

Dual Immersion Summit - Vancouver, WA
October 11, 2012

**Mapping & Enhancing Language Learning
(MELL) Project Update:**

Dual Immersion Survey

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Washington State Office of Superintendent of Public Instruction (OSPI) and UW MELL Project 1

About the MELL Project

Initiated in 2006 by four National Resource Centers at the University of Washington's Jackson School of International Studies with US Department of Education Title VI grant funding. Funding continued in 2010.

Goal: Capture longitudinal data following 2004 World Languages Survey

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MELL Partners

UW partners:

- Center for Global Studies
- Center for West European Studies (CWES)
- Ellison Center for Russian, East European and Central Asian Studies (REECAS)
- Language Learning Center

Other Partners:

- Washington State Office of Superintendent of Public Instruction (OSPI)
- Washington State Coalition for International Education
- Washington Association for Language Teaching (WAFLT)

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MELL: Collect Data, Map Results

The map shows Washington state divided into counties. Labels for counties include: San Juan, Whatcom, Skagit, Okanogan, Ferry, Stovens, Chelan, Snohomish, Douglas, Lincoln, Spokane, Jefferson, King, Grant, Adams, Whitman, Grays Harbor, Thurston, Pierce, Kittitas, Franklin, Garfield, Pacific, Lewis, Yakima, Benton, Walla Walla, Asotin, Waukegan, Cowlitz, Skamania, Clark, and Klickitat. The map is surrounded by labels: Reports (top left), Profiles (top right), Data (middle left), Events (bottom left), and Policy Briefs (bottom right).

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2012: Dual Immersion Survey

- Why conduct the survey?
 - To get a more complete picture of the number and types of dual immersion K-12 programs in WA state
 - To help build cooperation and information-sharing
 - To determine additional ways for the state to support DI programs

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Dual Immersion - Defined

- Provides content-based instruction in two languages over several years
- Has the goal of proficiency and literacy in both languages
- Meets high academic standards in all subject areas

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Response

- 172 Districts responded (92% of those contacted)
- Represent 99.04% of ELL students
- 22 districts have DI programs
- 5 planning to start by fall 2013

Findings – Spring 2012

- These 22 districts host:
 - 38 Elementary Schools
 - 6 more started this fall
 - 13 Middle Schools
 - 1 more started this fall
 - 4 High Schools
 - 1 more started this fall

Turn & Talk #1:

- **Program in Place:** What do you wish you had known about dual immersion going into the planning process?
- **Considering a Program:** What is your biggest concern about moving forward?

Counties with DI Elem. Schools



Counties with DI Middle Schools



Counties with DI High Schools



Turn & Talk #2:

- What was the biggest **motivation** and the biggest **obstacle** for your district in starting a dual immersion program?

Who and Why?

- Drivers:
 - 8 cited only district-level
 - 4 cited only school-level
 - 2 cited only parents/community
 - 13 had a combination of the above
- Motivation:
 - 89% of districts cited research on ELLs as a reason for starting DI programs

Trends across Districts:

- # of Language in DI districts
 - 59% have less than 25 languages spoken
 - 26% have between 25-75 languages
 - 15% have more than 75
- 56% of DI districts have more than 80% Spanish-speakers

(both points are true of existing and planning districts)

Trends across Districts:

- % of ELL students in DI districts
 - The state average is 8.9%
 - 55% of existing programs are above that
 - 100% of planning programs are below that
- # of ELL students in DI districts
 - 59% of existing programs have more than 1500 ELLs
 - 62% of all WA 1500+ ELL districts have DI programs
 - 100% of planning have less than 700 ELLs

Trends across Districts:

- The highest concentration of DI programs are in the I-5 corridor and the southern 3 ESDs
 - In these ESDs, 10-23% of districts have DI programs
- Free and Reduced Price Lunches (FRPL) rate
 - the state average is 45.5%
 - 77% of existing programs are above that
 - 100% of planning programs are below that

Turn & Talk #3:

- **For Everyone:** What questions would you like answered?

Next Steps

- Follow-On Survey – What Questions Are Important to You?
- Posting data on MELL website and sharing with legislators
- Searchable Database through OSPI
- Other ideas?

Questions??

THANK YOU!!!

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