



Chaque étudiant devrait avoir accès à l'apprentissage d'une langue seconde

Cada estudiante debe tener acceso para aprender una segunda lengua

يجب أن يكون كل طالب الحصول على تعلغة ثانية

每个学生都应该有机会获得学习第二语言

すべての学生は、第二言語の学習へのアクセスが必要

हर छात्र को एक दूसरी भाषा सीखने के लिए उपयोग किया जाना चाहिए

Каждый студент должен иметь доступ к изучению второго языка

Every student should have access to learning a second language

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Introduction | The Issue of Fairness

The following members of the Presidential Leadership Class of 2015 -- Erika Exton, Marta Millar, Stella Murray, Akshilkumar Patel, Tessa Sontheimer, and Isabella Teti -- wish to acknowledge the trivialized issues of fairness and accessibility to bilingual education in the United States. These current problems include: a student's right to an education but which is leaving him or her unprepared; egocentric Americanism, which leads to a neglect of foreign cultures; too great of a focus on the English language and not enough on one's mother tongue; global illiteracy preventing one from exercising his or her responsibility as a global citizen; and an inability to converse with others, which leads to exclusion from employment and educational opportunities. Gregg Roberts, the World Languages and Dual Immersion Education Specialist of Utah's Department of Education Utah, cries out that "Monolingualism is the illiteracy of the 21st century!" (Weise). The solution, at least in our eyes, is bilingualism by educating students in two languages (via a bilingual education program) at the elementary-school level. It is the ability to speak two languages proficiently that enhances connectivity, marketability, and inclusivity. More specifically, additional benefits of bilingual education (to be further discussed in ***The Benefits of Bilingual Education***) are as follows: the maintenance of heterogeneity of students and languages; the development of a competitive edge associated with language skills (especially for the social and academic development of non-native speakers of English); simultaneously preserving the integrity of cultures in the United States and expanding communication in a global world; benefits of brain plasticity and psycholinguistics (the study of how a language is understood and used).

There are numerous issues of fairness (in the form of framing questions) that need to be addressed: Is it fair to wait until one reaches high school to be taught another language?; Is it fair to not enable students to be able to communicate in a way that is becoming a necessity?; Is it fair to deny people access to the world, to other cultures and to more opportunities?; Is it fair for those whose mother tongue is not English to lose the ability to speak it by not being taught in that language? The Presidential Leadership Academy Class of 2015 believes that it is unfair that all students in Pennsylvania public schools are being inadequately prepared for the language standards that will be imposed upon them as 21st- and 22nd-century citizens. Bilingualism is not a privilege, albeit currently the privileged have greater access to opportunities to gain these necessary skills. Our policy hopes to ensure that students of all backgrounds in Pennsylvania have equal access to this crucial skill. In addition, it is also the constitutional right of students to have equal access to education. In terms of bilingual education, the Bilingual Education Act (Title VII of the Elementary and Secondary Education Act of 1968) provides school districts with federal funds in the form of competitive grants to establish educational programs for Limited English Speaking Ability (LESA) students (“Bilingual Education Act”). It is the mission of the following policy paper to ensure that students of all ethnic backgrounds in Pennsylvania have equal access to the crucial skill of bilingualism.

Benefits of Bilingual Education

A sector of the population that suffers greatly from the lack of bilingual education opportunities is Hispanic English Language Learners (ELLs). As of the 2010 United States Census, 16% of the US population is Latino, and that is expected to increase to 25% by 2026 (“The Hispanic Population: 2010”). Native Spanish (the most common second language) speakers are typically enrolled in English as a Second Language (ESL, in which English is taught to ELLs) and are placed in a difficult situation as they struggle to truly learn the content because there is no connection to their home language. In 2008, 21% of students aged 5-17 spoke a non-English language at home. Of those students, 5% spoke English with difficulty. Furthermore, 75% of *those* students spoke Spanish at home (“Students in ELL Programs”). When they are tested on the content in this “foreign” language on standardized tests, the funding for the entire school is potentially affected. Therefore, their lack of knowledge in both their home language and in English affects the entire school. Dr. Paul Riccomini, the Associate Professor Special Education at The Pennsylvania State University, is aware of the struggles and hindrances that ELLs and ESLs undergo in standardized testing. The primary reason for a learning disability is a struggle with reading and language in general because of speaking a native language in the household. For students with disabilities (be it slow readers or without the knowledge of technical vocabulary) to succeed, teachers need to focus more on the language of mathematics (content-specific vocabulary). He proposes a heavier focus on language in general and an emphasis on academic class support since content classes tend to be separate from ELL classes.

Education Theory

A well-run bilingual learning environment can aid in resolving flaws in the current education system. For example, according to successful bilingual education theory, it is encouraged that a student attempt to answer any question, regardless of whether the answer is correct. Students are rewarded for their effort and engagement, as opposed to their ability to reproduce something they memorized (as they are in the American system). The bilingual method not only makes students feel more comfortable in the classroom, but also encourages participation: a key component in any learning experience. Additionally, in a successful bilingual program, students are not held back by a rigid curriculum as they are in Common Core. Rather, teachers are free to teach students the subject matter they need most, using a method that fits their pupils the best. In fact, in the bilingual approach, students often have a say in the material they learn. This is crucial for engaging students, as it has been shown that students learn best and are most enthusiastic when they feel that what they are learning is interesting and/or is relevant to their lives. The advantage this method has over the Common Core style is obvious: instead of having students memorize material they are not interested in or will not use in order to do well on a test, students will be able to focus on subjects that they care about and on material that they will actually be able to use later in life. This interest in turn will provide the motivation for students which is absent in the Common Core system and which is crucial for student achievement (Malarz).

STEM and Language

For over fifty years, the federal government has funded Research and Development in language fields ranging from theoretical linguistics to human language technology. This funding derives from every STEM field in the public sector and has paved the way for breakthroughs benefiting the benefactors. Today, language can be considered a crucial accomplice to a high-tech STEM industry as human translators work alongside computer-aided and automated language tools. Students learn languages faster and retain them longer thanks to the innovative technology developed for language teaching (Rivers). One program that has taken advantage of the positive relationship between STEM and foreign languages is Maryland's Innovative World Languages Pipeline program. In nineteen elementary schools across the state, students gain skills in STEM *and* a solid foundation in key foreign languages. The Maryland Chief Academic Officer Jack Smith explains that the program “makes the content more vivid, and students learn to think about the topic in another way through another language” (“Maryland Pairs World Languages with STEM”).

Maryland state officials look towards the future of these adolescents by priding themselves on how “Maryland's competitive edge in an increasingly flat world depends on the preparation of graduates who are highly skilled in STEM” (“Maryland Pairs World Languages with STEM”). The Innovative World Languages Pipeline program is spurred by the Federal Race to the Top, which encourages innovative methods to prepare students for success post high school graduation to boost the economic competitiveness of the United States. It is just that adolescents are prepared at a young age to serve their country—and the world. The STEM industries of the United States depend on the billion dollar language industry since multilingual

communication is essential to scientific collaboration. In fact, STEM companies depend on the professional language industry in order to access trillions of dollars in overseas markets (Rivers).

Along with the general benefits that bilingualism can give somebody in STEM education, some languages also offer very specific benefits which may not be so easily realized. Mandarin is one of these languages. The structure of Mandarin is such that small numbers do not take a lot of time to say (Shellenbarger). Therefore, students can hold more numbers in their working memory when thinking about them in Mandarin than they can when doing math in English. As you move into the teens and twenties, Mandarin has a sort of “number sense” that English lacks. The term number sense refers to an understanding of place value, number formation, and how numbers work together. For example: the word “eleven” (11) gives a student no reason to believe that it would be $10+1$: one 10 and one 1. It is also a long word for such a small number, with six different sounds that cannot be easily co-articulated. In Mandarin, though, the word for 11 is simply “ten-one” (Shellenbarger). The pattern continues in Mandarin, which makes it very easy for children to realize that the number system is built on blocks of ten, and the way that numbers are articulated through words.

Brain Plasticity and Psycholinguistics

There have been countless studies dedicated to looking into and explaining the ways that being bilingual affects people, particularly children. These effects have been overwhelmingly positive, including improvements in executive control, a more holistic world-view, and better scores in other subject areas. According to psycholinguistic research, bilinguals have two languages that are constantly “active” in their brain. In order to use a target language, they need

to essentially turn off or “deactivate” the non-target language. Because a person can only speak one language at any given moment, they are constantly performing this deactivation and reactivation process. This high amount of practice tends to make people who are bilingual better at inhibition and executive control than the average monolingual. These sorts of abilities are correlated with better problem solving and other higher-level cognitive processes (Konnikova). Speaking multiple languages also improves a person’s brain plasticity and their ability to make connections. They have two words or phrases mapped to a singular concept, as well as two competing systems for both phonology - the rules of speech sounds in a language - and syntax - the rules for grammar and word arrangement in a language. The boost in cognitive abilities obviously helps students who are still in school and learning other subjects, but continues to benefit adults in other aspects of life. Adults who speak multiple languages fluently are diagnosed with Alzheimer’s an average of 4.3 years later than monolingual adults, which leads scientists to the conclusion that bilingualism can delay cognitive decline (Konnikova).

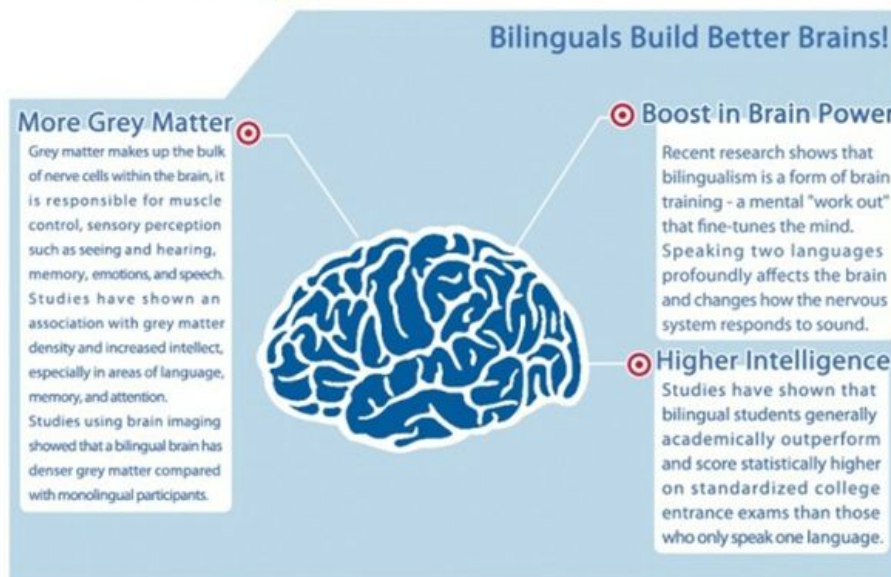


Figure 1: “Benefits of a Bilingual Education” (Source: Benson)

Global Implications

Theory of mind as it applies to language tells us that people actually approach the world differently when looking at it from different languages and cultures. People tend to be more pragmatic and logical in their second language than in their first, choosing more often to allow the smallest number of deaths possible in the “trolley car dilemma.” This is a study in philosophy and psychology where participants are given a situation that involves deciding whether to actively hurt one person to save a trolley car with five people on board. It has been tested many of times with a number of variations, and when bilinguals are tested in their second (less fluent) language, they are more likely to save the five people (“Using a foreign language changes moral decisions”). Moreover, the actual grammatical structures of languages affect the way people view problems in a given language. If people do not have a word for a concept, they are much less likely to realize that it exists and be able to articulate it effectively than somebody who has a word that matches the concept exactly (Hartshorne). Some Eskimos have nearly a dozen words for the single concept “snow” in English. Some languages have fewer words for numbers or colors than other languages do, meaning that people who speak those more limiting languages do not necessarily see the distinction between, for example, light and dark blue or 15 and 17 (Hartshorne). This leads to the idea that speaking multiple languages makes it easier to understand another person’s perspective. People are often told not to judge somebody else before “walking a mile in their shoes”. Being able to understand and fluently speak that person’s language is the first step towards this shared perspective. Furthermore, people who speak multiple languages are better able to understand and communicate with a diverse group of people. They are able to be more independent when traveling in countries or regions that do not

speak their native language. Bilinguals, especially those who focus not only on language but also cultural awareness, can take another person's point of view more easily and understand their history and traditions, which makes coming to a shared conclusion more realistic than for monolinguals, or even bilinguals with little cultural awareness.



Figure 2: "Global Mindfulness" (Source: Benson)

A Timeline of Bilingualism | The History of Bilingualism in the United States

The motivation to incorporate bilingual education into the curriculum of public is not a new idea. The first bilingual-education law initiated a German-English language program in Ohio in 1839. Louisiana and New Mexico followed suit with French-English and Spanish-English instruction laws, respectively. President Lyndon B. Johnson shared enthusiasm for the Bilingual Education Act (1968). Its aim was to aid school districts at the local level in their efforts to educate children with limited proficiency in English. With unprecedented federal funds going towards these disadvantaged students' education, Johnson asserted that this law, "means is that we are now giving every child in America a better chance to touch his outermost limits – to reach the farthest edge of his talents and his dreams. We have begun a campaign to unlock the full potential of every boy and girl – regardless of his race or his region or his father's income" (Anderson). Originally part of civil-rights legislation pushed through Congress by the administration of the former U.S. President, it was reauthorized in the 1980s and 1990s before it was subsumed under the No Child Left Behind Act of 2001 in 2002 (Anderson). The Bilingual Education Act had marked the end of an era of xenophobia, discrimination against those whose first language was not English, and mid-20th-century English-Only laws all brought on by the onset of World War I.

It is possible to trace the change in the American national sentiment towards immigrant integration and the treatment of languages other than English by following the course of one of America's largest ethnic groups: German Americans. 8.6% of the colonists were German immigrants. This population was largely concentrated in the mid-Atlantic region, with 33% of the population of Pennsylvania and 12% of the population of Maryland being German ("The

Germans in America”). Hence, by the mid-18th century, one-third of all Pennsylvania residents were German speakers (Barron, "Official American"). Less familiar, however, was the depth to which German infiltrated literature and language. Indeed, Benjamin Franklin, one of the nation’s acclaimed “Founding Fathers” published his first newspaper in German, not English ("German Newspapers in the US and Canada"). Perhaps the greatest evidence of the depth to which German permeated American society and media is the fact that the news of the creation of the Declaration of Independence was published first in a German newspaper, *Der Pennsylvanische Staatsbote*; *The Pennsylvania Evening Post* covered the story a day later (“German Language in the United States”).

In January of 1795, the U.S. Congress considered printing federal laws in English *and* German “for the accommodation of such German citizens of the United States, as do not understand the English language” (Barron, "Official American"). In February of 1795, Pennsylvania Representative Thomas Hartley supported Congress’ decision, for he believed that, “it was perhaps desirable that the Germans should learn English; but if it our object to give present information, we should do it in the language understood. The Germans who are advanced in years cannot learn our language in a day. It would be generous in the Government to inform those persons” (Barron, "Official American"). However, Thomas Hartley was in the minority; Maryland Representative William V. Murray explained how “it had never been the custom in England to translate the laws into Welsh, and yet the great bulk of the Welsh, and some hundred thousands of people in Scotland, did not understand a word of English” (Barron, "Official American"). To the dismay of German-speaking citizens, the publication of federal statutes were approved solely in English (Barron, "Official American"). Nevertheless, heavy waves of German

immigration continued throughout the course of the nineteenth century. By the eve of World War One, in a multitude of towns, German could be heard on the streets and seen on the signs. Most major cities published newspapers in German, with a total of 613 German newspapers being published in North America prior to World War I ("German Language in the U.S.").

Although Benjamin Franklin published his first newspaper in the German language, he held Germans, themselves, in contempt. He asked the rhetorical question, "Why should Pennsylvania, founded by the English, become a Colony of Aliens, who will shortly be so numerous as to Germanize us instead of our Anglyfying them, and will never adopt our Language or Customs, any more than they can acquire our Complexion?" (Barron, "Official American"). Two centuries later, President Woodrow Wilson repeatedly slandered so-called "hyphenated Americans" (Loewen 22). He was not alone; in a speech in 1915, Teddy Roosevelt, too, proclaimed that "there is no room in this country for hyphenated Americans [...] a hyphenated American is not an American at all. This is just as true of the man who puts German, Irish, English, or French before the hyphen... Our allegiance must be purely to the United States" (Associated Press). The United States government needed a great initiative in propaganda and policy change to inspire the citizens of this previously isolationist nation to rapidly engage in a war across the ocean against a people with whom a huge portion of its citizens could ethnically identify. Through propaganda and other controversially-undemocratic programs, the United States incited heightened levels of xenophobia while restricting any criticism of its efforts. "Neither before nor since these campaigns has the United States come closer to being a police state" (Loewen 23).

At the base of these efforts were the Espionage Act of 1917 and the Sedition Act of 1918, which broadly expanded the government's ability to arrest suspicious individuals or censor

sources they believed were damaging the war effort. However, other initiatives took place, including the creation of massive amounts of propaganda, often supported by the newly created American Defense Society. The American Defense Society burned German books and published notices questioning the integrity of German-American citizens, which led to wide support for public mobbings and lynchings of these citizens ("War Hysteria & the Persecution of German-Americans"). By the conclusion of the war, German America had vastly transformed, nearly disappearing. After the war, fewer than twenty newspapers still published in German ("German Newspapers in the US and Canada"). *The New York Times* noted "the death of the German language" which indeed seemed a possibility at the time. In addition to the laws and stigmas discouraging or even preventing the speaking of German, the number of American high school students studying German dropped to a lowly 0.6% (Barron 2014). "In 1918, the *New York Times* reported that as many as 25 states had already removed German from the curriculum, an action the newspaper applauded as 'a matter of polity, of patriotism, of Americanism' and 'good hard common sense'" (Barron 2014).

Not only German suffered; speaking any language other than English was seen as "un-American." Following the war, numerous legislations passed laws banning any language other than English in schools, on trains, in public spaces, or even on the telephone (Barron 1996). The following quote from former Iowan Governor William Lloyd Harding in 1918 clearly articulates the extreme xenophobia at the onset of World War I: "English should and must be the only medium of instruction in public, private, denominational and other similar schools. Conversation in public places, on trains, and over the telephone should be in the English language. Let those who cannot speak or understand the English language conduct their religious

worship in their home” (Barron, "Official American"). The concept of English as the only American language was further encouraged in American schools various campaigns bearing slogans such as “American Speech means American Loyalty” and “Speak the Language of Your Flag” (Barron 2014). Schools even began making students take a “Watch Your Speech” Pledge proclaiming “I love the United States of America. I love my country’s language” and promising to improve and protect their knowledge of the English language (Barron 2014). The xenophobic trends and feelings which had been exacerbated by the First World War further encouraged immigrants to abandon any traces of their ethnic roots in order to avoid prejudice and seem “more American.” This, of course, included abandoning native languages for English, and neglecting to pass on heritage languages to children in the fear that it would make them a target.

In the 1920s, some of these laws were declared unconstitutional. “In *Meyer v. Nebraska*, the court ruled that ‘the protection of the Constitution extends to all -- to those who speak other languages as well as to those born with English on the tongue’” (Barron 1996). And while a reversal of this thought process continued during World War Two, as people realized that understanding of the language of the enemy could be beneficial for intelligence purposes rather than exist as a symbol of unpatriotic behavior, this impact was minimal. Continuing with the example of the effects on German language learning, the number of high school students learning German was raised only to 0.8%, far from pre-World War One levels (Barron 2014).

Today, many of the same xenophobic fears as in the past still permeate the national rhetoric. Andrea Kolp, a Graduate Instructor of Education at The Pennsylvania State University, believes that although Spanish would be an ideal target language (the non-English language in the bilingual education program), she argues it is not logical politically. It is now a matter of

national security for adults to be multilingual. Supporters of pro-English education argue that failing to embrace English as the first and most important language signifies a refusal to integrate with American culture. The Executive Director of ProEnglish, Robert Vandervoort, stated that he believes a primary use of English is key for immigrants in order for them to assimilate into American society; others stress that the choice to continue to use another language shows resistance to American ideals or a desire to truly integrate and support the nation. Vandervoort notes that without such commonalities as language to unite people, different ethnic groups will fracture and fight. On a more extreme level, some pro-English supporters fear that the adoption of multiple languages would lend strength and support to the identities of other ethnic groups so much so that secessionist movements could be sparked, particularly in the southwestern United States where there is a strong historical and cultural hispanic presence. Supporters of this fear cite the development of similar linguistically-centered independence movements, such as those of Catalonia and Quebec, as evidence that their fears are not groundless (Baker 331).

The Current Status of U.S. Bilingualism (The Law-English Only in Pennsylvania)

As aforementioned in the brief history of measures to promote and prevent the inclusion of a second language at a small- and large-scale in the United States, English-Only Laws have been in the works for centuries. Over the past two, thirty-one states have already passed laws officially announcing English as the official language. Over the recent decades, the voters of three of the thirty-one previously mentioned states -- California, Arizona, and Massachusetts -- have been approving ballot measures to replace bilingual education with English-only policies (Anderson). One state that has yet to take the leap of faith -- since the voting preferences of

bilingual citizens will most likely change according to a politician's stance on the English-Only Law -- is Pennsylvania. A recent event that brought the English-Only Law to the forefront of politics is a House of Representatives committee hearing, in which Pennsylvania Representative Leslie Acosta spoke out against the bill to make English the official language of the state. As she argued that "this bill is a violation of First Amendment rights and interferes with the Fourteenth Amendment", fellow Pennsylvania Representative and co-founder of the law, Daryl Metcalfe interrupted her spiel (Velencia).

As Benjamin Franklin, former Pennsylvania Representative Thomas Hartley, former Iowan Governor William Lloyd Harding had done, current Pennsylvania Representative Metcalfe allowed xenophobia to take the situation to an extreme. Metcalfe turned off Acosta's microphone before she had finished her argument, claiming her statements were "out of line". The First Amendment to the United States Constitution served as the basis for the argument of Pennsylvania Representative Leslie Acosta (Velencia). It is ironic that although "Congress shall make no law ... abridging the freedom of speech," that of Leslie Acosta was abridged by a fellow Congressman. Although the English-Only Laws nominate English as the official *state* language, there have been -- and are still -- attempts at a *national* level to make English the official language of the United States. One such attack is in the form of the current English Language Amendment (ELA). Supporters of ELA -- which include U.S. English, an organization which ELA opponents associate with the Ku Klux Klan -- look to the past in order to support their claim for the future (McArthur). Advocates of ELA attempt to take advantage of the so-called "German Vote" of the 18th century to demonstrate how ethnic groups --

German-speakers in the 18th century; Spanish-speakers in the 20th and 21st centuries -- could threaten the national unity of the United States (Baron, "Official American").

Organizations Taking a Stance in the U.S. Bilingualism Debate

In the context of a debate such as this, it is important to keep in mind opposing opinions and the organizations and people working towards solidifying these into law. There are major organizations on both sides of the issue that garner thousands of supporters and millions of dollars in funds. Many of these organizations are not explicitly against bilingual education; rather they want to institutionalize English as the official language of the United States of America in order to increase efficiency within the government and in school; create a sense of unity by the means of a shared tongue; and make the transition into the American culture easier for immigrants ("About US English"). Starting at the beginning, U.S. English is the oldest and largest of these organizations pushing for English as a unifying language. Founded in 1983 by Senator Samuel I. Hayakawa, a Republican senator from California based in Washington D.C., this organization boasts 1.8 million members and claims that while they are not pushing for the abolishment of teaching foreign languages -- be it at home or at school -- all government business should be conducted in English ("Official English"). U.S. English focuses primarily on English for immigrants, government business, and all those living in the United States society.

A similarly aligned organization is ProEnglish, founded in 1994. It "work[s] through the courts and in the court of public opinion to defend English's historic role as America's common, unifying language," and "persuade[s] lawmakers to adopt English as the official language at all levels of government". ProEnglish has an extensive and widely encompassing plan of action that includes eliminating bilingual education; opposing the admission of territories without English as

their official language as states; and mandating that candidates for U.S. citizenship have a level of knowledge and that the government allows them to vote in English (“Mission”). While both of the aforementioned organizations are pushing for English-only in certain sectors in society, both recognize the value of a heterogenous language and state that they respect the use of other languages. Both organizations also have a focus on the legislature and going through government routes to bring about significant change (“Mission Official English”).

There are many organizations on the other side of the fence that are rallying for the further expansion of bilingual education programs and opportunities to diversify the tongues of Americans. The largest organization with this mission is the National Association for Bilingual Education (NABE). Established in 1975, NABE has advocated for bilingual education, with a focus on language minority students gaining equal access to opportunities as well as “improving instructional practices for linguistically and culturally diverse children and providing bilingual educators with more high-quality professional development opportunities” (“Welcome to . . .”). NABE endorses English Language Learner (ELL) education which includes a basis of English as well as the addition of what they call a “world language”. NABE holds a national conference every year with 20 state-based affiliates working towards their mission (“About NABE”). Aside from the emphasis on language-learning, NABE places great value on learning about the culture associated with the other language (“About NABE”).

The Current Status of U.S. Education

Since the induction of the Common Core education system, nearly identical problems have arisen in almost every American state, because of the nationalization of education

standards. With that in mind, this policy paper will be examining issues specifically focusing on Pennsylvania's education program, albeit these issues often reflect problems in other states. In the 2014 edition of the U.S. "report card," the education policy of Pennsylvania received the 7th highest score. Despite this, Pennsylvania only received a "C-" in education policy, which reflects poorly on not only this state but also on all the others it outranked. In addition, Pennsylvania has one of the highest graduation rates in the country, but this rate is still unfortunately low: only 84.1%, circa 2013 ("Pennsylvania the Keystone State"). That means more than one out of every ten kids in Pennsylvania are dropping out of high school before they can receive their diplomas. These dropouts are more often than not ethnic minorities. At a national level, the ethnic group most likely to drop out of high school (apart from American Indians) is Hispanic (*Table 1*): the population which struggles most frequently in our English language favoring education system (Kolstad). What exactly is causing our education system to fail to this degree? The U.S. Secretary of Education Arne Duncan might point to inadequate teacher preparation. Multiple studies have consistently found that while some American schools perform better than others, teacher preparation (i.e. training, schooling, and experience) is severely lacking across the board. However, from 1999-2011, whenever U.S. state programs would rate themselves, over half of the states did not rate a single teacher preparation program as inferior (Richmond). Duncan called these reports "laughable" (Hawkins).

Race	Sex		
	Male	Female	Both
All groups	14.6	12.6	13.6
White	13.0	11.5	12.2
Black	20.1	13.8	16.8
Hispanic	18.8	18.6	18.7
American Indian	23.6	21.5	22.7
Asian	5.2	4.4	4.8
Other	--	--	8.1

Table 1: Gross Dropout Rates by Sex and Race/Ethnicity, Public and Private Schools Combined (Source: Kolstad)

It seems obvious that American teachers are lacking but why? Many believe that the issue stems from the new rigidity in the Common Core curriculum which causes teaching to suffer. Common Core has introduced national standards of education, which are measured each year via standardized tests -- the Pennsylvanian version of these tests are known as the “Keystones.” Students are usually not provided with any incentives to do well on these tests, but if they do not perform according to standards set according by the national government, their teachers receive punishment. Naturally teachers wish to avoid this repercussion and, therefore, make teaching this standard curriculum their top priority. Consequently, this removes flexibility from the classroom as teachers are no longer able to teach according to the needs of their students, but must answer to the classroom-detached national government. Pauline Hawkins, a former Colorado English teacher, spoke out in frustration, “I am supposed to help them [her students] think for themselves, help them find solutions to problems, help them become productive members of society. Instead, the emphasis on Common Core Standards and high-stakes testing is creating a teach-to-the-test mentality for our teachers and stress and anxiety for our students . . . That is

what school has become: A place where teachers must give students "right" answers, so students can prove (on tests riddled with problems, by the way) that teachers have taught students what the standards have deemed to be a proper education" (Hawkins).

This system ignores the most important stakeholder in the education system: the students. The main tenant of the education of the United States has become teaching children to memorize hard facts which they can then regurgitate when it comes time to take a government-issued test. This method of learning also implies that the subjects on these said tests are the most important ones, often causing curriculums to neglect programs in the arts or world languages. And since the final measurement of their knowledge will be a standardized test, teachers are forced to teach their students that there can only be one correct answer to a problem, and that if they do not know the correct answer, they have failed. In this method of education, students stay away from being creative and innovative because of the fear of doing or saying the "wrong" thing and failing. Moreover, this method is not conducive to skills such as critical thinking or problems solving, nor does it help students figure out how to navigate real-world situations which require flexible and innovating solutions. In summary, these tests truly cannot be good measures of student achievement while they ignore these invaluable skills (Hawkins).

However, one should not be fooled by an apparent disconnect between bilingual education and the Common Core system. Kelly Huntington, the English for Speakers of Other Languages (ESOL) teacher at Park Forest Elementary School (State College, PA) reminds that ESL is considered part of the Common Core system, for ESL is responsible for covering the missed the subject. However, the one subject that students are not allowed to be taken out of is math because of the Keystone examinations. This is the onset of a destructive vicious circle in

regards to standardized testing. Huntington explains that although the students can have the math portion read to them (or can use translations), when they are required to take the reading portion one year later and they are not offered any help whatsoever. As a teacher, she reflects, the process is “painful to watch” (Huntington).

The Future of U.S. Bilingual Education

The Utah Dual Language Immersion (UT)

The Utah Dual Language Immersion Program is one of the most successful models for a language immersion program in the country. The Utah Senate International Initiatives Bill of 2008 created the funding for dual language immersion programs in Chinese, French, Spanish, and Portuguese. Although, taken as a whole, Utah is last in the nation in per-student spending in public schools, it is leading the way for language immersion programs. The defining characteristic of most of Utah’s program is the Fifty-Fifty Model, in which students spend half of their day learning in the target language, and the other half learning in English. The Fifty-Fifty model is especially unique in that rather than spending time focusing solely on the grammar and spelling of the target language, students learn core subjects like math and science in the target language. Thus, they are able to learn both the language and their school subjects concurrently. In most of Utah’s programs, students start the language immersion program while in first grade, but some schools offer it starting in kindergarten. The state requires all of the districts that have implemented the program to employ two teachers—one who teaches in the target language and the other who teaches in English. Utah’s Language Immersion Program also provides a framework for students to continue learning their target language after completing elementary

school. Their program provides classes in 7th through 9th grade, after which students are expected to enroll in the Advanced Placement (AP) class for their language. As of 2013, there have been 20 school districts and 3 charter schools in Utah which have participated in a language immersion program. In addition, their model includes several methods for examining a student's performance and comfortability with the target language.

Coral Way Elementary School (FL)

Coral Way Elementary School was started in 1936 and is located in Miami, Florida. In 1963, Coral Way started accepting students that were refugees from Cuba and with them, ushered in a new model of teaching. Starting in 1963, Coral Way started teaching in a bilingual immersion model. Today the school teaches kindergarten to eighth grade and has about 1,500 students. The school is considered one of the best and longest in existence examples of a bilingual education. The demographics of the student body have varied throughout its existence but today many of the students are low-income. They go onto some of the city's top private high schools after nine years in the "gold standard" of bilingual elementary schools (Sanchez).

Coral Way Elementary School has a curriculum that is based on the makeup of the students of the school and the languages they bring to the table; being in Miami, it is Spanish. The two-way bilingual school spends 60% of the day in English and the other 40% in Spanish. The school has an emphasis on biliteracy, bilingualism, as well as cultural awareness in both cultures. The curriculum is also described as "vehicle for immersing students in a second language learning experience to better prepare them for life in a linguistically diverse world" by researchers Sandra Fradd and Cristina Pellerano of University of Miami. The most recent statistics list 1,376 students enrolled, with 432 being "limited English proficient" with 1% being

Black, non-Hispanic, 90% Hispanic, 8% White non-Hispanic, and 1% being multiracial/Asian. Many of the students are disadvantaged; 64% receive free or reduced lunch.

Cecilia Langley, lead teacher at Coral Way Elementary School says, “Coral Way Elementary is not a private school or a magnet program. It’s a neighborhood school where children of all socioeconomic backgrounds are thriving. The bilingual program is exemplary because it promotes high achievement for all students” (Fradd). Coral Way is not only notable for its progressive curriculum but also the very high test scores its students earn. Experts such as Claudio Sanchez of NPR, have stated “Coral Way's academic program is first rate. Its test scores are among the highest in the city, and the school's gifted bilingual program draws parents from all over Dade County” (Fradd). This very successful program empowers disadvantaged students to achieve by using the critical thinking skills that come with bilingualism and use them to apply to many different curriculums and areas.

The Radnor School District (PA)

Unfortunately, not every school district is able to give its students equal access to programming and support because of differences in funding and demographics. While some elementary schools have parents with the time, ability, and willingness to volunteer at their children’s schools for free, others do not have that option for numerous reasons. For example, the Radnor School District is on the “Main Line” of Philadelphia, one of the wealthiest regions in the country. A company called LingoLanguageLearning serves two Main Line school districts (Strike). It allows students to sign up for a 10-week after-school program that introduces them to Spanish, French, Mandarin, or German (*LingoLearning*). Because neither of the districts served by LingoKids offer world languages in elementary school, this program is organized entirely by

the Parent-Teacher Organization (PTO). A parent founded LingoLanguageLearning and bilingual parents serve as teachers (Strike). The program costs \$150 for ten classes, once a week - a reasonable program on the Main Line (*LingoLearning*). The children thoroughly enjoy it, and it provides parents the option to introduce their children to languages other than English while they are young without using time during the school day to do so. However, it simply would not work in other regions of Pennsylvania. If there are no bilingual adults available during the after-school hours to lead classes; if parents are not able to pay for these after-school programs; or if the school is not able to make classrooms and other resources available, the program will not be very effective or be able to impact the students who need it the most. While parental involvement should be *encouraged*, it cannot be *expected* that parents will take it upon themselves to run an educational program completely on their own as an effective way for school districts to handle funding problems. When school districts decide that world language classes are not the best use of their funding, they have no way to ensure that their students will have an introduction to the languages and cultures of different countries around the world and grow up with an understanding of other people.

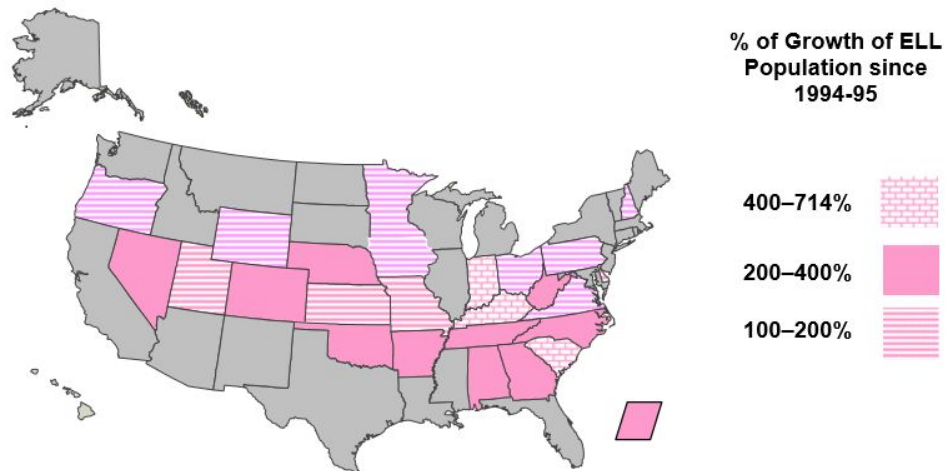
The Philadelphia School District (PA)

Philadelphia had one of the best bilingual programs in the United States in the 1960s, but by the 1970s only transitional bilingual education in two elementary schools remained. Since then, the district has been working on revitalizing the program. They are currently starting the program at their sixth school of the district, Southwark School (“Six Philadelphia Schools”). Nelson Flores, a professor at the University of Pennsylvania in the Graduate School of Education who is helping to redesign the program, said that “if a child is learning the skill, it initially does

not matter if they learn it in English or Spanish. As they learn the languages, they will learn to think in the languages, and the skills will translate” (Killion). Hence, students will be taught in English and Spanish: “As their comprehension improves in one language, it often improves in the other” (Killion). The dual language immersion program benefits at least one class of kindergarteners through second grade at each of the selected schools. The School District of Philadelphia hopes to attract students from other schools in order to increase federal funding. Allison Still, the district’s Acting Director of Multilingual Curriculums and Programs points out two demographic changes in Philadelphia which the district’s return to bilingual programs recognizes. First, a majority of Hispanic students are not first generation and do not need a transitional program. However, they *do* need support to read and write in proper Spanish (Killion). Second, a majority of parents in English-dominant or English-only household want their offsprings to master a second language. With more active parents, students are more successful. Furthermore, the popularity of this program and its ability to attract students who speak English, Spanish, or even both has brought students to these schools who would not otherwise have attended. As opposed to making funding more difficult for the Philadelphia School District as might be expected, bilingual education has helped increase sources of funding (Killion). Sonia Adams, a first grade teacher at Alexander K. McClure Elementary School, believes that the dual language program has the potential to foster better school communities and to foster a better homelife by validating the language of parents. Adams points out that “the Spanish-speaking population is growing. In the future, it will be an asset to know both [languages]” (“Six Philadelphia Schools”).

Policy Overview

According to the Bureau of Special Education (the Pennsylvania Department of Education), there are over 47,500 ELLs and 229 different languages spoken in the commonwealth. The academic success of ELLs is in the hands of the Local Education Agency (LEA) and the Pennsylvania code (State regulation 22 Pa. Code 4.26) requires that every school district provides a program for students whose dominant language is not English. There must be planned instruction by a qualified ESL or Bilingual teacher and modifications are to be done to content instruction (“Teachers of English Language Learners”). A study conducted by the Educational Testing Service on the current state of ELLs in the U.S. placed Pennsylvania among the twenty-three states with the most ELLs (*Figure 3*). Nevertheless, it is the state with the lowest percentage of ELL population growth among those mentioned (Payan).



Sources: U.S. Department of Education's Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1991-1992 through 2000-2001 summary reports; state publications (1998-1999 data); enrollment totals from the National Center for Educational Statistics Core of Common Data, 1998-1999

Figure 3: “Percent of Growth of ELL Population since 1994-95 — 2004-05” (Source: Payan)

According to the National Center for Education Statistics and the U.S. Department of Education, the number of ELLs in Pennsylvania is steadily increasing in contrast with the decline of enrollment. Between 2002 and 2008, the number of ELLs rose in Pennsylvania by 24.7%. Today, ELLs in Pennsylvania make up an average three percent of the student body and continues to increase. The average tends to be higher in more urban areas (around 10-12%) and lower than average in rural areas (around 1-2%). *Table 2* includes Pennsylvanian school districts that would seriously benefit from the program (“English Language Learners”): Unfortunately, the ESL program is becoming increasingly more expensive and making it difficult for schools to provide sufficient funding for ESL students to have a fair education (according to the Pennsylvania State Legislature Education Funding Commission). Hence, by incorporating more students into the main school program through a bilingual immersion program, schools would save money and improve the ESL student’s learning experience. The following policy proposes that the access and ability for all public elementary school students in Pennsylvania to become fluent in English and proficient in a second language can evolve from a dream into a reality.

York City SD	22.43%
Reading SD	18.18%
Lancaster SD	16.2%
Kennett Consolidated	13.62%
Lebanon SD	12.09%
Hazleton Area	11.79%
Harrisburg City SD	11.49%
Norristown Area SD	11.25%
Allentown City SD	10.74%
Erie City SD	9.39%

*Table 2: “School Districts with Highest Concentration of ELLs”
(Source: “English Language Learners”)*

State	# ELL in 2004 - 05	% Growth From 1994 - 95
South Carolina	15,396	714.2%
Kentucky	11,181	417.4%
Indiana	31,956	407.8%
North Carolina	70,288	371.7%
Tennessee	19,355	369.9%
Alabama	15,295	336.8%
Puerto Rico	578,534	304.4%
Nebraska	16,124	301.4%
Arkansas	17,384	294.6%
Georgia	50,381	291.6%
Colorado	90,391	237.7%
Nevada	72,117	208.3%
New Hampshire	3,235	198.4%
Virginia	67,933	196.1%
Delaware	5,094	183.2%
Missouri	15,403	183.0%
Utah	56,319	163.7%
Minnesota	56,829	161.4%
Iowa	14,421	148.3%
Oregon	59,908	133.1%
Kansas	23,512	131.7%
Ohio	25,518	108.4%
Wyoming	3,742	101.9%
Pennsylvania	39,847	100.3%

Sources: U.S. Department of Education's Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1991-1992 through 2000-2001 summary reports; state publications (1998-1999 data); enrollment totals from the National Center for Educational Statistics Core of Common Data, 1998-1999

*Table 3: “States with greatest ELL Student Population Growth from 1994-95 - 2004-05”
(Source: “English Language Learners”)*

The Pilot Program

In order to allow a period of testing and adjustment to possible issues encountered, a pilot period of six years will be instituted with our program. Doing so allows for streamlined program and more data to decide if the program would be beneficial statewide. Starting with a smaller scale program also prevents the misallocation of funds; cost and education return will be maximized on a smaller scale through data analysis and curriculum adjustments before the program spreads. Fluency tests assessing verbal and written skills will be implemented at the end of each school year to gather data on the effectiveness. Program directors and teachers involved with the program will gather at the end of each school year for a one day conference to look over and compare the results of the fluency test and analyze the effectiveness of different teaching methods. Details of this will be more forthcoming after the selection of the districts involved.

Schools that are interested and meet the following criteria will be placed into a lottery and out of that pool, ten schools will be selected. These selected school districts will have full and exclusive access to resources and grants for the program. Schools will have to meet certain criterion to be eligible for application and possible selection from the lottery, to be described in *Application* and *Selection*.

Policy Proposal

The remaining pages of the policy paper focus on the logistics of implementing bilingual education curricula across Pennsylvanian elementary schools via a timeline. In accordance to chronology, the following topics will be covered: *Advertisement* of the pilot program to elementary school districts; the *application* submitted by school districts; the *selection* of schools for the pilot program; *funding* for the pilot program; *logistics* of the program's framework (teachers, students, and bilingual education format); and the *evaluation* of the program's effectiveness. To reiterate what has been discussed beforehand in the policy paper, the ultimate goal that these steps aim to achieve is to provide elementary-school level students the opportunity to become fluent in English and proficient in a second language.

1. Advertisement (Two Months)

The first phase in actualizing a bilingual education curriculum in public elementary schools statewide is to have the Pennsylvania General Assembly accept this proposed policy as a resolution. The legislation resolution can be reviewed in *Legislation Proposal*. If the policy is approved, it will be the task of the Pennsylvania Department of Education to advertise to the community members of Pennsylvania school districts. Advertisement will take the form of notifications to superintendents, presentations by representatives from the Pennsylvania Department of Education, and issue briefs sent to parents. Additionally, school districts can request supplement materials from the Pennsylvania Department of Education in regards to the possible benefits of the program.

The Role of Parents

Although the bilingual-education teachers of the proposed program play the most significant role in the education of the elementary-school aged children, the students' parents play a role that must be acknowledged. Their involvement in the implementation of the program into elementary schools across Pennsylvania and in the indirect extension of the curriculum's core values and teachings beyond the school day are tasks to not be taken lightly. To maximize the quantity and quality of the educational program's benefits, full support on the part of the students' families is key. After all, students with bilingual parents would have the opportunity to experience the same environment at home and take advantage of the knowledge of these adults.

In respect to the role of parents, there are two key aspects to emphasize: their participation *prior* to realizing bilingual education at select elementary schools; and their involvement *post* the realization. Prior to implementing bilingual education in elementary schools across Pennsylvania, we deem it necessary that representatives from the select schools gather the parents of possible bilingual-education children to speak of the program; in particular, its *importance*. The benefits of bilingual education can be expressed through a plethora of mediums (PowerPoints, pamphlets, etc.); however, they must be emphasized. The key reason for the distinction to be made between the advantages of a bilingual education versus a traditional monolingual education is to resolve common misconceptions surrounding the former system. By putting an end to prevalent misunderstandings, opposition to the program can be curtailed.

2. Application (Six Months)

Before the implementation of the bilingual education curriculum, the most influential role that a parent can have is as a program supporter. Once school districts gain support from community members (most likely with the aid of special interest organizations such as the National Association for Bilingual Educators), the school board takes control of the situation by voting to officially apply for the pilot program. If more “ayes” than “noes” are present, the subsequent step is to determine what the target language of the district will be. It is recommended that the chosen language is the second most commonly spoken one in the district. This decision will be expanded on further in *Logistics*. In addition to listing demographic information, the intended target language, the final component of the application to be submitted to the Pennsylvania Department of Education is a draft of the budget.

3. Selection (Two Months)

The Pennsylvania Department of Education will review the applications and select ten elementary schools to begin the pilot program. This selection process is anticipated to take two months. It is proposed that for the lottery system, the categories are stratified according to both population and the percentage of schools that receive free and reduced lunches. One school must be selected from each of the nine categories laid out in *Table 4* below (the criteria are based on the school district’s population and the community’s socioeconomic demographics). Additionally, the Pennsylvania Department of Education will pick a tenth school that is most befitting of the program from one of the nine categories in *Table 4*.

Rural schools	<40% free/reduced lunch
	40-70% free/reduced lunch
	>70% free/reduced lunch
Suburban schools	<30% free/reduced lunch
	30-60% free/reduced lunch
	>60% free/reduced lunch
Urban schools	<40% free/reduced lunch
	40-85% free/reduced lunch
	>85% free/reduced lunch

Table 4: The nine categories of elementary schools referred to by the Pennsylvania Department of Education for the pilot-program school selection

4. Funding (Two Months)

In order to provide the funds necessary to successfully operate the proposed bilingual education program, the Pennsylvania Department of Education will need to allocate a portion of its budget for this program. Once the Pennsylvania Department of Education selects the ten schools that will participate in the pilot program, the Pennsylvania Department of Education and school boards will collaborate in order to finalize a plan for funding the pilot program. After the schools for the pilot program are chosen, the school boards will develop an extensive and thorough budget addressing anticipated funding requirements and planned expenditures. Once

these details have been delineated, the report would be sent to the Pennsylvania Department of Education. There, the appropriate person or committee in charge of school funding will examine the budget submitted by each school district and approve it. The representative(s) from the Pennsylvania Department of Education will work to resolve any issues with the school district to develop a spending plan agreeable to both parties in a reasonable time frame.

Having the Pennsylvania Department of Education be the primary financier of the pilot program serves to ensure that school districts are not required to pay for the costs of this program themselves. The budget for the entire pilot program includes allocating \$20,000 to each school. This money would only be given to a school district after the budget plan it submits to the Department of Education has been approved. ELLs in the program, would also continue to receive the additional funds allocated to support their educational needs under Title III of the No Child Left Behind Act. The initial costs associated with the bilingual education program would be textbooks, extra assessments, staff development, and administration. If the school district requests funding over \$20,000, it would be at the Department of Education's discretion whether to grant that amount. School districts shall also have to submit a detailed report of spending biannually, in alignment with the state's current biannual evaluations of bilingual and ESL education programs. The entire funding phase should last approximately two months.

The budget plan used to fund this program is modeled after the budget used to fund Utah's Dual Language Immersion pilot program. In 2008, the Utah State Legislature passed Senate Bill 41, International Education Initiative - Critical Languages Program, which established a pilot dual language immersion program for 15 schools across Utah. The bill originally allocated \$18,000 to each school for up to six years (Utah. Leg. Senate). After this

pilot program was phased out and a permanent program established, the state of Utah continues to finance its bilingual education program. For example, it allocated \$1,775,000 for the 2013 academic year and \$2,000,040 for the 2014 academic year (Hales et al.). Since the proposed bilingual education program would be the first of its kind in Pennsylvania, having the state legislature and the state department of education provide the majority of the funding would be most beneficial for the program's success.

The budget outlined in this proposal does not provide funds for paying teachers (as discussed under Teachers). Currently, school districts in Pennsylvania spend significant portions of their budgets to paying for ELL instruction. For example, Pedro Rivera, the superintendent for the School District of Lancaster (whose student population is comprised of 16% ELL students), has testified that the district spends eight million dollars annually for ELL services; this amount equates to over seventy-five full-time teachers. Additionally, Ed. D. Curtis Dietrich, the superintendent for the North Penn School District, has testified that the growth in ELL students in the district necessitates an annual budget of more than \$2.7 million to provide for specially certified teachers for ELL instruction ("Basic Education Funding Commission"). In light of the immense costs associated with hiring specialized ELL instructors, a more extensive budget would need to be laid out by the Pennsylvania Department of Education.

Sources for Funding

Besides solely having the Pennsylvania Department of Education provide the funds for the proposed bilingual education program, there are several other streams of funding school districts can take advantage of to supplement the money received from the state:

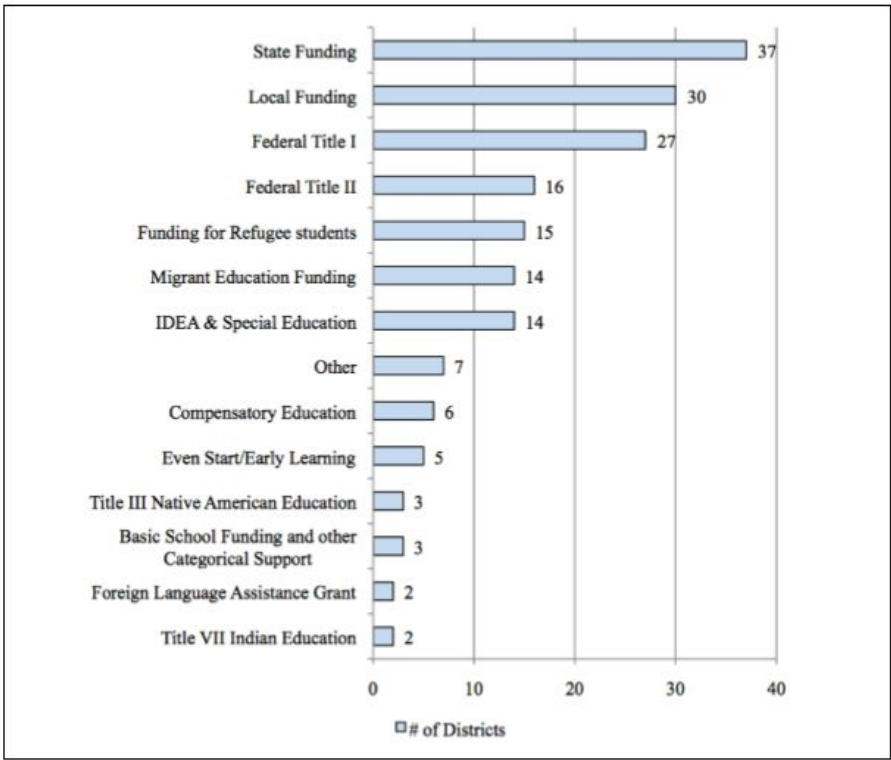
- Using foreign-credentialed educators to teach students in the target language

- Discussing with the school district’s local government (township or county) about increasing increasing local taxes
- Requesting available parents who are licenced to teach subject areas and the target language to volunteer to teach in the classroom, or inform them of how to obtain a permit to volunteer after school
- Grants
 - Today, there are many federal and state grants that exist for funding bilingual education ("Grants and Funding for Bilingual Classrooms"). The United States Department of Education offers eighty-two grants to support bilingual education (“Bilingual Education Federal Grants”).

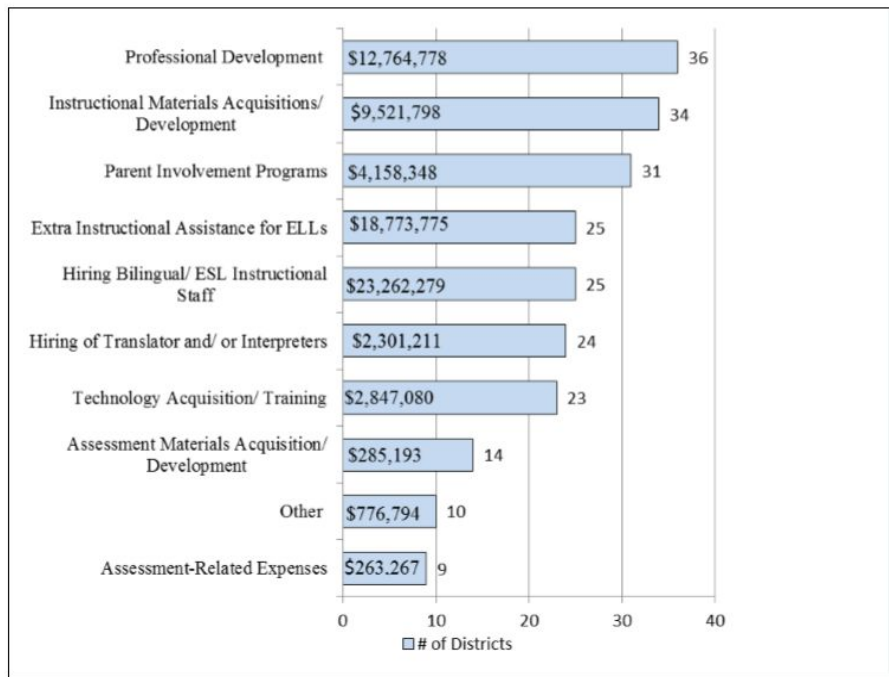
The Pennsylvania Department of Education currently tracks and manages bilingual education for ELLs through the Pennsylvania Information Management System (PIMS) and the Limited English Proficient System (LEP System). Currently, under Title III, schools are designated grants to try and provide equal education to LEPs (ELLs). These schools are required to provide an assessment of the use of these funds to the SEA (state educational agencies) at the end of every second fiscal year. The SEAs and local educational agencies (LEAs) assess how well the funding is being used to meet proficiency standards and meet the standards set for the rest of the students (Barrio). The following tables (taken from the Council of the Great City Schools’ research, “English Language Learners in America’s Great City Schools: Demographics, Achievement, and Staffing”) further detail the relationship between ELLs and Title III funds.

	2007-08	2008-09	2009-10
Total ELLs K—12	911,491	903,957	909,762
Total ELLs served with Title III funds	854,514	855,137	868,850
ELLs served with Title III as a percentage of total ELLs	94%	95%	96%

Table 5: “Enrollment and ELLs served with Title III funds in responding districts”
(Source: Barrio)



Graph 1: Basic school funding and other categories of support for ELL programs by number of districts (Source: Barrio)



Graph 2: “ELL services and Title III funds, 2009-10”
(Source: Barrio)

Under our policy, the money allocated under Title III for LEPs (ELLs) would be used to support the students in these programs. In the past, certain states have struggled in providing adequate funding to the bilingual education programs. The verdict on *Lau vs. Nichols* (1974) stood by the federal equal protection requirements and that failure to consider and adapt instruction for non-English-speaking children violates it. Nearly a decade later, the *United States vs. Texas* (1981) case resulted in the state having to provide specialized instruction to LEP children in response to its practice of immersing students in all-English classes with no accommodation for those who were not proficient in the language. Prior to 1981, Texas did not provide state funding to local school districts who chose to implement bilingual or ESL programs. In 1975 (with the adoption of HB 1126), the state allocated state funding to support

program implementation, in which the funding mechanism used provided for a per pupil allocation of \$25 multiplied by the number of students who participated in one of the two previously mentioned programs. Following *United States vs. Texas* (1981), the allocation increased to \$50 per LEP pupil (required by SB 477) until the adoption of the House Bill 72. In HB 72, schools were provided an additional funding in the state finance formula for LEP students who were enrolled in a bilingual or ESL program. The weight assigned to bilingual education remains .10, which is multiplied by the adjusted basic allotment for each district to come up with an add-on funding that is provided. This amount is adjusted to account for local district property wealth (Cortez).

The essence of these two court cases is reflected in the *Castenada v. Pickard* court case. Under the No Child Left Behind Act, school success and failure is linked to performance on standardized tests. However, ELLs are not adequately prepared due to the fact that NCLB caps funding for bilingual education and does not require that any bilingual education program undergoes periodic evaluation -- a measure required in the aforementioned case. Ironically, it is the performance of these ELLs that can jeopardize a school's access to funding, which "turns the question of whether or not a school received a failing label into a question of how many ELLs attend." Hence, the NCLB is in conflict with Title VI of the Civil Rights Act of 1964 by denying "access to a federally funded program based on their skin color or race" ("Bilingual Education Act").

The Cost of a Lack of Funding

In considering the monetary cost of bilingual education, one must also consider the cost at risk for the students. The lack of implementation of bilingual programs is partially due to a

shortage of bilingual teachers. However, administrators and school personnel tend to discourage the program because the teachers' stipends, bilingual textbooks, student to teacher ratios, teacher assistants, and the training of personnel to administer bilingual tests are perceived as burdens for overcrowded and poor school districts. The lack of effective bilingual and multicultural programs has contributed to a 50% dropout rate among Hispanics at the high school level (at least in Arizona), a disproportionate representation of minorities in the juvenile system, increased taxpayer expenses, huge salary losses for the individual and tax losses for the state. The buying power of a dropout is at a minimum, with a salary below poverty level and difficulty re-enrolling in educational programs (Ruhl).

Lacking the skills to enter the job market or to complete high school leads minority youth into criminal activity. The Maricopa County Juvenile Court Center Annual Report (1999) recommends an early education and community support to curb future delinquency. The distribution of Hispanics in the Arizona population is at 29%; juvenile offender's' ethnicity for the county of Maricopa (according to the 1999 Annual Report) was 37%. Hence, the representation of Hispanics in the juvenile facilities corresponds to 127% over the percentage of the population. The Report of the Commission on Juvenile Justice of the Arizona Supreme Court (1993) states that prevention and early intervention are the most cost-effective approaches to dealing with juveniles at risk. One of the influences that the report points out is school and recommends that the funding of culturally sensitive programs that would strengthen this sector of the population (i.e. law related programs, truancy programs, alternatives to traditional learning environments) (Ruhl).

5. Logistics | Teachers

The most suitable educators for the pilot program would be university students (from domestic or international universities) and/or credentialed teachers (bilingual graduates). All education majors are required to spend at least one semester as a student teacher, and those who are bilingual or majoring in ESL or World Language Education would be good candidates for this program. Student teachers do not run a classroom by themselves, so using them to help introduce bilingual education would be a good stepping stone as the pilot program is implemented. Another source of student teachers would be university students in other countries. This would be a particularly interesting situation because those students would bring a more worldly perspective to the program and be better equipped to teach about the culture and the casual use of the language. Moving forward, credentialed bilingual teachers would fill teacher vacancies caused by retirement or other reasons and help to solidify bilingual education in the long-term. Once the school districts find qualified teachers for the program, logistics ranging from setup of the school day and the curriculum can be discussed (and is discussed in Program Framework). In the Utah Dual Language Immersion Program, foreign-credentialed educators are selected as teachers. They must undergo five steps in order to obtain a Utah Professional Educator License:

1. *English Language Proficiency*: to verify one's English proficiency, one must attain a level of Advanced Low on the Oral Proficiency Interview with Language Testing International (LTI);
2. *Foreign Credential Evaluation*: academic records for a transcript evaluation should be sent to a Foreign Credential Evaluation Service;

3. *Register for a PRAXIS Assessment* (for one's teaching area);
4. *Background Check*;
5. *Application*: Education Quality Licensing must receive Application for Evaluation, a \$75 Filing Fee, required documentation (Verification of Teaching Experience, Credential Evaluation Report, copy of admission ticket for PRAXIS or score results, English Language Proficiency results if applicable) ("License Requirements").

Language Testing International is a source that the pilot program could take advantage of in regards to the first step of the Utah Dual Language Immersion Program. LTI provides language proficiency testing for more than one hundred languages in over forty countries ("About LTI"). In regards to its Academic Services, LTI collaborates with states to certify World Language, ESL, and Bilingual language teachers through the ACTFL Oral Proficiency Interview (OPI), ACTFL OPI - computer (OPIc) and ACTFL Writing Proficiency Test (WPT) ("Academic Services").

Sources for Bilingual Teachers

One of the most affordable sources of bilingual teachers are education majors from foreign countries. These scholars, much like college students in the United States, need teaching experience, and many would like to attain this experience in an English-speaking country such as the United States. Like the many teaching interns here in the states, these students would be able to teach without being paid, and their presence would come at minimal expense. In fact, the use of these foreign scholars are the main reasons why Utah's bilingual immersion programs have remained so affordable--the countries these interns come from pay for everything they need, and

the schools' budgets remain almost entirely untouched (Utah's Statewide Dual Language Immersion Initiative).

Of course, certain standards must be set when recruiting these foreign scholars. First and foremost, these interns must be able to teach not only the second language, but also the subject matter that has been assigned to be taught in that language. For example, if an education major from China travels to the United States in order to gain experience teaching in an elementary school, in this program they must be able to do more than teach English-speaking students Chinese. They would also need to be able to teach the students math, reading, science--or whatever other subject they would be assigned to teach--also in Chinese (Refer to the Utah Professional Educator License requirements above for a more detailed model of teacher requirements ("License Requirements)). While this may narrow the pool of applicants Pennsylvania schools would be able to accept, it would also greatly enhance the average quality and capabilities each candidate possesses. It would also have to be made certain that all foreign students who are permitted to teach in this bilingual program are funded by the resources from their own country. Otherwise this source of bilingual teachers will become unaffordable and the program will fail. It is extremely important to get connected to foreign scholars through local colleges who are able to get the word out these schools about internship opportunities.

In order to make it easier for the Pennsylvania Department of Education to connect with competent, interested, and suitable teachers, our policy group compiled a list of institutes of higher education with education programs run in Spanish. We anticipate that throughout Pennsylvania, the majority of school districts which choose to implement this pilot program will choose Spanish as their target language, making it imperative for said schools to be able to easily

connect with the colleges or universities best fit to supply them with teachers able to speak this language. The following schools have a linguistic Masters program with a specific global focus.

These could potentially produce foreign credited educators who can serve the pilot program well:

- *Ibero Ciudad de Mexico*: The Ibero Ciudad de Mexico offers a Master's program in Research and Development Education. Students working in Pennsylvania at an elementary school, teaching their mother tongue with greatly supplement their studies as well their student's ("Maestría En Investigación").
- *Universitat de Barcelona*: The Universitat de Barcelona offers a Master's in the Training of Teachers of Spanish as a Foreign Language. This program would work very well with the new proposed Pennsylvania Department of Education policy. The Master's degree students would gain invaluable hands on experience and their studies will be hugely benefited by hands on experience teaching Spanish in Pennsylvania ("Universitat De Barcelona").
- *Universidad Nacional Autonoma de Mexico*: Master's Program in English offered at Universidad Nacional Autonoma de Mexico has a focus on high quality education in a global context. The opportunities in Pennsylvania align exactly with that ("Misión Y Visión").
- *Universidade de Santiago de Compostela*: The Master's in Applied Linguistics offered at Universidade de Santiago de Compostela gives the Master's students a great opportunity to study the empirical side of language learning while spending time teaching Spanish in Pennsylvania elementary schools will give them crucial hands on experience ("Máster Universitario En Lingüística Aplicada").

Bilingualism has functions in just about any field, including education (Andruss). In fact, there does not seem to be way that being bilingual would be detrimental to any teacher, which is why our research team suggests that learning one or more languages along with English becomes a natural standard for teachers everywhere. While advancing these bilingual programs, it would be in good sense to encourage current and aspiring education majors to learn other languages in addition to English, so that schools can begin to hire bilingual teachers. This is not to suggest that all current monolingual teachers should be laid off—this research team understands the great contributions these teachers make to the Pennsylvanian education system, as well as the need to make sure their jobs and salaries remain secure. However, it would be in students’ and the school districts’ best interests to begin organically replacing monolingual teachers by hiring bilingual or multilingual teachers as monolingual teachers transfer or retire. Not only would this allow schools to stop relying on interns to provide bilingual education, but it would also help cement a bilingual approach to elementary education, by making said education much more feasible and accessible, as well as provide a more stable source of bilingual education.

Our research team recognizes that it would be neither practical nor feasible to begin recruiting bilingual teacher for this program in every Pennsylvanian school all at once. Rather we suggest that ten schools begin recruiting first, with one class per school in the first year--resulting in about ten new bilingual teachers throughout the state. Where these teachers come from can be up to the discretion of each school district--whether they are recent college graduates, interns from a local university, seasoned bilingual teachers, or foreign scholars. If there is competition between schools for the opportunity to implement this pilot program, we suggest selecting these schools through a lottery system, as an unbiased method of selection. By examining the success

of the programs in these first schools, the Pennsylvania education system will be able to assess what is most successful and what needs improvement or changes, before implementing them on the entire state. From there, the program may expand, becoming better with each edition.

5. Logistics | Students and Program

In terms of logistics, as previously mentioned there will be ten classes yearly with one class of kindergarteners per school selected. The following (which is further elaborated on in Program Student Selection) briefly details how students are chosen for the program:

Native English speakers	Chosen via lottery, can opt
Native speakers of target language	Automatically enrolled, can opt out
Native speakers of non-English, non-target language	Enrolled in traditional ESL

Table 6: Selection of Students for Bilingual Education Program by Native Language

The number of classes will expand yearly as students move through the district. The hope is that if the program were to be accepted tomorrow, the first class would be begin the 2017-2018 scholastic year. The program itself is modified dual-language immersion, in which class time is split between English and the target language. Although there is a clear change in students being taught in two languages with an emphasis on physical separation and cultural immersion days, the length of the school day and the overall number of teachers need not be changed.

Program Student Selection

The basis of selection for enrollment in the bilingual program will be a lottery system. All English-speaking students will be entered into the lottery system when they enroll for kindergarten, or the starting grade level at the school. Prior to the beginning of the school year, a lottery will take place, selecting which kindergarten students will be placed into the bilingual program, which constitutes a standard class size. Students selected through the lottery will be automatically enrolled in the program, but the parents have the option to opt-out of their child's participation in the program. If a student opts out of the program, another student will be selected via lottery to take their place. Students whose home language is the target language being offered in the program will automatically be enrolled in the bilingual program. They may receive additional support in English if needed. If for any reason a student who speaks the target language does not want to be in the bilingual education program, they also have the option to opt out of the program. However, unless the student is fluent in English they will be required to take English as a Second Language classes, which would be less beneficial for the student than bilingual education. If a student does not speak the second language being offered and needs ESL education, this student will not be able to participate in the program. They will receive traditional ESL support and be placed in the regular, English-speaking classrooms at the school for mainstream education when possible. As mentioned in *Funding*, Andrea Kolp reiterates that by federal law school districts must provide support programs for ELLs -- whether it is English immersion to get the student speaking English as quickly as possible or a type of bilingual support is based on the school's resources.

Program Framework

Knowing that this program will be a big change, our first proposal is that it be rolled out slowly and eventually phased in over time. It would start with 10 elementary schools in Pennsylvania that show a need for bilingual education and the ability and desire to put these policies into place (as explained in *Advertising, Application, and Selection*). After working out some of the details with these pilot programs, it would be expanded to eventually allow all interested communities across the state to access bilingual education. Schools that implement the program would start with one class of kindergarteners and expand it each year as that class moves through elementary school.

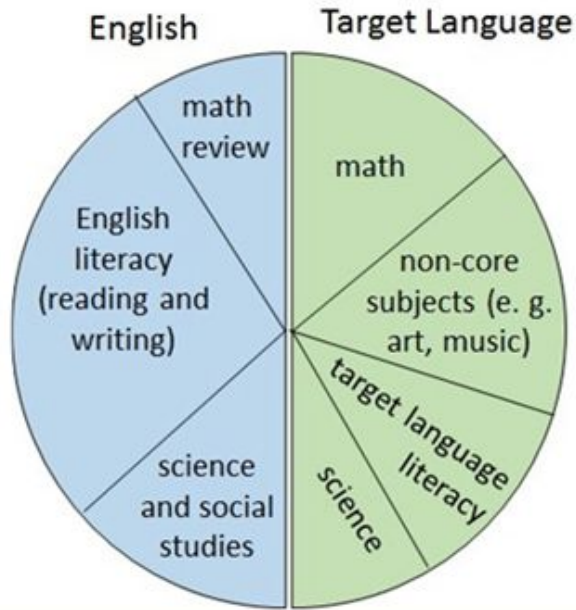
The purpose of bilingual education, as has been previously noted, is to teach students in multiple languages so that they can learn a language other than their native tongue by using it. While there are a variety of frameworks that can be used for bilingual education, the most common model is dual language immersion, also known as the 50/50 model (“Common Bilingual Education Terms”). In this structure, half of the students speak English as their native language, while half of the students speak the target language as their native language (home language). All of these students spend the day together, learning in English for half of the day and the target language for the other half of the day (“Common Bilingual Education Terms”). This is important because they are not just learning the language as a subject in school, but learning ways that they can use the language and speaking in it in a variety of contexts. Additionally, students can learn from one another because they have different home languages and can therefore offer one another support when it comes to how the language is spoken casually (rather than in a purely academic setting).

Another popular form of bilingual education is known as transitional bilingual education (“Common Bilingual Education Terms”). This model is mostly used for students who are determined to be English Language Learners, as it slowly introduces them to English while educating them in their native language. While this is a valid and important model, we believe that it would not work best for the demographics of Pennsylvania’s elementary school students, as the vast majority speak English as their native language. Based on the language population of Pennsylvania, we propose a modified dual language immersion model. Unfortunately, the demographics of Pennsylvania make it very difficult to expect 50% of students in a classroom to speak the same non-English language. We recognize that the majority of the class will speak English as their native language, but still propose that half of the school day be spent in English, and the other half in the target language.

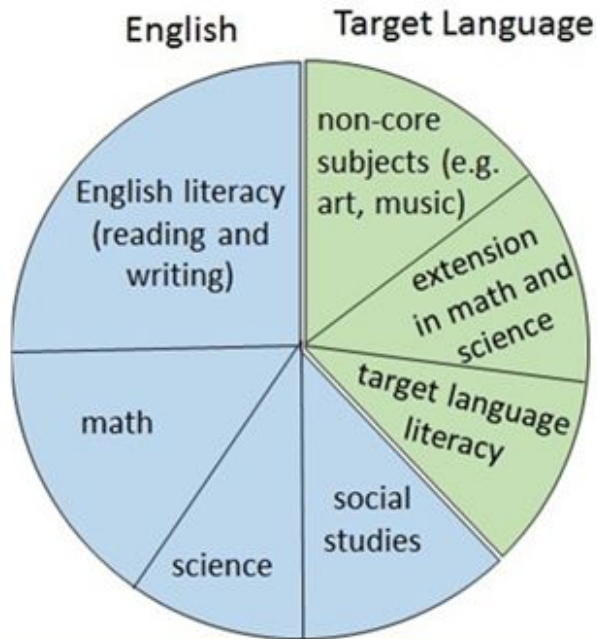
In kindergarten through third grade, students would spend 50% of their school day learning in English and the other 50% of their day learning in the designated non-English target language. Each school would have the ability to choose how exactly they would split the day for these students. However, the most common method is to physically separate the languages: one teacher speaks only in English to the students, and a different teacher in a different classroom speaks only in the target language to the students (“Common Bilingual Education Terms”). This method forces them to practice using the proper language at each time of day, and helps them to cognitively separate the languages (“Common Bilingual Education Terms”). Spending 50% of their time in each language will make it necessary to not only learn the language, but to learn other subjects in the language (an important aspect of bilingual education). Especially in these younger grades, many subjects (including math and science) are highly conceptual. They can

learn and understand the concepts in one language, and then just learn the terms for these concepts and reinforce the ideas in the other language. Additionally, it has been well established that young children are better at learning languages than older children or adults. It happens more naturally for them, just through hearing the language being spoken. Furthermore, they are unlikely to realize that this form of education is unusual and should be considered difficult if it is the only form of education they have ever known.

However, we also recognize that as students get older and reach 4th or 5th grade, concepts may become trickier to understand, especially in the target language (which they may not speak much outside of the classroom). Therefore, our modified dual language immersion model allows for students in the later elementary school years to spend more time in English than in the target language, perhaps reaching a 60/40 or even 70/30 split. The core classes would be taught mostly in English, with some reinforcement or extension in the target language, while non-core classes would still be taught in the target language to help students continue using the language. A sample example for how the school day could be split between language and subjects is shown below, for both Kindergarten-3rd grade and 4th-5th grade.



Graph 3: Sample split of school day by language and subject, Kindergarten-3rd grade



Graph 4: Sample split of school day by language and subject, 4rd grade-5th grade

This policy is currently focused on elementary school students, as it is best to start learning a second language while young. After students who are enrolled in this program finish elementary school, they will have hopefully achieved a high level of fluency in the target language and still be performing in English at the same level as their peers. Many other bilingual education programs have produced those results with success. After completing elementary school and moving to middle school or junior high, we recognize that it will be more difficult for students to continue using the target language to the same extent as they did in elementary school. While we are not making any specific policies for secondary education, we urge schools to encourage their students to keep using the language they spent years learning. Whether this is through offering high level language classes to students so that they can continue studying it more intensely, creating cultural experiences for students, or some other enrichment activity is entirely up to the schools, but it should be acknowledged that using a language intensely for six years still cannot make a person fluent if they stop using that language at 11 years old.

Along with many of the other small details of this policy, it will be up to the school district's discretion which language is chosen as the target language. Demographics change as time goes on, and needs of the community vary greatly across the state. It is unreasonable to expect that the target language that is most effective for one school district in 2015 is the same as the target language that will be most effective for a district in a different area of the state in 2020, and we do not presume to know the best way to create an algorithm to determine what these languages are. However, we do expect that administrators of a school district will have the means to decide the best language for their own region, and to periodically assess the needs of their community and make changes if necessary. We recommend that the target language be the

most common language in the district (behind English). In most counties in Pennsylvania, that second most common language is Spanish, which is the language most commonly spoken by ELLs. (“Students in ELL Programs”). That is not true in every district though, and may not be true forever. Alternatively, a school district can choose a different language as the target language even if it is less popular in the community, based on the long-term language trends and projections of the community, or even because of demand for a less popular language.

Rank	Language	ELL Students	% of LEPs
1	Spanish	3,598,451	79.045%
2	Vietnamese	88,906	1.953%
3	Hmong	70,768	1.555%
4	Chinese, Cantonese	46,466	1.021%
5	Korean	43,969	0.966%

Source: Kindler, A.L., Survey of the States’ Limited English Proficient Students and Available Educational Programs and Services 2000-2001 Summary Report (2002)

Table 7: “Languages Commonly Spoken by English-Language Learners in the U.S. 2000-2001”

Our final recommendation for the structure of the program itself is that the curriculum help students to understand that language is more than simply sounds, words, and a grammatical structure—it is also the history and the culture of the people who speak the language. Students participating in the bilingual education program should participate in at least three cultural activities, known as “cultural exploration days,” throughout each semester of the school year that help them to better understand the culture of countries where the language is spoken regularly. This can be through holiday celebrations (Dia de los Muertos for an English-Spanish program), making and eating culturally important foods, visiting museum exhibitions (The National Italian Museum for an English-Italian program), or any other activity that the teacher of the bilingual education program feels is important. This cultural understanding is an important aspect of becoming a global citizen. Learning a language is ineffective if students cannot truly become

competent communicating with others. Cultural immersion days can also serve as a way for parents to be involved in their students' bilingual education program.

The aforementioned cultural explorations are beneficial in reinforcing the value of languages. These endeavors should be seen as the responsibility of both the parents and the teachers, involving support from the parent-teacher association (PTA). In addition, the PTA should encourage parents who speak the second language of the bilingual education program to serve as guest speakers and volunteer as secondary teachers at their convenience. With a wide range of events held as structured and unstructured curriculum, there are ample opportunities for parents to become involved and provide personal experiences and a first person perspective on the language and culture at hand.

6. Evaluation

After two years, the students' fluency in the target language and in English are tested and their performance on other standardized tests are analyzed. These assessments are in coordination with those currently of the state's ESL and bilingual programs at schools. This is to assure bilingual students are equally successful as their single language peers. This process is repeated four years after implementation of the program and after six, the first group of students should have finished the fifth grade (in the Spring of 2023, if the program were to be accepted by the state tomorrow). The program can be fully evaluated and the Pennsylvania Department of Education can assess the program's future. The Pennsylvania Department of Education can choose to expand, maintain, or pull back on the program. Only if the performance of students on standardized tests in the program decreases by a statistically significant amount would the program be reevaluated.

Conclusion | Future Plans

To ensure that bilingual language education is implemented in elementary schools across Pennsylvania, the Presidential Leadership Academy Class of 2015 has written up two documents at the local and state levels. Although Kelly Huntington, a Park Forest Elementary School ESL teacher, believes that implementing a bilingual education program in State College would be difficult due to the plethora of the many languages, we would like for the Seal of Biliteracy to be adopted in State College, Pennsylvania. The Seal of Biliteracy is an award offered by a school, school district or a county office of education, which recognizes students who have attained proficiency in two (or more) languages by high school graduation. This results in a mark on their high school transcript. Bilingual Pathway Awards are awards also offered which recognize a student's progress towards developing biliteracy from preschool into high school. The fundamental goal of the program is for people to recognize that speaking two languages is an asset and not a liability. The Velazquez Press sponsors schools and districts by providing the literal seals of biliteracy and awards for Seal of Biliteracy graduates. Their mission is to provide a tangible benefit of academic achievement to bilingual students as motivation to succeed in school. The Velazquez Press also supports those who receive the Seal of Biliteracy by trying to connect these students to potential employers. Similar to the tangible academic achievements, being biliterate can lead to tangible employment benefits as employers take language abilities into consideration during the hiring process. A bilingual candidate could therefore be offered a "differential pay" for speaking more than one language ("About Us").

The purpose of the Seal of Biliteracy and the Bilingual Pathway Awards are as follows: to encourage students to study languages; to certify attainment of biliteracy skills; to recognize

the value of language diversity; to provide employers with a method of identifying people with language and biliteracy skills; to provide universities with a method to recognize and give credit to applicants for attainment of high level skills in multiple languages; to prepare students with twenty-first century skills that will benefit them in the labor market and the global society; to strengthen intergroup relationships and honor the multiple cultures and languages in a community (“Steps to Implement the Seal of Biliteracy”). In conversation with Arthur Chou the CEO of the Velazquez Press, he asserts that it is ideal to learn multiple languages simultaneously at a young age. The program has proven to be successful with students voluntarily enrolling in these classes (A map of U.S. states which are considering implementing the seal, are making steps towards implementing the seal, and that have already approved the seal, is provided below in *Figure 4*) (“State Laws Regarding the Seal of Biliteracy”).

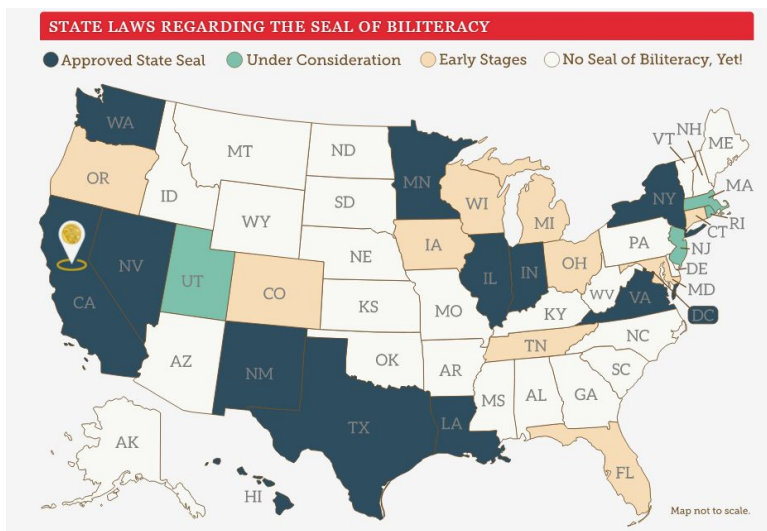


Figure 4: “State Laws Regarding the Seal of Biliteracy”

In order to encourage the State College Area School District to approve the Seal of Biliteracy, a proposal has been written and can be read in *Seal of Biliteracy Proposal*. At the

state-level, a resolution proposal has been written (which can be read in *Legislation Proposal*) to be sent to the General Assembly of Pennsylvania. This legislation carries our hope for bilingual education to be more readily accessible to elementary-school children across Pennsylvania. We are fully cognizant that instituting bilingual education programs is a disruptive process but it does not necessarily have to be perceived as negative -- by turning the world upside down a new way of viewing bilingual education would be seen.

Acknowledgements and Reference List

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Appendix

Legislation Proposal

A RESOLUTION to provide equal access to bilingual education programs in Pennsylvania elementary schools

WHEREAS fluency in a second language expands communication in a global world and permits one to exercise his or her responsibility as a global citizen by discouraging global illiteracy;

WHEREAS the United States is a melting pot and bilingualism could preserve the integrity of American culture by abstaining from the neglect of any of its citizens' cultures;

WHEREAS an emphasis on both the English language and one's mother tongue would preserve the latter and maintain a heterogeneity of students and languages;

WHEREAS the right to a bilingual education would promote a competitive edge associated with language skills and prevent exclusion from employment and educational opportunities;

WHEREAS the inability to converse with others would be countered by the social and academic development of English Language Learners and by the development of brain and psycholinguistic benefits for all;

BE IT RESOLVED BY THE GENERAL ASSEMBLY OF THE PENNSYLVANIA STATE LEGISLATURE

Section 1. The Pennsylvania Department of Education would advertise bilingual education programs to school districts in Pennsylvania

- a. All school district superintendents would be notified and parents would be sent newsletters; representatives of the Pennsylvania Department of Education would be available upon request for additional seminars

Section 2. School districts would apply to the Pennsylvania Department of Education for the bilingual education pilot program

- a. Prior to the submittal of the application, the following steps would be followed:
 - i. acquire support from the community
 - ii. vote to apply for the program
 - iii. determine the target language
 - iv. draft a budget

Section 3. The Pennsylvania Department of Education selects ten schools to begin the pilot program

- a. Nine of the ten schools must fall under each of the following categories:

- i. rural schools: <40% free/reduced lunch; 40-70% free/reduced lunch; >70% free/reduced lunch
- ii. suburban schools: <30% free/reduced lunch; 30-60% free/reduced lunch; >60% free/reduced lunch
- iii. urban schools: <40% free/reduced lunch; 40-85% free/reduced lunch; >85% free/reduced lunch

Section 4. The Pennsylvania Department of Education supplies grant money for the pilot program in order to aid the ten selected school districts with implementation of the program

- a. The budget is broken down as follows:
 - i. \$20,000 per school
 - ii. funds currently allocated to ELL (English Language Learners) under Title III of No Child Left Behind will follow ELLs who enter into the bilingual education program

Section 5. The educators fall under the categories of university students or credentialed teachers

- a. Pennsylvania will develop connections with foreign universities to recruit bilingual education student (teachers)
- b. The credentialed teachers must possess a bilingual certification

Section 6. The pilot program is modified dual-language immersion to begin with one class of kindergarteners per selected school district

- a. The program includes:
 - i. Subjects taught in both English and the target language
 - ii. Unchanged length of the school day and number of teachers
 - iii. Separation and cultural immersion days
- b. Although it begins with ten classes and a maximum of twenty-five students, the program is to develop each school year with the admission of new grade levels
- c. The students that are part of the program are selected in the following manner:
 - i. Native English speakers: lottery-selected but can opt out
 - ii. Native target-language speakers: automatically enrolled but can opt out
 - iii. Native speakers of non-English/target language: enrolled in traditional English as a Second Language (ESL)

Section 6. In a cycle of every four years, the fluency of the pilot program students is tested in both English and the target language every two years.

- a. After six years, the program is fully evaluated and the Pennsylvania Department of Education will assess its future in consideration of the performance of students on standardized tests

Section 7. This resolution shall take effect in the Fall of 2017

- a. In doing so, the first class of this program will finish elementary school in the Spring of 2023

Seal of Biliteracy Proposal

The Presidential Leadership Academy Class of 2015 (Penn State, University Park)
Resolution Proposal: *SEAL OF BILITERACY*

Rationale:

Six members of the PLA Class of 2015 - Erika Exton, Marta Millar, Stella Murray, Akshilkumar Patel, Tessa Sontheimer, Isabella Teti - firmly believe that all public elementary schools students in Pennsylvania should be granted equal access to bilingual education programs in order to become fluent in English and proficient in a second language.

WHEREAS fluency in a second language expands communication in a global world and permits one to exercise his or her responsibility as a global citizen by discouraging global illiteracy;

WHEREAS the United States is a melting pot and bilingualism could preserve the integrity of American culture by abstaining from the neglect any of its citizens' cultures;

WHEREAS an emphasis on both the English language and one's mother tongue would preserve the latter and maintain a heterogeneity of students and languages;

WHEREAS the access to a bilingual education would promote a competitive edge associated with language skills and prevent exclusion from employment and educational opportunities;

WHEREAS the inability to converse with others would be countered by the social and academic development of English Language Learners and by the development of brain and psycholinguistic benefits for all;

The aforementioned half dozen members of the PLA Class of 2015 strongly encourage the State College Area School District to consider adopting a *Seal of Biliteracy* that would recognize graduating seniors who are proficient in two (or more) languages. In addition to the *Seal*, *Bilingual Pathway Awards* are offered to those students who are working towards biliteracy but have yet to reach the proficiency level needed to achieve the *Seal of Biliteracy*. As expressed on the *Seal of Biliteracy* website, the purpose of these two rewards are to:

- to encourage students to study languages
- to certify attainment of biliteracy skills
- to recognize the value of language diversity
- to provide employers with a method of identifying people with language and biliteracy skills
- to provide universities with a method to recognize and give credit to applicants for attainment of high level skills in multiple languages
- to prepare students with twenty-first century skills that will benefit them in the labor market and the global society

- to strengthen intergroup relationships and honor the multiple cultures and languages in a community

NOW, THEREFORE TO BE RESOLVED by the Governing Board of the State College Area School District, State College, Pennsylvania, the members of The Presidential Leadership Academy who authored this proposal urge the State College Area School District to seriously take into consideration approving the *Seal of Biliteracy*. By doing so, the State College Area School District would recognize those students who are being adequately prepared for the language standards soon to be imposed on them as 21st- and 22nd-century citizens.