



THE DISTRICT ONE
COMMUNITY
EDUCATION
COUNCIL



Tea & Talk

DUAL LANGUAGE: PROGRAMS AND ACCESS

Parents, come share your experiences, questions and suggestions on what you want to see in Dual Language programs in District 1

Thursday, January 16, 2020
5-7PM

PS 20 Anna Silver School
166 Essex Street
New York, NY 10002

Child Care and Refreshments will be provided



AGENDA

- Introductions
 - Child's school, grade, language, ELL / Heritage / English Prof
 - Why did you choose DL for your child
 - How long do you wish your child to continue
- Dual Language Programs in D1
- Share your experience
 - What are we doing right?
 - What are your concerns?
- What do you want to see changed?



DUAL LANGUAGE IN DISTRICT 1

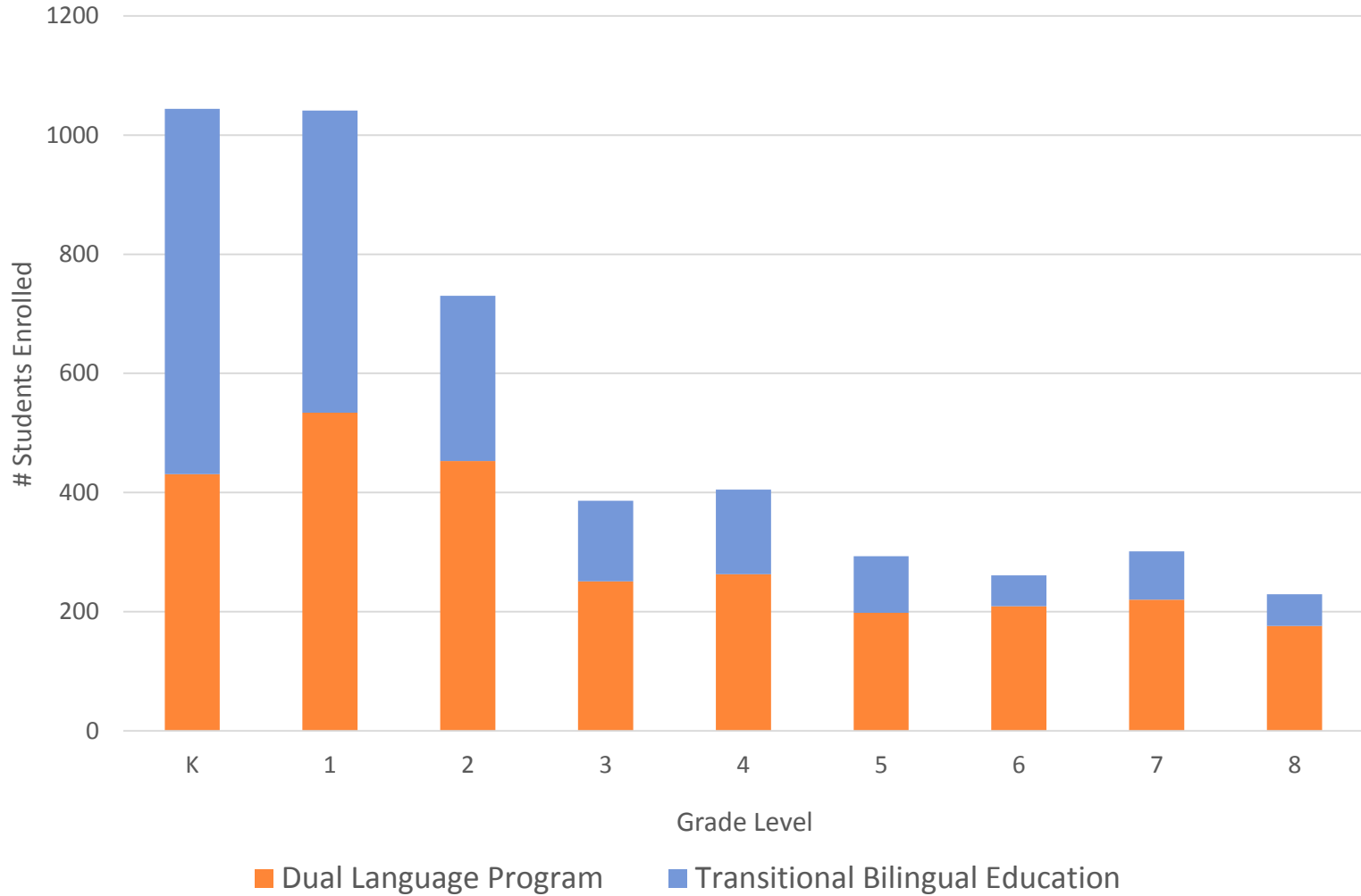
- 1
 - PS184 Shuang Wen (648)
 - Mandarin dual language school K-8
 - Currently, DL in K-5. Expanding to PreK and MS next year
- 2
 - PS20 Anna Silver (138)
 - Spanish and Mandarin dual language programs
 - Mandarin all grades PreK-5
 - Spanish to 4th grade
- 3
 - MS 378 Global Leaders (32)
 - Mandarin dual language

	01M020		01M184		01M378	
	#	%	#	%	#	%
Dual Language	138	29%	648	100%	32	13%
Other	343	71%	0	0%	218	87%
Total	481	100%	648	100%	250	100%



Chinese Bilingual Education Programs - Citywide Enrollment

Grades K to 8; 2018-2019 School Year



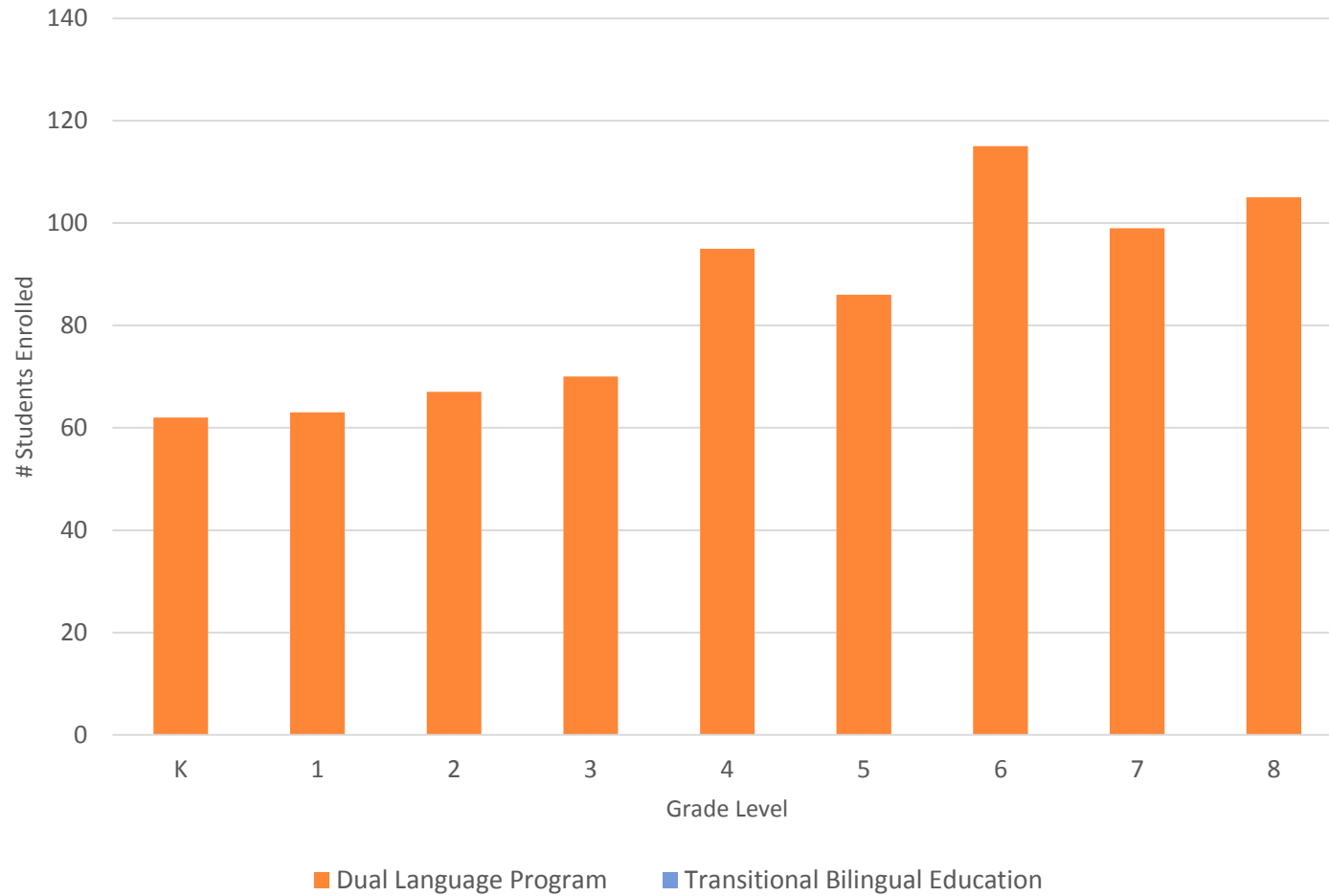
Data includes General Education and Special Education Bilingual Programs



Chinese Bilingual Education Programs - District 1 Enrollment

Grades K to 8; 2018-2019 School Year

Schools: PS 20, PS 184, MS 378

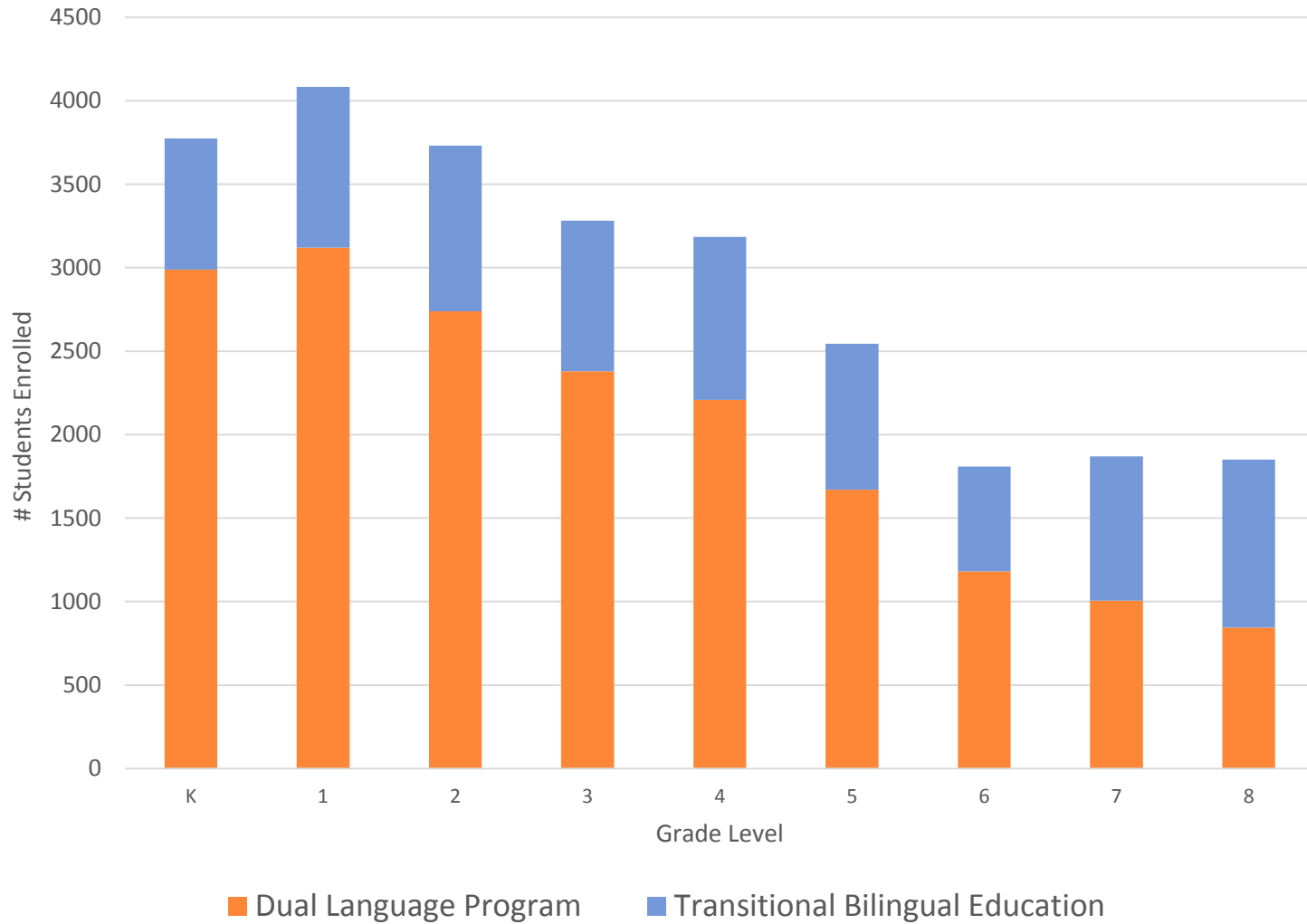


Data includes General Education and Special Education Bilingual Programs



Spanish Bilingual Education Programs - Citywide Enrollment

Grades K to 8; 2018-2019 School Year



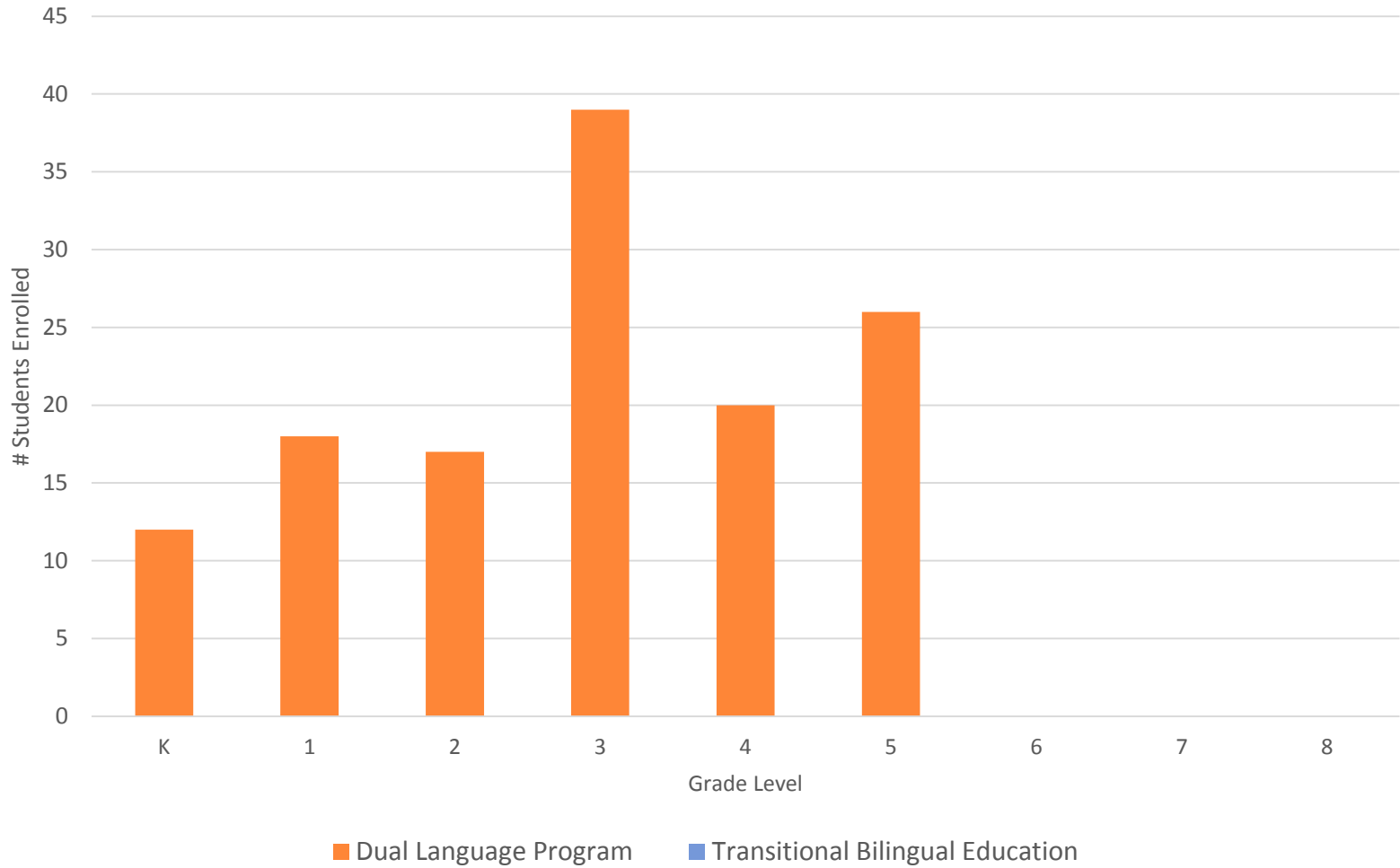
Data includes General Education and Special Education Bilingual Programs



Spanish Bilingual Education Programs - District 1 Enrollment

Grades K to 8, 2018-2019 School Year

Schools: PS 20 (Grade 3), PS 188



Data includes General Education and Special Education Bilingual Programs



HIGH SCHOOL LANGUAGE COURSES (2019)

- **48** high schools offered one or more language courses in Mandarin
- **392** high schools offered one or more language courses in Spanish

	# High Schools with 1 or more Mandarin language courses	# High Schools with 1 or more Spanish language courses
Brooklyn	15	106
Manhattan	11	96
Queens	18	75
Staten Island	1	9
Bronx	3	106



OUTREACH AND RETENTION

- What is important to prospective parents looking for dual language?
 - What are the deciding factors in choosing DL programs / schools?
- What are the challenges and support we need as DL families?
- Why do students drop out of DL and how can we help?
- High School: Continuing with World Language



Dec. 5, 2019 DL Tea & Talk



WHAT WE HEARD FROM PARENTS (DEC 5'19)

- “So we have three or four different programs which is great but I feel like we're almost kind of isolated until today, we haven't had (you know such) a nice group of parents from other schools getting together to talk about this and kind of share information, kind of band together”

DL Payoff

- “So there are challenges with it but overall, I feel like my daughter's really benefiting from this investment for her.”

“True” Dual Language

- “my goal language was learning both languages at the same time at the same level as they will not the premise so as she was learning to read English, and was a level C and English. She should have been a B or C in Spanish as well. My daughter is like a level L in English and still just starting C in Spanish.”

DL Support at Home and for Teachers

- “I don't have the time to just sit here and need to research everything to be able to support his learning in school and it's not like I can sit here and have a conversation so the weekends because there's no speaking at this time. So it's like it's a real struggle for us at home.”
- “there is no resources there are no books for science or social studies, especially for definitely middle school teachers are so she kind of taking a textbook from the English textbooks and translating it into Chinese.”



WHAT WE HEARD FROM PARENTS (DEC 5'19)

DL Trade-off's

- “you're faced with trade offs right. You thought you were giving greater opportunities to them and then you're forced them into a situation where you're like, wait now I'm trying to make trade offs in terms of their academic preparedness in terms of the grade that they are and everything, not just in the second language but potentially in the in the English track. “

Mixed levels, Proficiency Variations and Progression

- “I've heard of the parents will say my child is not at that stage it's going to middle school and such, but they get to middle school or high school and they're starting again over with the initials”
- “We should be delving deeper into the language. So I think that's one thing that they need to be able to do to accommodate the newer students that are just starting to language now because they didn't have the opportunity in elementary school, but to keep advancing the students that had been in the system for four or five years already. I need to continue in advance, instead of starting over.”
- “Every year is different so one year there were many kids who have experiences w Mandarin. And so, the classroom was set up for that. The second year was like 50/50. Some kids just came in and they started wanting to have kids so it worked out okay. there were maybe three kids out of the 15 class that actually had everyone else was brand new, they had never had Chinese so from year to year, how do you how do you support that. And how do you sustain a program when and give the confidence to the parents”



DUAL LANGUAGE GOALS

- Maintain current programs
 - Increase / stabilize enrollment
 - Address staffing / certification
 - Obtain incremental funding
- Extend current programs
 - Completion of elementary grades
 - Middle school and high school DL
 - World Language option in more HS
- Assess effectiveness of approach and quality of curriculum
- Identify expansion opportunities
 - Converting TBE to DL
 - Identify concentrations of Mandarin ELL's
 - Identify interest in Mandarin among English proficient




ADDRESS THE NEEDS OF DL PROGRAMS

- Build the teacher pipeline
 - Incentivize certification of DL Teacher
- Provide more PD/ teacher support
 - Establish Affinity Resource Groups at DOE for DL teachers
- Establish curriculum options and proficiency assessment
 - Formalize central resources for curriculum development and availability
- Add Incremental funding - new weight to FSF for DL
- Ask for higher pay for DL-certified teachers
- Address student attrition with outreach and parent workshops
- Build out more grade levels and schools (lack of MS, HS pull through)
- Reinforce with Afterschool programs



STAY CONNECTED



We Are New York City
Hola Привет مرحبا
你好 Bonjour হ্যালো
Ciao Hello مرحبا
こんにちは
여보세요

Hola	Hello	Bonjour
Bienvenido	Welcome	Bienvenue
Привет	Ciao	你好
добро пожаловать	Benvenuti	歡迎

Multilingual Happenings and Updates
December 2, 2019

We hope everyone had a good Thanksgiving. Here are a few updates as we move into the end of the 2019. More to come in 2020.

- 1) Next ML Committee Meeting
- 2) Middle School & High School Applications Deadline Extended to Dec 6th
- 3) CEC 1 Dual Language Tea & Talk - Dual Language: Programs and Access

As always, if you have any questions or comments, please email Lucas Liu at lliu@cec3.org.

1) Next ML Committee Meeting

Our next meeting will be in January 2020. Stay tuned


2) Middle School & High School Applications Deadline Extended to Dec 6th

Deadline to complete and submit middle school and high school applications has been extended from Dec 2nd to Dec 6th.

Please list at least 8-10 schools, otherwise the DOE will pick for you if you do not get placed in one of your listed choices. There is no appeal process this year, you will be placed on wait lists.

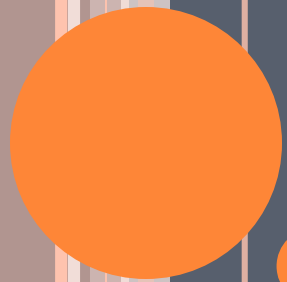
3) CEC 1 Dual Language Tea & Talk - Dual Language: Programs and Access

Join CEC 1 for their first Tea & Talk as they discuss dual language programs and access.



1. Subscribe to ML Newsletter – email lliu@cec3.org
2. Subscribe to CEC1 Newsletter – email CEC1@schools.nyc.gov
3. Communicate input via DOE’s Bilingual Education Workgroup (quarterly meetings) D1.yiatin@gmail.com
4. More CEC1 DL Events Coming...





THANK YOU.

ABOUT DISTRICT 1

- 11,000 students (5th smallest district)
- Number of Schools: 28 total, 21 pre K-8
- Multilingual Learners/English Language Learners: **8.5%**
 - Top Home Languages of MLLs/ELLs: Chinese (44.8%), Spanish (42.3%)
- Students with Disabilities: **22.2%**
- Free or Reduced Lunch: **63.0%**
- Race: Hispanic 41.3%, Asian 21.5%, White 18.0%, Black 15.5%, Multi-race, Other 3.8%



DEFINITIONS

○ **Dual Language**

Dual language programs include both native English speakers and English Language Learners. The students learn in both English and their home language. In most dual language programs, the students get half of their instruction in their home language and the other half in English.

The goal of the program is for students to learn how to speak, read, understand, and write in two languages, and also learn about and appreciate other cultures.

○ **Transitional Bilingual Education**

Transitional Bilingual Education programs put together students who speak the same home language so they can learn to speak, understand, read, and write in English while continuing to learn in their home language.

The students learn subjects, such as math and science, getting help in their home language, while they learn English. As students' English improves, they spend more time learning in English and less time learning in their home language. The goal of the program is to transition students to an English-only classroom setting.



DOE ORG CHART: MULTILINGUAL LEARNER

