


MEMORANDUM

TO: The Honorable JB Pritzker, Governor
The Honorable Emanuel “Chris” Welch, Speaker of the House
The Honorable Tony McCombie, House Minority Leader
The Honorable Don Harmon, Senate President
The Honorable John Curran, Senate Minority Leader

FROM: Dr. Tony Sanders 
State Superintendent of Education

DATE: October 10, 2024

SUBJECT: The Dual Language Report

Attached is the Dual Language Report required by 105 ILCS 5/14C-13 of the School Code as amended by Public Act 103-0362.

This report is transmitted on behalf of the State Superintendent of Education and the Illinois Advisory Council on Bilingual Education. For additional copies of this report or for more specific information, please contact Dana Stoerger, Executive Director of Legislative Affairs at (217) 782-6510 or dstoerge@isbe.net.

cc: Secretary of the Senate
Clerk of the House
Legislative Research Unit
State Government Report Center



Illinois Advisory Council on
Bilingual Education (IACBE)

in consultation with

THE BUENO CENTER
for multicultural education

INCENTIVIZING DUAL LANGUAGE EDUCATION & INSTRUCTION IN SCHOOLS

ILLINOIS Public Act 103-0362 | October 2024





Public Act 103-0362 requires the Illinois Advisory Council for Bilingual Education (IACBE) to deliver a comprehensive report to the General Assembly, outlining strategies to incentivize and expand dual language (DL) education in Illinois schools. The legislation highlights the importance of enhancing bilingual education statewide to ensure students benefit cognitively, academically, linguistically, and socio-culturally from bilingualism and biliteracy. This report presents actionable strategies and policy recommendations aimed at supporting and expanding DL education programs, particularly in culturally and linguistically diverse communities that have historically been underserved, thereby promoting educational equity and excellence across Illinois.

The Public Act requests that the report address the following key issue areas:

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| <ul style="list-style-type: none">• Expanding Dual Language Education Programs: Increase the availability and accessibility of dual language education to meet growing demand. |
| <ul style="list-style-type: none">• Developing a Strategic Plan for Scaling DL Education: Create a long-term plan for the sustainable growth of dual language education across the state. |
| <ul style="list-style-type: none">• Exploring Public-Private Partnerships: Leverage partnerships to expand resources and opportunities for dual language education. |
| <ul style="list-style-type: none">• Identifying Potential Funding Mechanisms: Explore and implement state and federal funding models to support and sustain dual language education. |
| <ul style="list-style-type: none">• Building a Qualified Teacher Workforce: Develop strategies to recruit and retain qualified bilingual educators to meet program demands. |
| <ul style="list-style-type: none">• Establishing Standards for Measuring Student Progress: Implement consistent standards to assess the effectiveness of dual language education and student outcomes. |

Scope and Methodology

This report was developed through extensive stakeholder engagement, expert consultation, and data collection. Key stakeholders—including researchers in the field of bilingual education, bilingual educators, administrators, community leaders, and policymakers—were consulted through dialogues, feedback sessions held at key conferences, and online platforms. Expert consultation and formal reviews were conducted by Dr. Carmen Ayala, Dr. David Nieto, Dr. Tammy Oberg de la Garza and Dr. Sonia Soltero ensuring recommendations were based on the latest research and best practices. Additionally, key organizations such as the Latino Policy Forum (LPC) and the Illinois Resource Center (IRC), played a pivotal role in shaping this report. We want to acknowledge everyone who participated and provided feedback.

Current Landscape and Rationale for DL education in Illinois

DL education in Illinois fosters biliteracy, cognitive development, and academic achievement among students. As the state's demographic landscape becomes more linguistically diverse, the need for effective DL education has grown significantly. DL education supports high academic performance, cultural competence, and socio-cultural understanding. Despite progress, challenges like the shortage of qualified bilingual education teachers and sustainable funding remain.

The following chart outlines various state-level investment recommendations to improve and expand Dual Language education in Illinois, categorized by cost and specific actions to enhance program quality and accessibility. The color coding in the chart indicates how all sections of PA 103-0362 are addressed in the body of this report. In addition, the appendix contains specific guidance for school districts, which the Illinois State Board of Education can endorse and disseminate.

State Level Investments for Dual Language Education Improvement and Expansion		
No-Cost (no new investment needed)	Low-Cost (approximately \$400,000 annually)	High Cost (\$4M to \$6M annually to Incentivize all candidate pools)
<ul style="list-style-type: none"> + Modify Administrative Rules Part 228: Include the definition for Dual Language and teaching standards for DL education. 1 2 6 + Adopt Statewide Guidance: Provide a clear framework for starting and expanding DL education, ensuring consistency and quality across the state. 1 2 6 + Enhance the ISBE Equity Continuum: Integrate DL programming into the broader framework of student learning and support for educators. 1 5 + Expand the Seal of Biliteracy Recognition Pathways: Promote bilingualism and enhance students' future opportunities. 1 2 4 6 + Develop a Recruitment and Retention Platform and Marketing Efforts: Create an online platform and campaign to attract potential bilingual educators. 1 2 5 	<ul style="list-style-type: none"> + Create a Dedicated Funding Line Item: Fund planning or improvement phases for school districts for DL programming. 1 2 4 + ISBE to Hire or Contract Multilingual Education Specialists: Provide expert support for planning and implementing DL education. 1 2 3 5 + Contract with Professional Development Vendors: Offer specialized training for DL educators. 1 2 3 4 5 	<ul style="list-style-type: none"> + Develop a Comprehensive Bilingual Teacher Pathway Program: Invest in a robust pipeline for recruiting and retaining bilingual educators. 1 2 3 4 5
<p>KEY: The color coding shows which components of the report are addressed within each section by number/color.</p> <ul style="list-style-type: none"> 1. Expanding dual language education and instruction 2. Developing a strategic plan for scaling dual language education 3. Possible public-private partnerships to expand dual language education 4. Potential funding mechanisms and models, including how to leverage the use of existing state and federal resources and how to sustain funding for dual language education 5. Building the supply of qualified teachers for dual language education, including potential partnerships with private or nonprofit teacher preparation or development programs and college teacher preparation programs, potential alternative certification routes, exchange programs with other countries, and financial incentives 6. Setting standards for measuring student progress in dual language education. 		

Conclusion

To achieve the long-term goal of this public act for expanding DL education in Illinois, all three of the above recommendations and investments are necessary. The strategic plan outlined in this report provides a clear path for expanding and enhancing DL education in Illinois. These actions will position Illinois as a leader in educational equity and innovation, paving the way for a future where every student can thrive in a diverse and interconnected world.

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Purpose of the Report

Public Act 103-0362 mandates that the Illinois Advisory Council for Bilingual Education (IACBE) deliver a comprehensive report to the General Assembly on strategies to incentivize and expand dual language (DL) education in Illinois schools. The legislation aims to enhance bilingual education statewide, ensuring all students, especially English Learners (ELs), gain the cognitive, academic, linguistic, and socio-cultural benefits of bilingualism and biliteracy. DL education is designed to serve all students, with a focus on equity for ELs by providing high-quality education in both English and the student's home language. Research has shown that DL education significantly boosts academic performance, fosters cross-cultural understanding, and prepares students for a globalized workforce (Thomas & Collier, 2002, 2017; Lindholm-Leary, 2012). Recent studies further support these findings, highlighting that DL education not only improves standardized test scores and long-term academic outcomes for all students, including English learners (Steele, Slater, Zamarro, Miller, Li, & Burkhauser, 2017), but also promote bilingualism and biliteracy, which are critical skills in an increasingly interconnected world (Menken & García, 2023; Tedick, 2023). Additionally, these programs have been shown to enhance socio-emotional development and cross-cultural competencies, fostering an inclusive school environment that values diversity (DeMatthews & Izquierdo, 2020; Soltero, 2023). This report outlines actionable strategies and policy recommendations to support and expand DL education programs, particularly in culturally and linguistically diverse communities that have been historically underserved, thus advancing educational equity across Illinois.

According to the statute, the report must include recommendations on:

- Expanding dual language education and instruction
 - (p. 21, 23, 24, 25, 26, 27, 28, 29, 37, 38, 39, 42, 44, 45, 46, 47, 50, 51, 52, 53, 54, 55).
- Developing a strategic plan for scaling dual language education
 - (p. 21, 23, 24, 25, 26, 27, 28, 29, 37, 38, 39, 40, 41, 42, 47, 50, 51, 52, 54, 55).
- Possible public-private partnerships to expand dual language education
 - (p. 27, 28, 29, 38, 54,55).
- Potential funding mechanisms and models, including how to leverage the use of existing State and federal resources and how to sustain funding for dual language education
 - (p. 24, 26, 28, 29, 37, 38, 39, 40, 41,42, 49, 50, 52, 54, 55).
- How to build the supply of qualified teachers for dual language education, including potential partnerships with private or nonprofit teacher preparation or development programs and college teacher preparation programs, potential alternative certification routes, exchange programs with other countries, and financial incentives
 - (p. 23, 25, 27, 28, 29, 38, 39, 41, 42, 48, 49, 50, 51,52, 53, 54, 55).
- Standards in measuring student progress in dual language education
 - (p. 21, 23, 38 39, 40, 41, 44, 45, 46, 47, 51, 52).

Scope and Methodology

This report was developed using a multifaceted methodology that included stakeholder engagement, expert consultation, and data collection. Stakeholder engagement involved dialogues with experts in the field of bilingual education, bilingual educators, bilingual administrators, community leaders, and policymakers, as well as feedback gathering sessions in the Fall 2023 Bilingual/ESL Director's Meeting and the Multilingual Illinois

Statewide Conference. These events provided a platform to gather diverse perspectives and insights on Dual Language (DL) education needs and opportunities. During these meetings, a QR code was shared with participants, directing them to a Google Doc where they could provide feedback. Detailed questions for feedback can be found in Appendix E. Additionally, a facilitation guide (Appendix E) was created to enable stakeholders to conduct focus groups and contribute further feedback. Individual stakeholder meetings were conducted via Zoom to ensure comprehensive input. Finally, the draft of the report was reviewed, and feedback was given by experts in the field, Dr. Carmen Ayala, Dr. David Nieto, Dr. Tammy Oberg de la Garza and Dr. Sonia Soltero, ensuring the recommendations were based on the latest research, best practices, and the needs of the Illinois educational community. This rigorous process guaranteed that the recommendations were evidence-based and comprehensive.

Role of Key Organizations

Key organizations such as the Latino Policy Forum (LPF) and the Illinois Resource Center (IRC) have been pivotal in developing this report. They provided guidance, secured support, and ensured the report aligns with state educational goals. Their combined efforts have created a strategic tool to advance DL education throughout Illinois, providing a roadmap for expanding and enhancing these programs to benefit students, educators, and communities statewide.

Engaging Stakeholders

The project involved commissioning subject matter experts from The BUENO Center, specifically Dr. Tania Hogan and Dr. Nancy Commins, to conduct research and analysis, focus groups and various meetings on incentivizing dual language programs and instruction. The project prioritized the engagement of stakeholders and the provision of actionable insights. This collaborative approach ensured that the report reflects a wide range of perspectives and addresses the multifaceted aspects of dual language instruction. The BUENO Center, based at the University of Colorado Boulder, specializes in promoting educational equity and excellence for culturally and linguistically diverse students through research, professional development, and community engagement.

This collaborative approach, spanning from fall 2023 to December 2024, ensured the report reflected diverse perspectives and provided actionable insights to enhance dual language education and instruction.

Overview and Rationale of Existing Dual Language Education Programs in Illinois

Dual language education programs foster biliteracy, cognitive development, and academic achievement among students. With the prevalence of bilingualism globally, investing in dual language education aligns with educational trends and societal needs. By adhering to the directives of Public Act 103-0362 and leveraging the expertise of stakeholders, this report aims to advance dual language education in Illinois, ultimately enhancing student outcomes and preparing learners for success in a multilingual world.

DL education in Illinois serves as a vital component of the state's educational landscape, providing students with unique opportunities to develop proficiency and literacy in two languages while fostering cultural understanding and academic excellence. This section provides an overview of the current landscape of DL education programs in Illinois, along with the rationale for their implementation and expansion.

Current Landscape

DL education in Illinois is increasingly recognized as essential for promoting academic attainment, bilingualism, biliteracy, and cultural competence among students. As the state's demographic landscape becomes more linguistically diverse, the need for effective dual language programs has grown significantly. Currently, Illinois

has approximately 145 dual language programs, reflecting the state's commitment to expanding bilingual education to meet the needs of its diverse student population (Illinois State Board of Education, 2023). The number of EL students in Illinois has steadily increased over the years, now totaling about 235,000, which demonstrates the need for robust educational programs that cater to these students' linguistic and academic needs (Illinois State Board of Education, 2023).

Under the umbrella of bilingual education, Illinois offers several program models, including dual language education (one-way and two-way dual language) and Transitional Bilingual Education (TBE). Unlike World Language Programs, which do not provide core content instruction in the target language and are typically limited to a few instructional periods per week, bilingual education programs in Illinois aim for comprehensive linguistic development. These programs are implemented in both urban and rural districts, reflecting widespread interest across the state. Specifically, this report focuses on one-way and two-way DL models that include the participation of ELs in both models and English proficient students in two-way models. Currently, DL education in Illinois offer instruction primarily in Spanish, Mandarin, French, Polish, and Japanese, which aligns with the linguistic diversity of the state's population (Illinois State Board of Education, 2023). These programs often start in the early primary grades (including Pre-K), with some extending into middle and high school levels to support long-term bilingual/biliteracy development; socio-cultural growth; and academic achievement.

State policies and advocacy efforts have been instrumental in promoting and expanding dual language programs in Illinois. The state has established clear guidelines and standards for transitional bilingual education through Illinois Administrative Code Part 228, which outlines the requirements for bilingual education programs. Additionally, advocacy groups and educational organizations, such as the Illinois State Board of Education (ISBE), Illinois Resource Center (IRC), Illinois Association for Multilingual Multicultural Education (IAMME), and Illinois Advisory Council on Bilingual Education (IACBE), have been active in raising awareness and supporting the implementation and expansion of dual language programs (Illinois State Board of Education, 2023).

Despite this progress, dual language education programs in Illinois face several challenges, including a shortage of qualified bilingual education teachers, inconsistency in program implementation across districts, and the lack of sustainable funding. Addressing these challenges requires strategic planning, investment in teacher preparation programs, and ongoing professional development for educators. Numerous districts in Illinois, such as Chicago Public Schools (CPS), Elgin Area School District U-46, and Woodstock Community Unit School District 200, have successfully implemented comprehensive two-way dual language programs that have demonstrated significant academic benefits for both English Learners and native English speakers. These programs emphasize rigorous academic standards, cultural competence, and community involvement, leading to high levels of student achievement and engagement (Illinois State Board of Education, 2023)

To further enhance dual language education in Illinois, this report recommends investing in several strategic initiatives to ensure districts can provide appropriate resources and interventions tailored to the specific demographics of their English Learner populations.

Rationale for DL education: The implementation of DL education in Illinois is grounded in compelling research and educational principles that underscore the numerous cognitive, linguistic, academic, and socio-cultural benefits of bilingualism and biliteracy.

1. **Cognitive Benefits:** DL education facilitates the development of cognitive skills such as problem-solving, critical thinking, and metalinguistic awareness. Research suggests that bilingual individuals demonstrate enhanced executive brain function, including skills such as task-switching, inhibition, and working memory. These cognitive benefits contribute to academic success and lifelong learning (Bialystok, 2017).

2. **Academic Achievement:** Recent studies have shown that students in dual language education consistently outperform their monolingual peers on standardized assessments across various subjects, including reading, mathematics, and science. Additionally, students in dual language education develop higher levels of bilingualism and biliteracy, which are associated with enhanced cognitive flexibility, improved metalinguistic awareness, and stronger problem-solving skills (Steele, Slater, Zamarro, Miller, Li, & Burkhauser, 2017; Menken & García, 2023). In Illinois, when you look at the success of the “former ELs,” (students who reached English proficiency and are no longer classified as ELs) it is evident in that they “outperform students who were never ELs on state ELA and math assessments” (ISBE, 2023, p.36). This highlights the effectiveness of bilingual education and importance of the support ELs receive through bilingual education and ESL programming in providing meaningful access to quality education in Illinois. Recent research indicates that the academic advantages associated with DL education are attributed not only to cognitive flexibility and metalinguistic skills cultivated through bilingual education but also to the enriched linguistic and cultural input provided in DL classrooms. This enriched environment promotes deeper understanding and cross-cultural competencies, which are crucial in a globalized world (DeMatthews & Izquierdo, 2020; Tedick, 2023).
3. **Socio-Cultural Competence:** Dual Language (DL) programs promote cultural understanding, empathy, and appreciation for linguistic diversity by immersing students in culturally and linguistically rich environments. These programs help students develop cross-cultural communication skills and a sense of global citizenship, preparing them to navigate and succeed in an increasingly interconnected world. By interacting with diverse peers and engaging with multiple languages, students in DL education gain valuable social-emotional skills and an openness to different cultural perspectives (Palmer & Martínez, 2023; Esquinca & Franco-Fuenmayor, 2023; Beeman & Urow, 2023). This holistic educational approach enhances academic outcomes and builds a foundation for fostering inclusivity and empathy in diverse societies.
4. **Equity and Access:** DL education plays a crucial role in promoting educational equity by providing English learners with equitable access to high-quality education that leverages their linguistic assets. DL education not only supports the maintenance and development of students' home languages alongside English proficiency but also enhances cognitive skills and fosters a strong sense of cultural identity among ELs. By valuing and incorporating students' linguistic and cultural backgrounds, DL education empower ELs to achieve academic success without sacrificing their cultural heritage.

Current studies confirm the effectiveness of DL education in promoting academic achievement and equitable educational opportunities for ELs. For example, Steele et al. (2017) found that students in DL education demonstrated higher proficiency in both English and their home languages, with long-term benefits in cognitive development and academic performance. Similarly, Valentino and Reardon (2015) reported that bilingual education models, like dual language, significantly narrow achievement gaps between ELs and their native English-speaking peers.

The need to expand dual language education in Illinois is driven by several factors. Firstly, there is a growing recognition of the cognitive, academic, and social benefits of bilingual education. DL education facilitates biliteracy and cognitive development, benefiting both English learners and native English speakers. Park et al. (2022) found that students in DL education demonstrate enhanced bilingual proficiency and cognitive flexibility, which contribute to improved academic performance and problem-solving skills across subjects. Additionally, DL education fosters cultural understanding and empathy among students from diverse linguistic backgrounds, creating more inclusive and equitable learning environments (Palmer & Martínez, 2023; Umansky, Porter, & Thompson, 2021). Given the prevalence of bilingualism globally and the increasing demand for bilingual skills in the workforce, there is a pressing need to expand and enhance DL education to meet the evolving needs of students and prepare them for success in a multilingual society.

Expanding these programs can help meet the increasing demand from families and communities who see the value in bilingualism and biliteracy and can address educational equity by providing high-quality language education to more students, particularly those from historically underserved and immigrant backgrounds who can greatly benefit from these programs. Early Childhood Education (ECE) research shows that DL education is most effective when they start early—as early as preschool. UChicago Consortium highlights the critical importance of providing English Learners with access to high-quality preschool programs. Early exposure to dual language instruction not only supports language development in English and students’ home language, but also lays a strong foundation for future academic achievement and socio-cultural competence. By beginning dual language education in preschool, children can develop bilingual skills more naturally and benefit from the cognitive, academic, and social advantages of bilingualism from an early age. This early start is crucial for maximizing the long-term benefits of dual language programs (De la Torre et al, 2019).

Bilingual individuals often have access to a broader range of employment and can earn higher salaries compared to their monolingual peers (Gándara et al, 2015). In Illinois, expanding DL education and programs could contribute to the state's economic vitality by producing a workforce equipped with valuable bilingual and biliterate skills, enhancing competitiveness in global markets, and attracting businesses that value linguistic diversity.

Incentivizing bilingual education through strategic funding mechanisms and partnerships can further support the sustainability and growth of DL education, ensuring equitable access to high-quality bilingual education for all students.

UNDERSTANDING DUAL LANGUAGE PROGRAMS



Definition and Concept of DL education

Dual Language (DL) education programs are designed to promote bilingualism, biliteracy, academic achievement, and cross-cultural competencies among students. At their core, DL education aims to provide core content and language arts instruction in two languages, typically the students' native language and English, with the goal of developing proficiency in both languages while simultaneously fostering academic achievement and socio-cultural competence. To maintain the effectiveness of two-way dual language education, where both English learners (ELs) and English-proficient students enroll, EL participation is essential. It ensures a balanced linguistic environment where all students mutually benefit from peer language models, thus enhancing language development for both groups. Having English Learners in DL education not only supports their own language and academic growth, but also enriches the learning experience for native English speakers, fostering greater bilingual proficiency and cultural competence among all students (Castro, Umansky, & Barnes, 2022).

Grounded in additive bilingualism, DL education embraces the idea that learning a second language enhances linguistic and cognitive development (Paradis et al., 2011). Studies confirm that bilingualism contributes to cognitive flexibility and academic success, reinforcing the benefits of learning multiple languages (Baker & Wright, 2021).

DL education also values linguistic and cultural diversity, creating inclusive environments where students’ home languages and identities are affirmed. This approach fosters a sense of belonging and supports positive identity development, contributing to academic and social-emotional well-being (Paris & Alim, 2017; Potowski, 2022).

Core Principles of Dual Language Programs

1. **Bilingualism and Biliteracy:** Dual language education develops proficiency in both languages. This involves speaking, reading, writing, and understanding both languages at a level comparable to monolingual peers in each respective language, preparing students for greater career opportunities in an increasingly globalized job market.
2. **High Academic Achievement:** Students in DL education often achieve at or above grade level in both languages compared to their monolingual peers. Bilingualism enhances problem-solving skills, cognitive flexibility, and executive function, contributing to overall academic success, greater mental flexibility, and improved executive function (Umansky & Reardon, 2018; Marian, Shook, & Schroeder, 2013; Park, Carreira, & Kwon, 2022). Bilingual students also develop better memory, attention control, and multitasking abilities, which significantly contribute to their overall academic success (Adesope, Lavin, Thompson, & Ungerleider, 2010) as well as higher-order thinking skills and metalinguistic awareness, enabling students to understand and manipulate language structures more effectively (Tedick & Lyster, 2023). This deep understanding of language facilitates the learning of complex concepts in subjects such as mathematics, science, and social studies (Cervantes-Soon et al., 2017). The immersive nature of DL education ensures that students are continually engaged in learning and using both languages in meaningful contexts, which not only reinforces their academic skills and knowledge but also enhances their cognitive development and cultural competence (Potowski, 2022).
3. **Sociocultural Competence:** DL education fosters an appreciation for cultural diversity and promotes positive attitudes toward different cultures. It integrates cultural content into the curriculum and encourages meaningful interactions between students from diverse linguistic and cultural backgrounds. Culturally responsive pedagogy in dual language programs, which integrates students' cultural and linguistic backgrounds, enhances student engagement and fosters a stronger sense of belonging (Paris & Alim, 2017; Palmer & Martínez, 2023). When students see their cultures and languages reflected in the curriculum, they participate more actively and take ownership of their learning, enhancing academic outcomes and strengthening their connection to the content (García & Kleyn, 2016; Castro et al., 2022).

Additionally, DL education emphasizes sociocultural competence by teaching students about social justice and equity. Discussing historical and contemporary issues related to race, ethnicity, language, and culture in the classroom helps students develop a critical awareness of systemic inequalities and the importance of advocating for social change (Flores & García, 2020; Potowski, 2022). This critical awareness fosters empathy and a sense of responsibility toward their communities and the wider world, preparing students to become informed and engaged global citizens (Palmer et al., 2023).

4. **Critical Consciousness:** DL education fosters critical consciousness by teaching students to recognize and challenge social inequalities. This involves raising awareness of power dynamics, privilege, and systemic inequities while encouraging action toward creating a more equitable society. DL education with a focus on critical consciousness takes a holistic approach, promoting bilingualism, academic excellence, and cultural competence while preparing students to engage in social justice movements (Paris & Alim, 2017; Cervantes-Soon et al., 2017; Flores & Rosa, 2015). Through this approach, students develop a deeper understanding of race, language, and identity, empowering them to advocate for social change and contribute meaningfully to a diverse, equitable society (Palmer et al., 2023; Potowski, 2022).
5. **Integrated Classrooms:** In two-way dual language education programs, students from different linguistic backgrounds learn together, engaging in natural interactions and peer learning. This integration promotes language acquisition and provides a diverse, inclusive setting for discussing social justice issues (García & Kleifgen, 2010; de Jong & Howard, 2009; Collier & Thomas, 2004). Students benefit from immersion in both languages throughout the school day, developing listening, speaking,

reading, and writing skills in authentic contexts. Native speakers act as linguistic models, facilitating reciprocal learning and fostering cultural competence. This approach encourages meaningful language practice through collaborative activities, enhancing proficiency (Palmer & Martínez, 2023; Potowski, 2022).

6. **Balanced Instruction:** Instructional time is carefully divided between two languages to promote balanced bilingualism. Language allocation models vary, with some programs implementing a 50/50 balance from the start, providing equal instructional time in the target language and English. Other models, such as the 90-10 and 80-20 language allocation models, start with a higher percentage of instruction in the target language and gradually transition to an equal balance by the 4th or 5th grade. This approach ensures sustained development in both languages (Lindholm-Leary & Howard, 2008; Tedick & Lyster, 2023) and fosters an inclusive classroom environment where both languages and cultures are valued equally.

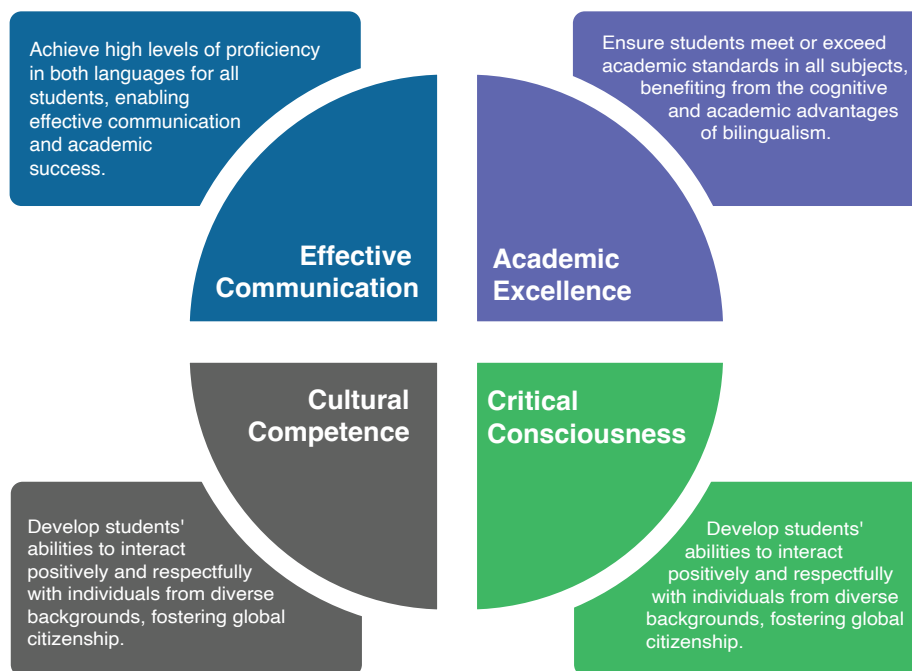
This parity in language instruction helps build students' confidence and identity as bilingual individuals, reinforcing the importance and utility of both languages in their academic and personal lives. As students' linguistic and cultural backgrounds are validated, they develop a more positive self-concept and a stronger sense of belonging within the school community (Palmer & Martínez, 2023; Potowski, 2022). Additionally, this balanced language model promotes higher academic achievement by allowing students access to the curriculum in both languages, leading to greater cognitive flexibility and metalinguistic awareness (Castro, Umansky, & Barnes, 2022; de Jong, 2020).

Goals of Dual Language Programs

There are three core goals of Dual Language programs:

1. Develop high levels of bilingualism and biliteracy in the home language and English
2. Achieve academically
3. Develop socio-cultural competencies

These goals provide a comprehensive framework that prepares students for opportunities in a globalized society where bilingualism, cultural awareness and social justice advocacy are valuable assets.



Types of Research-Based Dual Language Education Programs

Dual language education programs are founded on extensive evidence-based research that demonstrates their effectiveness in various educational settings. The conceptual framework of DL education is built on the premise that language learning is most effective when it is meaningful, interactive, and integrated into academic and culturally relevant content. This approach aligns with sociocultural theories of language acquisition, which emphasize the role of social interaction and cultural context in learning (Vygotsky, 1978; Lantolf & Thorne, 2006). By immersing students in both languages throughout their schooling, DL education creates a seamless and enriched learning experience that prepares students for a multilingual world.

Below are the primary types of research-based DL education, each with unique characteristics and methodologies.

Two-Way Dual Language Education Programs

Two-Way DL education integrates native speakers of English and English Learners in the same classroom, where instruction and learning happen through two languages.

Models:

- **50-50 Model:** The language of instruction is split equally between English and the partner language from the start of the program, typically beginning in pre-kindergarten or kindergarten and continuing into middle and high school.
- **80-20 and 90-10 Model:** Initially, 80% or 90% of instruction is in the partner language and 20% or 10% is in English. The ratio gradually adjusts to 50-50 by around third or fourth grade, and then continues with a balanced amount of each language through middle and high school.

Well planned and designed DL education yields high levels of language proficiency and academic achievement in both languages (Soltero, 2016). Students typically perform at or above grade level in standardized tests for both languages and exhibit positive attitudes toward cultural diversity and multicultural interactions (Thomas and Collier, 2017).

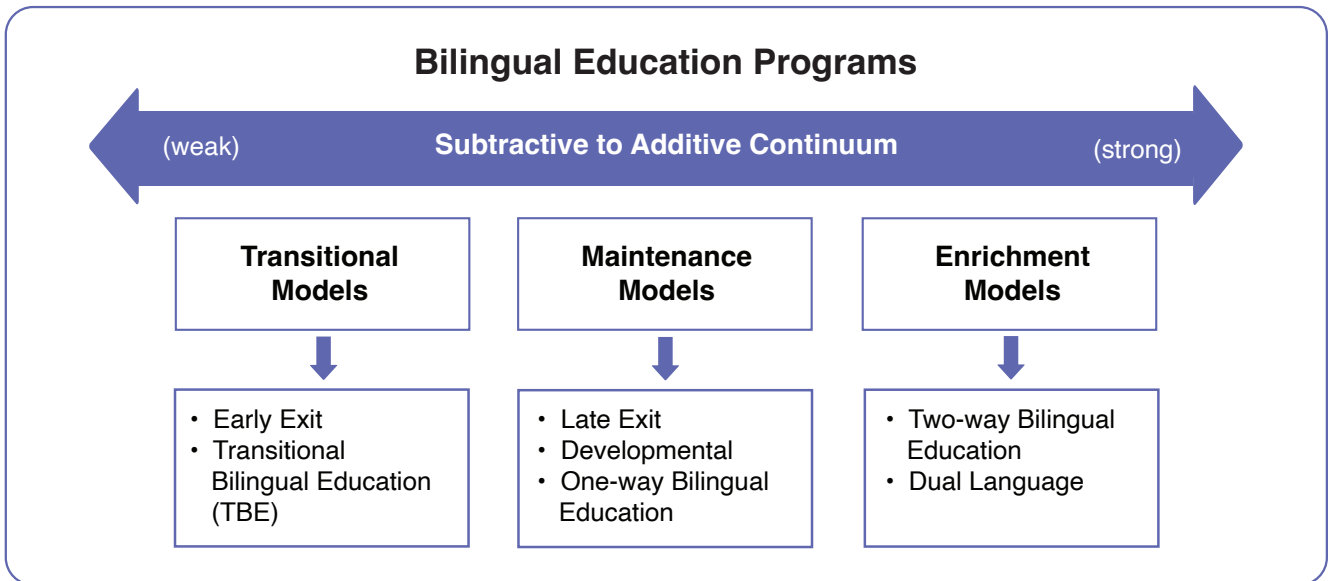
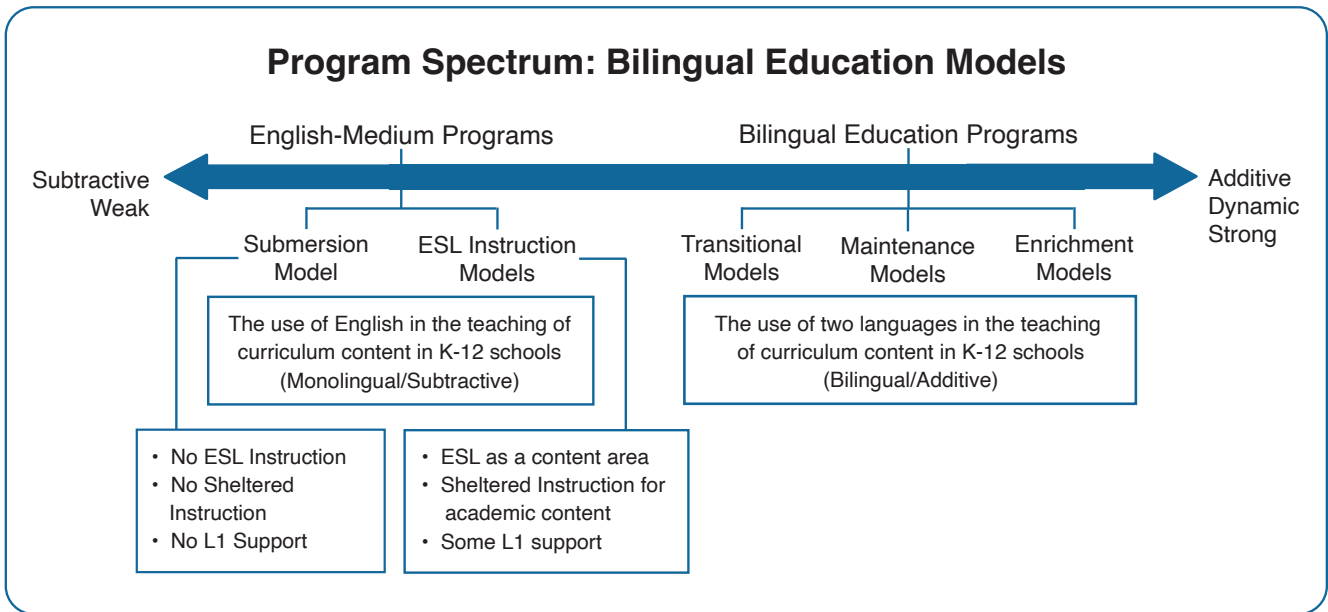
One-Way Dual Language Education Programs

One-way DL education primarily serves English Learners. The goals of one-way DL are the same as those for two-way programs. That is to develop high levels of bilingualism, biliteracy, academic achievement, and socio-cultural competence. In comparison to Transitional bilingual education where ELs exit the program after reaching proficiency in English, ELs in one-way programs continue to receive instruction and develop the home language after reclassifying from EL status.

Research has consistently shown that students in one-way dual language programs often outperform their monolingual peers in both academic achievement and cognitive skills, such as problem-solving and metalinguistic awareness, due to their bilingual experience (Umansky & Reardon, 2018; Valentino & Reardon, 2015; Barac & Bialystok, 2012; Park, Carreira, & Kwon, 2022).

Subtractive to Additive Models

The images below provide a visual representation of the spectrum of bilingual education models, highlighting the progression from subtractive to additive forms. This continuum ranges from weak and subtractive to stronger and additive models that foster bilingualism and biliteracy.



Transitional bilingual education (TBE) is considered a subtractive program because the goal is to transition students to the general education English-medium classroom once ELs reach proficiency in English. This typically happens in 3 to 4 years and ends all native language instruction. It is important to note that while ESL is not a bilingual education program, it is part of any bilingual and dual language education program where ELs are enrolled and is a subtractive language program.

Additive bilingual education models develop students' proficiency in both their home language and English. While transitional bilingual education programs are short-term and subtractive, they can be converted into a one-way dual language program by extending the duration of bilingual instruction, increasing the use of students' native languages, and incorporating more culturally relevant pedagogy. We mention this in the report to emphasize that schools who desire to implement additive bilingual programs can recast TBE into one-way dual language education programs and thereby promote students' bilingualism, biliteracy, and cross-cultural competence.

Key Components of Well-Designed and Implemented Programs

The success of DL education depends on several key components that ensure its effectiveness in promoting bilingualism, biliteracy, academic achievement, and socio-cultural competence. The most successful and sustainable programs are carefully planned and designed, led by knowledgeable and committed leadership, and supported by well-trained staff. Essential elements include a clear language allocation policy, a linguistically and culturally responsive curriculum, effective instructional practices, and inclusive family and community engagement (Soltero, 2016, 2023). When these components are in place, DL programs can provide high-quality, sustainable support for student success.

1. Program Elements: Design, Planning and Implementation

Research consistently shows that dual language (DL) education programs that are well-designed, carefully planned, and implemented according to foundational principles achieve higher levels of effectiveness, quality, and sustainability (Lindholm-Leary, 2012; Soltero, 2016, 2023; DeMatthews & Izquierdo, 2020). A strong DL program begins with a clear, strategic vision that aligns with the community's needs and educational standards. Key elements that contribute to a high-quality program include strong leadership, well-prepared teachers, targeted professional development, a clear language allocation policy, a culturally and linguistically responsive curriculum, and appropriate instructional approaches and materials. The Center for Applied Linguistics (CAL) principles provide comprehensive guidelines for each of these elements, ensuring they are effectively integrated to support student achievement and program longevity.

A clear language allocation plan is essential for defining how and when each language will be used for instruction. Whether the program follows a 90-10, 80-20, or 50-50 model, consistency in adhering to this plan is crucial for achieving language proficiency goals and ensuring balanced exposure to both languages, promoting effective bilingual development (Lindholm-Leary, 2012). Additionally, ongoing program evaluation is vital for identifying areas for improvement and ensuring that the program continues to meet its goals. This continuous cycle of assessment and adaptation allows programs to remain effective and responsive to the evolving needs of students and the school community. Howard et al. (2003) underscore the importance of ongoing evaluation in sustaining high-quality DL education, helping to ensure that they can adapt to changing educational demands while maintaining high standards of bilingual education.

2. Strong Leadership and Support Paired with Adoption of Local Board Policies

Effective high quality DL education requires the commitment, support and active involvement of school and district administrators. This includes providing adequate resources, ongoing professional development, and fostering a school culture/climate that values bilingualism, biliteracy and cultural diversity. School leadership and district administrative long-term commitment ensures that the necessary support structures are in place to facilitate the success of DL education. To safeguard against changes in leadership that could jeopardize the program, it is crucial to adopt local board policies that systematize and institutionalize DL education in a district. Developing and sustaining DL education also necessitates strong advocacy at both the local and state levels. Policies that support bilingual education and provide adequate funding are crucial for the long-term success and sustainability of dual language (DL) programs. Recent research highlights the importance of robust policy frameworks that prioritize bilingual education and allocate sufficient resources to develop and maintain high-quality programs (Umansky et al., 2021; Castro et al., 2022). Advocates must continue to influence educational policy and secure necessary funding to ensure that DL education can deliver effective instruction, promote equity, and foster academic achievement for all students (García & Menken, 2023).

3. Qualified and Trained Staff

Highly qualified DL teachers are the cornerstone of DL education, that include bilingual teachers, monolingual English teachers and ESL teachers. These educators must have formal university training in

bilingual education, second language acquisition, ESL, and culturally responsive instruction, attained through the state required bilingual education and ESL endorsement coursework. In addition, bilingual DL teachers must possess strong proficiency in both languages of instruction and be skilled in delivering content in a bilingual setting. Their ability to effectively teach and engage students in both languages is critical to the success of DL education. Given the bilingual education teacher shortage, recruitment and retention are key, as the demand for bilingual educators exceeds the supply. Strategies to attract and retain these teachers include offering competitive salaries, providing comprehensive supports, and mentoring systems, and fostering a professional environment that values and supports bilingual education (Sánchez, García, & Solorza, 2017).

Ongoing professional development equips teachers with effective bilingual instructional strategies and linguistically and culturally responsive teaching practices and assessments. This professional development should include training on bilingual and second language acquisition theories, bilingual/biliteracy-oriented pedagogy, and linguistically appropriate assessment methods. By continuously enhancing their skills and knowledge, teachers can stay current with the latest research and best practices in bilingual education, which improves their instructional effectiveness and positively impacts student linguistic and academic outcomes (Collins & Muñoz, 2016; Puzio et al., 2017). Providing regular professional development opportunities ensures that teachers are well-prepared to meet the diverse needs of their students and adapt to the evolving landscape of bilingual education (Calderón, Slavin, & Sánchez, 2011; García, Menken, & Norton, 2022).

4. Effective Instructional Practices

Instructional approaches must be linguistically and culturally responsive and engage students in critical thinking and problem solving. Instructional strategies should also be meaning-based so that students make connections between their prior knowledge and what they are learning. One key strategy is scaffolded instruction, which involves providing structured support to help students understand and use the target languages. Teachers can employ various scaffolding techniques such as modeling, using visual aids, and designing interactive activities that make content accessible and comprehensible to all learners. By breaking down complex tasks into manageable steps and gradually reducing support as students gain proficiency, scaffolded instruction ensures that students can build their language skills effectively while mastering academic content (Echevarria, Vogt, & Short, 2017).

In addition to scaffolded instruction, collaborative learning is an essential component of effective DL education. By promoting collaborative learning activities, teachers encourage students to work together in both languages, which enhances language development and fosters a sense of community. Peer interactions provide students with authentic opportunities to practice language skills in meaningful contexts, reinforcing their learning and boosting their confidence. Collaborative projects, group discussions, and peer teaching are examples of activities that not only improve language proficiency but also help students develop essential social skills and a cooperative spirit. These practices create a dynamic and inclusive classroom environment where students can thrive linguistically, academically, and socially (Johnson & Johnson, 2009).

Another effective practice is differentiated instruction, which tailors teaching methods and materials to meet the diverse needs of students. In a DL classroom, students come with varying levels of language proficiency and learning styles. Differentiated instruction involves modifying lessons, providing multiple means of representation, and offering various ways for students to express their understanding. This approach ensures that all students, regardless of their starting point, can access the curriculum and make meaningful progress (Tomlinson, 2014).

Formative assessments help teachers monitor student progress in both language and content areas, allowing for timely interventions and support. Techniques such as observations, student reflections, quizzes, and informal checks for understanding provide valuable insights into student learning. These assessments guide instruction, ensuring that it is responsive to student needs and promotes continuous improvement (Heritage, 2010).

Incorporating technology tools and digital materials in instruction can further enhance learning in a DL setting. Digital resources, such as language learning apps, interactive whiteboards, and online collaboration platforms, provide additional avenues for students to practice language skills and engage with content. Technology can also facilitate personalized learning experiences, enabling students to work at their own pace and receive instant feedback. It is important to note that digital materials should not focus solely on rote learning and memorization but rather should engage students in critical thinking and problem solving and have rich content and language.

Lastly, integrating cultural content and experiences into the curriculum enriches the learning environment. Teachers can include literature, music, art, and traditions from the cultures represented by the languages being taught. Cultural immersion activities, such as celebrating cultural holidays, inviting guest speakers, and organizing cultural fairs, help students appreciate and understand the cultural contexts of the languages they are learning. This cultural integration fosters a deeper connection to the language and a broader worldview (Banks, 2015). This is in line with state law in Article 14C of the Illinois School code which states, "Instruction in all subjects of the curriculum shall be given in the native language of the English learners who are enrolled in the program and also in English; and the instruction shall incorporate the history and culture of both the United States and the native land of the English learners" (Illinois School Code, 2019, Article 14C).

5. High Quality Curriculum

The most effective and high-quality DL education programs include comprehensive rigorous curriculum and instructional practices that are linguistically and culturally responsive. The curriculum must align with state and national educational standards, ensuring that students receive the same rigorous education across all subjects as their peers. An integrated curriculum that combines language and content instruction is particularly effective. This approach allows students to develop academic skills and bilingual/biliteracy proficiency in math, science, social studies, and language arts, fine arts and technology which are taught in both languages according to the program's model. This integration supports the concurrent development of content knowledge and linguistic ability (Thomas & Collier, 2002).

A comprehensive literacy approach, as outlined in the [Illinois Comprehensive Literacy Plan](#) is necessary, incorporating listening, speaking, reading, and writing instruction in both languages. This comprehensive approach to literacy helps students develop strong language and literacy skills to access and engage with academic content in both languages. The Illinois Comprehensive Literacy Plan emphasizes the Seven Components of Literacy: Oracy, Phonological Awareness, Word Recognition, Fluency, Vocabulary, Comprehension, and Writing. By focusing on these components, educators can ensure that literacy education transcends isolated skills, promoting a broader spectrum of linguistic aptitudes. Additionally, curriculum materials should be culturally relevant, reflecting the students' backgrounds and promoting an understanding of diverse perspectives. Culturally relevant materials help students connect with the content, see the value in their own and others' cultural heritage, and foster a more inclusive and engaging learning environment (Gutiérrez, Morales, & Martínez, 2009; Ladson-Billings, 2014). By integrating materials that reflect the diverse backgrounds of students, educators can create a classroom environment that respects and values all cultures, promoting a deeper understanding and appreciation among students. A valuable guide for this approach is the [Illinois Culturally and Responsive Teaching and Learning Standards](#).

6. Assessment and Accountability

Assessment includes both formative and summative approaches that measure language proficiency, academic achievement, and sociocultural competence. These summative assessments that build into the [State Seal of Biliteracy](#) should be designed to reflect students' bilingual and biliterate abilities and provide meaningful feedback. By assessing students regularly, teachers can gain valuable insights into their progress and identify areas that may require additional support.

Formative assessment tools are critical in DL education because they not only inform teachers instruction but also help them monitor student progress in both languages and content areas, allowing for timely interventions and support. Techniques such as observations, student reflections, quizzes, and informal checks for understanding provide valuable insights into student learning. These assessments guide instruction, ensuring that it is responsive to student needs and promotes continuous improvement (Heritage, 2010).

Using data from these assessments to inform instruction and make program adjustments is essential for ensuring that the DL education program meets its goals. Continuous monitoring and evaluation enable educators to pinpoint areas needing improvement and celebrate successes. This data-driven approach ensures that instructional strategies and resources are effectively aligned with student needs, promoting better outcomes.

Regular evaluation of the DL program itself is equally important. Program evaluations help to identify areas for improvement and ensure that the program continues to meet its goals. Data gathered from these evaluations can guide decision-making and resource allocation, ensuring that the program remains effective and responsive to the needs of students and the broader school community. By maintaining a cycle of continuous improvement, DL education can sustain high standards of bilingual education and adapt to changing educational demands. Research by Howard et al. (2003) supports the notion that ongoing program evaluations are critical for sustaining high-quality DL education.

7. Family and Community Engagement

Engaging parents and families in the Dual Language program builds a supportive environment for their children and sets them up for success. It is important to provide families with ample opportunities to actively participate in their children's education, and provide support systems through workshops, resources, a family liaison and other mechanisms. In accordance with [Article 14C of the Illinois School Code](#), schools with 20 or more English learners of the same language background are required to establish Bilingual Parent Advisory Councils (BPACs). These councils ensure active parent participation in the planning, implementation, and evaluation of bilingual programs, reinforcing the importance of parental involvement in education.

By involving families, schools create a collaborative atmosphere that reinforces the importance of bilingualism, biliteracy and cultural competencies at home and in the community. Hosting cultural events and activities is another effective strategy for strengthening the school-community connection and promoting cross-cultural understanding. These events provide a platform for celebrating the diverse backgrounds of students and their families, fostering an inclusive school culture. Cultural events can include festivals, performances, and exhibitions that highlight the traditions and languages of the school community, with a focus on the cultural assets from the families and community. Such initiatives have been shown to enhance students' sense of belonging and cultural pride (García, 2009). These activities can improve student engagement and academic performance by validating their cultural identities and creating a supportive learning environment (Paris & Alim, 2017; Martínez, 2020).

Building partnerships with community organizations and businesses can further enhance the resources and support available to DL education community involvement enriches the educational experience by providing students with real-world contexts for their learning. These partnerships can offer additional materials, funding, and volunteer support, helping to create a more dynamic and engaging learning environment. By connecting with the broader community, DL education can extend their impact and ensure that students receive a well-rounded and practical education. Research by Epstein (2011) highlights the benefits of school-community partnerships in supporting student success and program sustainability.

8. Linguistic and Culturally Responsive Instructional Materials

Access to high-quality instructional materials that are linguistic and culturally responsive in both languages is imperative for the success of dual language education programs. This includes authentic children's and young adult books, textbooks, digital resources, and supplementary materials that support biliteracy instruction. Authentic materials developed in the target language are essential, as they provide culturally relevant content and accurate linguistic expressions that resonate with students' experiences. In contrast, translated texts can often lack cultural nuance and linguistic accuracy, potentially leading to misunderstandings or a lack of engagement. Recent findings from the English Learner Success Forum (2024) emphasize that the use of authentic materials, rather than relying solely on translations, better supports language development and cultural competency in DL settings.

9. Funding and Resources

Adequate staffing and funding are critical investments that support various aspects of Dual Language (DL) programs, including professional development for teachers and school leaders, instructional materials, the hiring and retention of highly qualified bilingual teachers and support staff, and family and community engagement. Investing in professional development ensures that educators are equipped with the most current and effective pedagogical practices, instructional approaches, and programmatic structures. This comprehensive support system helps create an enriching educational environment that addresses the diverse needs of bilingual students and promotes their academic and linguistic growth. Studies show that well-supported teachers are more effective in improving student outcomes, as ongoing professional development directly correlates with enhanced instructional quality and student achievement (Darling-Hammond, Hyler, & Gardner, 2017; García, Menken, & Norton, 2022). Additionally, adequate funding allows for the continuous improvement and sustainability of DL education, ensuring that schools can adapt to changing educational needs and continue to foster an inclusive and supportive learning environment (Valdés, 2021).

Well-implemented Dual Language programs are characterized by strong leadership, qualified staff, a balanced curriculum, effective instructional practices, robust assessment systems, and active family and community engagement. By adhering to these key components, DL programs can successfully promote bilingualism, biliteracy, academic excellence, and cultural competence among students, preparing them for a diverse and interconnected world.



Plan for Incentivizing Dual Language Education Programs for Legislators and ISBE Board Policy and Advocacy Support

This statewide strategic plan section outlines key investments and recommendations for legislators and the Illinois State Board of Education (ISBE) to create a supportive framework for the initiation and expansion of Dual Language Education. Central to this effort are robust policies, clear definitions, and effective guidance that set the foundation for successful and sustainable program implementation. Leveraging public and private partnerships can bring additional resources and innovation to DL education, while sustainable funding mechanisms ensure long-term viability.

Collaboration with colleges and universities is critical in preparing bilingual education teachers, coaches, and school leaders. In addition, focused teacher recruitment and retention strategies are needed to address the growing demand for qualified teachers. Ongoing professional development helps maintain high standards of instruction and supports the continuous improvement of DL education. By addressing these interconnected areas, this strategic plan aims to foster an educational environment where all students can benefit from the advantages of bilingualism and biliteracy.

The strategic recommendations for state-level investments to enhance and expand dual language education have been organized into three distinct categories to facilitate a clear, phased approach to implementation, addressing both immediate needs and long-term goals:

Short-Term No Cost Recommendations

These recommendations are designed to be implemented quickly without requiring additional financial resources. They focus on leveraging existing structures, policies, and resources to make immediate improvements and set the groundwork for more substantial changes.

Short-Term Low Cost Recommendations

These suggestions involve minimal financial investment but are crucial for initiating more significant improvements. They are prioritized to provide immediate, tangible benefits while awaiting larger funding allocations. This category ensures that initial steps can be taken to support DL programs without significant delays.

Long-Term Recommendations Pending New Monetary Investments

This category addresses the need for substantial financial investment to develop a sustainable, high-quality teacher workforce for DL programs. These recommendations focus on long-term strategies such as comprehensive teacher training, recruitment, and retention programs that require more significant funding and a longer timeline to implement.

The table below provides an overview of the recommendations. Following the graphic, each category is discussed in detail, outlining the specific recommendations and their intended impacts.

State Level Investments for Dual Language Education Improvement and Expansion		
No-Cost (no new investment needed)	Low-Cost (approximately \$400,000 annually)	High Cost (\$4M to \$6M annually to Incentivize all candidate pools)
<ul style="list-style-type: none"> ✦ Modify Administrative Rules Part 228: Include the definition for Dual Language and teaching standards for DL education. 1 2 6 ✦ Adopt Statewide Guidance: Provide a clear framework for starting and expanding DL education, ensuring consistency and quality across the state. 1 2 6 ✦ Enhance the ISBE Equity Continuum: Integrate DL education into the broader framework of student learning and support for educators. 1 5 ✦ Expand the Seal of Biliteracy Recognition Pathways: Promote bilingualism and enhance students' future opportunities. 1 2 4 6 ✦ Develop a Recruitment and Retention Platform and Marketing Efforts: Create an online platform and campaign to attract potential bilingual educators. 1 2 5 	<ul style="list-style-type: none"> ✦ Create a Dedicated Funding Line Item: Fund planning or improvement phases for school districts for DL education. 1 2 4 ✦ ISBE to Hire or Contract Multilingual Education Specialists: Provide expert support for planning and implementing DL education. 1 2 3 5 ✦ Contract with Professional Development Vendors: Offer specialized training for DL educators. 1 2 3 4 5 	<ul style="list-style-type: none"> ✦ Develop a Comprehensive Bilingual Teacher Pathway Program: Invest in a robust pathway for recruiting and retaining bilingual educators. 1 2 3 4 5
<p>KEY: The color coding shows which components of the report are addressed within each section by number/color.</p> <ul style="list-style-type: none"> 1. Expanding dual language education and instruction 2. Developing a strategic plan for scaling dual language education 3. Possible public-private partnerships to expand dual language education 4. Potential funding mechanisms and models, including how to leverage the use of existing state and federal resources and how to sustain funding for dual language education 5. Building the supply of qualified teachers for dual language education, including potential partnerships with private or nonprofit teacher preparation or development programs and college teacher preparation programs, potential alternative certification routes, exchange programs with other countries, and financial incentives 6. Setting standards for measuring student progress in dual language education. 		



SHORT-TERM NO COST RECOMMENDATIONS

Recommendation 1: Modify and adopt Administrative Rules Part 228 of Illinois School Code 14C to include the definition for dual language education and teaching standards for Dual Language education programs. **1 2 6**

To effectively support and expand dual language education programs in Illinois, it is essential to adopt a statewide dual language definition. This definition must be comprehensive, inclusive, and provide clear guidance for program implementation. The primary educational goals should emphasize the development of bilingualism and biliteracy, ensuring students achieve proficiency in speaking, reading, writing, and comprehending two languages. Additionally, students should attain academic success in both languages across all content areas. A third goal is for students to develop sociocultural competencies. Furthermore, the program should foster critical consciousness, encouraging students to recognize and address social justice issues, empowering them to contribute to a more equitable society.

The definition must also clarify the types of dual language education models, such as one-way and two-way dual language, 50-50, 80-20/90-10, strand or school-wide and specify the key features. To maintain the integrity and effectiveness of two-way dual language education, it is essential that at minimum ELs make up at least half of the student population. One-way dual language education programs enroll ELs who speak the same home language, and develop bilingualism, biliteracy, academic knowledge and sociocultural competencies.

Eligibility for dual language education should be inclusive, ensuring access for both English Learners (ELs) and English-proficient speakers, including heritage language students who may no longer be proficient in the home language. thereby fostering a diverse and inclusive student population. It is important to maintain a balance where ELs make up more than half of the student population, ensuring the program's focus and effectiveness.

Addressing issues of equity and gentrification is essential to preventing displacement and ensuring diversity within dual language programs. As these programs gain popularity, there is a risk that they may contribute to the gentrification of schools and communities, often displacing the very students they were designed to serve (Freire et al., 2018; Flores & Rosa, 2015). To counteract these effects, DL education must be intentionally designed to promote inclusivity and equity, ensuring that all students, regardless of socioeconomic status or background, have access to the benefits of bilingual education. This includes accommodating students with diverse learning needs, including those with learning disabilities, by providing tailored support to create a truly inclusive learning environment. Educators and policymakers must remain vigilant about the unintended consequences of gentrification and strive to create DL education that truly reflects and serves their communities, thereby promoting educational equity and preventing displacement.

Additionally, implementing culturally responsive teaching practices and actively engaging families from all backgrounds can help maintain the cultural diversity that is vital to the success of DL education (Nelson, 2016; Paris & Alim, 2017).

Language allocation is a fundamental element of dual language programs as has been described earlier in this report. The success of a program in developing students' high level of biliteracy is contingent on ensuring that the language allocation per grade level is followed. This consistency in adhering to the stated language allocation ensures cohesion and continuity across grade levels, as well as vertical articulation between elementary, middle, and high school. When describing dual language education programs, shifting demographics of the student population should be considered. With larger increases of students born in the U.S and being simultaneous bilinguals, previous definitions requiring half of the students to be target language speakers are no longer aligned with the current reality.

Clear standards and definitions in key areas—such as knowledgeable leaders, qualified teachers, language allocation, curriculum, instruction, materials, assessment, and family and community engagement—significantly improve the planning, implementation, and outcomes of dual language education programs.

Collier and Thomas (2017) emphasize that well-defined standards are key to ensuring consistency and quality in Dual Language (DL) programs, which in turn leads to improved student outcomes. Similarly, Lindholm-Leary (2012) highlights that established standards are a hallmark of successful DL education. The Center for Applied Linguistics (CAL) principles also stress the importance of standards in areas such as curriculum, instruction, assessment, and professional development for maintaining high-quality DL programs. Following these principles creates a cohesive framework that promotes academic achievement, bilingualism, and biliteracy, ensuring all students receive rigorous and equitable bilingual education (Howard et al., 2018; CAL, 2023).

Standard	Description
Curriculum Standards	Ensuring that there are specific learning objectives and outcomes for both languages, aligned with state and national educational standards.
Language Proficiency Standards	Establishing benchmarks for students' language development in both the target language and English.
Instructional Standards	Providing guidelines for effective teaching practices that integrate language and content instruction.
Assessment Standards	Setting protocols for evaluating student progress in both languages, using culturally and linguistically appropriate assessments.
Program Standards	Defining criteria for program design and implementation, including the percentage of instructional time dedicated to each language and staffing qualifications
Family and Community Engagement Standards	Outlining strategies for involving parents and the community in the educational process and ensuring effective communication and collaboration.

By incorporating these definitions and standards into Administrative Rules Part 228, Illinois can provide a robust framework that supports the development and expansion of high-quality DL education across the state.

Recommendation 2: Adopt a Statewide Guidance for Starting and Expanding Dual Language Education Programs

1 2 6

The Illinois State Board of Education (ISBE) should adopt comprehensive guidance for school districts on starting new dual language education programs and expanding existing programs. This guidance will ensure consistency, quality, and equity in DL education across the state.

This consistency provides important data for evaluating the effectiveness of programs and for making informed policy decisions based on comparable data across districts. Moreover, comprehensive guidance will help ensure that all students, regardless of their geographic location or socioeconomic status, have access to high-quality DL education. By addressing disparities in educational opportunities and outcomes for English Learners (ELs) and other bilingual students, the guidance promotes educational equity.

Starting and expanding DL education programs can be a complex and challenging undertaking for districts. Therefore, statewide guidance will provide the necessary tools, resources, and support to help districts navigate these challenges effectively, leading to successful program implementation and sustainability.

The guidance provided in Appendix A serves as a comprehensive blueprint for starting and expanding dual language education in Illinois. However, the establishment of a dedicated state DL task force can further tailor this guidance to meet the specific needs and contexts of all Illinois districts. By involving a diverse group of stakeholders, including educators, administrators, policymakers, and community members, the task force can ensure that the guidance and recommendations are adaptable and relevant to each district's unique demographic and educational landscape. This collaborative approach will allow for the refinement of strategies and the incorporation of local insights, ultimately leading to more effective and sustainable DL education implementation across the state. Through continuous feedback and iterative improvements, the task force can help Illinois districts achieve the goals of bilingualism, biliteracy, and cultural competence for their students.

Recommendation 3: Enhance the ISBE Equity Continuum to integrate DL education into various elements. **1 5**

The ISBE Equity Continuum promotes educational equity in Illinois schools by providing a structured framework designed to ensure all students have access to high-quality education and opportunities for success. It focuses on identifying and eliminating systemic barriers, fostering inclusive and supportive learning environments, and addressing the diverse needs of all students. By offering clear guidelines and benchmarks, the ISBE Equity Continuum aids educators and administrators in implementing policies and practices that enhance equity and improve educational outcomes for every student in Illinois.

To further enhance this framework, we aim to leverage the Equity Continuum to integrate two key components of Dual Language (DL) programming.

- Under “Student Learning Elements,” integrate DL education into the broader framework of student learning to ensure it is considered an essential part of educational equity and excellence.
- Under the “Elevating Educators” initiative, include specific provisions for DL teachers, focusing on recruitment, professional development, and retention of bilingual educators (Illinois Resource Center, 2024).

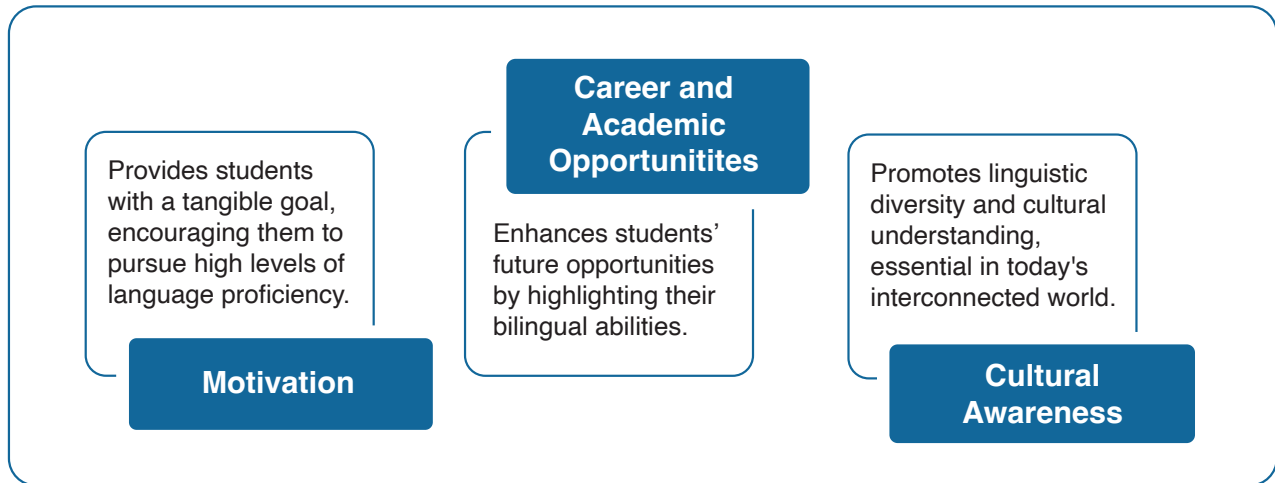
This change will emphasize the importance of dedicated support and development for DL educators to sustain high-quality programs.

Recommendation 4: Expand and Leverage the Seal of Biliteracy Recognition Pathways **1 2 4 6**

To promote bilingualism and enhance students' future opportunities, we recommend expanding the pathways for the Seal of Biliteracy recognition. The Illinois Seal of Biliteracy was enacted into law in 2013, making Illinois the third state in the nation to adopt this recognition after California and New York. As of this year, all 50 states, plus the District of Columbia have legislated the Seal of Biliteracy into law. According to Section 2-3.159 of the Illinois School Code, "a school district or nonpublic school may establish a program to recognize public and nonpublic high school graduates who have attained a high level of proficiency in one or more languages in addition to English, by designating on a student's transcript and high school diploma the student's receipt of the State Seal of Biliteracy" (Illinois General Assembly, 2023). The Seal of Biliteracy is a prestigious designation awarded to students who demonstrate proficiency in two or more languages upon graduating from high school, which is then noted on their transcripts and diplomas. This recognition underscores the importance of bilingualism and motivates students to develop and maintain their bilingual and biliterate skills, equipping them for success in a globalized world ([ISBE, 2023](#)).

Seal of Biliteracy recognition pathways are awarded by schools and districts in elementary and middle school to incentivize and recognize younger language learners before they reach high school. Heineke (2021) highlights that recognizing language proficiency early not only motivates students to continue their language studies but also reinforces the value of bilingualism and biliteracy from a young age, fostering long-term commitment to language learning and cultural competence.

Benefits of the Seal of Biliteracy and Recognition Pathways



To further support and expand dual language education, we recommend establishing recognition pathways for biliteracy at various levels before high school to encourage biliteracy from a young age. These milestones, typically in 5th and 8th grades, foster students' interest and commitment to achieving biliteracy and ensure a structured and supportive educational environment that values and supports bilingualism and biliteracy. Additionally, Seal of Biliteracy language proficiency assessments for pathway recognitions validate and measure growth holistically in both languages. Examples of these recognition pathways can be found in District Guidance, Appendix A.

Expanding Seal of Biliteracy recognition pathways may create additional opportunities for funding through grants or sponsorships from other institutions or organizations.

Recommendation 5: Develop a Dedicated Website for Recruitment and Retention of Licensed and Endorsed Bilingual Educators and Comprehensive Marketing Efforts **1 2 5**

Establish an online platform and comprehensive marketing campaign aimed at recruiting and retaining licensed and endorsed bilingual educators, thereby ensuring a sustainable and diverse workforce.

Strategy

1. **Online Platform Development:** Create an intuitive and resource-rich online platform that provides comprehensive information and tools for potential bilingual educators. The platform should include:
 - **Pathway Descriptions:** Detailed explanations of the various routes to becoming a bilingual education teacher, targeting high school Seal of Biliteracy recipients, paraprofessionals, career changers, foreign-educated individuals, and current teachers seeking additional endorsements.
 - **Step-by-Step Guides:** Clear and engaging guides for each pathway, covering prerequisites, application processes, and certification requirements.

- **Interactive Tools:** Quizzes and self-assessment tools to help candidates identify the most suitable pathway based on their backgrounds, skills, and career goals.
- **Success Stories:** Inspirational testimonials from current bilingual educators and students, presented through videos, written profiles, and photo essays.
- **Resource Library:** A comprehensive collection of information on scholarships, grants, financial aid, and support services for bilingual education candidates, along with links to professional development opportunities and educational materials.
- **Webinars and Virtual Events:** Information on upcoming online events such as webinars and virtual open houses where candidates can learn more about the pathways, ask questions, and interact with current educators and program representatives.
- **Social Media Integration:** Active integration with social media platforms to share updates, success stories, and promotional content, broadening the reach and engagement with potential candidates.
- **Newsletter Signup:** An option for visitors to subscribe to a newsletter for regular updates on bilingual teacher pathways, upcoming events, and other relevant information.

2. **Marketing Campaign:** Launch a marketing campaign that aligns with the US Department of Education’s ["Bilingualism is a Superpower"](#) initiative, focusing on the benefits of bilingualism and highlighting inspiring stories of bilingual educators and students. This campaign should aim to:

- Raise awareness about the value and opportunities in bilingual education.
- Attract candidates from diverse backgrounds through targeted advertising and outreach efforts.
- Emphasize the advantages of bilingualism, including cognitive, cultural, and career benefits.

3. **Retention Strategies:** Develop retention strategies to ensure bilingual educators remain in the profession. This includes:

- Offering ongoing professional development and mentorship programs.
- Providing financial incentives such as bonuses, loan forgiveness, and competitive salaries.
- Creating a supportive work environment that values and celebrates cultural and linguistic diversity.
- Establishing clear career advancement pathways for bilingual educators.

By implementing these strategies, the Illinois State Board of Education (ISBE) can significantly enhance its outreach and impact, attracting and retaining a diverse pool of candidates. This comprehensive approach will support the growth and sustainability of dual language programs across the state, ensuring that all students have access to high-quality bilingual education.



**SHORT-TERM LOW-COST RECOMMENDATION PENDING
NEW MONETARY INVESTMENT**

To effectively enhance and expand dual language education, short-term low-cost recommendations pending new monetary investments are proposed. These recommendations focus on providing initial financial support, enhancing professional development, and fostering collaborative networks. The following sections outline the steps necessary to implement these recommendations.

Recommendation 6: General Assembly Create a Line Item in ISBE Budget to Fund Planning or Improvement Phase for School Districts for Dual Language Education Programming. **1 2 4**

To support the effective implementation and enhancement of dual language education programs, it is crucial to allocate start-up funding for the first 6 to 12 months. This initial funding will provide the necessary infrastructure for schools to explore and develop comprehensive implementation or improvement plans for existing programs. This funding will enable districts to conduct thorough needs assessments, engage stakeholders, and develop strategic plans tailored to their unique contexts. Well-planned and well-resourced programs are more likely to be effective and sustainable, reducing the need for costly interventions and adjustments later (Heckman, 2006).

A rigorous and transparent selection process should be established to ensure fair and effective distribution of funds. Clear eligibility criteria should include demonstrated need for DL education based on student demographics, with priority given to programs enrolling 40% or more English Learners (ELs), a commitment to bilingual education as part of the district's strategic plan, existing infrastructure or readiness to implement DL education, capacity to engage in the planning or improvement phase within the specified timeframe, and evidence of strong community and stakeholder support.

Prioritizing communities with vibrant populations of historically resilient and economically diverse families is essential to promote equity and address disparities. DL education has the potential to enhance academic achievement and socio-cultural competence for all students. However, there is a growing concern that these programs are being disproportionately accessed by English-speaking families, potentially sidelining the very students—such as English learners (ELs) and historically underserved students—who could benefit the most from bilingual education (Cunningham, 2020). To address this, policies and practices must prioritize equitable access and intentionally include diverse student populations, ensuring that the advantages of DL education are distributed fairly across all demographics. Offering financial incentives can encourage the inclusion of a broader range of languages in DL education, celebrating our society's rich linguistic diversity.

By prioritizing Tier 1 and Tier 2 districts, we can ensure that high-quality dual language education is accessible to all students, particularly in neighborhoods historically rich in cultural diversity, including Black and Brown communities. These considerations are vital for fostering an inclusive, equitable, and thriving educational environment for all students.

Recommendation 7: ISBE to Hire or Contract Multilingual Education Specialists at the State Level. 1 2 3 5

To ensure the successful planning and implementation of dual language education, it is essential to utilize allocated funds to hire or contract multilingual education specialists who are experts in dual language instruction. These specialists will play a crucial role in supporting schools and districts with strategic planning for DL education, offering guidance and expertise throughout the planning and implementation phases. They will oversee the allocation of startup funds and provide ongoing support and resources to ensure effective program implementation.

Roles and Responsibilities

The role of dual language education specialists is multifaceted. They will assist in crafting comprehensive implementation plans tailored to the unique needs of each district, ensuring programs are grounded in best practices. Their expertise will be instrumental in guiding districts through the complexities of dual language education, including program planning and implementation, curriculum development, teacher and school leader professional development preparation, and family and community engagement. These specialists will ensure that resources are utilized efficiently and effectively to maximize student academic and biliteracy outcomes.

Holistic Socio-Emotional Support Systems

Furthermore, these specialists will advocate for and develop holistic support systems for dual language students facing significant challenges. Comprehensive wrap-around services, including counseling, social services, and academic support tailored to the needs of bilingual students in crisis, are essential. Providing such support ensures that all students can succeed, regardless of the obstacles they may face.

Multilingual education specialists will advocate for and develop comprehensive support systems for dual language students facing significant challenges. These holistic wrap-around services, including counseling, social services, and academic support tailored to the unique needs of multilingual students in crisis are essential. Providing such support ensures that all students can succeed, regardless of the obstacles they face. Additionally, multilingual education specialists will provide training and resources on trauma-responsive and resilience-based approaches within teacher affinity groups. Research shows that trauma can significantly impact learning, concentration, and classroom engagement (Souers & Hall, 2016). By equipping teachers with trauma-responsive strategies, educators can create safer learning environments and better support traumatized students. These practices help mitigate the negative effects of trauma and foster resilience, empowering students with coping mechanisms and problem-solving skills (Masten, 2014). Furthermore, teachers trained in these strategies are more prepared to handle emotional and behavioral challenges, which can reduce burnout and increase job satisfaction (Brunzell, Waters, & Stokes, 2015).

Impact and Research

Multilingual education specialists with expertise in dual language instruction are indispensable for the success of these programs and their students. By leveraging these specialists' expertise and experience, districts can develop and implement dual language education programs that are not only effective but also sustainable. Research shows that expert support significantly enhances the effectiveness of educational programs (Thomas & Collier, 2002; Lindholm-Leary, 2012). These specialists ensure that dual language education is tailored to meet the diverse needs of student populations, leading to improved academic achievement and bilingual proficiency. Additionally, having these specialists work directly within schools enables them to identify patterns and areas of need or strength, which can be communicated to the Illinois State Board of Education (ISBE) to inform statewide strategies and policies. This continuous feedback loop helps ensure ongoing improvement and alignment with best practices across the state.

Qualifications and Experience

To be effective, multilingual education specialists must have formal preparation and endorsements in bilingual education, as well as teaching experience in dual language settings. Qualified candidates should possess: A minimum of five years of teaching experience in dual language or bilingual programs.

- A minimum of five years of teaching experience in dual language or bilingual programs.
- Teacher licensure and endorsement in bilingual education and English as a Second Language (ESL).
- Demonstrated expertise in curriculum development, professional development for teachers and school leaders, and dual language program implementation.
- Experience working with diverse student populations and addressing the specific needs of multilingual learners.

The inclusion of multilingual education specialists at the state level is a critical investment. This strategic use of funds will foster a more effective educational environment, benefitting students, educators and the broader community. By ensuring these specialists have substantial teaching experience and relevant qualifications, ISBE can ensure that dual language education programs are both high-quality and sustainable.

Recommendation 8: Contract with Professional Development Vendors to Provide Dual Language Professional Development **1 2 3 4 5**

Contracting with professional development vendors who specialize in DL education can provide the necessary expertise and resources to enhance teaching practices and improve student outcomes. This recommendation focuses on allocating funds to secure specialized vendors who prioritize equity and access measures to enhance the effectiveness and inclusivity of DL education, thus ensuring that all educators are equipped to meet the diverse needs of multilingual students.

Professional development programs should be designed and delivered to meet the specific needs of educators in multilingual settings. For instance, if the instruction is in Spanish, the professional development should also be conducted in Spanish to model effective instructional practices. Implementing a train-the-trainer model will build local capacity, ensuring that knowledge and skills are disseminated throughout the district, thus creating a sustainable professional development infrastructure.

Additionally, coordinating professional development initiatives with state contractors will maintain consistency and quality across districts, ensuring a high standard of DL education. This approach will not only support educators in their ongoing professional growth but also create a cohesive and collaborative network of DL educators who can share best practices and innovative strategies. By investing in targeted professional development, districts can ensure that their DL education programs are robust, effective, and capable of meeting the academic and linguistic needs of all students.

Implementation Cost:

- \$120,000 for ISBE to contract a consultant to oversee grant award (includes visiting districts and overseeing compliance)
- \$200,000 for small planning grants to districts to either start or improve dual language programs.
*Grants are only applicable to districts that have English Learners.
- \$80,000 for specific annual dual language professional development



**LONG-TERM RECOMMENDATIONS FOR TEACHER WORKFORCE
PENDING NEW MONETARY INVESTMENT**

Addressing the growing need for a robust and qualified bilingual educator workforce requires strategic, long-term investments. As the demand for dual language education increases, it is necessary to ensure that the teacher workforce can meet this demand with highly skilled and well-prepared bilingual educators. These long-term recommendations focus on comprehensive strategies for developing a sustainable pipeline of bilingual teachers. This includes targeted investments and partnerships with university and college teacher preparation programs, ongoing professional development, and support systems designed to attract and retain qualified bilingual educators. By securing new monetary investments, these initiatives aim to create a lasting impact on the quality and availability of dual language education, ensuring that all students in Illinois have access to high-quality dual language opportunities.

Recommendation 9: Develop a Comprehensive Bilingual Education Teacher Pathway Program **1 2 3 4 5**

To address the growing need for bilingual educators, we recommend a substantial investment from the General Assembly in the Illinois Board of Higher Education (IBHE), Illinois Student Assistance Commission (ISAC), and Illinois State Board of Education (ISBE) to develop a comprehensive bilingual teacher pathway program. This initiative should be modeled after the [Early Childhood Access Equity Consortium](#), ensuring a framework that effectively recruits, retains, supports and develops bilingual educators.

Comprehensive Supports for Potential Candidates

To make the pathway program attractive and accessible, it should include the following comprehensive supports:

1. **Scholarships:** Provide financial aid to cover tuition and related expenses for candidates pursuing bilingual education degrees.
2. **Covering the Cost of Content Testing:** Eliminate financial barriers by covering content testing costs, particularly for candidates retaking tests.
3. **2- and 4-Year Articulation Agreements:** Establish agreements between community colleges and universities to ensure a seamless transition for students pursuing bilingual education degrees.
4. **Intensive Advising:** Train dedicated advisors in bilingual education pathways to guide students through their academic and career planning.
5. **Wraparound Supports:** Offer tutoring, mentorship, counseling, and professional development workshops to support students balancing work, family, and education.

Targeted Potential Candidates

The program should specifically target the following groups to ensure a diverse pool of future bilingual educators:

1. **High School Seal of Biliteracy Recipients:** Engage students proficient in another language early to inspire them to pursue bilingual education careers, prioritizing English Learners.
2. **Bilingual Paraprofessionals:** Provide pathways for paraprofessionals to become licensed teachers, leveraging their experience and language skills.
3. **Career Changers:** Facilitate the entry of individuals with bachelor's degrees in other fields who are proficient in a language other than English through the Transitional Bilingual Provisional License.
4. **Foreign-Educated Individuals:** Support educators licensed abroad in meeting U.S. certification requirements and recognizing their foreign licensure.
5. **Current Teachers Seeking Additional Endorsements:** Support current educators in obtaining bilingual/ESL endorsements, dually certified teachers (SPED), secondary certification (i.e. math and bilingual) will enhance their teaching capabilities and expand the reach of bilingual education programs. This support can take the form of financial assistance for coursework and certification exams, providing study materials, and offering professional development opportunities tailored to the unique challenges of teaching bilingual students.

Implementation and Innovation

Potential innovative approaches:

- **Hybrid and Online Learning Options:** In collaboration with accredited universities and colleges, develop online courses and hybrid programs to provide flexible learning opportunities for working adults and those living in remote areas. Studies show these flexible learning options are increasingly preferred by individuals who need to balance education with work and personal commitments, as they offer greater accessibility and convenience (Garrison & Kanuka, 2004)
- **Residency Programs:** Develop bilingual teacher residency programs that provide immersive, hands-on teaching experience in diverse classroom settings. These residency programs are designed to bridge the gap between theoretical knowledge and practical application, allowing aspiring bilingual education teachers to gain invaluable experience under the guidance of experienced educators. Participants in these programs can benefit from direct mentorship, receiving personalized feedback and support as they refine their teaching skills. Additionally, residency programs can offer stipends to attract

and support candidates, making the pathway to becoming a bilingual educator more accessible and financially feasible. According to Guha, Hyler, and Darling-Hammond (2016), teacher residency programs have been shown to produce teachers who are more likely to stay in the profession and are better prepared for the challenges of the classroom compared to traditionally trained teachers. These programs typically involve a year-long apprenticeship where residents work alongside mentor teachers, allowing them to learn best practices and classroom management techniques in a real-world setting. By integrating bilingual residency programs into the pathway for bilingual educators, districts can ensure that new teachers are well-equipped to meet the unique needs of bilingual students. This approach not only enhances the quality of bilingual education but also helps to build a more robust and stable workforce of bilingual teachers who are committed to their schools and communities.

- **Community Engagement Initiatives:** Partner with local organizations and businesses to promote the program and recruit candidates from within the community. Community-based recruitment efforts can significantly enhance the program’s reach and impact by leveraging the existing social networks and resources within the community. Community-based recruitment efforts can help identify and attract a diverse pool of candidates who might not otherwise consider a career in bilingual education. This diversity enriches the program and ensures it reflects the community it serves. Collaboration with community organizations can facilitate trust-building and foster a sense of shared responsibility for the success of the bilingual education program. Community engagement in educational initiatives leads to higher levels of trust, collaboration, and ultimately, better educational outcomes (Epstein, 2011). By involving local stakeholders, schools can create a supportive and sustainable environment that values and promotes bilingualism and cultural diversity.

Implementation Cost: \$4M to \$6M Annually to Incentivize All Candidate Pools

Each candidate pool requires different amounts of college credits, necessitating differentiated investment. The cost modeling below demonstrates how a \$1M investment will yield different numbers of teachers depending on the candidate pool and where the funds are targeted.

Candidate Pool: Current Teachers Seeking Additional Endorsements

- *Objective:* Support current educators in obtaining bilingual endorsements, dual certifications (e.g., Special Education (SPED)), and secondary certifications (e.g., math and bilingual).
- *Eligibility:* Candidates must be bilingual (not for ESL endorsement).

Tuition and coordination cost: \$1M for one year

Description	Cost Details
Number of Candidates	60 (Individual with a PEL to obtain Bilingual Endorsement)
Credits Needed	18
Cost per Candidate	\$12, 060 (approx. \$670 per credit hour)
Total Tuition Cost	\$723, 600
Program Coordination Cost	\$200,000 (two years contracted by ISBE)
Total Cost	\$923,600

Candidate Pool: Career Changes & Foreign-Educated Individuals

- *Objective:* Facilitate entry of individuals with a bachelor's degree in other fields who speak another language and support foreign-educated educators in obtaining Illinois teacher licensure.

Tuition and coordination cost: \$1M for two years

Description	Cost Details
Number of Candidates	30 (Individual with a BA to obtain an MA and a Professional Educator License with a Bilingual Education Endorsement)
Credits Needed	36 credit hours (to complete an MA in Education with a Bilingual Endorsement)
Cost per Candidate	\$24,120 (approx. \$670 per credit hour)
Total Tuition Cost	\$723, 600
Program Coordination Cost	\$200,000 (two years contracted by ISBE)
Recommendation	Candidates work as paraprofessional during the first year of the MA program.
Total Cost	\$923,600

Candidate Pool: Bilingual Paraprofessionals

- *Objective:* Provide pathways for paraprofessionals to become certified teachers, leveraging their experience and language skills.

Tuition and coordination cost: \$1M for 4 to 6 years

Description	Cost Details
Number of Candidates	15
Credits Needed	70 credit hours (to complete a BA with Bilingual/ESL Endorsement)
Cost per Candidate	\$46,900 (approx. \$670 per credit hour)
Total Tuition Cost	\$703, 500
Program Coordination Cost	\$200,000 (two years contracted by ISBE)
Total Cost	\$903,500

Candidate Pool: High School Seal of Biliteracy Recipients:

- *Objective:* Engage students proficient in another language and offer scholarships to pursue a career in dual language education.

Tuition and coordination cost: \$1M for 4 to 6 years

Description	Cost Details
Number of Candidates	10 (Individual with a high school diploma who will obtain a BA and Professional Educator License with the Bilingual Endorsement)
Cost per Year	\$20,000 per year for 4 years
Total Tuition Cost	\$80,000
Program Coordination Cost	\$200,000 (two years, contracted by the Illinois Student Assistance Commission)
Communication	Provide communication to school districts regarding scholarship eligibility.
Total Cost	\$280,000

To provide a comprehensive understanding of the implementation strategies and supports necessary for developing a robust bilingual educator workforce, we have included detailed district-level guidance and recommendations for Institutes of Higher Education (IHE) in Appendix B. We encourage readers to review the Appendix for specific actionable steps and collaborative approaches that can be adopted at the local level to ensure the success and sustainability of bilingual education programs across Illinois.

Future consideration must be given to how Illinois can respond at the state level to ensure equity in teacher pay across districts. Stakeholders have articulated in strong terms that compensation is a significant issue relevant to retention strategies. This issue, while complex and beyond the immediate scope of this report, warrants a dedicated study to address the teacher shortage and its impact on equitable compensation. A comprehensive teacher shortage report should be commissioned to explore potential state-level initiatives that can provide fair and competitive stipends for teachers, ensuring that all districts can attract and retain high-quality educators.

Conclusion and Call to Action

The comprehensive strategic plan outlined in this report provides a clear roadmap for expanding and enhancing dual language (DL) programs across Illinois. By adopting these recommendations, legislators, policymakers, and the Illinois State Board of Education (ISBE) can create a robust framework that supports dual language and bilingual education and addresses the diverse needs of students. The proposed initiatives emphasize the importance of developing clear policies, securing sustainable funding, fostering partnerships, and providing continuous professional development for educators. By implementing these strategies, Illinois can lead the nation in promoting bilingualism, biliteracy and sociocultural knowledge, ensuring that all students reap the cognitive, academic, linguistic, cultural and economic benefits of being proficient in multiple languages.

To realize the vision of a multilingual and culturally responsive educational environment, it is imperative that all stakeholders—educators, administrators, policymakers, community leaders, and families—unite in support of the proposed initiatives. The General Assembly and ISBE should adopt and implement the recommended policy changes to define and standardize DL education, ensuring consistency and quality across the state.

Clear and consistent policies are essential for establishing a solid foundation for dual language education, allowing for uniformity in program implementation and effectiveness.

Secondly, securing and allocating the necessary funding to support the establishment and expansion of DL education is fundamental to its success. This includes providing initial start-up funds as well as ongoing financial support to maintain and enhance these programs. Adequate funding ensures that all aspects of the programs, from curriculum development to teacher training, are well-resourced and sustainable.

Fostering partnerships between school districts, higher education institutions, and community organizations is vital to building a strong network of support for DL education. Such collaboration can lead to innovative solutions, shared resources, and a more cohesive approach to bilingual education that benefits all stakeholders.

Investing in continuous professional development equips teachers with culturally and linguistic responsive instructional approaches as well as cultural competencies so they can more effectively support bilingual students and improve educational outcomes. Ongoing preparation and professional development ensure that educators are prepared to meet the evolving needs of their students and can implement best practices in their classrooms.

Prioritizing equitable access to DL education for all students, particularly English Learners and those from historically underserved and low-income communities, goes a long way in addressing educational disparities while promoting inclusivity and equity.

By committing to these actions, Illinois can create a more inclusive and effective educational system that prepares students for success in a globalized world. The benefits of bilingual education are far-reaching, impacting not only individual student achievement but also the social and economic vitality of the entire state. Embracing these recommendations positions Illinois as a leader in educational equity and innovation, paving the way for a brighter future where every student can thrive in a diverse and interconnected world.



APPENDIX A

District Guidance for Dual Language Education Programs and Expansion

Dual Language education programs offer significant benefits for students, communities, and the state. To fully realize these benefits, it is essential to create a supportive policy environment that encourages the development and sustainability of high-quality DL education. DL education is an investment in Illinois's future by fostering a multilingual workforce, promoting social cohesion, and enhancing academic achievement. The following sections outline key policies, definitions, and guidance recommended for adoption at the district level to support and incentivize DL education.

Implementation

Implementing effective dual language (DL) programs requires clear, actionable guidance tailored to the unique needs of school districts. This section provides comprehensive recommendations for districts to design, implement, and sustain high-quality DL education. Drawing from the [“Guiding Principles for Dual Language Education”](#) this guidance covers essential elements such as program structure, curriculum development, assessment strategies, professional development, family and community engagement, and resource allocation. By adhering to these principles, districts can ensure their DL education fosters academic excellence, bilingualism, biliteracy, and cultural competence, creating enriching educational experiences that prepare students for success in a multicultural and multilingual world. Below, we have summarized the importance of each strand in Dual Language Education Programs.

Strand #1: Program Structure

A well-defined program structure is the backbone of a successful dual language (DL) program. It ensures that the program’s mission and goals—academic achievement, bilingualism and biliteracy, and sociocultural competence—are clearly articulated and systematically pursued. A comprehensive structure provides the necessary framework for all other strands, allowing for consistent and coherent implementation across different schools and districts. It ensures that all components of the program are aligned, creating a cohesive and sustainable approach to dual language education.

Strand #2: Curriculum

The curriculum is critical in DL education as it must be rigorous, relevant, and reflective of the needs of bilingual learners. An effective curriculum integrates language and content instruction, supporting students in developing both their academic skills and language proficiency simultaneously. A well-developed curriculum promotes equity by providing all students access to high-quality educational experiences that prepare them for future success in a multicultural and multilingual world. It also ensures that instructional goals are met through research-based strategies and standards.

Strand #3: Instruction

Instruction is at the heart of the learning experience in DL education. Effective instructional practices are essential for fostering students’ academic achievement and language development. By utilizing research-based, culturally responsive, and differentiated instructional strategies, educators can create inclusive and engaging learning environments. Instruction that values both languages equally and integrates them into content learning helps students develop high levels of proficiency and confidence in both languages, which is crucial for their overall academic and personal growth.

Strand #4: Assessment and Accountability

Assessment and accountability are vital for monitoring the effectiveness of DL education and ensuring that they meet their goals. Comprehensive assessment plans that include both formative and summative evaluations provide valuable data on student progress in both languages. This data informs instruction, helps identify areas for improvement, and ensures accountability to stakeholders. Assessments designed to reflect students' bilingual abilities offer meaningful feedback, guiding program adjustments and improvements to better support student learning.

Strand #5: Staff Quality and Professional Development

The quality of educators in DL education directly impacts student outcomes. Highly qualified and trained bilingual educators are essential for delivering effective instruction. Ongoing professional development equips teachers with the necessary skills and knowledge to implement bilingual instructional strategies and culturally responsive practices. Robust recruitment and retention strategies are also critical for building and maintaining a strong workforce of bilingual educators, which is fundamental for the success and sustainability of DL education.

Strand #6: Family and Community Engagement

Family and community engagement is a cornerstone of effective DL education. Involving families and communities in the educational process fosters a supportive environment that enhances student learning. Establishing bilingual parent advisory councils and other family involvement opportunities ensures that parents have a voice in program decisions, strengthening the connection between families and schools. Community partnerships provide additional resources and support, enriching the educational experience and helping students apply their learning in real-world contexts.

Strand #7: Support and Resources

Adequate support and resources are essential for the sustainability and effectiveness of DL education. Strong administrative support, equitable allocation of resources, and long-term planning are necessary to ensure the program's success. This includes access to high-quality instructional materials in both languages, sufficient funding for program components, and additional instructional support. Ensuring that these resources are available and properly utilized helps create an environment where DL education can thrive and achieve their goals.

By addressing each of these strands comprehensively, districts can implement or expand DL education programs that are robust, effective, and capable of providing enriching educational experiences that prepare students for success in a diverse and interconnected world.

Strand-Specific Recommendations for Dual Language Programs

Each recommendation outlined below is designed to address specific aspects of the key areas for enhancing dual language programs. These recommendations are categorized as follows:

Key:

1: Expanding dual language programs and instruction

2: Developing a strategic plan for scaling dual language programs

3: Possible public-private partnerships to expand dual language programs

4: Potential funding mechanisms and models, including how to leverage the use of existing State and federal resources and how to sustain funding for dual language programs

5: Building the supply of qualified teachers for dual language programs, including potential partnerships with private or nonprofit teacher preparation or development programs and college teacher preparation programs, potential alternative certification routes, exchange programs with other countries, and financial incentives

6: Setting standards for measuring student progress in dual language programs.

Strand #1: Comprehensive Program Structure

Needs Assessment:

- **Comprehensive Surveys and Analyses:** Conduct detailed surveys and analyses to understand the linguistic, cultural, and educational needs of the community. This includes gathering data on demographic composition and language proficiency levels. Additionally, collect qualitative data through interviews and focus groups to assess the interest and demand for dual language programs among parents and students. This comprehensive approach ensures that the program design is based on a thorough understanding of community needs and expectations. **1 2**

Gap Analysis: Identify gaps in the current educational offerings and services that a dual language program can address. Analyze academic achievement disparities, particularly among English Language Learners, and assess language acquisition needs and cultural competency goals. This analysis should include a review of current curriculum materials, instructional strategies, and support services to pinpoint areas where dual language programs can make a significant impact. By identifying gaps in the current educational offerings and services, the gap analysis helps pinpoint specific areas where dual language programs can make a significant impact. This detailed understanding of where current educational strategies fall short, particularly for English Language Learners, allows for a targeted approach in seeking funding. **1 2 4**

- For instance:
 - **Leverage Existing State and Federal Resources:** A thorough gap analysis can highlight specific needs that align with existing state and federal funding opportunities designed to support bilingual education, language acquisition, and educational equity. By clearly identifying these gaps, schools can more effectively apply for and justify the allocation of such funds. **2 4**
 - **Sustain Funding:** Understanding specific gaps also helps in crafting compelling grant proposals and funding requests that address these identified needs. By showing how dual language programs can fill these gaps, schools can make a strong case for sustained funding from various sources, demonstrating the long-term benefits and necessity of these programs. **2 4**
 - **Innovative Funding Models:** The insights from a gap analysis can also help in designing innovative funding models, such as public-private partnerships or community-supported initiatives, that directly address the highlighted disparities and needs. This targeted approach ensures that funding mechanisms are directly tied to the most pressing educational gaps. **1 2 4**

Community and Stakeholder Input: Engage with various stakeholders, including parents, students, educators, and community leaders, through forums, focus groups, and interviews. These interactions will provide qualitative insights into the community's perceptions and expectations of dual language programs. Stakeholder input is crucial for building broad-based support and ensuring that the program meets the

diverse needs of the community. Engaging with various stakeholders, including parents, students, educators, and community leaders, provides a comprehensive understanding of the community's perceptions and expectations. This engagement can reveal potential interest and support from local businesses, nonprofit organizations, and other private entities who may want to partner with the school district to expand dual language programs. Building broad-based support and demonstrating community demand can attract public-private partnerships, which can provide additional resources, expertise, and funding necessary for expanding dual language programs. **1 2 3**

Feasibility Assessment: Evaluate the resources, infrastructure, and capacity required to implement and sustain dual language programs. Assess the availability of qualified bilingual teachers, the adequacy of instructional materials, and the potential sources of funding. This feasibility assessment should also consider logistical aspects such as classroom space, scheduling, and administrative support. **1 2 4 5**

Review Existing Programs and Models:

- **Study Successful Programs:** Examine successful dual language programs within the district and in other districts with similar demographics and challenges. Analyze their structure, curriculum, instructional strategies, and outcomes to identify best practices. Focus on understanding how these programs have overcome common challenges and what factors have contributed to their success. **1 2**

Benchmarking and Comparison: Benchmarking against high-performing dual language programs involves comparing student performance metrics and outcomes. Compare program features such as resource allocation, teacher training, and student performance metrics. This process helps to establish clear standards and goals for new programs. By understanding and adopting the metrics and assessment methods used by successful programs, schools can develop and implement standards for measuring student progress in their own dual language programs. This ensures that student progress is consistently and accurately measured against recognized benchmarks, facilitating continuous improvement and accountability in dual language education. **1 2 6**

Site Visits and Observations: Arrange site visits to exemplary dual language education programs to observe their implementation firsthand. Engage in discussions with program administrators, teachers, and students to gain practical insights and lessons learned. Ensure that bilingual observers are included to accurately assess the program's effectiveness in both languages. **1 2**

Evaluation of Challenges: Identify potential challenges and pitfalls faced by existing dual language programs. Learn from their experiences to anticipate and mitigate similar issues in the new program. This proactive approach can help prevent common problems and ensure smoother implementation. **1 2**

Program Design and Customization:

Customize the Program Model: Tailor the dual language program model to fit the specific needs and context of the school. Incorporate best practices and lessons learned from existing successful programs and align the program design with available resources and community needs. **1 2**

Implementation Plans: Developing comprehensive, step-by-step action plans for the successful implementation and sustainability of dual language (DL) programs. These plans should include detailed timelines, clearly defined responsibilities, necessary resources, and specific outcomes and targets. In addition to direct academic outcomes, the plans should also focus on non-direct academic outcomes such as family engagement and inclusion, as well as inputs like teacher preparation and district-wide language policies and orientations. Launch pilot programs in selected schools to refine the dual language model before broader implementation. **1 2 5**

Create Board Policies at the Local Level to Support Dual-Language Programming:

Develop Board Policies: Establish clear, supportive policies at the local level to ensure sustained commitment to dual language education. These policies should outline the goals and expectations for the program, providing a framework for consistent implementation and evaluation. For example, a district policy that requires all new teachers to receive additional mentoring and professional learning support around bilingual education as part of their onboarding process. This policy ensures that all educators are equipped with the necessary skills and knowledge to support DL education effectively. The policy would outline the specific training requirements, including professional development hours and mentoring hours focused on bilingual pedagogy, language acquisition, and cultural competency. This helps create a consistent and high-quality instructional environment across all schools in the district. **1 2 5**

Equity and Inclusion: Ensure that board policies emphasize equity and inclusion, guaranteeing that dual language programs are accessible to all students, particularly English Learners, regardless of their background or socioeconomic status. This includes providing necessary supports and accommodations for students with different learning needs. For example, a district could implement a policy that prioritizes enrollment in DL education for students from historically underserved communities and provides transportation and additional academic support to ensure these students can fully participate. **1 2**

Curriculum and Instruction: Specify guidelines for curriculum development and instructional practices that align with best practices in dual language education and meet state and national standards. This ensures that the curriculum is rigorous, relevant, and culturally responsive. For instance, a district could require that all DL curricula incorporate bilingual literacy blocks, culturally relevant texts, integrated language and content instruction, and the Illinois Comprehensive Literacy Plan. This comprehensive approach ensures that the curriculum addresses diverse learning needs while maintaining high standards and fostering a rich, inclusive educational environment. These well-defined instructional guidelines help set the benchmarks and assessment criteria necessary to evaluate student progress effectively, thus directly linking to the development and implementation of standards for measuring student progress in dual language programs. **1 2 6**

Cultural Competency: Emphasize the importance of cultural competency in board policies. Ensure that dual language programs not only teach language skills but also foster an appreciation for diverse cultures and the skills needed to thrive in a modern global economy. For example, a district might adopt a policy that incorporates regular cultural competency training for both students, parents, and staff. This training could include workshops on intercultural communication, bias awareness, and global citizenship. Additionally, the policy could mandate that the curriculum includes units on the history, traditions, and contributions of various cultural groups represented in the student population. This approach not only educates students about different cultures but also prepares them to engage respectfully and effectively in a diverse society. **1 2**

Establish a Dual Language Consortium for School Leaders and Superintendents: We recommend creating a consortium for school leaders and superintendents to meet annually and share best practices for dual language (DL) programs. Including superintendents is fundamental to ensure alignment with district-wide goals and policies, and to provide essential support and resources. **1 2**

- These meetings will offer a structured environment for collaboration, where school leaders can share experiences and learn from each other's successes and challenges in DL education implementation. By fostering a community of practice, these annual gatherings will keep school leaders informed about the latest research and innovative practices in DL education. Networking opportunities will enhance leadership skills and promote a shared commitment to program excellence.

- Such collaborations create a support system for school leaders, enabling them to implement effective DL education and drive academic success. This initiative will help maintain high standards and achieve sustained progress in bilingual education.
- To support this initiative, we propose securing funding through sponsorships from organizations, universities, community colleges, and vendors of bilingual curriculum and resources to hold this event annually, as it would benefit them as well through increased visibility, networking, market insights and feedback and promotion of culturally relevant products and services. Additionally, Regional Offices of Education (ROEs) can assist in building the consortium of superintendents and create and increase access to the Administrator Academy for school leaders focused on dual language education. The state-level involvement in collaboration with ROEs will ensure uniformity, consistency, and widespread participation across all districts.
- Furthermore, this consortium presents an opportunity to create strategic partnerships with the Illinois Association of School Administrators (IASA), the Illinois Principals Association, the Chicago Principals and Administrators Association, and the Illinois Association of Regional Superintendents of Schools (IARSS). These partnerships will enhance the consortium's reach and effectiveness, leveraging existing networks and expertise to further support DL education leaders.

Strand #2: Curriculum

Research-Based Curriculum:

Standards Alignment: Align the curriculum with state and national standards for both language arts and content areas, ensuring that bilingual learners meet academic benchmarks. This alignment provides a clear framework for measuring student progress. By adhering to established standards, the program can develop consistent assessment tools and criteria to evaluate student achievement in a dual language context. These standards serve as benchmarks against which student progress can be measured, ensuring that the assessments are rigorous, relevant, and aligned with broader educational goals. **1 6**

- **Culturally Relevant Materials:** Include culturally relevant texts and materials that reflect the diverse backgrounds of the students, promoting engagement and a deeper understanding of the content. **1**
- **Thematic Units:** Develop thematic units that integrate multiple subjects and foster connections between content areas, enhancing both language and content learning. **1**
- **Bilingual Resources:** Utilize bilingual resources and dual-language texts that support learning in both languages, reinforcing the development of bilingualism and biliteracy. **1**
- **Technology Integration:** Incorporate technology into the curriculum to support language learning and content instruction, using tools such as language learning apps, interactive whiteboards, and online collaboration platforms. **1**
 - **Digital Resources and Educational Technology:** With existing funds for technology, ensure that additional digital resources and educational technology that support bilingual instruction are acquired and implemented. **14**
 - **Online Learning Platforms:** Provide access to additional bilingual content and resources through online platforms. **14**
 - **Digital Libraries:** Create digital libraries that offer a wide range of bilingual books, e-books, and audiobooks accessible to students, teachers, and parents. **1**
 - **Multilingual Content Creation:** Use tools and software that allow teachers to create and share multilingual content, such as presentations, videos, and interactive lessons. Additionally, advocate at the district level to ensure that when purchasing tools and software, they prioritize options that support multilingual capabilities. **1 5**

- **Digital Portfolios:** Develop digital portfolios that include various types of content, such as written assignments, audio recordings, videos, and projects completed in both languages. These portfolios provide a comprehensive view of a student's growth and achievements, allowing teachers, parents, and the students themselves to track their development over the course of their education. They also serve as a valuable tool for self-reflection, helping students set goals and take ownership of their learning journey. Digital portfolios offer a method to document and assess student growth in both languages, contributing to the measurement of progress and achievement in dual language programs and can be shared with future teachers to ensure continuity and support as students advance through different grade levels. **16**
- **Translation Software:** Invest in advanced translation software at the district level to support real-time translation of instructional materials and classroom communications, bridging language gaps and enhancing bilingual instruction. **Disclaimer:** While translation software can be a valuable tool, it is not a substitute for effective language acquisition strategies and comprehensible input, which are generally more effective for supporting bilingual development. It is advisable to prioritize these approaches as primary strategies before relying on translation software. **14**
- **Resource Allocation:** Ensure access to high-quality instructional materials in both languages and provide the necessary technology and support for dual language instruction. Ensuring access to high-quality instructional materials in both languages and providing the necessary technology and support requires identifying and securing funding sources. This involves leveraging existing state and federal resources and potentially developing new funding models to sustain dual language instruction. Effective resource allocation is dependent on understanding and utilizing these funding mechanisms to maintain a consistent and high-quality dual language program. **14**

Strand #3: Instruction

Instructional Strategies:

- **Sheltered Instruction:** Use sheltered instruction techniques to make academic content comprehensible while promoting language development. This includes strategies like visual aids, graphic organizers, and modified speech. **1**
- **Language Scaffolding:** Provide language scaffolding to support students' understanding and use of academic language. This can include sentence frames, word banks, and modeling of complex language structures. **1**
- **Cooperative Learning:** Implement cooperative learning strategies that encourage peer interaction and collaboration, helping students practice language skills in a social context. **1**
- **Differentiated Instruction:** Differentiate instruction to meet the diverse needs of bilingual learners, tailoring lessons to accommodate varying language proficiencies and learning styles. **1**
- **Content and Language Objectives:** Develop and clearly articulate both content and language objectives for each lesson, ensuring that students understand what they are expected to learn and what they are able to do in both areas. **1**
- **Bilingual Pairs and Group Work:** Pair or group students with peers who speak different languages to promote language practice and cultural exchange, enhancing both language development and social skills. **1**
- **Translanguaging Practices:** Implement translanguaging strategies that encourage students to draw on all their language resources to make meaning and engage with content. This approach allows students to use both their home language and the target language in their learning process, fostering deeper understanding and more effective communication. For example, students might be encouraged to discuss concepts in their home language before presenting their ideas in the target language, or to

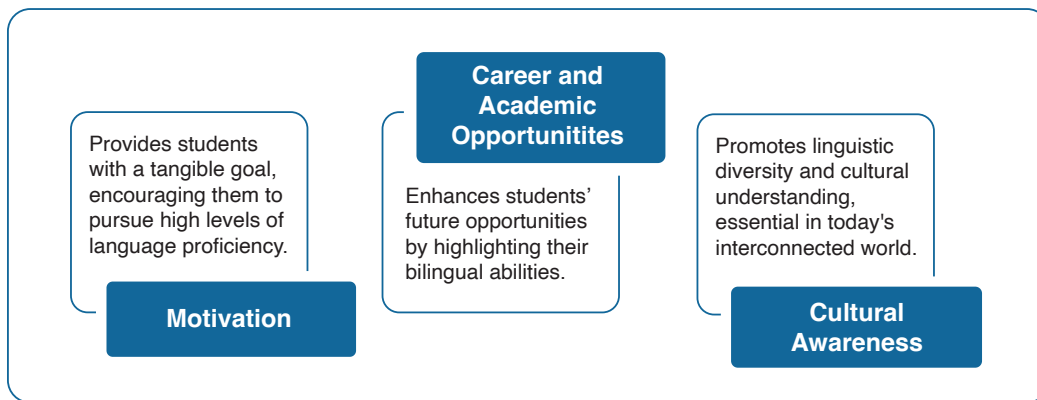
use both languages to complete a project. Translanguaging supports cognitive flexibility and helps bridge language gaps by validating and leveraging students' full linguistic abilities (García, O., & Wei, 2014). **1**

- **Authentic Assessment:** Use authentic assessment methods such as project-based learning, portfolios, and presentations to evaluate students' language proficiency and content knowledge in meaningful contexts. These methods provide a comprehensive and accurate measurement of student progress in dual language programs. **16**

Seal of Biliteracy Recognition Pathways

It was recommended to the state that to promote bilingualism and enhance students' future opportunities, they should expand the Seal of Biliteracy recognition pathways. The Seal of Biliteracy is a prestigious award given by schools, districts, or states to recognize students who have achieved proficiency in two or more languages by the time they graduate from high school. This recognition accentuates the value of bilingualism and encourages students to maintain and develop their language skills, preparing them for a globalized world. **1 2 4 5**

Benefits of Recognition Pathways



To further support and expand Dual Language (DL) programs, we recommend establishing recognition pathways for biliteracy at various educational levels to encourage bilingualism from a young age. These milestones foster students' interest and commitment to achieving biliteracy, ensuring a structured and supportive educational environment that values and supports bilingualism and biliteracy. Additionally, Seal of Biliteracy assessments at these milestones to measure proficiency are an excellent way to validate and measure growth holistically in both languages.

Our recommendation is to establish recognition pathways for pursuing biliteracy at various educational levels (PK, 3rd, and 5th grades) with district opt-in options. Creating milestones and recognition for early grades helps to foster and maintain students' interest and commitment to achieving biliteracy. Here are some practical examples of how to implement these pathways:

Pre-Kindergarten (PK)

Milestone Recognition: "Biliteracy Beginnings" Certificate

Example Activities and Assessments:

- **Language Exposure:** Engage students in interactive story time sessions in both English and the partner language.
- **Basic Vocabulary:** Use songs, rhymes, and games to introduce basic vocabulary in both languages.
- **Parental Involvement:** Provide bilingual take-home materials and encourage parents to read or sing to their children in both languages.

Recognition Ceremony:

- Host a simple ceremony where students receive a "Biliteracy Beginnings" certificate, celebrating their initial exposure to and interest in learning two languages.

Early exposure to multiple languages enhances cognitive development and sets the foundation for future language learning (American Educational Research Association, 2012).

3rd Grade

Milestone Recognition: "Biliteracy Explorer" Badge

Example Activities and Assessments:

- **Language Proficiency:** Assess students' basic proficiency in listening, speaking, reading, and writing in both languages through age-appropriate tasks.
- **Cultural Projects:** Have students complete a project about a cultural event or tradition from a country where the partner language is spoken.
- **Bilingual Literacy:** Implement reading sessions where students read simple bilingual books and discuss them in both languages.

Recognition Ceremony:

- Organize a school assembly where students receive the "Biliteracy Explorer" badge, recognizing their growing skills and efforts in both languages.

Recognizing milestones in language learning can increase motivation and engagement, promoting sustained interest in bilingual education.

5th Grade

Milestone Recognition: "Biliteracy Achiever" Medal

Example Activities and Assessments:

- **Language Proficiency:** Conduct more comprehensive assessments in both languages, focusing on intermediate proficiency in speaking, reading, and writing.
- **Cross-Cultural Understanding:** Have students participate in a pen-pal program or virtual exchange with students from a partner language country.
- **Bilingual Presentations:** Assign projects where students research a topic and present their findings in both languages.

Recognition Ceremony:

- Host a formal ceremony, possibly during a larger school event, where students are awarded the "Biliteracy Achiever" medal. Include presentations from students showcasing their bilingual projects.

Celebrating achievements at multiple stages encourages students to continue their language studies into middle and high school, eventually achieving the Seal of Biliteracy. *Note: We strongly recommend to districts that best practice includes covering the cost of the Seal of Biliteracy assessments.*

By establishing and adding these recognition pathways for bilingualism from an early age helps districts create a structured and supportive environment that celebrates and encourages bilingualism. This approach ensures that more students achieve biliteracy and reap its associated benefits, ultimately leading to greater academic success, cognitive development, and career readiness.

Expanding recognition pathways may create additional opportunities for funding through grants or sponsorships from other institutions or organizations.

Strand #4: Assessment and Accountability

Standards for Measuring Student Progress in Dual Language Programs

Ensuring the success of our dual language (DL) programs requires a robust framework for assessing student progress and program effectiveness. By implementing comprehensive assessment plans and continuous improvement strategies, we can maintain high standards, promote academic excellence, and support the diverse needs of our multilingual students. This section outlines key components of our approach to assessment and accountability in dual language programs.

Biliteracy Trajectory

A biliteracy trajectory outlines the expected progression of language and literacy skills in dual language learners from early childhood through to graduation. This trajectory serves as a roadmap for educators, providing clear milestones and developmental stages that students should achieve as they become proficient in reading, writing, speaking, and comprehending two languages. The goal of a biliteracy trajectory is to ensure that students develop strong bilingual and biliterate abilities, enabling them to function effectively in both languages across academic and social contexts.

Key Components of a Biliteracy Trajectory:

1. Early Childhood (Pre-K to Kindergarten):

- **Language Exposure and Oral Language Development:** Children are exposed to both languages through storytelling, songs, and interactive play. The focus is on developing listening and speaking skills, understanding basic vocabulary, and engaging in simple conversations in both languages. **1 6**
- **Foundational Literacy Skills:** Introduction to concepts of print, such as recognizing letters, understanding that print carries meaning, and beginning phonemic awareness activities in both languages. **1 6**

2. Primary Grades (Grades 1 to 2):

- **Emergent Literacy:** Students start to read and write simple texts in both languages. They develop basic decoding skills, learn high-frequency words, and begin to write short sentences and simple stories. **1 6**

- **Oral Language Proficiency:** Continued emphasis on oral language development with more structured activities that promote vocabulary expansion, sentence structure, and conversational skills in both languages. **1 6**
- 3. **Intermediate Grades (Grades 3 to 5):**
 - **Reading and Writing Fluency:** Students work towards reading with fluency and comprehension in both languages. They engage in more complex reading materials, including fiction and non-fiction texts, and develop strategies for understanding and analyzing these texts. **1 6**
 - **Writing Development:** Emphasis on writing longer and more detailed texts, such as narratives, reports, and essays. Students learn to plan, draft, revise, and edit their writing in both languages. **1 6**
 - **Cross-Linguistic Transfer:** Students begin to make connections between their two languages, applying knowledge and skills from one language to support their learning in the other. **1 6**
- 4. **Middle School (Grades 6 to 8):**
 - **Advanced Literacy Skills:** Students engage in more sophisticated reading and writing tasks. They analyze complex texts, infer meanings, and critically evaluate information in both languages. **1 6**
 - **Academic Language Proficiency:** Development of academic language across subject areas, enabling students to understand and use subject-specific vocabulary and concepts in both languages. **1 6**
 - **Bilingual Communication:** Opportunities for students to practice bilingual communication through presentations, debates, and collaborative projects. **1 6**
- 5. **High School (Grades 9 to 12):**
 - **Academic Biliteracy:** Students achieve high levels of proficiency in reading and writing academic texts in both languages. They can produce well-structured essays, research papers, and other advanced writing assignments. **1 6**
 - **Critical Thinking and Analysis:** Ability to critically analyze texts, synthesize information from multiple sources, and construct well-reasoned arguments in both languages. **1 6**
 - **Preparation for Seal of Biliteracy:** Students prepare for the Seal of Biliteracy by demonstrating proficiency in both languages through standardized assessments and performance-based tasks. **1 6**

Importance of a Biliteracy Trajectory:

- **Guides Instruction:** Provides a clear roadmap for educators to design instruction that supports students' bilingual development at each stage. **1 6**
- **Monitors Progress:** Helps educators track students' progress in both languages, ensuring they are meeting key milestones. **6**
- **Informs Interventions:** Identifies areas where students may need additional support or intervention to achieve biliteracy. **1 6**
- **Promotes Equity:** Ensures all students, regardless of their background, can become biliterate, which is linked to higher academic achievement and better career prospects. **1 6**

The [Literacy Squared](#) approach emphasizes the importance of maintaining high expectations for students' development in both languages, fostering a strong foundation for lifelong bilingualism and biliteracy. By following a structured biliteracy trajectory, educators can support students in achieving their full potential as proficient bilingual and biliterate individuals.

Holistic Multi/Biliteracy Assessment Framework

A Holistic Multi/Biliteracy Assessment Framework offers a comprehensive approach to evaluating language proficiency and literacy skills in multiple languages. This framework will ensure that assessments are culturally

and linguistically appropriate, providing a true holistic measure of students' abilities and progress in both languages. 6

Key Components of the Holistic Multi/Biliteracy Assessment Framework:

1. Culturally Relevant Assessments:

- **Contextual Relevance:** Ensure that assessments reflect the cultural contexts of the students' lives and experiences. Incorporate culturally relevant texts, scenarios, and examples that resonate with students' backgrounds. 6
- **Equitable Measures:** Design assessments that account for the diverse linguistic backgrounds of students, recognizing and valuing their bilingual abilities. 1 6

2. Language Proficiency Assessments:

- **Balanced Bilingual Evaluation:** Assess students' proficiency in both languages, emphasizing the importance of balanced development across listening, speaking, reading, and writing skills. 1 6
- **Integrated Language Skills:** Use assessments that integrate multiple language skills, such as reading comprehension followed by written responses, to capture a more complete picture of students' abilities. 1 6

3. Holistic Literacy Assessments:

- **Multimodal Assessments:** Incorporate various assessment methods, including traditional tests, performance-based tasks, portfolios, and observations. This approach ensures a comprehensive evaluation of students' literacy skills. Recognize that current standardized assessments often lack a true biliteracy lens and do not fully capture students' multilingual abilities. Traditional tests may overlook the nuanced skills that bilingual students possess, such as code-switching, cultural knowledge, and cross-linguistic transfer. 1 6
- **Cross-Linguistic Transfer:** Assess students' ability to transfer knowledge and skills between languages, highlighting their cognitive flexibility and bilingual competence. 1 6

4. Formative and Summative Assessments:

- **Continuous Monitoring:** Use formative assessments to monitor ongoing progress and provide immediate feedback to students and teachers. These assessments guide instruction and help identify areas needing additional support. 1 6
- **Comprehensive Summative Assessments:** Implement summative assessments at key milestones to evaluate overall proficiency and literacy development in both languages. These assessments inform program effectiveness and student readiness for advancement. 1 6

5. Performance-Based Assessments:

- **Real-World Tasks:** Design assessments that require students to apply their language skills in real-world scenarios, such as presentations, debates, and collaborative projects. These tasks provide a practical measure of students' bilingual abilities. 1 6
- **Creative Demonstrations:** Include opportunities for students to demonstrate their learning through creative means, such as storytelling, role-playing, and multimedia projects, which capture a broader range of skills and talents. 1 6

6. Inclusive and Reflective Practices:

- **Student Self-Assessment:** Encourage students to engage in self-assessment and reflection, fostering metacognitive awareness of their language learning journey. 1 6
- **Collaborative Assessments:** Involve teachers, peers, and family members in the assessment process, creating a supportive and inclusive environment for evaluating student progress. 1 6

Benefits of the Holistic Multi/Biliteracy Assessment Framework:

- **True Measure of Abilities:** Provides a more accurate and comprehensive evaluation of students' bilingual and biliterate abilities, going beyond traditional monolingual assessments. 1 6

- **Culturally and Linguistically Appropriate:** Ensures that assessments are relevant and fair, reflecting the diverse backgrounds and experiences of bilingual students. **1 6**
- **Supports Instruction:** Offers valuable insights that guide instructional practices, helping educators tailor their teaching to meet the specific needs of bilingual learners. **1 6**
- **Promotes Equity:** Recognizes and values the bilingual competencies of all students, contributing to educational equity and inclusiveness. **1 6**

This framework will not only enhance the assessment process but also support the overall growth and success of bilingual students.

Program Evaluation and Continuous Improvement:

Annual Program Reviews: Conduct comprehensive formal reviews on an annual basis to assess the effectiveness of the dual language programs. These reviews should be structured and systematic, based on established benchmarks and performance metrics. The formal review process should include data collection and analysis on student outcomes, language proficiency, academic achievement, and cultural competency. Additionally, these reviews should evaluate program fidelity to ensure that the dual language programs are being implemented as designed. The findings from formal reviews should be documented in detailed reports, which are then shared with key stakeholders, including district administrators, school boards, and community members. This transparency ensures accountability and facilitates data-driven decision-making for program improvements. In addition, informal reviews can include classroom observations, teacher and student feedback, and informal assessments of student progress. These reviews are less structured but equally important, as they provide immediate insights into the day-to-day functioning of the programs. Informal reviews allow for timely adjustments and interventions to address any emerging issues or areas needing support. By maintaining a continuous loop of feedback and reflection, informal reviews help create a responsive and dynamic educational environment that can adapt to the needs of students and teachers. Combining both formal and informal program reviews ensures a holistic approach to evaluating the effectiveness of dual language programs. Formal reviews provide a structured, data-driven foundation for long-term planning and accountability, while informal reviews offer real-time insights and flexibility to make necessary adjustments. Together, they help maintain high standards of bilingual education and support continuous improvement. **12 6**

- **Stakeholder Feedback:** Collect feedback from students, parents (BPACs), teachers, and administrators to inform program adjustments and improvements. While conducting focus groups may require additional time and planning, the qualitative data gathered from these stakeholder groups is invaluable. The personal narratives and testimonies they share provide deep insights and personal experiences that can significantly inform and guide necessary changes, ensuring the program is responsive to the needs and perspectives of the entire school community. Engaging stakeholders in this way builds support and buy-in for expanding the program, as their input directly informs program development and adjustments. **1 6**
- **Continuous Improvement Plans:** Develop and implement continuous improvement plans based on evaluation findings to enhance program quality. The continuous improvement plans should outline clear, specific goals such as increasing student language proficiency levels, improving cultural competence, and enhancing academic performance in both languages. Set measurable targets and define timelines to ensure that progress can be systematically tracked and evaluated. For example, a goal might be to increase the percentage of students achieving advanced proficiency in both languages by 10% within two years. By fostering a culture of continuous improvement, dual language programs can remain adaptable and resilient, consistently striving for excellence. **1 6**

Strand #5: Staff Quality and Professional Development

Recruitment and Retention:

Effective dual language programs rely on skilled teachers who possess both linguistic proficiency and cultural competency to foster bilingualism, biliteracy, and academic excellence among students. However, the shortage of bilingual teachers presents a significant challenge. To address this, districts must develop robust recruitment strategies, including competitive salaries, supplementary stipends, sign-on bonuses, and clear career advancement pathways. Additionally, retaining these educators is equally critical, necessitating continuous professional development, supportive work environments, and equitable incentives. By prioritizing recruitment and retention, districts can ensure a stable, experienced, and motivated workforce capable of delivering high-quality dual language education, thereby promoting long-term program success and sustainability. **5**

Recommendations:

1. Offer Competitive Salaries: To attract and retain highly qualified bilingual educators, districts should offer competitive salaries, including supplementary stipends and sign-on bonuses for those with Dual Language (DL) endorsements. The demand for bilingual teachers often exceeds the supply, making it essential for districts to offer incentives that make these positions more appealing. **5**

Incentive Structures

- *Supplementary Stipends and Sign-On Bonuses:* Competitive salaries and incentives recognize the additional skills and qualifications required for DL teachers, who must be proficient in two languages and adept at delivering content in both. Financial incentives can attract experienced educators from other districts or states and encourage career changers with bilingual skills to enter the teaching profession. **5**
- *Base Salary Increases:* Districts can work with their human resources departments and local unions to develop a compensation package that includes base salary increases for DL endorsements. This recognizes the extra qualifications and effort required for teaching in dual language settings. **5**
- *Additional Planning and Professional Development Time:* Stipends for additional planning and professional development time are important. These stipends ensure that DL teachers have the necessary time to develop high-quality lesson plans, create bilingual instructional materials, and coordinate with their teaching partners. **5**
- *Loan Forgiveness and Tuition Reimbursement:* Offering loan forgiveness programs and tuition reimbursement for further education can make DL positions more attractive. This supports teachers in their professional growth and reduces financial burdens, enhancing job satisfaction and retention. **5**
- *Career Advancement Opportunities:* Providing clear pathways for career advancement within the district can incentivize bilingual educators to stay long-term. Opportunities for leadership roles, advanced certifications, and specialized training can be part of these pathways. **5**

Transparent communication about these benefits during recruitment efforts can help highlight the district's commitment to supporting and valuing its bilingual educators. Recruitment materials should clearly outline the financial incentives, professional development opportunities, and career advancement options available to DL teachers.

Ensuring Equity in Incentives:

When establishing and clarifying funding policies, it is crucial to ensure that districts do not inadvertently create disparities by offering more resources or incentives than others. Specifically, regarding stipends and other forms of financial support for bilingual educators, there must be a universal approach that prevents rural and urban districts from competing for valuable resources. Implementing a universal stipend policy will ensure that all districts, regardless of their location or size, can attract and retain qualified bilingual educators without creating an imbalance in resource allocation. This approach promotes fairness and equity, ensuring that all students have access to high-quality dual language programs. **4 5**

Collaborative Regional Approaches

- *Regional Consortia:* Districts can form regional consortia to pool resources and standardize stipend amounts across multiple districts. This collaborative approach can help ensure that rural and urban districts alike can offer competitive stipends without creating disparities. By working together, districts can negotiate better funding terms and share best practices. **4 5**
- *Shared Grant Applications:* Districts can jointly apply for state and federal grants aimed at supporting bilingual education. By presenting a united front, they can increase their chances of securing substantial funding, which can be used to provide consistent stipends for bilingual educators across participating districts. **4 5**

District Specific Approaches

- *Local Agreements:* Individual districts can negotiate with their local unions to establish competitive stipend levels for bilingual educators. By setting a precedent, successful local agreements can serve as models for other districts. **5**
- *Pilot Programs:* Districts can initiate pilot programs to test the effectiveness of standardized stipends within a controlled group of schools. The outcomes of these pilots can provide valuable data and insights that can be used to advocate for broader implementation. **4 5**

Example of State Stipend Policies

Several states already provide stipends or additional compensation for bilingual educators, setting a precedent for what Illinois could implement: **5**

- **Texas:** Texas offers stipends for bilingual teachers that can range from \$3,000 to \$5,000 per year, depending on the district. These stipends are designed to attract and retain educators who possess the necessary bilingual skills to support dual language programs.
- **California:** In California, districts such as the Los Angeles Unified School District provide stipends for bilingual teachers, which can be as much as \$5,000 annually. These financial incentives recognize the additional qualifications and contributions of bilingual educators in the classroom.
- **New Mexico:** New Mexico offers stipends for bilingual teachers that typically range from \$2,000 to \$5,000 per year. These stipends support the state's bilingual and multicultural education programs and help ensure that schools can hire and retain teachers with the necessary language skills.
- **New York:** In New York, certain districts provide stipends for bilingual teachers. For example, the New York City Department of Education offers a stipend of approximately \$3,400 per year for bilingual educators. These stipends help attract qualified teachers to areas with high demand for dual language instruction.

By adopting a similar universal stipend policy, Illinois can ensure equitable access to qualified bilingual educators across all districts. This strategy helps maintain a consistent standard of education and supports the state's commitment to providing high-quality dual language programs for all students. This comprehensive approach not only addresses the immediate need for qualified DL educators but also fosters long-term stability and excellence in bilingual education throughout the state.

Future Considerations for Equity

Future consideration must be given to how Illinois can respond at the state level to ensure equity in teacher pay across districts. This issue, while complex and beyond the immediate scope of this report, warrants a dedicated study to address the teacher shortage and its impact on equitable compensation. A comprehensive teacher shortage report should be commissioned to explore potential state-level initiatives that can provide fair

and competitive stipends for teachers, ensuring that all districts can attract and retain high-quality educators. This was included in the state guidance but is equally important in the district guidance because consistent and equitable pay is critical for maintaining teacher morale and effectiveness across all regions. **4**

Ongoing Professional Development:

- **Restructure the School Week:** Allocating additional planning time for DL teachers is crucial for the successful implementation and sustainability of dual language programs. The complexities of teaching in two languages require more extensive preparation and collaboration than traditional single-language instruction. By restructuring the school week to include dedicated planning periods, districts can provide DL teachers with the necessary time to develop high-quality lesson plans, create bilingual instructional materials, and coordinate with their teaching partners. It is essential to ensure that DL teachers receive this additional planning time without sacrificing their regular planning periods, as they need both to manage their overall workload effectively. Districts can negotiate with local unions to adjust the school schedule, perhaps by incorporating early release days or professional development days that provide teachers with uninterrupted blocks of time for planning and collaboration. Additionally, implementing co-teaching models where teachers share classroom responsibilities can provide DL teachers with the necessary planning time. Utilizing technology to facilitate virtual collaboration and planning sessions can also be an effective strategy. Creating a structured timetable that includes regular planning periods will help DL teachers manage their workload more effectively and maintain a high standard of instruction. **5**
- **Continuous Training at the School Level:** Provide ongoing professional development opportunities focused on bilingual education strategies and cultural competency. These training sessions should be regularly scheduled and tailored to the specific needs of the teachers. For example, new teachers might need foundational training in bilingual education, while veteran teachers could benefit from advanced workshops on innovative instructional strategies or leadership in bilingual education. **5**
- **Bilingual Mentorship Programs:** Pair novice dual language teachers with experienced mentors to offer guidance and support. Mentorship programs should include regular check-ins, classroom observations, and feedback sessions. Additionally, incorporating mentoring into already existing structures can streamline mentoring activities and make use of already scheduled collaborative time. Integrate mentoring discussions into those regular team, data or PLC meetings. **5**
- **Professional Learning Communities (PLC's):** Increase PLCs for dual language educators to facilitate collaboration and the sharing of best practices the schools. PLCs can focus on topics such as instructional strategies, assessment techniques, and cultural competency. For example, have a collaborative assessment design where educators facilitate sessions and collaboratively design bilingual assessments that accurately measure language proficiency and academic achievement. Share templates and tools to standardize assessments across the district. Utilize online platforms to create virtual PLCs, allowing educators from different schools and districts to collaborate, expanding the pool of knowledge and resources.
- **Create Affinity Groups for Dual Language Teachers Statewide:** Groups will provide a support network where DL teachers can regularly meet, share best practices, and discuss challenges and opportunities unique to bilingual education. **1 2 4 5**

Key Benefits



Professional Development: Affinity groups allow teachers to exchange resources, instructional strategies and insights tailored to bilingual education, enhancing professional skills and effectiveness.

Community Building: These groups foster a sense of community among DL teachers, offering emotional and social support, which is crucial for teacher retention and well-being.

Collaborative Learning: Research shows that professional learning communities and affinity groups positively impact teacher practice and student achievement by promoting collaborative learning and reflective practice.

Statewide Impact: A statewide network allows for a broader exchange of ideas and practices, leading to innovative solutions and strategies. It also strengthens advocacy for policy changes and resources at the state level.

Implementation:

To implement this recommendation, districts would need to work with the Illinois State Board of Education (ISBE), Regional Offices of Education (ROEs) and the Multilingual Specialists hired through ISBE; to coordinate the establishment of the affinity groups and ensure they are accessible to DL teachers *statewide*.

1 2 5

1. **Promote Participation:** Encourage participation by providing incentives for DL teachers to join and actively engage in the affinity groups. At no additional cost this can include professional development credits, and a recognition programs. At cost, providing a stipend for participation. **1 2 5**

2. **Develop Resources:** Support the creation of structured activities, workshops, guest speakers, and collaborative exercises. Additionally, develop an online platform for virtual meetings and resource sharing, which can be shared on the website that is being created at the state level. **1 2 5 6**

3. **Monitor and Evaluate:** Establish mechanisms to monitor the effectiveness of the affinity groups and make necessary adjustments based on feedback and outcomes. **1 2 6**

Enhanced Initiatives:

1. **Teacher Curriculum Development Teams:** Establish teams within the affinity groups to collaboratively develop bilingual curriculum materials. These teams can leverage the collective expertise of teachers to create high-quality, culturally relevant resources that can be shared across districts. **1 2 5**

2. **Online Video Library of Best Practices with Reflective Practice Programming:** Create an online video library showcasing best practices in DL education. This library should include reflective practice programming, where teachers can watch and discuss videos of effective teaching strategies, fostering continuous professional development and self-improvement. **1 2 5**

3. **Policy and Advocacy:** Affinity groups can play a vital role in shaping and advocating for policies that support dual language education. These groups can work collectively to identify and address policy gaps, advocate for necessary changes, and promote best practices at local, state, and national levels. By engaging in policy and advocacy efforts, affinity groups can ensure that the voices of bilingual educators

and students are heard and that supportive measures are implemented to sustain and expand dual language programs.

1 2 4

4. Research Collaboration: Affinity groups can collaborate with researchers to conduct studies on dual language education. By partnering with universities and research institutions, these groups can contribute to the evidence base for best practices in bilingual education. This collaboration can also help identify effective strategies and interventions that can be shared widely, enhancing the quality of dual language programs. Additionally, engaging in research activities can foster the development of bilingual leaders and encourage teachers to pursue advanced degrees, further strengthening the field of bilingual education and creating a pathway of highly qualified educators and leaders. 1 2 5 6

The cost of implementing these affinity groups will be minimal as most meetings will be conducted virtually. For occasional in-person gatherings, funding can be sourced from the state budgets, grants, and partnerships. By investing in the professional growth of DL teachers, we enhance the quality of bilingual education, benefiting students and communities across the state.

Partnering with Institutions of Higher Education (IHEs):

Grow Your Own Pathways in High Schools: Establish pathways in middle and high schools to encourage students to pursue careers in bilingual education, particularly in dual language teaching. This initiative involves creating specialized programs that provide students with the knowledge and skills needed to become bilingual educators. By offering courses in education, language acquisition, and cultural studies, schools can inspire and prepare the next generation of bilingual teachers. 1 5 6

- *Career Exploration Programs:* Develop career exploration programs in middle and high schools that highlight the benefits and opportunities in bilingual education. This can include guest lectures from bilingual educators, field trips to bilingual classrooms, and summer camps focused on teaching skills. 1 5 6
- *Scholarship and Incentive Programs:* Establish scholarships and incentive programs for students who commit to pursuing a degree in bilingual education. Work with local businesses and foundations to fund these programs. 1 5 6
- *Mentorship Programs:* Create mentorship programs where high school students interested in teaching can be paired with current bilingual teachers and education students from partner IHEs for guidance and support. 1 5 6
- *Educational Clubs and Extracurriculars:* Form educational clubs and extracurricular activities focused on teaching, language learning, and cultural exchange to engage students and foster an early interest in bilingual education careers. 1 5 6
- *Paraprofessional-to-Teacher Career Ladders:* Incentivize paraprofessionals to become teachers by providing financial support and professional development opportunities. Districts can partner with private foundations or use Title funding to cover the costs of tuition, books, and fees for paraprofessionals to earn a Professional Educator License with a bilingual endorsement. In return, candidates should commit to staying in the district for a minimum of three years. This approach not only supports the professional growth of paraprofessionals but also helps retain dedicated and experienced staff within the district. 5
 - *Professional Development Workshops:* Organize workshops and training sessions in collaboration with IHEs to help paraprofessionals develop the necessary skills and knowledge for certification. Topics can include bilingual instructional strategies, classroom management, and educational technology. 5

- *Flexible Scheduling and Online Courses:* Work with IHEs to offer flexible scheduling options and online courses that allow paraprofessionals to balance their work and studies. This could include evening classes, weekend seminars, and asynchronous online modules. **5**
- *Mentoring and Support Networks:* Establish mentoring programs where paraprofessionals are paired with experienced bilingual educators and faculty members from IHEs. Create support networks that provide guidance, advice, and encouragement throughout their certification journey. **5**
- *Certification and Exam Preparation:* Provide resources and support for paraprofessionals to prepare for certification exams. This can include study groups, preparatory courses offered by IHEs, and practice exams. **5**
- *Pathway Programs:* Develop pathway programs in collaboration with IHEs that outline clear steps for paraprofessionals to transition into certified teaching roles. These programs can include milestones, required coursework, and timelines to help paraprofessionals stay on track. **5**

By implementing these expanded strategies, districts can effectively partner with IHEs to build robust pipelines for recruiting and retaining highly qualified bilingual educators.

Strand #6: Family and Community Engagement

Engage Families:

- **Family Involvement:** Develop outreach initiatives to reach out to parents and families, providing families with information and resources about dual language programs builds a supportive network. Parental support is critical for the success of DL education. When parents are informed and involved, they can better support their children's bilingual education journey. Schools can organize workshops, parent-teacher meetings, and informational sessions to educate parents about the benefits and structure of DL education. Additionally, creating multilingual communication materials ensures that all families can access the information. Strengthening Bilingual Parent Advisory Councils (BPACs) to provide a structured way for parents to have a voice in program decisions. **1**
- **DL Parent Learning Group:** Create additional learning spaces to help parents learn about DL education, provide resources, and support their children's bilingual education at home. **1**
- **Funds of Knowledge Events:** Organize events where parents share their cultural heritage, languages, traditions, and experiences with the community. **1**
- **Parent Leadership Development:** Offer training programs to develop parent leaders who can advocate for dual language programs and serve as liaisons between the school and the community. **1**
- **Interactive Workshops:** Host workshops where parents, children, teachers, and administrators learn together, fostering a collaborative and supportive environment. **1**

Community Partnerships:

- **Local Organizations and Businesses:** Partner with local organizations and businesses to provide additional resources and support that enrich the educational experience and help students connect learning to real-world contexts. This approach leverages partnerships with private sector entities to provide additional resources, support, and real-world connections, which is a key component of expanding and enriching dual language programs through public-private collaborations. **1 3**

Outreach and Engagement with the Community:

- **Community Forums:** Host forums and information sessions to engage community members and gather input on dual language initiatives by leveraging the already existing Bilingual Parent Advisory Committees (BPACs). These events should provide detailed information about the program's goals, benefits, and implementation plan, and offer opportunities for questions and feedback. Additionally, make sure all information is available in primary languages spoken by community members, and provide interpreters and translation services. Be mindful of cultural norms and practices when scheduling and conducting forums and involve various cultural groups in the planning to ensure that the forums reflect the diversity of the community and address their specific cultural concerns. The interactive participation should be using culturally relevant formats, such as small group discussions or storytelling circles and then provide multiple ways for community members to offer feedback including written comments, anonymous surveys, and one-on-one conversations, ensuring that everyone feels comfortable voicing their opinions. **1 5 6**
- **Create an Advisory Committee:** Form a diverse advisory committee of stakeholders, including parents, educators, community leaders, and students, to guide the planning and implementation process. This committee can provide valuable perspectives and help build community support. Considerations to think about: (1) Rotate leadership roles among members from different cultural backgrounds to ensure inclusive decision-making processes; (2) Consider as a committee to participate in culturally competent training and inclusive practices; (3) Include a good representation of organizations & community members that will support the dual language program. **1 2 3 4 5 6**
- **Partner with Media and Broadcasting Companies:** To raise public awareness about dual language programs and showcase their impact on students and the community, districts should partner with local media and broadcasting companies. By featuring stories on local news, radio segments, and public access television, the benefits of DL education can reach a broader audience. Highlighting student successes, community benefits, and personal stories of bilingualism can create a compelling narrative that garners public support and interest. Public awareness is crucial for the success of DL education as it builds community support and encourages enrollment. When the community understands the value of bilingual education, it fosters a more supportive environment for dual language programs, as well as potentially help fund the programming. Districts can collaborate with media companies to create feature segments on DL education, student achievements, and community benefits. They can also use social media platforms to share videos and stories that highlight the positive impact of DL education. **1 3 4 5**
- **Media Campaigns:** Launch targeted media campaigns to inform the public about the benefits of dual language education. Media campaigns help to spread awareness quickly and effectively, reaching a wide audience. They can also dispel myths and provide accurate information about the benefits of DL education. Districts can work with marketing professionals to design and execute media campaigns. Utilizing various media channels ensures that the message reaches a diverse audience, including parents, community members, and potential students. **1 3 4 5**
- **Community Events:** Organize events that promote dual language programs, showcasing student achievements and program benefits. These events can include cultural festivals, open houses, and informational sessions where parents and community members can learn more about DL education. Community events foster a sense of unity and pride in DL education. They provide a platform for showcasing the successes of students and the program, which can help build further support and enthusiasm. Schools can host cultural events that highlight the languages and cultures represented in the DL program. **1 3 4 5**

Strand #7: Support and Resources

Administrative Support:

- **Equitable Allocation:** Secure strong administrative support and ensure equitable allocation of resources. Plan for long-term sustainability, including funding for smaller class sizes, additional instructional support, and professional development. **2 3 4 5 6**

Funding Strategies:

- **Multi-Year Budgets:** Develop multi-year budgets that cover the costs of dual language programs, such as salaries, materials, and professional development. As district-level funding is limited and budgets are being cut, exploring alternative funding sources and cost-effective strategies will be necessary (local, state, EL-EBF, Federal Title 1 and III). Review and reallocate existing Title I and Title III funds to prioritize dual language programs to ensure the successful implementation and sustainability of these initiatives. This may involve shifting funds from less effective programs or initiatives to dual language programs that demonstrate higher potential for impact and success. Title I funds, which aim to improve the academic achievement of disadvantaged students, and Title III funds, dedicated to supporting English learners (ELs) and immigrant students, can be strategically utilized to enhance dual language education programs. These funds can be used for ongoing professional development, such as training in bilingual instructional strategies, cultural competence or language acquisition theories; instructional materials and technology, extended learning opportunities after-school programs or tutoring, family and community engagement for the parent workshops, and program evaluation and improvement. **2 4 5 6**
- **Grant Writing:** Pursue state and federal grants designed to support bilingual education, such as the U.S. Department of Education's Office of English Language Acquisition (OELA) National Professional Development grants and the Elementary and Secondary Education grants, which currently emphasize the "grow your own" focus. Collaborate with experienced grant writers and university researchers to craft compelling applications that clearly demonstrate the program's potential impact. Utilize data from the needs assessment and feasibility study to provide evidence of community need, program readiness, and expected outcomes. Highlight innovative aspects of the program, such as its dual language model, comprehensive support systems for students and teachers, and its alignment with state and national educational goals. Ensure that the grant proposals are thorough, well-documented, and include detailed budget plans that outline how the funds will be used to achieve specific objectives and sustain the program long-term. Regularly monitor grant opportunities and maintain a calendar of application deadlines to stay proactive in securing funding. **2 4 5 6**
- **Private Funding:** Partner with local businesses and foundations to secure additional funding for program expansion. Develop comprehensive proposals that highlight the numerous community benefits of dual language programs, such as fostering bilingualism and biliteracy, promoting cultural diversity, and enhancing academic achievement. Emphasize the long-term positive impact on the local workforce and economy by preparing students with valuable bilingual skills. Engage with potential funders through community events, presentations, and meetings to build strong relationships and demonstrate the program's alignment with their philanthropic goals. Additionally, create a recognition program to acknowledge and celebrate the contributions of business partners and foundations, which can further incentivize private investment. **2 3 4**



APPENDIX B

IHE Guidance

An important component in addressing the need for bilingual educators is to partner with Institutes of Higher Education (IHE) and community colleges to collectively offer comprehensive support and clearly defined pathways for students pursuing careers in education.

This part of the recommendation includes building on already existing partnerships and strengthening them with:

- 1. Provide Guidance and Mentorship Programs:** Establish robust guidance and mentorship programs to assist Seal of Biliteracy graduates and other potential bilingual educators in navigating their transition to becoming bilingual educators. Mentors can offer personalized advice, support academic and career planning, and help students understand the certification requirements. **2 5**
- 2. Sponsor Bilingual Educator Discovery Days:** Organize and sponsor events in coordination with high-needs districts to provide prospective educators with information on career pathways, opportunities to interact with current bilingual teachers, scholarships, and insights into the benefits and challenges of working in dual language programs. Activities could include keynote speakers, interactive sessions, panel discussions, networking lunches, resume and interview workshops, and resource fairs. **2 5**
- 3. Invest in Dual Language Teacher Residency Programs:** Develop residency programs targeting prospective bilingual educators in high-needs districts, offering immersive, hands-on teaching experiences under the supervision of mentor teachers. These programs can provide stipends and direct mentorship, ensuring candidates are well-prepared for classroom challenges. **2 5**
- 4. Implement Train-the-Trainer Models:** Collaborate with university faculty to train selected highly effective teachers who can then provide professional development to their peers, thereby building capacity within school districts. This model ensures ongoing support and the dissemination of best practices in dual language education. **2 5**
- 5. Enhance Teacher Preparation Programs:** Co-design teacher preparation programs with high-needs school districts, focusing on bilingual education. This includes developing coursework in bilingual pedagogy, language acquisition, and cultural competency, as well as integrating practical experiences such as field placements and internships. One example is the creation of a “Spanish for Educators” course. Integrating this class into teacher preparation programs can significantly enhance the linguistic and cultural competencies of future bilingual teachers. This course would provide educators with the necessary tools to develop their academic Spanish, enabling them to deliver content effectively and support students' language development. By focusing on subject-specific vocabulary, instructional strategies, and cultural nuances, the class would prepare teachers to create more engaging and inclusive dual language classrooms. Additionally, this initiative aligns with the growing demand for bilingual educators who are proficient in both English and Spanish, ensuring a higher quality of bilingual education. There is a course at the University of Colorado Denver, CLDE 5680: Spanish for Educators that can be used as an example. **1 2 5**
- 6. Partner with Districts to Provide Professional Development:** Collaborate with school districts/IHE's to offer ongoing professional development workshops and seminars for current bilingual educators. These sessions should focus on advanced teaching strategies, the latest research, and best practices in bilingual

education. Cross-district professional development sessions can also be organized to facilitate the sharing of knowledge and resources. **1 5**

7. Seek Collaborative Grant Proposals and Funding: Establish partnerships between school districts, colleges, universities, and the Illinois State Board of Education (ISBE) to secure funding for research and program development. This includes applying for federal grants from the U.S. Department of Education and other sources to support the expansion of bilingual programs. **1 3 4 5**

8. Conduct Joint Research Projects: Partner with universities, districts, and ISBE to conduct joint research projects aimed at identifying and promoting evidence-based practices in dual language education. These projects should focus on student outcomes, effective instructional strategies, and program implementation, informing policy and practice. **1 2 3 6**

By collaboratively investing in this comprehensive bilingual teacher pathway program, Illinois and IHE's can establish a robust pathway of highly qualified bilingual educators, which will not only address the current demand for such professionals but also guarantee that all students have access to high-quality bilingual education, thereby promoting both equity and excellence in education throughout the state.



APPENDIX C

Addressing Myths and Misconceptions About Dual Language

Despite the growing body of research supporting the benefits of Dual Language (DL) programs, several myths and misconceptions persist. Addressing these myths with evidence-based responses is crucial for promoting an accurate understanding of the value of DL education. By dispelling these common misunderstandings, we can foster greater support for DL education and highlight its importance in fostering bilingualism, biliteracy, academic achievement, and cultural competence.

This section aims to identify and correct prevalent myths about DL education, providing clear, research-backed information that supports the expansion and effective implementation of these programs. By doing so, we hope to build a stronger foundation for DL education and ensure that more students can benefit from the rich, inclusive education it offers. **1 2 5**

Myth 1: Dual Language Programs Lead to Language Dominance

Concern: Some believe that DL education causes students to favor one language over the other, leading to imbalanced language development.

Evidence-Based Response: Research consistently shows that well-implemented DL education promotes balanced bilingualism. Students in these programs achieve proficiency in both languages because they receive structured and meaningful instruction in each language. Students in DL education often outperform their monolingual peers in both languages over time (Lindholm-Leary, 2012). The balanced approach ensures that neither language dominates, and students can navigate both languages proficiently.

Myth 2: Dual Language Programs Negatively Impact Academic Performance

Concern: There is a misconception that participating in DL education hinders academic achievement in core subjects like math, science, and reading.

Evidence-Based Response: Numerous studies refute this claim, showing that students in DL education perform as well as or better than their peers in monolingual programs on standardized tests in core academic subjects. For example, Thomas and Collier (2002) found that DL students often outperform their peers in both languages by middle and high school. The cognitive benefits of bilingualism, such as enhanced executive function and problem-solving skills, contribute to improved academic performance across subjects.

Myth 3: Dual Language Programs Require Excessive Resource Allocation

Concern: Some argue that DL education is resource-intensive and divert funds from other educational initiatives.

Evidence-Based Response: While DL education does require investment in qualified teachers, professional development, and instructional materials, the long-term benefits outweigh the initial costs. Dual Language programs are cost-effective in the long run due to their positive impact on student achievement, reduced dropout rates, and higher rates of college enrollment among bilingual students (Collier & Thomas, 2017). Furthermore, many DL education leverage community resources and partnerships to enhance their offerings without imposing a disproportionate financial burden.

Myth 4: Dual Language Programs Are Only for English Learners

Concern: Some believe that DL education is primarily designed for English learners and does not benefit native English speakers.

Evidence-Based Response: DL education is designed to benefit both English learners and native English speakers. These programs create a bilingual environment where students from different linguistic backgrounds learn together, serving as language models for each other. Research has shown that native English speakers in DL education perform as well as or better than their peers in monolingual programs and gain the added benefit of becoming proficient in a second language. For example, a study by Marian, Shook, and Schroeder (2013) found that DL education enhance cognitive flexibility and academic achievement for all students, regardless of their native language.

Myth 5: Students in Dual Language Programs Will Confuse the Two Languages

Concern: There is a misconception that learning two languages simultaneously will cause students to mix them up and struggle with language development.

Evidence-Based Response: Research indicates that children are capable of learning multiple languages without confusion. In fact, the process of learning two languages can enhance cognitive development and language skills. Studies have shown that bilingual children can separate their languages and switch between them appropriately depending on the context. According to a study by Bialystok (2011), bilingualism strengthens the brain's executive control functions, leading to improved attention and problem-solving skills.

Myth 6: Dual Language Programs Are Not Suitable for Students with Learning Disabilities

Concern: Some believe that students with learning disabilities will struggle more in a DL program than in a monolingual program.

Evidence-Based Response: Students with learning disabilities can thrive in DL education with appropriate support and accommodations. Research shows that bilingual education does not negatively impact students with learning disabilities and can offer additional cognitive and academic benefits (Klinger, Hoover & Baca, 2008). Effective DL education is designed to be inclusive and provide tailored support to meet the diverse needs of all students, including those with learning disabilities.

Myth 7: Dual Language Programs Are Only Feasible in Large Urban Areas

Concern: There is a misconception that DL education require a large, diverse student population and are not suitable for smaller or rural schools.

Evidence-Based Response: DL education can be successfully implemented in a variety of settings, including small and rural schools. The key to success is community support and careful program planning. Examples from various states, including Illinois, demonstrate that DL education can thrive in diverse environments. Support from organizations like the Illinois Resource Center helps schools of all sizes implement and sustain effective DL education.

Addressing these myths with evidence-based information helps to foster a more accurate and positive perception of DL education. Educators, policymakers, and communities must collaborate to ensure that the benefits of bilingual education are widely recognized and supported. By dispelling these misconceptions, we can work towards expanding and sustaining effective DL education that benefit all students.

Myth 8: Dual Language Programs Cause Students to Struggle with Standardized Tests in the Early Grades

Concern: Some believe that students in DL education may struggle with standardized tests in the early grades due to the challenges of learning two languages simultaneously.

Evidence-Based Response: While it is true that students in DL education might not perform as well as their monolingual peers on standardized tests in the early grades, this does not indicate a long-term disadvantage. Research shows that over time, DL students not only catch up to but often outperform their peers in both languages. The initial dip in test performance is a temporary phase as students are acquiring and balancing two languages. Studies, such as those by Thomas and Collier (2002), demonstrate that by middle and high school, DL students typically achieve higher academic outcomes than their monolingual peers, benefiting from enhanced cognitive skills, better executive function, and greater academic resilience. This long-term academic success underscores the positive impact and their positive impact of DL education on student achievement.

Myth 9: English Learners Shouldn't Participate in Dual Language Programs Until They Learn Enough English

Concern: There is a belief that English Learners should wait until they have sufficient proficiency in English before joining a DL program.

Evidence-Based Response: Research consistently shows that ELs benefit greatly from early participation in DL education. These programs provide a supportive environment where students can develop proficiency in both their native language and English simultaneously. Early exposure to bilingual education helps ELs maintain and develop their native language, which supports overall cognitive and academic growth. Studies indicate that ELs in DL education often achieve higher levels of English proficiency and academic success compared to those in English-only programs (Genesee, 2008). By participating in DL education from the start, ELs receive structured, meaningful instruction that supports balanced bilingualism and improves their educational outcomes.

Myth 10: Native Speakers of Languages Other Than the Target Language of the Dual Language Program Can't Participate

Concern: Some believe that native speakers of languages other than the target language of the DL program (e.g., an Arabic speaker in a Spanish/English DL program) cannot benefit from or should not participate in these programs.

Evidence-Based Response: Dual Language programs are designed to benefit all students, regardless of their native language. The goal of DL education is to create a bilingual environment where students from diverse linguistic backgrounds can learn together and serve as language models for each other. Students who speak languages other than the target languages of the DL program can still achieve significant benefits from participation. These students gain proficiency in the target languages while maintaining their native language, thus becoming multilingual. Additionally, their presence enriches the classroom environment, promoting cultural diversity and mutual respect. For example, a study by Marian, Shook, and Schroeder (2013) found that multilingual students in DL education enhance cognitive flexibility and overall academic achievement, contributing to a richer educational experience for all participants.



APPENDIX D

Questions for Stakeholder Survey-Feedback on Incentivizing Dual Language

This survey aims to gather your experiences and perspectives on key themes related to dual language programming and instruction. Your input will contribute to ongoing efforts to expand, improve, and sustain dual language programs state-wide. Please complete by January 31, 2024.

Instructions:

- Please provide thoughtful and concise responses to the questions presented.
- Share your experiences, successes, and challenges related to implementing dual language programs.
- Your input is anonymous, and we encourage open and honest feedback.
- The survey can take anywhere from 5 minutes-20 minutes, depending on which themes you respond to and how length of your examples.

Let's get started! Choose the theme that aligns with your expertise or experience, or feel free to respond to multiple themes if applicable.

Thank you for your valuable contributions!

The BUENO Center Team

(If you have any questions, please email: tania.hogan@colorado.edu)

1. What is your name?
2. What district are you in?
3. What is your role?
4. What is your email address?
5. Did you use the facilitation guide?
6. If you answered “yes” to using the facilitation guide, please let us know who part of your facilitation group (name and role of each person) was.
7. Theme 1: Expanding Dual Language Programs and Instruction. Share a success story related to implementation of your dual language program. What are the key factors that have made a significant positive impact on the success in the launch of your dual language program?
8. Theme 1: Expanding Dual Language Programs and Instruction. Based on your experiences, what would you identify as the key components that have had the greatest positive impact on the overall success and ongoing effectiveness of your dual language programming and instruction?
9. Theme 1: Expanding Dual Language Programs and Instruction. What have been the most significant hurdles or obstacles encountered in your dual language program?

10. Theme 2: Strategic Planning for Scaling Dual Language Programs. When planning for scaling dual language programs, what are the successes you've encountered? (exc. Consider stakeholder buy-in, implementation timelines, guiding principles and or curriculum/scope and sequence).
11. Theme 2: Strategic Planning for Scaling Dual Language Programs. What have been the challenges/hurdles and how you have overcome them?
12. Theme 3: Public-Private Partnerships. What are possible partnerships that should be considered to expand dual language programs (ex. universities, libraries, embassies, etc.) that you have implemented, or think would be good to create a new partnership?
13. Theme 4: Funding Mechanisms and Models. What are some potential ways to fund dual language programs and/or leverage the use of State and federal resources? (ex. accessing grants, guidance from ISBE or teacher funding to provide funding resources for your dual language program including stipends for your teachers).
14. Theme 5: Building Supply of Qualified Teachers. How are you recruiting qualified bilingual teachers—SPED, Gifted, Math, etc. into DL education? (ex. systematizing the bilingual teacher pathways, increasing scholarships and dual credit options, job-embedded internship, endorsements, or using waivers, stipends or relocation bonuses).
15. Theme 6: Standards for Measuring Student Progress. How are you using/creating standards for measuring student progress in dual language programs? (ex. assessing students in both languages, evaluating bilingualism on monolingual assessments, allowing for translanguaging practices, using a framework for bilingual assessment, qualitative and holistic measures, creating bilingual/biliteracy trajectories, addressing socio-cultural competence, etc.)

Is there anything else we haven't asked that you would like to share with us?



APPENDIX E

Facilitation Guide for Incentivizing Dual Language Instruction

Context:

Public Act 103—0362 (formerly HB3822)

The recently passed HB3822 requires that the State Board of Education shall deliver a report to the General Assembly on **how to incentivize dual language instruction** in schools. More specifically, the bill provides that the Advisory Council on Bilingual Education shall deliver a report to the General Assembly.

According to statute, the report must include the following:

- (i) **expanding** dual language programs and instruction,
- (ii) developing a strategic plan for **scaling** dual language programs,
- (iii) possible public-private **partnerships** to expand dual language programs,
- (iv) potential **funding** mechanisms and models, including how to leverage the use of existing State and federal resources and how to sustain funding for dual language programs,
- (v) how to build the **supply of qualified teachers** for dual language programs, including potential partnerships with private or nonprofit teacher preparation or development programs and **college teacher preparation programs**, potential alternative certification routes, exchange programs with other countries, and financial incentives, and
- (vi) standards for **measuring student progress** in dual language programs.

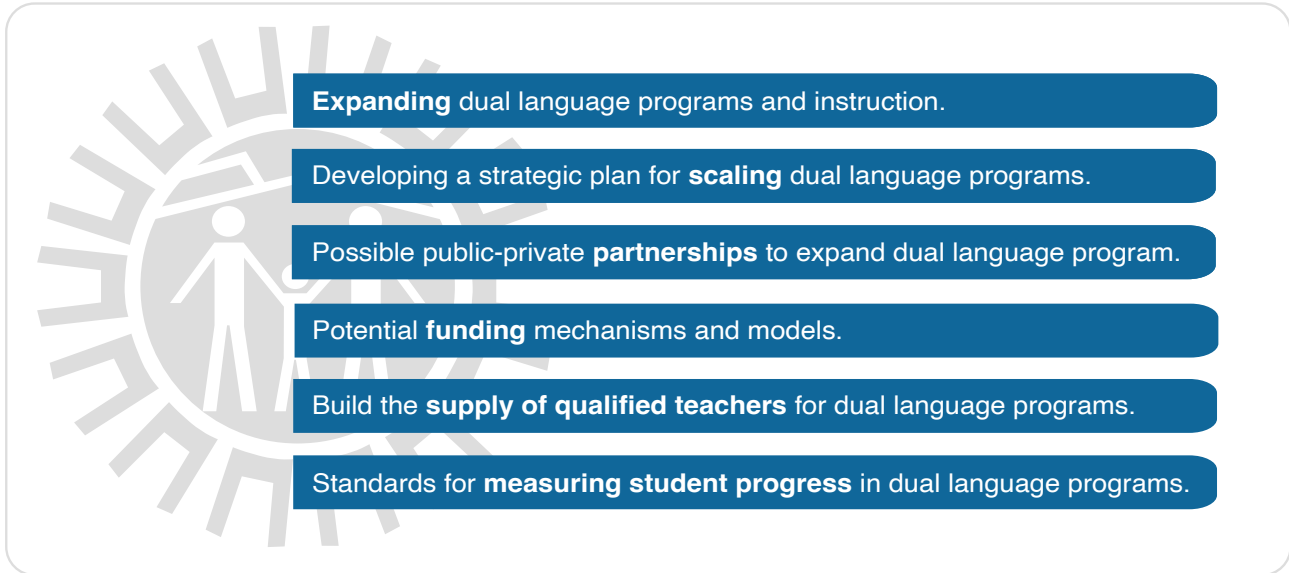
Feedback was initially gathered and compiled at the Director's Meeting in September 2023. You can access the compiled notes [here](#).

Facilitation Guide: Incentivizing Dual Language Instruction

We will delve into a reflective discussion on the implementation and expanding of dual language programs and instruction. Our focus will be on identifying greatest impacts and challenges faced during implementation and overall, in the dual language program.

As you answer the questions, consider framing your answers using the six components outlined in the graphic below.

Incentivizing Dual Language Instruction



Success Stories

- Share a success story related to the implementation of your dual language program/s. What would you identify as key factors that made a **significant positive impact** on the success of the **launch** of your dual language programs?
 - Before sharing, please identify the type of program (one-way, two-way, languages, demographics, socio-economic status, and grade levels)

Facilitator's Note: Encourage participants to reflect on the implementation phase, and to consider aspects such as leadership commitment and vision, community engagement, teacher professional development, curriculum development, overcoming initial challenges, or any other factors that contributed to a successful launch of the DL program.

Reflecting on Overall Impact

- Based on your experiences, what would you identify as the top three key components that have had the greatest positive impact **on the overall success and ongoing effectiveness** of your dual language program and instruction?
- Transitioning to challenges, what have been the three **most significant hurdles or obstacles** encountered in your dual language program?

Facilitator's Note: Encourage participants to share specific examples and insights into challenges related to resource allocation, funding, community buy-in, teacher recruitment, policy support, sustained positive impact over time, or any other aspects hindering successful implementation.

Scaling Dual Language Programs

- Can you describe the process your district followed to scale up your dual language programs?
- What evidence do you have/use regarding the impact of the dual language programs on student outcomes, both academically and linguistically?

Facilitator's Note: Encourage participants to provide a detailed account of the strategies employed such as milestones, decision-making points, and collaboration efforts involved. Encourage specific examples related to program design, teacher recruitment, community engagement and any innovative approaches that played a pivotal role.

Effective Practice Exchange

- Participants, take a moment to exchange ideas. What innovative practices or strategies have you discovered that successfully addressed challenges or enhanced the impact of dual language programs?

Facilitator's Note: This part aims to foster collaboration and learning from each other's experiences. Encourage participants to share practical solutions or unique approaches that have worked for them.

Conclusion: Thank you for your thoughtful contributions today! We will now read through and see what the actionable takeaways from the discussion are, and we will collectively build on the identified strengths and address the challenges in our ongoing efforts to improve and expand dual language programs.



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