



OREGON'S DUAL LANGUAGE/TWO- WAY BILINGUAL GRANT

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Martha I. Martinez, Oregon Department of
Education

EL Alliance Conference

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PURPOSE OF THE GRANT

To support school districts, consortia of school districts or charter schools to design, implement and improve Dual-Language/Two-Way bilingual programs in Oregon. These programs assist students in becoming academically proficient in two languages.



GRANT RECIPIENTS

\$120,000 Awarded to:

- Bend La-Pine School District
- Hood River County School District
- Jackson County (Central Point) School District 6
- Newberg School District
- Portland Public Schools
- Springfield School District

\$160,000 Awarded to:

- Nyssa School District in partnership with Four Rivers Community School (Charter School in Ontario)

<http://batchgeo.com/map/af2ef17d1d64009f2d41d6458b62261a>

GRANT CONSULTANTS: EXPERT COACHING AND RESEARCH SUPPORT

Rosa Molina

Executive Director, Association for Two-Way and Dual Language Education (ATDLE)

- 35 years experience as K-12 bilingual educator
- Led one of the first Two-Way Immersion (TWI) programs in California
- Awarded a National Academic Excellence grant to disseminate the TWI model across the U.S.

Dr. Kathryn Lindholm-Leary

ATDLE consultant & Professor Emerita of Child and Adolescent Development at San Jose State University

- Over 30 years experience working with TWI, Dual Language and other bilingual programs
- Evaluated over 40 bilingual programs and helped establish or improve these programs in over 60 school districts in 15 states

GRANT CONSULTANT RESPONSIBILITIES

Rosa Molina

- Program Development and Alignment
- Professional Development
- Family and Community Engagement
- Capacity Building

Dr. Lindholm-Leary

- Program Evaluation
- Data Collection
- Reporting on Site Specific and Overall Grant Progress and Outcomes

CREATING THE FIRST VIETNAMESE DUAL LANGUAGE PROGRAM IN OREGON



Portland Public Schools launched the first Dual Language program in Oregon to have Vietnamese as a partner language in 2014-15. The attached Oregonian article provides additional information about this historic program:

http://www.oregonlive.com/portland/index.ssf/2014/10/portland_public_schools_vietna.html



LINKING WITH PRE-K BILINGUAL PROGRAMS

Newberg School District's partnership with the Migrant preschool is a perfect blending of district initiatives and programs. Students in the preschool are taught by a licensed preschool teacher and a native Spanish speaking assistant. This year, the Students in the PreK program will have access to the same curriculum that the Dual language program uses. This early connection supports the alignment between the two programs and helps to ensure that the Spanish speaking children in the preschool enroll in the Dual Language program in kindergarten and continue to develop their bilingual skills.



FOSTERING PRE-K - 12 BILITERACY PATHWAYS

- Grant sites are working on master plans that articulate their vision for K-12 biliteracy pathways, with details around:
 - What their biliteracy program models/offerings will look like at the elementary, middle and high school levels
 - How the K-12 program can link with and/or develop bilingual support at the preschool level
 - Research that supports the models they choose to implement
 - Diagrams that illustrate what their K-12 biliteracy pathway looks



NEXT STEPS FOR DUAL LANGUAGE GRANT

- Spanish assessment (Logramos) for grades 3-5 this spring and next.
- Challenges to 3 year grant with a 2-year budget cycle.
 - Allocating funds to grant sites for year 3. Request pending to Legislature to set aside 2013-15 funds designated for year 3 in 2015-17 biennium for year 3 allocation to grant sites.
 - No funds in current grant for consultants (ATDLE) in year 3.
- Phase 2 of DL grant likely, which would include:
 - RFP for consultants for TA and research
 - RFP for grant sites
- RFP for Grant Sites likely to include:
 - Priority (but no guarantee) for existing sites to continue in grant project
 - Priority for established DL programs that have been operational for several years at the elementary level and have established or planned K-12 biliteracy pathways

QUESTIONS?

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