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To: House Committee on Early Childhood and Family Supports

From: Dave Porter

Subject: Amend HB 2013 to expand Spanish dual language immersion preschool programs

Please amend HB 2013 by adding:

**4 (i): Provides Spanish dual language immersion programs to all classes where more than one-third of the students speak Spanish in their homes.**

There is an enormous need for more Spanish dual language immersion in Oregon. Where possible Spanish dual language immersion programs should be in preschools, and then continue into K-5 immersion programs.

Consider the following from the 3/1/17 follow up memo from Salem Noor, Superintendent of Public Instruction to Senator Rod Monroe, Co-Chair of the Joint Ways and Means Subcommittee on Education:

**What percentage of the 230,000 children less than 5 years of age is identified as having English as a second language? (Senator Monroe).**

Based on information from the 2015-16 National Institute for Early Education Research (NIEER) data report, 32 percent of the children served by the Oregon Prekindergarten/Early Head Start Program report their home language as language other than English. The report also provides that 25 percent of the kids served by the program report Spanish as their home language.

The next questions is, of course, what percentage of the 25% of Spanish speaking students are now in Spanish dual language immersion preschool programs?

Note that, in a typical Spanish dual language immersion (DLI) program, only half the students are native Spanish speakers. So, to serve all native Spanish speakers (25% of students) with DLI preschool programs, 50% of the Oregon Prekindergarten Early Head Start Program should be Spanish DLI programs, with continuations to K-5 Spanish DLI programs..

Further, my 2014 survey of statewide immersion programs found 11 Oregon school districts with more than 1,000 Hispanic students and no Spanish DLI program. There has been little change since. Ask the Department of Education to do an update.

<b>11 Oregon School Districts</b>		
<b>With <u>No</u> Spanish immersion programs</b>		
<b>By numbers of Hispanics: 2013-14</b>		
	<b>Percent</b>	<b>Number of</b>
	<b>Hispanic</b>	<b>Hispanics</b>
<b>Reynolds</b>	<b>38.7%</b>	<b>4,576</b>
<b>Gresham-Barlow</b>	<b>25.8%</b>	<b>3,114</b>
<b>Medford</b>	<b>22.6%</b>	<b>3,067</b>
<b>David Douglas</b>	<b>24.4%</b>	<b>2,655</b>
<b>McMinnville</b>	<b>33.1%</b>	<b>2,187</b>
<b>Hermiston</b>	<b>47.7%</b>	<b>2,500</b>
<b>Centennial</b>	<b>25.2%</b>	<b>1,552</b>
<b>Central Polk</b>	<b>43.1%</b>	<b>1,320</b>
<b>Morrow</b>	<b>54.8%</b>	<b>1,161</b>
<b>Milton-Freewater</b>	<b>55.7%</b>	<b>1,048</b>
<b>Jefferson County</b>	<b>34.8%</b>	<b>1,010</b>

Within those eleven school districts, there were fifteen schools each with a majority of Hispanic students (and no Spanish dual language immersion program), as follows:

<b>Oregon Elementary Schools by School District</b>			
<b>2013-14, Oregon Department of Education, Rpt. #67</b>			
<b>&gt; 50% Hispanic</b>			
	<b>Percent</b>	<b>Number</b>	<b>Total</b>
	<b>Hispanic</b>	<b>Hispanic</b>	<b>Students</b>
<b>Reynolds</b>			
Davis	58.4%	281	481
Hartley	57.0%	304	533
Woodland	51.9%	257	495
<b>Gresham-Barlow</b>			
East Gresham	50.3%	227	451
Highland	51.4%	247	481
<b>Medford</b>			
Jackson	54.9%	228	415
<b>David Douglas</b>			
<b>McMinnville</b>			
Sue Buel	51.6%	260	504
<b>Hermiston</b>			
Sunset	61.8%	392	624
West Park	62.5%	346	554
<b>Centennial</b>			
<b>Central Polk</b>			
Ash Creek	52.3%	263	503
Independence	56.9%	242	425
<b>Morrow</b>			
Sam Boardman	81.6%	271	332
Windy River	78.4%	160	204
<b>Milton-Freewater</b>			
Freewater	67.0%	191	285
Grove	67.7%	199	294
<b>Jefferson County</b>			

Oregon based research shows that Spanish DLI programs are a cost-effective method to raise the academic performance of Spanish speaking students.

The 2012-15 “Study of Dual-Language Immersion in the Portland Public Schools” by RAND, the American Councils for International Education, and Portland Public Schools found that “Immersion programs as implemented in Portland appear to be a cost-effective strategy for raising English reading performance of both native English speakers and native speakers of other languages.”

The study included 27,741 students who enrolled in kindergarten in Portland Public Schools in 2004-05 through 2010-11. These students’ academic performance on the Oregon Assessment of Knowledge and Skills (OAKS) was tracked in reading, mathematics, and science through 2013-14, meaning that the youngest cohort was tracked through grade 3, and the oldest two cohorts through grade 8. Within the sample, the main focus was on 1,625 students who were randomized to immersion or a control group via Portland’s immersion pre-K and Kindergarten immersion lotteries in 2004-05 through 2010-11.

Through collaboration with the Oregon Department of Education, the study was able to include 200 randomized students (about 10.3%) who never enrolled in Portland after entering a pre-K or kindergarten immersion lottery. This left a similarly modest levels of sample attrition for students who won the lottery (13%) versus those who did not (19.3%).

The study found that **students randomly assigned to immersion outperformed their peers in English reading by about 7 months in grade 5, and about 9 months in grade 8.**

Further, DLI program costs about the same as non-DLI programs. The study found no evidence that observable peer, teacher, and class size characteristics were driving the effects of immersion on achievement. Class sizes appeared similar for immersion lottery winners and those who did not win immersion slots. Based on interviews in 2013-14 with 14 of 19 immersion school principals, they found that school-level resources for DLI and non-DLI Programs were proportional to immersion enrollments. DLI operating costs were concentrated at the district level. In 2013-14, they represented about 0.1% of the district’s operating budget (excluding grant dollars), though this represented a considerable increase in DLI costs from prior years. These expenditures, which were applied toward teacher professional development and curriculum support, amounted to \$137 per immersion student in 2013-14 (n=4,108).

Thank you.

