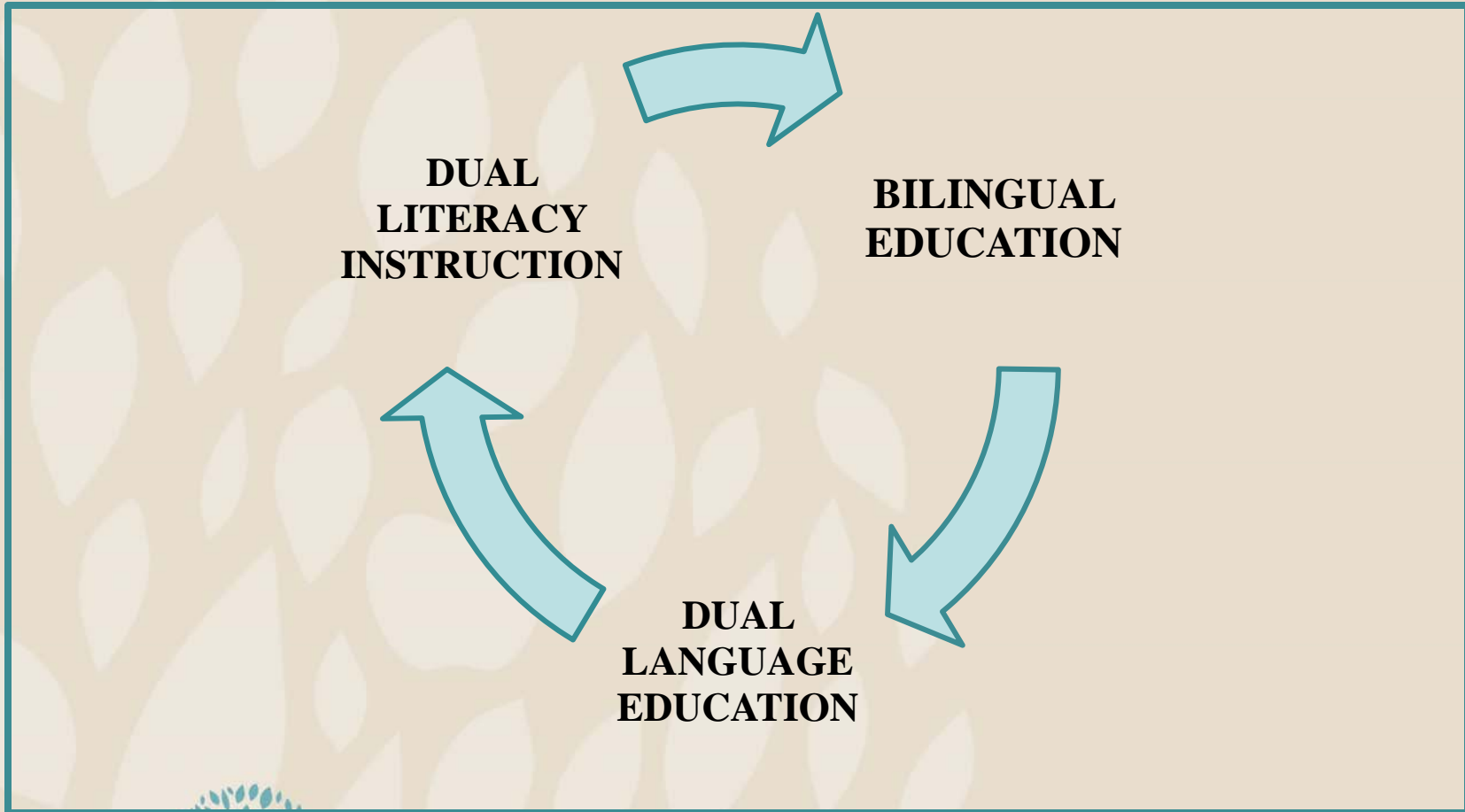
N
C
E



Grade Level

(Thomas & Collier, 2002)

PARADIGM SHIFT



Purpose of Dual Language Bilingual Education



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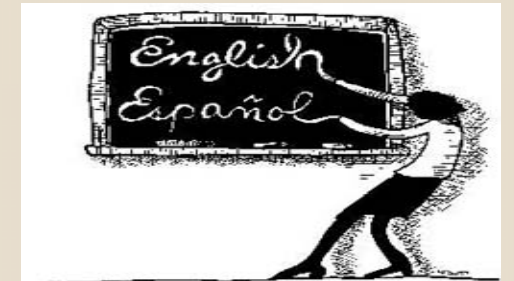
- **Learn grade level knowledge & skills in native language while learning English**
- **Transfer knowledge & Skills in first language (Spanish) to second language (English)**
- **Stronger academic Spanish → stronger academic English**

Program Goals



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- Develop high level of linguistic proficiency in two languages
- Develop academic competence at or above grade level in all content areas in English and Spanish.
- Create a school environment that promotes linguistic achievement and fosters positive cross-cultural attitudes.
- Develop bilingual, biliterate and bicultural students.



2010-11 Program Implementation



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- PreKinder – 3rd grade
- 54 schools
- 5 additional new schools
 - Carroll Peak
 - Maude Logan
 - Van Zandt-Guinn
 - Woodway
 - Eastern Hills Elem.



2011-2012 Implementation



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- Program moves to 4th grade in fall 2011
- 5th grade in 2012



50/50 DLE Language Model

PK	K	1ST	2ND	3RD	4TH	5TH
L1 50% (Spanish)	L1 50% (Spanish)	L1 50% (Spanish)	L1 50% (Spanish)	L1 50% (Spanish)	L1 50% (Spanish)	L1 50% (Spanish)
Reading Writing Science S.S.	Reading Writing Science S.S.	Reading Writing Science S.S.	Reading Writing Science S.S.	Reading Writing Science S.S.	Reading Writing Science S.S.	Reading Writing Science S.S.
L2 50% (ESL) Math	L2 50% (ESL) Math	L2 50% (ESL) Math	L2 50% (ESL) Reading Math	L2 50% (ESL) Reading Math	L2 50% (ESL) Reading Math	L2 50% (ESL) Reading Math
All other activities adhere to the Language of the Day						

Critical Factors of Successful DLE Instructional Programs



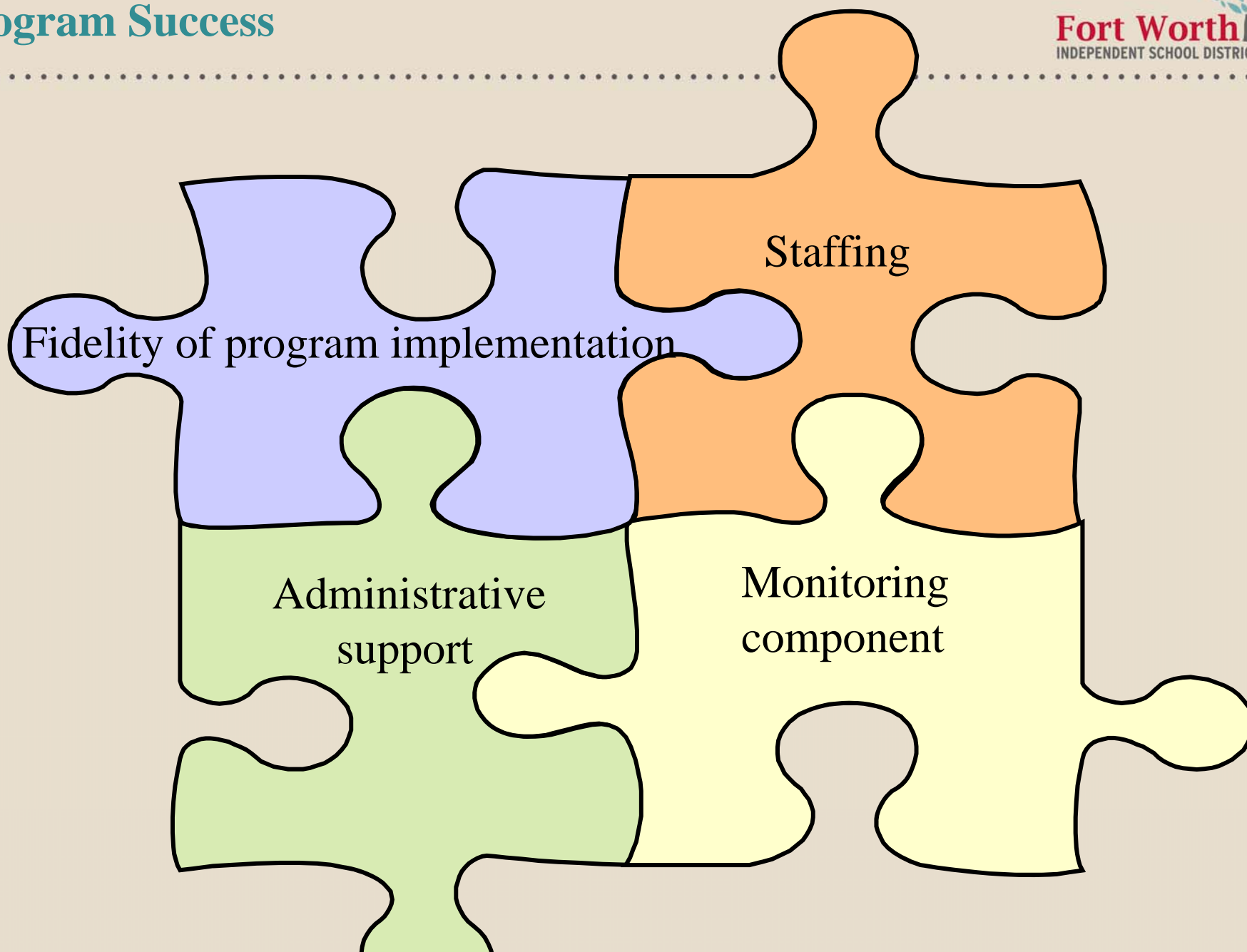
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- **Program must be implemented for at least 4-6 years**
- **Extensive exposure and use of the two languages**
- **Language development should focus on academic subjects**
- **During instruction, languages must be kept separate**
- **There must be equal consistency in the use of each language**
- **School climate must reflect a bilingual/bicultural atmosphere**

Factors Essential to Program Success



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