



June 2, 2011

TO: Board of Education

FROM: Daniel A. Nerad, Superintendent

RE: LaFollette High School Dual Language Immersion Program Expansion - Update

I. Introduction

- A. Title/topic:** LaFollette Dual Language Immersion Program Expansion - Update
- B. Presenter/contact person:**
Susan Abplanalp, Deputy Superintendent
Silvia Romero-Johnson, Coordinator for Bilingual Education and DLI
- C. Background information** - Attached to this memo are two (2) items that explain the progress to date and the history. The charts are tentative drafts of what a four-year plan might look like.
- D. BOE action requested** – None requested.

II. Summary of Current Information

- A. Provide summary:**
The MMSD Board of Education has committed to expand K thru 8 Dual Language Immersion (DLI) programs in all of its high school attendance areas. This fall the first class of Nuestro Mundo Community School (Class of 2017) entered the new Sennett MS DLI program. They will receive most of their academics in Spanish and English. In 2013 50 DLI students are expected to arrive at La Follette High School with the ability and interest in continued study in their L1 and L2, with more students to follow annually from NMCS and Glendale Elementary Schools. In preparation for the arrival of these students at La Follette, and following the directives of Superintendent Nerad and the recommendations of La Follette High School community members, an ad-hoc committee was developed in the fall of 2010 to construct a plan for DLI programming at the high school level.
- B. Recommendations and/or alternative recommendation(s):** None needed.
- C. Link to supporting detail:** N/A

III. Implications

- A. Budget:** See attached proposal.

- B. **Strategic Plan:** The implementation of Dual Language Immersion (DLI) programs in MMSD is consistent with the need to align K-12 programming as it supports student achievement for all students in the program.

According to research (Collier & Thomas, 2010), the attainment of these goals in a well-designed program has the potential to close the achievement gap for English language learners as well as increasing the achievement of language majority students (English-speakers).

- C. **Equity Plan:** The DLI program expansion is connected to Equity Recommendation no. 1 “Close the Achievement Gap and Ensure High Levels of Achievement for All: Prioritize and implement high leverage, research-based strategies to close the achievement gap and increase learning for students.”
- D. **Implications for other aspects of the organization:** Alignment of curriculum, assessment, and instructional practices that promote second language acquisition and learning. Continue recruitment and early hire contract offers to bilingual teachers.

IV. Supporting Documentation

- A. LaFollette High School DLI Program Proposal
- B. LaFollette High School - DLI Community Input and LaFollette High School DLI Ad Hoc Community Meetings - Minutes

La Follette High School – Dual Language Immersion Program *Proposal*

Background Information

The MMSD Board of Education has committed to expand K thru 8 Dual Language Immersion (DLI) programs in all of its high school attendance areas. This fall, the first class of Nuestro Mundo Community School (Class of 2017) entered the new Sennett MS DLI program. They will receive most of their academics in Spanish and English. In 2013 an expected 50 DLI students will arrive at LHS with the ability and interest in continued study in their L1 and L2, with more to follow annually from NMCS and Glendale elementary schools. In preparation of the arrival of these students at LHS, and following the directives of Superintendent Nerad and the recommendations of La Follette High School community members an ad-hoc committee was developed in the fall of 2010 to construct a plan for DLI programming at the high school level. This committee includes:

- Bryan Grau (Social Studies teacher, LHS)
- Darcy Poquette (ESL chairperson and English teacher, LHS)
- Dr. Daniela Porro (Bilingual counselor, LHS)
- Joe Gothard (Principal, LHS)
- Sergio González (DLI teacher, Sennett MS)
- Silvia Romero-Johnson (Coordinator for Bilingual Education and DLI)
- Ruthann Lewis (ESL/Bilingual Ed./ DLI Program Support Teacher)
- Jennifer Klutterman (ESL/Bilingual Ed./ DLI Program Support Teacher)

Main Goals

High academic achievement – Attainment at or above grade-level across content standards, graduation requirements met

College and career readiness – Pass College Readiness exams (ACT, PLAN), Spanish College Preparatory course (modeled after AVID), Youth Options courses

Some of the most interesting changes in the Reauthorization of the Elementary and Secondary Education Act include the focus on creating and funding College and Career Ready high school graduates, faster routes for building a larger pool of qualified teachers, especially in high need areas like bilingual education and increasing the academic outcomes of ELL students.[1]

Appreciation and understanding of and respectful/successful engagement with other cultures
– Community projects, OLA (Orgullo Latino – Latino club at LHS)

Global preparedness – “We live at a time of increased awareness of global connectedness. Wisconsin's citizens need to be globally literate, to understand the linkage of economies, peoples, and cultures around the world, and to function comfortably and effectively in languages and cultures other than their own. This is not a luxury, but a critical component of a 21st century education. Therefore, the Governor of Wisconsin and the State Superintendent of Public Instruction convene this Statewide International Education Council.” (DPI, International Education Council, <http://dpi.wi.gov/cal/iecouncil.html>)
(see CCSSO Project @ EDSTEPS.org)

Tentative Program Structure

Grade 9

Semester 1	Semester 2
Blocks 1 & 2 DLI cohort courses	General requirement and Career specific courses
LLL (One hour block instead of AVID, ½ lunch, ½ learning) Sp-AVANCE	Sp-AVANCE
Blocks 3 & 4 General requirement and Career specific courses	DLI cohort courses

Grade 10

Semester 1	Semester 2
Blocks 1 & 2 DLI cohort courses	General requirement and Career specific courses
LLL Sp-AVANCE	Sp-AVANCE
Blocks 3 & 4 General requirement and Career specific courses	DLI cohort courses

Grade 11

Semester 1	Semester 2
Blocks 1 & 2 DLI cohort courses	Cultural and Career Internships and Experiences, YO, YA
LLL Sp-AVANCE	Sp-AVANCE
Blocks 3 & 4 General requirement and Career specific courses	General requirement and Career specific courses

Grade 12

Semester 1

Semester 2

Blocks 1 & 2 Cultural and Career Internships and Experiences, YO, YA	Cultural and Career Internships and Experiences, YO, YA
LLL Sp-AVANCE	Sp-AVANCE
Blocks 3 & 4 General requirement and Career specific courses	General requirement and Career specific courses

Spanish content – APRENDA, CLEP: The College-Level Examination Program gives one the opportunity to receive college credit for what is already known by earning qualifying scores on any of 33 examinations. Earn credit for knowledge acquired through independent study, prior course work, on-the-job training, professional development, cultural pursuits, or internships.

<http://www.collegeboard.com/student/testing/clep/about.html>

La Follette High School – Dual Language Immersion Program

Tentative Language Distribution by Grade and Subject (Scope and Sequence)

	9 th	10 th	11 th	12 th
English	English 1	English 2	English 3	English 4
Spanish Language Arts	AP Spanish	Spanish Language Arts 1	Spanish Language Arts 2	Spanish Language Arts 3
Science	Biology	Physical Science Physics Math Physics 1	Electives	Electives
Math	Algebra 1 Geometry	Geometry Algebra 2	Algebra 3 Pre-Calculus Calculus 1 Calculus 2 Statistics	
Social Studies	U.S. History	World History Overview	Modern U.S. History	Electives
AVID	AVID	AVID	AVID	AVID
Physical Education/Health	Physical Education 1 Health	Physical Education 2		
Technology	Career Pathways (General Introduction)	Career Pathways Computer Literacy	Careers – Internship, Youth Options	Careers – Internship, Youth Options

SPANISH CLASS

ENGLISH CLASS

La Follette Graduation Requirements

Total Credits needed for graduation - 26

English – 4

Math – 2

Science – 2

Social Studies – 3

Physical Education – 1.5

Health – 0.5

Computer Literacy – 0.5

Option A

Fine Arts – 1

Career Technical Education – 1

Option B

World Languages – 2

Fine Arts – 1

Career Technical Education – 1

***Many students who apply to college will far exceed the minimum requirements in each subject area. Students are encouraged to take a strong academic load all four years.

La Follette High School – Dual Language Immersion Program Community Input and Ad Hoc Community Meetings - Minutes

Community Input (Parent/Community Meeting, April 5, 2011)

MAIN PURPOSE OF THE DLI SURVEY

Bronfenbrenner (1977) first coined the term Ecological Systems Theory (EST) to explain the different factors that affect the development of the child. He posited that students are pervasively influenced by the multiple systems: the school, the family, and the community surrounding them, and in which they participate. It confirms what Martinez, C. R., Jr., DeGarmo, D. S., Eddy, J. M. (2004) concluded in their study: "parental encouragement of academics... was associated with better academic success". The main purpose of the survey was to collect data from the parents who have children attending the DLI program at Sennett M.S.

The community/parent committee wanted to learn more about the parents' ideas and plans for their children as they enter La Follette H.S. in 2013. There were a total of 25 questions (see page 9). There were 21 multiple choice questions and four open-ended questions. There are 21 native Spanish-speaking parents and 27 English-speaking parents whose children attend the DLI program at Sennett M.S. Twenty-one surveys (78%) were returned from the 27 English-speaking parents. Eight surveys (38%) were returned from the 21 Spanish-speaking parents. Twenty English speaking parents indicated that it was highly desirable that the DLI programming continued into the high school years. All the Spanish speaking parents stated that they expected their children to continue in a DLI program at La Follette H.S. after middle school graduation.

Recognition of student's biliteracy/bilingualism

Seal of biliteracy on student transcript

Support and Resources

Program Planner for La Follette HS DLI program

Begin planning for program and curriculum development 2 years before program

Research

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32.

Martinez, C. R., Jr., DeGarmo, D. S., Eddy, J. M. (2004). Promoting academic success among Latino youths. *Hispanic Journal of Behavioral Sciences*, 26(2).

Attachment A

To: Superintendent Nerad
From: La Follette HS Dual Language Immersion Ad Hoc Committee
RE: DLI High School options
August 12, 2010

Update on an investigation into possible LHS Dual Language Immersion options for incoming Sennett MS DLI students, fall 2013 (Class of 2017)

Background

The MMSD Board of Education has committed to expand k thru 8 Dual Language Immersion (DLI) programs in all of its high school attendance zones. This fall the first class of Nuestro Mundo Community School (Class of 2017) will enter the new Sennett MS DLI program. They will receive most of their academics in Spanish and English. In 2013 an expected 50 DLI students will arrive at LHS with the abilities to succeed in their academic courses in both languages, with more to follow from NMCS and eventually Glendale elementary schools. In preparation of their arrival here a voluntary group of La Follette community members met a few times last school year to discuss possible options and list questions.[1] (see attachment 1) LHS Administration, MMSD Administration, the BOE Presidents (former and current) and ESL Department leaders have received summaries of those meetings. They have been asked for their input and guidance on how most effectively to present our findings to the appropriate MMSD decision making body.

Purpose

This fall the MMSD BOE will discuss the possible extension of district DLI programming into high school. The BOE could direct the District or La Follette administration to begin planning. The purpose of this report is to provide information and possible models to contribute to that planning process. It will present a summary of numerous meetings with members from the LHS and greater Madison area whom have expressed interest in the possibility of developing bilingual career pathways. It will provide a summary of research on secondary DLI schools, suggest models, and include community comments and our committee's recommendations.

Reauthorization of ESEA

Under the Obama Administration and the leadership of Secretary of Education Duncan NCLB legislation is being reformed. Some of the most interesting changes in the Reauthorization of the Elementary and Secondary Education Act include the focus on creating and funding College and Career Ready high school graduates, faster routes for building a larger pool of qualified teachers, especially in high need areas like bilingual education and increasing the academic outcomes of ELL students.[2] A creative and innovative secondary program could potentially combine those outcomes in dynamic and transformative ways.

Secondary DLI Programs and Schools

KUSD (Kenosha United School District)

Michelle Amundson and Andrew Burroughs sent their three children through the K-8 DLI schools in Kenosha. Kenosha has the oldest and only other k-8 DLI program in the state. [3] The eldest daughter, Graciela, a k thru 8 DLI

graduate, is entering her senior year at Tremper HS. In a conversation (and subsequent letters) with the Amundson-Burroughs family this past July they expressed a great satisfaction with the DLI program and its many benefits.[4] (see attachment 2) Things changed once students entered high school. There was no high school DLI program in KUSD. According to Graciela, when freshman year began almost half of the native English speakers and almost all of the native Spanish speakers decided to not continue with further language studies. The only option available to DLI students was to take college level Spanish courses at UW-Parkside. Both parents and student felt remorse and a sense of loss that the nine years of development of specialized bicultural and biliterate skills and experiences abruptly halted. KUSD is not alone. Nationally, despite a recent surge in interest in elementary DLI schools few secondary models have yet to be developed.

Research

A preliminary research of seven existing secondary DLI programs and schools (also referred to as TWI or Two Way Immersion) has uncovered that there is a relatively new growth in the number of kinder through 8 DLI schools.[5] A solid rationale for continuing DLI programming into high school can be argued; lower likelihood of tracking, continued development of second language skills, preparation to enter advanced language courses in high school and college, preparation to learn other world languages and earn college credits on Advanced Placement exams.[6] Despite that, few high school models exist. Similarities among the few practicing programs offer at least two classes in Spanish, deal with issues of staffing, scheduling, curriculum and materials, and parent involvement. Challenges facing secondary DLI programs include planning, language distribution, curriculum and materials, student participation and motivation, attrition and late entries, scheduling, teams, staffing, transportation and parent involvement. [7] Advice aimed at programs that are starting out, suggested that educators who are considering implementing a DLI program to,

...Be patient, plan well in advance, hire good teachers, and obtain buy-in from the district, the school, the teachers, the students, and the parents. As increasing numbers of elementary TWI programs grow to maturity and begin to expand to the secondary level, our knowledge base about effective implementation of secondary TWI programs will become more extensive.[8]

At this point there are not a sufficient number of secondary DLI schools to suggest "research-based, best practices." [9] Since the development of secondary DLI models are still in their genesis stages, the opportunity to create new structures that build off of existing ones with elements of research based, best practices can be created. Those structures could suit a district's particular circumstances while potentially contributing to the increasing interest in developing and researching secondary DLI models and their expansion in school districts around the country.

Possible MMSD-DLI Models

Talented and Gifted

Wisconsin statues define "gifted and talented pupils" as enrolled in public schools who give evidence of high performance capabilities in creative, intellectual, artistic, leadership or specific academic areas. They require services or activities that aren't ordinarily provided in a regular school setting.[10] The 2009 MMSD proposed Talented and Gifted Plan focused on creating standardized methods to identify TAG students and to provide them with "challenging and continuous curricula and programming, to achieve their full academic, intellectual and creative potential." [11] The plan also committed to increasing the number of traditionally underrepresented TAG participants as students of color,

low socioeconomic status, culturally and linguistically diverse and students with disabilities.[12] After receiving nine years of specialized DLI instruction, it could be argued that Sennett MS DLI students, many of whom come from traditionally underrepresented populations, will possess advanced language abilities that could be determined as “high performing” and thereby qualify for challenging and continuous TAG curricula and programming to achieve their full linguistic potentials.

Youth Options Program

Established in 1992 the Youth Options Program allows motivated public high school juniors and seniors who are considering a technical degree, wishing to begin college early or preparing themselves to enter the work force after high school opportunities to attain college credits at institutions of higher learning, including UW system universities (UW-Madison), Wisconsin technical colleges (MATC) and private colleges (Edgewood, Concordia University, Cardinal Stritch University).[13] If no comparable course is offered in the school district, MMSD will pay for the course, up to 18 credits.[14] The school board could approve that those credits also apply towards high school graduation. Students must meet the entrance criteria for each institution.

Currently the YOP only applies to high school juniors and seniors. One possibility could be, in collaboration with higher education institutions, to extend the program to include a limited number of appropriate DLI-related college level courses for freshman and sophomore students in addition to access to a broader range of courses once those DLI students reach their junior and senior years.

Small Learning Communities

MMSD’s commitment to creating Small Learning Communities has resulted in some exciting and effective changes in all of our high schools. One recommended small community model is the Academy structure. Academies focus on a particular discipline, topic or theme of instruction. Academies are popular choices of many transforming high schools.[15] Last fall at a MMSD SLC retreat a group of La Follette staff along with Principal Gothard discussed the possibility of Academies at LHS. The preliminary list included Career Pathways, Business, Science and Technology, Arts / Performing and Fine and World Languages / DLI. The LHS Innovation Team retained those ideas as possible goals to potentially develop specific Academies at some point in the future.

One potential model for a DLI Academy could involve the International Spanish Academies. The ISA is a program that has operated successfully since 1993.[16] It is a school-based collaboration between the Canadian and Spanish governments that has promoted biliteracy and biculturalism between the two countries. Its program can be adapted to fit the particular needs of a school or serve as one possible model of a World Language Academy at LHS. MMSD is already developing another type of Academy that could serve as a model for others.

The Global Academy

The Global Academy (TGA) will open this fall at James Madison Memorial High School in Madison. It will include students from a consortium of eight surrounding school districts and MMSD. Through collaboration with EPIC and financed by a Perkins Grant TGA will focus on the development of biomedical career pathways. Students will participate in field experiences; receive instruction from MMSD teachers and professionals in the field. They will spend half of their school day at their home schools and the other half at JMMHS. Career pathways education is receiving increasing attention across the nation.

Career Clusters and Pathways

The reauthorization of the ESEA supports the construction of Career Clusters and Pathways as effective routes to Career and College Readiness. National education forces, led by the National Career Technical Education

Foundation (NCTEF), including state departments of education, technical and private colleges and others, and funded by Perkins legislation, have collaborated to create 16 identified Career Clusters. Career clusters identified fields of employment that result in meaningful employment in high skill, high wage jobs out of high school or upon completion of a two, four year or advanced degree.[17] Career Pathway Plans of Study include a Knowledge and Skills chart along with basic academic requirements that are met by most comprehensive high schools. Specific career and technical courses suited to the particular career are added to the core curriculum.[18]The Wisconsin DPI endorses the use of Career Clusters and Pathways.[19] The MMSD Career and Technical Education Department conducted a survey of business needs and growth areas in the greater Madison region. Those results directed the development of Clusters and Pathways in Agribusiness Systems, Construction, Business Information, Therapeutic Health Services, Family and Community Services, Information Technology Support and Services, Marketing Management and Facility and Mobile Equipment Maintenance. In addition MATC is developing Pathways in 14/16 fields connected to associate and college transfer degree programs.[20] In addition, at its South Madison Education Center MATC is also developing over a dozen, credit and non-credit, programs, courses and certificates in bilingual careers, "...to meet the needs of greater south Madison residents and employers..."[21]

Bilingual Career Pathways

The need for highly skilled bilingual employees in all careers, including the 16 identified Career Clusters is well accepted.[22] A large and growing percentage of Wisconsin's agribusiness is conducted with Latin American partners. The growing Spanish speaking consumer base offers new opportunities for culture specific marketing, new products and business strategies. Qualified interpreters and translators in the legal and medical fields are sorely needed. Attaining qualified bilingual teachers is increasingly competitive. Highly desired competent bilingual employees offer high paying wages and grow the economy. The prospect of developing a qualified pool of bilingual, biliterate, and bicultural employees was presented to a number of community members who have experiences in different fields that rely on this workforce.

Community Input

Community Members

Following is a list of Madison area community members (and a few from Kenosha, WI) who have students in DLI programs, hold bilingual professions and / or develop bilingual career opportunities. A summary of their comments regarding the need and possible development of bilingual career pathways is also included.

- Grant Foster, Interpretation Services, Dean Clinic
- Shiva Bidar-Sielaff, Co-chair, Latino Health Council of Dane County; Director of Community Partnerships & Interpreter Services, UW Health; City of Madison Alderperson; Member, City of Madison-Board of Education Liaison Committee
- Dr. Patricia Téllez-Girón, Co-chair, Latino Health Council of Dane County
- Kaleem Caire, Executive Director, Urban League of Greater Madison
- Dr. Sal Carranza & Dr. Daniela Porro-Nigh, Latino Education Council
- Dr. Diane Hess, UW-Madison School of Education, Secondary Social Studies Teacher Certification
- Dean Jane Belmore & Sheila Hopkins, Edgewood College School of Education
- Juanita Comeau, Director of the Center for College and Career Transitions, Madison Area Technical College
- Dr. Gabrielle Banick, MMSD Coordinator of Career and Technical Education
- Silvia Romero-Johnson & Amy Christianson, MMSD ESL Dept.

- LHS staff, parents, students and community members
- Nuestro Mundo Community School staff, parent, and students
- Tolu Sanabria, Education Specialist Bilingual/ESL Education Program, DPI-WI
- Michelle Amundson, Andrew Burroughs and Graciela Burroughs, LULAC Council 320 member, DLI parents and student, Kenosha Unified School District
- Jose Palacios, 5th Grade DL teacher Edward Bain School of Language and Art Kenosha Unified School District; Vice President of Kenosha/Racine LULAC Council 320, LULAC Wisconsin Deputy State Director of Youth, Kenosha, WI of Racine LULAC Council 320, LULAC Wisconsin Deputy State Director of Youth, Kenosha, WI
- Nuestro Mundo Inc. Board of Directors
- Sue Anderson and Suzanne Wickizer, Sennett MS DLI planners (current and former, respectively)

Bilingual Career Pathways

- Current selected areas of 10 Career Clusters and 11 Pathways in MMSD's CTE Dept. could be expanded to include a bilingual component
- Perkins Grant could request funding for the addition of bilingual skills in the Pathways' coursework
- Possible collaboration with existing MATC bilingual certificate programs and associate degrees could be explored
- MATC may be willing to expand its current bilingual offerings and pathways
- Middle school would be an ideal point for exploration of bilingual careers
- Potential partnerships with local businesses for internship opportunities and possible funding sources
- Agribusiness and other trade with Latin America has created a large need for qualified bilingual personnel with business and marketing skills
- UW Research Park industries may be interested in assisting with field experiences here and abroad

Interpreters and Translators

- Must distinguish between interpreters (simultaneous oral translation in both languages) and translators (written documents)
- Requires intimate knowledge and experiences with both cultures and their written and oral language rules
- Advises extended living experiences in areas where the target language is the dominant language.

Bilingual Teachers

- "Grow your own" teacher pool is an attractive proposition
- Current models could be explored, e.g. the Illinois "Grow Your Own Teacher" program[23]
- Praxis exam preparation is essential
- Tuition support is needed
- Aligning high school level courses with college program expectations, DPI requirements and standards must be understood, negotiated and implemented
- Coordination of communication between all stakeholders is important
- Pre-college teacher orientations are occurring with Edgewood College and some MMSD schools
- Early classroom experiences can influence a young person's career choices as early as middle school
- For some families with a first generation college student, teaching may not be considered as lucrative a profession as one in business or medicine

- Teens may not be old or mature enough to commit to a teaching career as early as middle school
- Some universities are developing more post graduate programs in education and fewer teacher certification programs because of the expanding routes to teaching available today, e.g. Teach for America

Miscellaneous

- Scarcity of qualified teachers, especially in the field of Interpretation
- Legal issues of confidentiality in medical and legal field experiences
- Bilingual professions stimulate economic development by providing high paying employment opportunities
- Development of bilingual abilities is primary and requires real life experiences in other cultures along with a solid program of rigorous courses in language study and eventually the specific vocabulary of the professional field
- Establish sister city exchange programs with Latin American cities where Madison students have family, education and / or business connections
- UW-Madison and other four year institutions need to develop more advanced levels of Spanish courses and programs to meet the expanding bilingual career fields
- Some bilingual jobs can serve as stepping stones to attain advanced degrees in other fields, e.g. a BRS position can provide economic support to attain a bilingual teaching degree
- Community forums on innovative and high performing schools are needed to educate the public and explore their interests and ideas for more effective schools
- The growing interest in DLI in MMSD provides a window of opportunity for exploration of innovative models of instruction
- Non-DLI students, who meet entrance criteria (to be determined,) may also choose the DLI option
- Planning for 2013 must begin as soon as possible
- LHS should create options to learn advanced levels of more world languages, including Arabic, Chinese, and others
- DLI students do not typically do well on AP and IB exams
- Keeping DLI students motivated, beginning in elementary school, is the key to sustaining the DLI program
- Will options exist for students who wish to become bicultural and biliterate that doesn't have to be linked to a specific bilingual career plan?
- Investigate possible technologies that could enhance bicultural learning, e.g. "Skype" communications, "Rosetta Stone" programs, etc.

Summary

There was much excitement and enthusiasm expressed among community members, who represented a variety of stakeholders, including parents, professionals and educational institutions, at the prospect of creating bilingual career pathways, beginning as early as middle school. It was perceived that there would be much interest and potential for collaborations in the business and educational communities. There was a general understanding that bilingual career pathway programming was a logical fit for the Madison school district. They believed that the leadership of MMSD held a strong commitment to understanding and utilizing its growing diversity as a positive resource; evidenced by its strong endorsement and long term investment in DLI programming here. Career pathways exist at the high school and post high school levels, in many different forms and stages, which could serve as a starting place to add the bilingual and bicultural components to the programming. Most agreed that early exposure to career opportunities was important for stimulating student's interest, establishing motivation and beginning to seriously consider students' future life goals. There was recognition that to develop truly bilingual professionals required a dynamic combination

of extended real life experiences in the target language's culture, a deep study of each language and the addition of specific context vocabulary of the selected field. Concerns focused mostly on how such a program would be constructed, funded, coordinated and communicated. Attaining qualified teachers and providing advanced, college levels of Spanish courses was mentioned. Some stakeholders preferred opportunities to expand the number of world languages available. They desired to extend biliterate and bicultural experiences that were not necessarily connected to a specific career pathway. There were also questions about shifting current priorities to invest time and energy in the development of these programs. Such a shift would most likely draw from existing programs and priorities.

Recommendation

It is the recommendation of the LHS Community Ad Hoc DLI Committee that the Superintendent recommend to the MMSD BOE to direct the La Follette High School and Sennett Middle School Administrations, to commit to a grade 6 thru 12 planning process to create a quality model of instruction that enhances and utilizes the specialized skills, knowledge and cultural competencies of the incoming class of DLI students, beginning in the fall of 2013. That planning team would consist of representatives from appropriate MMSD departments (ESL, Career and Technical Education, etc.) along with LHS and SMS personnel and committees (DLI planner, Leadership Team, Innovation Team, Ad Hoc Committee members, etc.) and interested and committed community members and partners. Their tasks would include:

- An evaluation of the different DLI models presented in this report (TAG, YOP, SLC-World Language Academy, Bilingual Career Pathways)
- Identify potential community collaborations, e.g. businesses, MATC, Edgewood College, UW-Madison School of Education, community organizations, e.g. Urban League, Centro Hispano, etc.
- Cost analysis for each model, including potential funding sources, e.g. SLC and REaL Grants, Perkins Grant, business partnership grants and internships, US Department of Education competitive grants for development of Career Pathways and Pathways to Teaching, federal grants for the development of foreign languages, etc.
- Planned community presentations for feedback and suggestions from parents, students and potential partners.
- Specially designed public presentations for Spanish speaking community members
- Timeline of planning, approval and implementation of DLI program
- Establish standards and tools for program assessment

Respectfully submitted,

Co-leaders of LHS DLI Ad Hoc Committee:

Bryan Grau, LHS Social Studies Teacher

Darcy Poquette, LHS ESL Chairperson and English Teacher

Dr. Daniela Porro-Nigh, LHS ESL Counselor

LHS Ad Hoc DLI Community Meeting Minutes

LHS Ad Hoc DLI Community Meeting Minutes, 2009-2010

(AKA) Dual Language Program Planning-LAF Public Meeting 3/13/2010 LMC LAF HS

Attendees: Roseanne Drake-Schmidt, Hilda Guzman-Grau, (LHS parents); Suzanne Wickizer, (Sennett MS DLI planner); Natalia Contreras Moiraghi, (LHS BRS); Carlos Cantu, Antonio Estrada, Alan Canacasco-Rubio, (LHS students); Darcy Poquette and Bryan Grau (LHS teachers)

Agenda:

1. Intros
2. Purposes: Gather list of questions, discern key matters, begin action plan, seek planning committee members with reps from all shareholders, i.e. community, parents, students, MMSD administration, LAF staff, Spanish-dominant and English-dominant speakers
3. History of dual language education in MMSD, from Nuestro Mundo to Sennett MS, to BOE's commitment to establish dual language schools in all high school attendance areas thru 8th grade, i.e. the BOE has not yet committed to high school dual language, but district staff are preparing a plan for the Board's future consideration; LAF Administration, MMSD Administration and BOE President are aware of our efforts
4. Discussion (see questions and comments below)
5. Task: participants wrote questions and interest and availability of participation
6. Next meeting: to be determined; would like to meet 3 more times this year

List of Comments and Questions:

Rationale:

- Why is this program necessary, a benefit for LAF?
- What are benefits of bilingualism?
- Put together PCT sessions with interested LHS staff and community members around what DLI is
- Put together a presentation for staff and community about what DLI is

Administration:

Principal support is essential

Students:

- How many students will be participating?
- What requirements for participation?
- Do students have to be Sennett MS dual language students only?
- Will students outside the dual language programs (ELLs and bilinguals) need to pass a test to be allowed to participate?
- Will program begin with freshmen and grow one grade each year?

Teacher Preparation:

- What resources from community's educational institutions are available to support special teacher training and certifications?
- Are there enough qualified bilingual teachers available?
- Are current LAF staff members with bilingual abilities interested in teaching in the TWI program here?
- What role can DPI play in special certifications?

Educational Model:

- How will credits need to change?
- Will students need to take a third language to meet current world language requirements here?
- Could AP classes be offered in Spanish, in addition to a Spanish AP course?
- What current secondary TWI models exist?
- Would a new, interdepartmental department need to be created?
- What and where will Spanish materials be attained?
- What are key components of a quality secondary TWI?
- Can other models be integrated into the TWI model, e.g. project based learning, community based learning, etc.?
- What is the Sennett TWI model and what parts of it should be continued here?
- How many staff and students will participate?
- Consider creating bilingual career pathways, including future teachers

District Involvement:

- Will courses try to reflect current courses if bilingual materials are available? Or would new courses need to be developed?
- ESL and TWI must remain two distinct programs.
- TWI program should have strong bilingual teachers combined with ESL, bilingual teachers.
- Assistant Supt. secondary schools should be asked to participate in the planning.
- Staff, community must be interactive and public with their support and sharing of information, i.e. an obvious buy-in by school staff and administration
- How can MMSD Teach and Learn Dept. assist this program?
- What info does the BOE need to make a decision?
- What are the boundaries of authority between the planning group and the Administration?
- How will the budget be determined and where will funding come from?
- A full time planner will be necessary a year before the program begins

Community-Building:

- Must repeatedly explain and promote the program to the school community until folks are familiar with it and it doesn't seem negatively 'different.'
- Measurements and adjustments should look at positive social skills development as much as academic skills development.
- What other members in the La Follette community should be asked to participate on the planning committee, e.g. parents, community people?
- How will the general staff and school community learn about, give feedback and possibly support the development and sustenance of the program?
- How will decisions be made in the planning process in the planning group and at the District level?

Goals: March thru June 2010

Rationale:

- Prepare DLI presentation for staff and community
- Investigate a Professional Collaboration Time to study DLI with interested staff and community members

Educational Model:

- Learn about existing TWI secondary models
- Prepare questions and tour

District Involvement:

- Continue discussions with district ESL Dept., DPI and local universities about developing potential Spanish certification and TWI certification programs
- Establish boundaries of authority and outcomes between planning committee and Administration

Community-Building:

- Take steps to involve Spanish-speaking families in public meetings and planning committee
- Form a planning committee with school staff and community members
- Hold 2 community meetings to gather more questions, potential planning committee members
- Consider an informational presentation to interested students

Dual Language Program Planning-LAF Public Meeting 11/30/09 Room B3 LAF HS

Attendees: Roseanne Drake-Schmidt, (parent); Kelly Ferguson, Ryan Gronli, Gretchen Lettau, Andrea Anderson, Lisa Endicott, Darcy Poquette, Bryan Grau (LAF staff); Sergio Gonzales (community)

Agenda:

1. Intros
2. Purposes: Gather list of questions, discern key matters, begin action plan, seek planning committee members with reps from all shareholders, i.e. community, parents, students, MMSD administration, LAF staff, Spanish-dominant and English-dominant speakers
3. History of dual language education in MMSD, from Nuestro Mundo to Sennett MS, to BOE's commitment to establish dual language schools in all high school attendance areas thru 8th grade, i.e. the BOE has not yet committed to high school dual language, but district staff are preparing a plan for the Board's future consideration; LAF Administration, MMSD Administration and BOE President are aware of our efforts
4. Discussion (see questions and comments below)
5. Task: participants wrote questions and interest and availability of participation
6. Next meeting: to be determined; would like to meet 3 more times this year

List of Comments and Questions:

Rationale:

- Why is this program necessary, a benefit for LAF?
- What are benefits of bilingualism?

Students:

- How many students will be participating?
- What requirements for participation?
- Do students have to be Sennett MS dual language students only?
- Will students outside the dual language programs (ELLs and bilinguals) need to pass a test to be allowed to participate?
- Will program begin with freshmen and grow one grade each year?

Teacher Preparation:

- What resources from community's educational institutions are available to support special teacher training and certifications?

- Are there enough qualified bilingual teachers available?
- Are current LAF staff members with bilingual abilities interested in teaching in the TWI program here?
- What role can DPI play in special certifications?

Educational Model:

- How will credits need to change?
- Will students need to take a third language to meet current world language requirements here?
- Could AP classes be offered in Spanish, in addition to a Spanish AP course?
- What current secondary TWI models exist?
- Would a new, interdepartmental department need to be created?
- What and where will Spanish materials be attained?
- What are key components of a quality secondary TWI?
- Can other models be integrated into the TWI model, e.g. project based learning, community based learning, etc.?
- What is the Sennett TWI model and what parts of it should be continued here?
- How many staff and students will participate?

District Involvement:

- Will courses try to reflect current courses if bilingual materials are available? Or would new courses need to be developed?
- ESL and TWI must remain two distinct programs.
- TWI program should have strong bilingual teachers combined with ESL, bilingual teachers.
- Assistant Supt. secondary schools should be asked to participate in the planning.
- Staff, community must be interactive and public with their support and sharing of information, i.e. an obvious buy-in by school staff and administration
- How can MMSD Teach and Learn Dept. assist this program?
- What info does the BOE need to make a decision?
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- Must repeatedly explain and promote the program to the school community until folks are familiar with it and it doesn't seem negatively 'different.'
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- What other members in the La Follette community should be asked to participate on the planning committee, e.g. parents, community people?
- How will the general staff and school community learn about, give feedback and possibly support the development and sustenance of the program?
- How will decisions be made in the planning process in the planning group and at the District level?

Goals: (December '09-thru April '10)

Teacher Preparation:

- Distribute an existing teacher interest/bilingual skills inventory of LAF staff (how possible is it to survey the other middle and high schools as well?)

Educational Model:

- Learn about existing TWI secondary models

- Prepare questions and tour

District Involvement:

- Begin discussions with district ESL Dept., DPI and local universities about developing potential Spanish certification and TWI certification programs
- Establish boundaries of authority and outcomes between planning committee and Administration

Community-Building:

- Take steps to involve Spanish-speaking families in public meetings and planning committee
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Attachment 2: Amundson & Burroughs Letters 8.03.2010 & 8.06.2010

Our oldest child will be a senior this fall at Tremper High School, one of the largest high schools in Wisconsin (2430 students on the third Friday last fall), having attended Tremper the past three years. She is in the second cohort of the Dual Language program in Kenosha Unified School District. Previously, she was at Bullen Middle School (approx. 800 students Gr. 6-8), Kenosha School of Language and Kinder at Southport Elementary. Dual Language was a program within a school at both Bullen and Southport. For five brief years it was in rented space until it merged with an inner-city school in a brand-new building to become the Edward Bain School of Language and Art (only our younger two have attended EBSOLA.) For incoming freshmen in Fall 2007, students could attend one of the following public high schools:

- two large neighborhood comprehensives with the full range of language choices. This fall, there will be a third comprehensive.
- five smaller specialty/charters open to all in the district, with a hit or miss Spanish coursework selection.

What follows is our experience having a bilingual high school student with K-8 Dual Language education. DL students refers to both native English and native Spanish speakers, unless otherwise noted.

1) There is no indication on the KUSD transcript that students complete 8th grade and graduate high school with nine years of intense foreign language experience. This would be a valuable distinction.

2) Parents were told that DL students were assessed (not sure what tool was used) at the end of 8th grade for HS Spanish placement, though we never saw anything on paper. There must be more emphasis given to the academic risk of NOT continuing Spanish. You would have to be very self-motivated and knowledgeable, with familial support, to keep going on even though it would be "easier" to get good grades in Spanish, which could help many kids. Several kids didn't take any more, figuring that they "knew enough" after 8-9 years. This was especially true for native Spanish speakers.

3) Former students have generally placed in second and third year Spanish although all that we've spoken to found those classes easy. The limited path to follow:

Gr. 9 Spanish 301 & 302 Advanced Spanish

Gr. 10 Advanced Placement Spanish & (optional) Spanish Culture & Civilization

Gr. 11 & 12 Wisconsin state Youth Options Spanish classes

There was little coordination for this transition to Spanish being taught traditionally, as a "foreign" language, which of course, it wasn't to them. It would have been good to have 'Spanish for Spanish Speakers' or some kind of Spanish Literature. 301 & 302 were mostly written work and very easy for our child, and for most of the other DL students. Teachers (especially at one high school) were not at all prepared for having these kids in their classes! Many assignments were to bring in "Hispanic" foods, make puppets, watch movies in Spanish, etc., which were things the kids, had done in the primary grades. As the DL model doesn't emphasize formal grammar, students had to learn many terms for parts of language, particularly in verb conjugation. Thus, they were seen as deficient because, as one teacher told me, they "only knew conversational Spanish". Since their oral and aural skills were rarely used in class they could not demonstrate their skills properly (though our daughter and her friends were asked for answers by the juniors and seniors in the classes). Since that time, the middle school teachers have tried to increase the amount of time devoted to formal Spanish grammar, but we're not sure exactly how. In spring 2009, a high school teacher led several voluntary after-school grammar workshops with 7th & 8th graders. These were well attended, but they didn't have them this past year - not sure why. As a sophomore, our daughter successfully took the AP class and got a 5 on the exam. However, friends in AP at the other comprehensive school were reportedly told by their teacher not to take the test "because they would not do well on it". Therefore, a minority of students takes the AP test, which could demonstrate positive results.

4) There are no extracurricular activities in which to keep using the language at a higher level (Spanish language competitions, volunteer/service events, etc.). We hope the critical mass of students will help with that, as all four HS grades now have former DL students, albeit scattered at different schools.

5) Youth Options is somewhat cumbersome, and not easily navigable to find how it would help former DL students. We don't remember that it was brought up to students in HS Spanish classes because those teachers were dealing with older students taking the regular sequence. Not only did high school administrators and counselors not know much about it, but employees at the colleges/universities didn't either as was evident when we parents had several questions (NOTE - this did not mean they were not supportive). You have to obtain a release, register a semester in advance, and list ALL the courses the student might take (if the district approves them), and this information must be sought independently from each institution. The student is

responsible for his/her own transportation. Students enroll after all regular college students, so class choices are very dependent on space. For example, after successfully taking Spanish 303 at Parkside last fall, none of my daughter's DL peers could take 304 last spring because the afternoon session was full. Parkside would not open another section. Since most high school students have a release at the beginning or end of the day, not in the middle, this was very difficult to maneuver. Only one was able to adjust her schedule to take it. At the last minute, Carthage College admitted our child and another student to a course that worked out time-wise. Our daughter is not taking any YO Spanish this fall because of a full schedule – perhaps in the spring? These courses have also been relatively easy for the few students who have taken them (no more than a dozen out of 50-60 at this point). Again no placement test results available even when asked - sort of a repeat of the high school experience. There was more expository writing in the most recent class our daughter took, which is good since she hasn't had any of that for at least three years. There are more options at Parkside, but classes are in higher demand and therefore harder to get when you're last in line. Students might find it easier just to skip the whole thing and wait to take placement tests at college. However, since they will not have had Spanish for possibly up to four years, who will encourage them to do this, especially if they want to major or focus on other subjects in secondary ed?

We've had to be constant advocates the entire K-12 time period, not just for our own children but also for the program. We know many people do not value advanced second language skills, especially Spanish. We are concerned that English/Spanish bilingual students who found academic success with retaining and improving their native and learning a second language are not encouraged to continue the challenge. If a student was advanced in math, we think it would be different (we know of two 8th graders who were allowed to take HS geometry during their 8th grade academic year). Our children's skills are wonderful and we are very happy with their Dual Language education. It has been worth it, though you must be able to look long-term to see the real benefit, and this can be hard for some to do.

Michelle Amundson & Andrew Burroughs
7404 Seventh Avenue
Kenosha, Wisconsin 53143
mibeam@att.net
August 3, 2010

Graciela Burroughs letter 8.06.2010

Ideas and suggestions based on my experience as a Dual Language student at Tremper High School, Kenosha, Wisconsin: Ideally, there should be some classes specifically for Dual Language students at the high school level, maybe a designated high school for Dual Language students to attend so they don't have to be bussed (kids are already bussed in KUSD from some of the smaller choice schools to the comprehensives for some classes such as orchestra, etc.) Make students aware of the options **before** high school. Many native Spanish speakers didn't take even the classes offered at their high school because they either felt they already knew enough and didn't need to take them or they weren't aware or sure of what to sign up for. They have also tended to go to a public choice high school that doesn't even offer the same range of Spanish classes as the one I go to. Many of our students (both native English and native Spanish) didn't know about Youth Options classes or how they worked so they didn't do them. If they went to the other schools with limited choices, then they either had to work in a bus trip to one of the ones that do, or be cut off from further Spanish classes. Youth Options was not advertised at all; we had to find out everything for ourselves and jump through many hoops to finally be allowed to take the classes. I don't think all the students knew they could have gone further if they had been at a regular school. Counselors should know about Dual Language so that they can better work to fit things in schedules, advocate for better classes, etc.

All of the Spanish classes I have taken so far were too easy, even the Youth Options ones. The high school teachers weren't aware of the level of the Dual Language students and when they became aware it was already too late to change anything because there were only a few of us. We were always bored and wasted a lot of time because we finished the work early. Even in AP Spanish the work was easy and mostly everything was a review. The AP test was not difficult either - I got a 5 (out of 5, 1 being the lowest, 5 the highest.)

The first Youth Options class I took was at UW Parkside, Spanish 303. The original class was full so they opened a new section for the six of us and a few Parkside students. The teacher didn't seem to have ever taught there before because she didn't know much about how anything worked (she could never answer questions that weren't subject-related, such as where to get the right textbook). We didn't even have a midterm in that class even though we were supposed to - the teacher never mentioned anything about one. Even in that class we always had to wait for the Parkside students to catch up and we had to work at not answering all the questions because we usually knew all the answers.

A higher-level class would probably have been better, but we weren't allowed to place any higher and we never saw what the results of our placement tests were. We were just told, "You placed in such and such course." Time was wasted taking the 'upper-level' high school classes and even the upper level university classes. If we would have been able to take Youth Options classes, or at least special ones designed for Dual Language students, in our freshman year instead of taking classes at the high school, we would have taken less time in getting better classes, such as Spanish Literature, Translation, Medical Spanish, etc.

Classes I have taken:

Advanced Spanish 301 Honors

Advanced Spanish 302 Honors (an extension of 301 that they required us to take before we took AP)

AP Spanish

303 Spanish Grammar and Composition 1 at UW-Parkside

304 Spanish Composition at Carthage College

This fall I am not able to take any Spanish Youth Options as it doesn't fit into my schedule, but I hope I can next semester.

Graciela Burroughs
(daughter of M. Amundson and A. Burroughs)
August 6, 2010