



# Multilingual Education Task Force Summary of Recommendations & Action Steps



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We would also like to thank our international partners, who collaborate with the Maine DOE through memoranda of understanding to improve and enhance opportunities for Maine students and teachers related to the teaching of world languages and cultures. Our international partners include:

- Académie de Nantes through French Cultural Services at the Embassy of France, Washington, DC
- Bureau of International Cultural & Educational Relations, Ministry of Education, Republic of China (Taiwan), Taipei Economic and Cultural Office in Boston
- Goethe-Institut Boston
- Ministry of Education & Science of the Kingdom of Spain, Embassy of Spain

Finally, we would like to express our deepest gratitude to the over 100 participants in the initial phase of the METF. Participants volunteered their time to contribute their passion, expertise, and well-considered recommendations, which serve as the foundation for this report and the Department's plans moving forward.

# INTRODUCTION

With the changing demographics of our state, as well as educators' and families' increased awareness of the benefits of multilingualism, several Maine schools have begun to consider the implementation of bilingual programs. The Maine Department of Education (DOE) has compiled this report in order to support schools who are exploring the opportunity to develop bilingual programs, as well as to encourage others to consider doing so as well.

Through the work of the Multilingual Education Task Force (METF), in collaboration with the Multistate Association for Bilingual Education (MABE), the Department has collected rich data and recommendations to inform its strategic plan for supporting schools interested in bilingual programs. This report summarizes the outcomes of the METF and proposes key next steps for the Department.

While it is ultimately in the hands of each school community to determine whether a bilingual program is feasible and desired by families, the Department serves as a partner and resource for schools as they examine their local context and seek to implement bilingual programs. If you would like more information or support related to the development of bilingual programs, contact:

April Perkins

English for Speakers of Other Languages (ESOL) & Bilingual Programs Specialist

[april.perkins@maine.gov](mailto:april.perkins@maine.gov)

(207)441-9043

# BILINGUAL EDUCATION

## What is bilingual education?

Bilingual education is an umbrella term that refers to a few different types of programs designed to teach students academic content in two languages. Programs vary in terms of their objectives and student profiles.

Program	Objective	Students
<b>Transitional Bilingual (early exit or late exit)</b>	Transitional bilingual programs are designed to provide academic content learning support to students in their home/primary language while they acquire English. Transitional programs are subtractive, in that they do not have bilingualism as their goal but rather academic success and English proficiency. As students develop mastery of English, use of the primary/home language is gradually decreased.	Students with a primary/home language other than English who are in the process of acquiring English
<b>Dual Language Immersion</b>	<b>One-way dual immersion</b> programs are designed to develop proficiency in a world language, while gradually including more instruction in English. Students also achieve academically in two languages and develop socio-cultural competence.	Students who speak the same primary language, whether English or the partner language
	<b>Two-way dual immersion</b> programs are designed to develop proficiency in a world language (also referred to as “partner language”) and in English, for students who speak one of the two languages. Students also achieve academically in two languages and develop socio-cultural competence.	A balanced mix of students who speak English and students who speak the partner language
<b>Heritage Language</b>	Heritage language programs are designed to expose students to and develop some degree of proficiency in the language spoken by their families in current and past generations, which the students themselves may or may not yet speak or understand.	Students whose families have (or had, in past generations) a primary/home language other than English

## What are the benefits of bilingual education?

Each of the program types listed above offers its students various cognitive, educational, economic, and sociocultural benefits. See the [Benefits of Multilingualism](#) infographic from the US Department of Education Office of English Language Acquisition for details on specific benefits and research citations. The extent, duration, and quality of programming affect the ultimate benefits students will receive. However, education research over the past several decades indicates consistently favorable outcomes, particularly when it comes to two-way dual language immersion programs.

The most frequently cited research regarding dual language education comes from Dr. Virginia Collier and Dr. Wayne Thomas, whose 32-year longitudinal study demonstrated superior academic outcomes for multilingual learners (formerly referred to as English learners) in two-way immersion programs as compared to the outcomes of English-only or transitional bilingual programs (Collier & Thomas, 2017).

One graph, in particular, from the research conducted by Drs. Collier and Thomas (2002), has become so well known that it is referred to simply as “the graph” (below). It is a call to action to educators to provide the kinds of programs that have the greatest proven success, rather than continuing to focus on English-only programs that may result in the least favorable outcomes.

Further, in an article in the 2020 edition of *Multilingual Educator*, Drs. Thomas and Collier emphasized that research points to benefits for all students who participate in dual language programs, not only for those who are multilingual learners (2020).

English Learners' Long-Term Achievement by Program Model

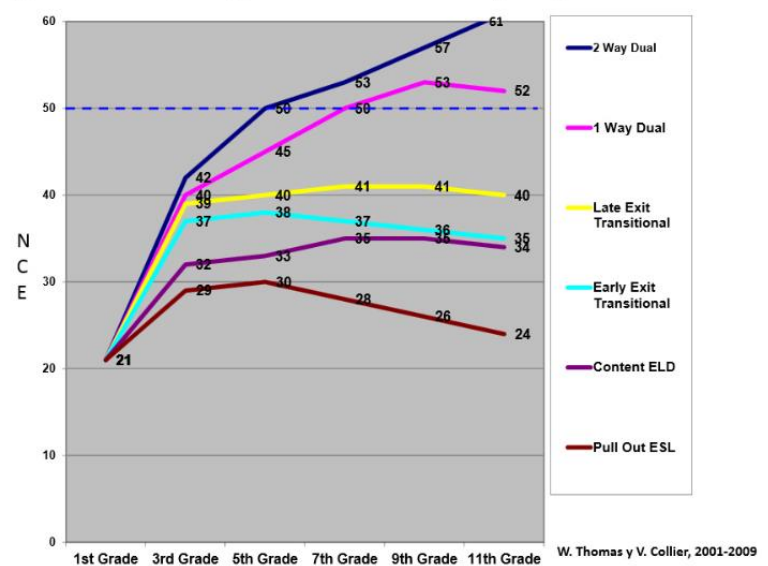


Image Source: [California Association for Bilingual Education](#)

In 2019, ACTFL published a report entitled

“[Making Languages our Business: Addressing Foreign Language Demand Among US](#)



Employers,” which emphasizes the ever-increasing needs of US businesses for multilingual employees, as well as the economic loss that results from missed opportunities:

The assertion that English is the most widely used global language of business may be true, but American employers should not assume that they can rely on the English abilities of their customers, suppliers and partners. Nearly one in four employers surveyed overall acknowledges losing or being unable to pursue a business opportunity over the singular lack of foreign language skills—a finding that is consistent with other research on language skills’ impact on a company’s bottom line. That figure increases to 50 percent for those that say they have a foreign language skills gap. Even among employers that say they do not have a foreign language skills gap, 10 percent acknowledge having lost a business opportunity due to a lack of foreign language skills (p. 4).



Not only is it clear that bilingual programs benefit students academically and our society economically, but they also play an essential role in preserving the invaluable linguistic and cultural assets of multilingual learners. English-only programs often lead to language attrition (partial or complete loss of a person’s skills in a given language). In fact, according to Schmidt (2000), it takes only three generations post-immigration for a family to lose its original language almost completely. On the other hand, bilingual programs are linguistically and culturally sustaining for multilingual learners.

Critically, bilingual programs also imbue monolingual English-speaking students with intercultural communicative competence - a set of skills and dispositions that facilitates empathetic relationships across differences of identity.

## Bilingual education across the US

Recognizing the enormous advantages associated with multilingualism, many state education agency and school leaders have begun promoting bilingual programs extensively in recent decades. However, it is important to note that bilingual education has been a part of our school landscape since the earliest waves of colonization and immigration. Over the centuries, influenced by fluctuating political values of the times, bilingual education has been either supported or discouraged, or even prohibited, through federal and state legislative action. Examples of this are the federal [Bilingual Education Act of 1968](#) (see excerpt below), which provided \$85M in funding for schools to implement bilingual programs, and various English-only laws put in place by state governments. (See New America's [summary of education policies related to multilingual learners](#) [English learners] for details about legislation in various states.)

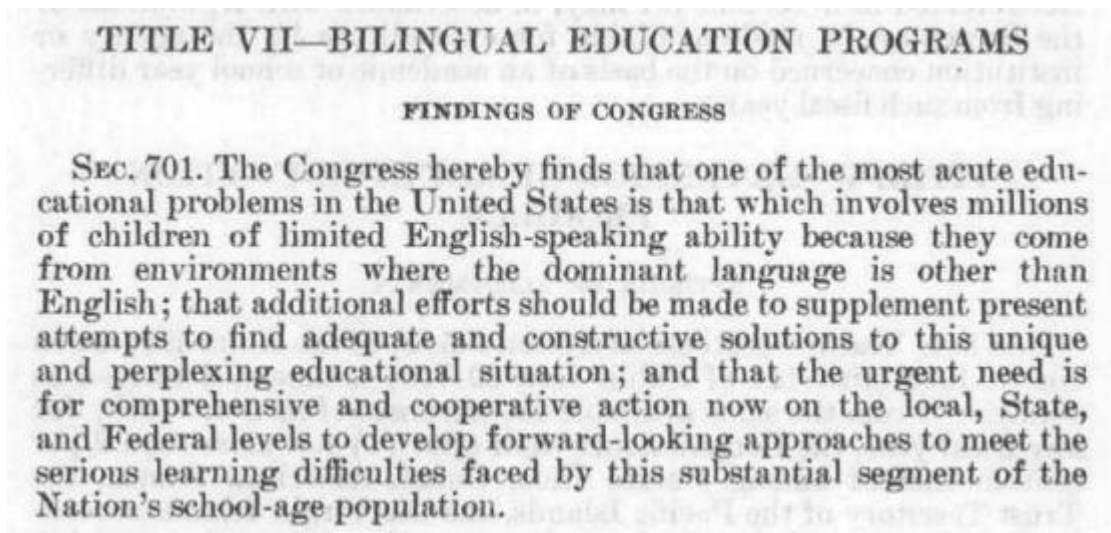


Image Source: [Public Law 90-247, January 2, 1968](#)

It is imperative to include in the story of language education in the US the government-sponsored initiatives aimed at eliminating the native languages and cultures of the indigenous peoples of this land.

Prior to the twentieth century, the U.S. government had actively imposed the use of English among Native Americans and the inhabitants of the incorporated territories of the Southwest. By the 1880s, the Bureau of Indian Affairs implemented a policy of forced Anglicisation for Native Americans sending Indian children to boarding schools.



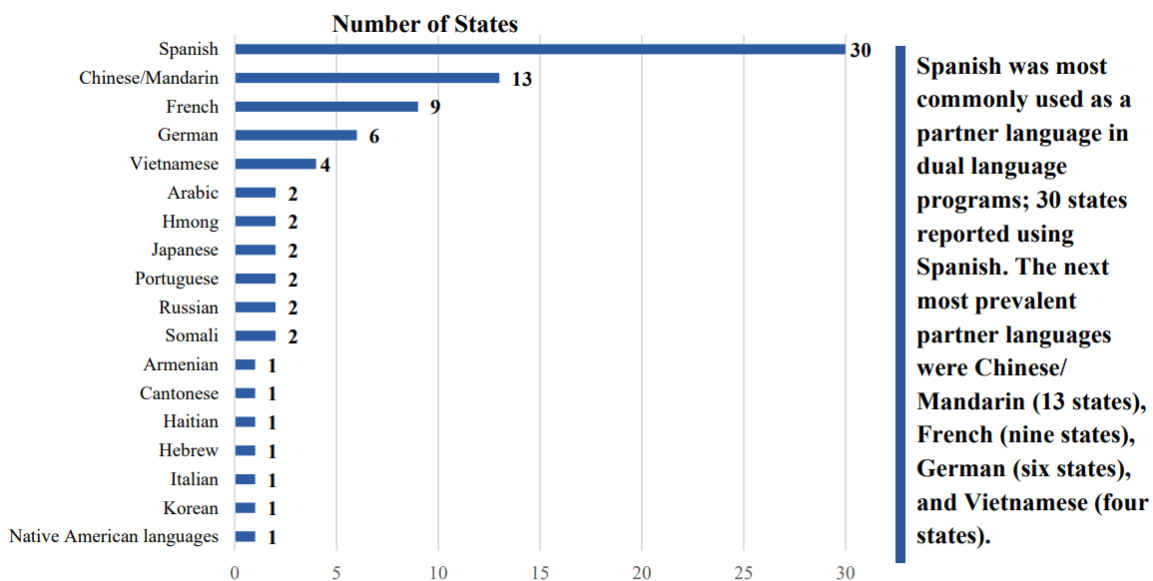
Such policies did not succeed in eradicating the children’s native languages, but it did instill in them a sense of shame that guaranteed the exclusive use of English for future generations (Nieto, 2009).

Despite these calculated measures, indigenous languages were not eradicated, and generations that followed the era of boarding schools have continued to speak and pass along their languages and cultures to their children. However, the damage caused by policies of forced assimilation is immeasurable.

Political mindsets that favored assimilation and the homogenization of cultures have gained popularity at various points in US history, including during the presidency of Theodore Roosevelt, when he famously stated: “We have room for but one language in this country and that is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house” (1919).

Over 100 years later, there are now over 3600 dual language programs in the United States according to [American Councils for International Education](#). According to US DOE data (below), the most common language used in dual language programs is Spanish; however, programs in various other languages are available in many states.

### Languages Used in Dual Language Programs Nationally: SY 2016–17



NOTE: This table is based on states’ self-reported data on the languages used in dual language programs during the 2016–17 school year. There may be more than one partner language in use per state. Illinois reported it had dual language programs but did not specify the partner language(s) offered.

## Bilingual education in Maine

Just as bilingual education has gone in and out of favor at the national level, it has also seen periods of flourishing and floundering in Maine.

The most long-standing bilingual program in the state began with the creation of the Maine School for the Deaf in 1897, which was subsequently renamed the Governor Baxter School for the Deaf in 1957, where students received their education in both American Sign Language and English. Today the Maine Educational Center for the Deaf and Hard of Hearing/Governor Baxter School for the Deaf (MECDHH/GBSD) in Falmouth is gaining national and international attention for its innovative Mackworth Island Preschool (Goldberg, 2019). Students, including children who are deaf, hard of hearing, and hearing, participate in bilingual, bimodal, and bicultural instruction. Unlike traditional programs for students who are deaf or hard of hearing, Mackworth Island Preschool's program encourages students and their families to engage in programming that is ASL-based, spoken-language-based, or a mix of the two, according to the student's needs and the family's preferences. Through MECDHH, deaf and hard of hearing students K-12 also receive bilingual, bimodal, and bicultural instruction, either at two site-based programs (in Portland Public Schools and at Brewer Community School) or at the student's local public school, provided by a statewide team of specialized teachers.



Photo courtesy of St. John Valley Times/Bangor Daily News and the Ste. Agathe Historical Society

However, twenty-two years after the Maine School for the Deaf was established, in keeping with the sentiments expressed by President Roosevelt in 1919, Maine lawmakers passed a law banning the use of spoken languages other than English in public schools, primarily targeted at the French-speaking Acadian community (Birden, 2019). As portrayed by the Ste. Agathe Historical Society in its 2018 exhibit

(image above), not only was instruction required to be in English, but also students were not permitted to speak French in school (Mitchell, 2018).

With the advent of the federal Bilingual Education Act of 1968, the 1919 law was no longer in effect, and the new source of funding allowed for the development of French immersion programs in the St. John Valley.

In fact, Drs. Collier and Thomas (2004) conducted research right here in the state of Maine, where they investigated the effects of these French immersion programs. The study compared the academic outcomes of students whose parents had opted for a dual language program vs. an English-only program, and it concluded that:

The heritage language, French, has been in strong decline in this region over the past half-century. Yet those families who have chosen for their children to be schooled in both French and English are experiencing dramatic renewal of their heritage language at no cost to their children's English achievement. The high academic achievement of the bilingually schooled children is an added benefit that has amazed the parents. The community goal with this bilingual program is to produce more student graduates who are academically proficient in both languages of the community, for economic revitalization of the region (2004).

Unfortunately, with funding limitations and a decreasing population, the French immersion programs ceased operation around 2000.

Meanwhile, in 1970, the first bilingual-bicultural education program for Maine Indian Education, led by Wayne Newell, was implemented (Curtis, 2021). Maine Indian Education continues to offer bilingual programs in either Passamaquoddy or Penobscot at its three elementary schools.

In 2014, Portland Public Schools launched the state's first Spanish one-way immersion program, which continues to serve students in Kindergarten through Grade Five at Lyseth Elementary School.

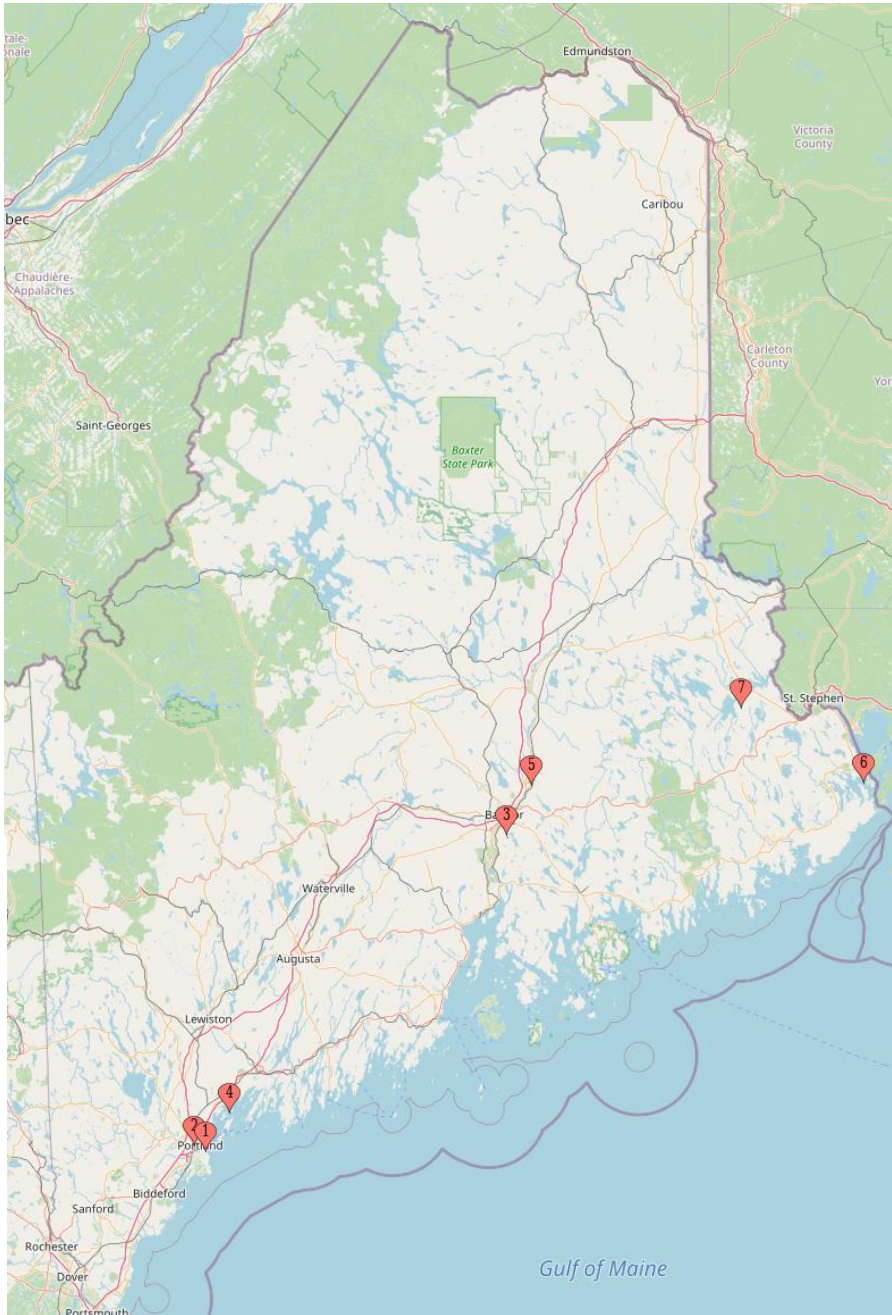


Image Source: [Maine DOE Newsroom](#)

(See News Center Maine's feature [Only Spanish-immersion program in Maine offered at Portland school](#) [Yechivi, 2022] to get a glimpse of the program.) In 2020, Lyseth's Spanish immersion program earned the School of the Year Award, sponsored by the Embassy of Spain, Ministry of Education (Maine DOE Newsroom, 2020).

The Bonny Eagle School District (MSAD 6) first started offering Chinese language instruction in the 2015-2016 school year (See Portland Press Herald's Article [Bonny Eagle kindergartners introduced to Chinese language](#) [Collins, 2015].) It began with a Chinese teacher from China, co-teaching with an English-speaking teacher from their district. Alongside this Chinese as a world language program, the district began a Chinese dual language immersion program with a classroom of kindergarteners. This cohort of immersion students remained together through 5th grade, receiving instruction in both Chinese and English. Once in middle school, the students transitioned from immersion to a year-long Chinese elective class, in collaboration with the Bangor Chinese School, which will continue through their 8<sup>th</sup> Grade year.

There is currently also one French immersion program at a private school in Freeport, L'Ecole Française du Maine, which opened in 2002.

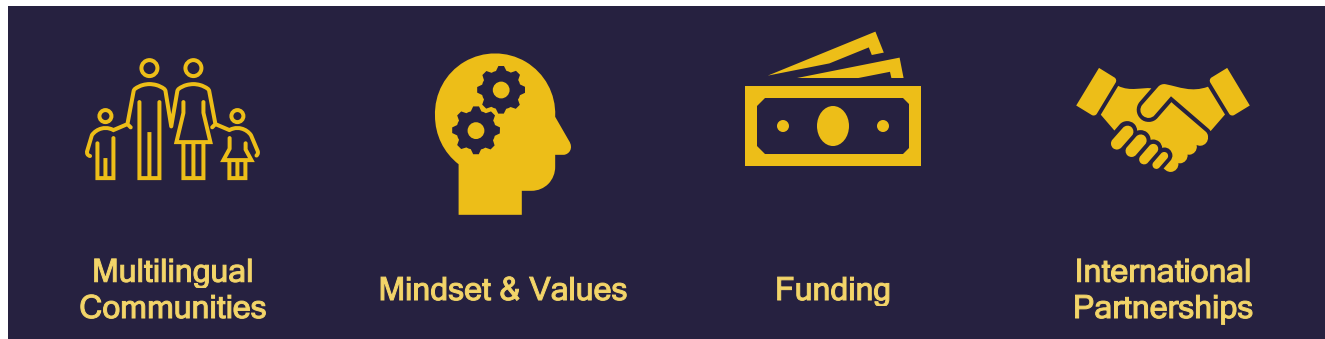


## Current Bilingual Programs

1. MECDHH/GBSD:  
Mackworth Island  
Preschool
2. Portland Public Schools:  
Lyseth Elementary  
School &  
MECDHH/GBSD Site-  
Based Program: East  
End Community School
3. MECDHH/GBSD Site-  
Based Program: Brewer  
Community School
4. L'Ecole Française du  
Maine
5. Maine Indian Education:  
Indian Island School
6. Maine Indian Education:  
Sipayik Elementary  
School
7. Maine Indian Education:  
Indian Township School



# FRAMING THE OPPORTUNITY



## Multilingual Communities



Currently, as shown on the Maine DOE [Multilingual Learner Data](#)

[Dashboard](#), approximately 3.2% of Maine's student population are

multilingual learners (MLs) participating in English for Speakers of Other

Languages (ESOL) programs. Of children ages 3-5, the percentage of MLs

risers to 3.9%. Indeed, the number of MLs in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Grades are the highest of all Grades Pre-K to 12. There are also unknown numbers of students who are multilingual but have not required ESOL programs (in other words, students who are proficient in two or more languages including English). This data suggests the potential for significant enough numbers of students to support and sustain either one-way or two-way dual immersion programs in various locations across the state.

To further examine the opportunity for two-way dual immersion programs, the following chart shows school administrative units (SAUs) that had at least 10 students enrolled in either pre-K or Kindergarten who shared the same primary/home language in school

year 2021-22. Note that only currently identified MLs are required to have a primary/home language listed in the state student data system, so there are likely many more students with primary/home languages other than English in schools across Maine than this chart reflects. Note also that schools under the Bureau of Indian Education are not included here, as they are already providing bilingual programs.

Given that one-way immersion programs can be sustained where there are significant numbers of students who share the same primary/home language, whether English or the partner language, one-way immersion may be feasible for virtually any SAU.

SAU	Language	Grade	Students
Lewiston Public Schools	Somali	Pre-K	45
Portland Public Schools	Somali	Pre-K	13
Portland Public Schools	Spanish	Pre-K	11
Portland Public Schools	Portuguese	Pre-K	28
Biddeford Public Schools	Arabic	Kindergarten	11
Lewiston Public Schools	Somali	Kindergarten	64
Portland Public Schools	Arabic	Kindergarten	10
Portland Public Schools	French	Kindergarten	12
Portland Public Schools	Lingala	Kindergarten	11
Portland Public Schools	Portuguese	Kindergarten	40
Portland Public Schools	Somali	Kindergarten	32
Portland Public Schools	Spanish	Kindergarten	21
Westbrook Public Schools	Arabic	Kindergarten	10

Beyond the student population, another crucial resource in supporting bilingual programs is multilingual adults in the community. There are hundreds of multilingual teachers in Maine currently providing instruction in world languages, indigenous languages, classical languages, and American Sign Language, and English for Speakers of Other Languages (ESOL). Not only are multilingual teachers a potential source of staffing for bilingual programs, but they also play a crucial role in advocacy and promoting multilingualism in general.

Maine's immigrant community associations and service organizations are active and engaged with civic life, and through the work of the Multilingual Education Task Force (METF) have expressed a strong desire and interest in the development of bilingual programs in Maine schools.

Adult members of our immigrant communities, as well as other multilingual adults, are essential to the success bilingual programs. Not only is their buy-in as family members of children in schools essential, but also they may serve as multilingual, multicultural educators and school staff members to the great benefit of the school community, overall, and a bilingual program, in particular.



In addition to the more recently-arrived immigrant communities,

Maine is home to a well-established and vibrant Franco-American community, within which efforts to preserve and promote the French language have been underway for many years. However, with historical discrimination against Franco-Americans in Maine and changes in community demographics, the movement has not yet amounted to a full revitalization (Yechivi, 2021). Introducing (or reintroducing) bilingual programs to regions such as the St. John Valley and Lewiston/Auburn has the potential to achieve the community's goals. There is significant community-based infrastructure for supporting this revitalization, through multiple organizations that center on Acadian history, culture, and language.

Further, an invaluable opportunity for partnership across Francophone communities exists as Maine welcomes increasing numbers of Francophone families from various African countries, including Burundi, Democratic Republic of the Congo, Djibouti, Rwanda, and others.

## Mindset & Values



In order for bilingual programs to take root, a community must coalesce around a shared belief in its importance and feasibility. Thus far, limited probes into community mindsets have been conducted by individual school communities, the results of which are not available to be included this report.

However, the work of the METF offers some insights about whether this shared belief is available to be leveraged statewide.

Participants in the METF (see appendix A) included teachers, administrators, community organization members and leaders, family members, and higher education representatives, many of whom are, themselves, bilingual or multilingual. With this personal and professional experience of language learning, METF participants were able to readily identify the importance of bilingual programs for Maine schools, as well as to express a belief in the possibilities for implementation of such programs, as reflected in the following anonymous quotes recorded in the METF application:

“As a foreign language professional and an immigrant to the US, the importance of multilingual education is something into which I have gained through lived experience. Despite the function of English as a lingua franca, in a continuing globalizing world, ready access to a second and, ideally, a third language provides immeasurable advantages to language learners. Access to jobs around the world, insight to cultural nuances relevant to so many areas including politics, economics, and education, and simply the development of stronger cognitive skills all are elements we should always keep in mind as strong arguments in favor of multilingual educational efforts. Ideally, I would like to see statewide, make that nationwide foreign language investments that would not only set students on paths toward success but in the long run their communities at home as well.”

“I am passionate about increasing options for expanding and strengthening world language learning in Maine, not only for students, but for educators as well. Our schools have increasing numbers of heritage speakers of a range of languages (Somali, French, Lingala, Portuguese, and Chinese, to name a few) and in order to cultivate this precious resource, we must act with haste to extend opportunities for these learners. In addition, our students who speak English as their only language deserve the chance to expand their options in life by acquiring a language through teaching that leads to a useful level of competency. Onward!”

“I believe that bilingual programs are the best way to enhance students' knowledge of multiple languages and to promote the culture of mutual respect and appreciation of our interconnectedness.”

“I have always dreamed of creating a bilingual program in our district and/or starting up a bilingual charter school.”

“I want to help with the renaissance of immersive and bilingual program for heritage French speakers here in the Upper St. John River Valley!!!”

“As a French teacher in northern Maine, I see firsthand what the promotion of monolingual education has on a diverse society. Whether someone has French heritage should not inhibit the learning of French; the language belongs to the entirety of Maine and Mainers. My dream is to one day see all Maine schools—not just northern districts, mind—offer an immersion program adapted to the local community’s needs. For example: Acadian French in the County, Somali in Lewiston, Haitian Creole, Swahili, etc.”

“Being bilingual has been a benefit throughout my life. Simply stated, I wish the same for all students.”



“This is a passion of mine. I think Maine as a whole is behind in awareness of the importance of second, third fourth language acquisition as well as progressive and effective methodologies.”

“In Maine, however, concentrated in Portland and Lewiston, we have a plethora of rich languages that we haven't really utilized. It is my dream to have immersions of languages in each group with an English-speaking teacher and another Native language speaking teacher where students will hear interactive curriculum delivered in two languages, spoken by students!!”

“What we know from the research is that bilingual programs, specifically two-way immersion models, are often the best instructional programs for multilingual learners who speak the target language at home. I enthusiastically support this work and hope to see more of these opportunities afforded to our immigrant families and their multilingual children across Maine.”



## Funding



Top of mind for school administrators interested in developing a bilingual program is the financial investment required to ensure its success.

Depending on the type of program selected and the existing structures and resources within a school, implementing a bilingual program requires some initial investment to get the program up and running, but in the long-run bilingual programs can be cost effective (in addition to having superior academic outcomes) (Colón, 2018).

To support the initial costs of program development, and possibly some long-term expenses, there are a few potential sources of funding schools may consider:

- Elementary and Secondary Education Act funding under Titles I, II, III, IV, and V (bearing in mind supplement, not supplant and allowability restrictions)
- State [Essential Programs and Services](#) funding, and particularly the supplemental per pupil amount provided for students who are identified as multilingual learners
- Federal COVID relief funds, which are intended to support the educational needs of multilingual learners in response to the pandemic

In most states where bilingual programs have proliferated, states have leveraged funding provided through legislative action.

## International Partnerships




While many opportunities for partnerships and leveraging of local resources exist within the state of Maine, additional opportunities for funding and other resources are available to Maine public schools through the Maine DOE's memoranda of understanding (MOU) with four international governmental agencies. The chart below describes some of the programs and services included in these MOU, which may contribute to developing community interest in bilingual programs, as well as to support actual program implementation.

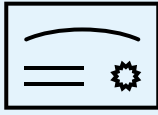
MOU Partner	Programs & Services
<p>Académie de Nantes through French Cultural Services at the Embassy of France</p>  <p>CULTURAL SERVICES FRENCH EMBASSY IN THE UNITED STATES</p>	<ul style="list-style-type: none"> <li>• Collaborative partnerships between schools in the <a href="#">Académie de Nantes</a> and Maine</li> <li>• Exchanges for educators, administrators, and language assistants</li> <li>• <a href="#">Passepartout USA</a> (three-month student immersion program)</li> <li>• Potential participation in the Jules Verne Program for French immersion teachers to teach in Maine</li> <li>• <a href="#">French Dual Language Fund</a></li> <li>• <a href="#">French Dual Language Toolkit</a></li> <li>• <a href="#">French Heritage Language Program</a></li> <li>• Professional learning opportunities</li> </ul>
<p>Bureau of International Cultural &amp; Educational Relations, Ministry of Education, Republic of China (Taiwan), Taipei Economic and Cultural Office in Boston</p>  <p>Taipei Economic and Cultural Office in Boston</p>	<ul style="list-style-type: none"> <li>• Exchanges for educators, administrators, and students</li> <li>• Study opportunities in Taiwan and Maine</li> <li>• Professional learning opportunities</li> </ul>
<p>Goethe-Institut Boston</p> 	<ul style="list-style-type: none"> <li>• <a href="#">German American Partnership Program</a> (GAAP) for student exchanges</li> <li>• <a href="#">Study Bridge Program</a> (for American students who will study in Germany)</li> <li>• <a href="#">SPARK for German</a></li> <li>• Professional learning opportunities</li> </ul>
<p>Ministry of Education &amp; Science of the Kingdom of Spain, Embassy of Spain</p> 	<ul style="list-style-type: none"> <li>• <a href="#">Visiting Teachers from Spain Program</a></li> <li>• <a href="#">North American Language and Culture Assistants Program</a></li> <li>• <a href="#">Spanish Language and Culture Assistants</a></li> <li>• <a href="#">International Spanish Academies</a></li> <li>• Teacher scholarships</li> <li>• Professional learning opportunities</li> </ul>

# RECOMMENDATIONS

The following is a summary of recommendations collected during three virtual convenings of the Multilingual Education Task Force (METF), during May 2022. METF participants were asked to provide input regarding the specific actions the Department may take to support the implementation of bilingual programs. Their recommendations have been aggregated, as multiple participants offered similar thoughts. Recommendations have been redacted for clarity and relevance. Note that some recommendations provided by participants may be outside of the purview of the Department and may be more suitably addressed to local school administration or the state legislature.

Area	Recommendations
<p data-bbox="240 863 410 909"><b>Policies</b></p>  <p data-bbox="164 1110 483 1331">Prompt: Within the limits of the Department's authority, what policies, formal or informal, do you recommend creating or revising?</p>	<ol style="list-style-type: none"> <li data-bbox="509 863 1406 968">1. Ensure that programs are both research-based and tailored to the linguistic and cultural assets and interests of multilingual students and families in the local community.</li> <li data-bbox="509 978 1333 1045">2. Develop policies and funding to support multilingual teacher preparation.</li> <li data-bbox="509 1056 1430 1161">3. Establish a high school graduation requirement for world languages (which may stipulate a certain proficiency level or length of study, such as eight years).</li> <li data-bbox="509 1171 1159 1197">4. Begin language education in early elementary.</li> <li data-bbox="509 1207 1430 1312">5. Ensure equitable access to bilingual programs for students who are identified as multilingual learners, have an IEP or 504 Plan, or other marginalized groups.</li> <li data-bbox="509 1323 1354 1390">6. Provide state academic assessments in languages other than English.</li> <li data-bbox="509 1400 1382 1467">7. Develop a policy to facilitate tuition-free student exchanges with Canada to bring more bilingual students into schools.</li> </ol>

## Certification



Prompt: With the understanding that certification regulations are determined by the legislature, what would you like to see included in a certification for teachers in a bilingual program?

1. Advocate for the development of a bilingual teacher certification through the state legislature, which may include alternative certification requirements through apprenticeship/mentorship programs.
2. Bilingual certification should include content area/general education and language pedagogy expertise.
3. Develop inclusive certification pathways for internationally educated teachers, New Mainers, and other multilingual community members, including those who are already serving as Education Technicians, to become language teachers.
4. Develop pathway to facilitate bilingual teacher certification for teachers who are already certified in another area, such as K-8 and educator preparation programs having the ability to make a referral for credential in bilingual education.
5. Develop programs to support Education Technicians in transitioning into the role of bilingual teacher while continuing to work in schools.
6. Provide incentives for bilingual teacher certification such as additional stipends.

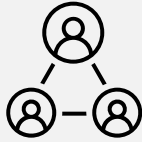
## Messaging



Prompt: How can the Department message to schools the importance and significant benefits of bilingual programs?

1. Further promote the Maine Seal of Biliteracy.
2. Consider developing Seal of Biliteracy pathway awards for elementary/middle school students.
3. Use social media and other communications channels to highlight current programs and the benefits of multilingualism, including cultural and economic, for all Mainers. This could include videos, ads, and other media to show the benefits of multilingualism in the work world (such as by interviewing employers who seek bilingual employees), as well as stories of success with bilingual/multilingual Mainers.
4. Highlight Maine's cultural diversity.
5. Emphasize interest convergence, highlighting the benefits of multilingualism for all students, while being mindful not to create a program that benefits only white, middle-class families.
6. Include student, educator, higher education, and other stakeholder voices in messaging.
7. Offer public meetings to answer questions and concerns and let stakeholders know how the DOE is here to help.
8. Highlight examples of bilingual programs nationally.
9. Have translations available for all information on the Maine DOE website.

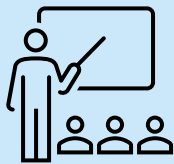
## Engagement



Prompt: How should the Department support schools as they engage with students and families in promoting and implementing bilingual programs?

1. Host additional focus groups with stakeholders, particularly multilingual students and families.
2. Create a coalition of more stakeholders to work together.
3. Review any proposals for bilingual programs with all stakeholder groups, centering perspectives of multilingual students/families.
4. Develop collaborative community programming and outreach to increase awareness.

## Training and Resources



Prompt: What trainings and resources (other than financial) would be most helpful for your school community as it seeks to explore, develop, and implement bilingual programs?

1. Establish a liaison group or point person for an area who can serve as a point of contact for schools.
2. Create advocacy tools and resources tailored to a range of stakeholders, anticipating push-back from groups opposed to multilingual or multicultural education.
3. Provide technical assistance on language-learning programming options and plan for exploration and implementation.
4. Provide guidance on potential sources of funding, including ESEA federal grants.
5. Partner with institutes of higher education to create a native speaker lab.
6. Provide training on how to tie different resources for bilingual programs together.
7. Ensure that international visiting teachers have mentorship and social support structures to assist with integration.
8. Provide ongoing training for all educators (teachers, administrators, and support staff) on cultural awareness/responsiveness/competence, etc., to help convey the importance of multilingual education.



## Other


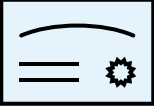




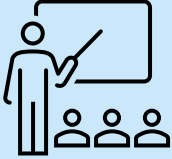
Prompt: Please share any additional thoughts and recommendations in other areas.

1. Partner with higher education on requirements for admission relating to world languages.
2. Sponsor cultural festivals representing a variety of cultures/heritages.
3. Help multilingual community members navigate systems to become teachers.
4. Pair certified teachers with multilingual paraprofessionals, so more students have access to a multilingual staff member.
5. Propose a variety of models for different situations/contexts (early education programs, afterschool programs, etc.).
6. Look at other states' policies and practices to see how they determine the languages for bilingual education.

# ACTION STEPS

In order to support the needs of schools interested in developing bilingual programs, the Maine Department of Education proposes the following steps, based on the immediately actionable recommendations provided by Multilingual Education Task Force (METF) participants. In subsequent phases of this work, additional recommendations may be implemented, as feasible.

Area	Actions
<p><b>Policies</b></p> 	<ul style="list-style-type: none"> <li>• In its efforts to promote bilingual education, the Department will emphasize the importance of ensuring that the programs schools implement are research-based and responsive to the communities they serve.</li> <li>• The Department will center equity in all work related to bilingual programs, underlining the importance of equitable access to such programs for students who are multilingual learners, who have an IEP or 504 Plan, or are members of other marginalized groups.</li> </ul>
<p><b>Certification</b></p> 	<p>Note that Chapter 115, the certification rule, is established by the State of Maine Legislature.</p> <ul style="list-style-type: none"> <li>• The Department plans to leverage the <a href="#">TeachMaine Plan</a> to:             <ul style="list-style-type: none"> <li>○ Direct resources to support SAUs in hiring and recruiting diverse educators</li> <li>○ Support SAUs in reviewing hiring practices</li> </ul> </li> <li>• The Department assists multilingual community members through the certification application process.</li> </ul>
<p><b>Messaging</b></p> 	<ul style="list-style-type: none"> <li>• The Department plans to engage in a public awareness campaign (centering the voices of students, teachers, and other multilingual education stakeholders) through the DOE Newsroom and social media, highlighting:             <ul style="list-style-type: none"> <li>○ Maine Seal of Biliteracy</li> <li>○ Current bilingual programs in Maine and other states</li> <li>○ Benefits of multilingualism</li> <li>○ Maine’s cultural and linguistic diversity</li> <li>○ Success stories with bilingual/multilingual Mainers</li> </ul> </li> <li>• The Department plans to share information about the variety of bilingual program types schools may consider implementing.</li> </ul>

<h2>Engagement</h2> 	<ul style="list-style-type: none"> <li>• The Department plans to support schools in their efforts to engage with students and families to: <ul style="list-style-type: none"> <li>○ Increase awareness of the opportunities for bilingual programs</li> <li>○ Emphasize the benefits of multilingualism</li> <li>○ Collaborate with community-based organizations to advocate for program development</li> </ul> </li> </ul>
<h2>Training and Resources</h2> 	<ul style="list-style-type: none"> <li>• The Department plans to: <ul style="list-style-type: none"> <li>○ Create advocacy tools and resources tailored to a range of stakeholders</li> <li>○ Provide technical assistance on language-learning programming options</li> <li>○ Support SAUs in exploration, planning, and implementation of bilingual programs</li> <li>○ Provide guidance on potential sources of funding, including ESEA federal grants</li> <li>○ Provide training on cultural responsiveness/competence, including conveying the importance of multilingual education</li> <li>○ Continue to collaborate with international partners to support bilingual programs through trainings, staffing, and other resources</li> </ul> </li> </ul>

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# APPENDICES

## Appendix A: Multilingual Education Task Force Participants

Name		Affiliation	Role
Mana	Abdi	Bates College	Program Coordinator
Safia	Abdi	Connors Elementary School in Lewiston	Ed Tech and Parent
Tarlan	Ahmadov	Office of Maine Refugee Services Catholic Charities Maine	State Refugee Coordinator
Jason	Anderson	Maine DOE	Interdisciplinary Instruction Team Coordinator
Evelyn	Atwood	Lewiston Public Schools	4 <sup>th</sup> Grade Teacher
Mathieu	Ausseil	French Embassy	Education Attaché
Jane	Armstrong	Portland Public Schools	Assistant Director, EL Programming
Cadeau	Assoumani	Gateway Community Services	Wellness Program Manager
Deborah	Backman	Augusta School District	German Teacher
Hilary	Barber	Lewiston Public Schools	ELL Director
Josephine	Bizimana	Portland Public Schools	Family and Community Engagement Specialist
Melanie	Blais	RSU 29/MCLA Board Member	Curriculum Coordinator
Jodi	Bossio-Smith	Maine DOE	State Coordinator for Alternate and English Language Proficiency Assessments
Xavier	Botana	Portland Public Schools	Superintendent
Jonna	Bouré	Caribou (RSU 39)	French and Spanish Teacher, World Language Curriculum Leader
Margaret	Boyle	Bowdoin College/Multilingual Mainers	Associate Professor Hispanic Studies/Director of Multilingual Mainers
Nadine	Bravo	SAD 15/University of Southern Maine	Spanish Long-Term Sub/Full-Time Student
Patricia	Buck	Bates College/Lewiston Public Schools	Professor
Melinda	Butler	University of Southern Maine, Department of Literacy, Language, and Culture	Assistant Professor, Department Chair
Elizabeth	Capone-Newton	Portland Public Schools	Parent, Advocate, Immersion Volunteer

Marina	Chakmakchi	University of Southern Maine	Global Talent Navigator
Mufalo	Chitam	Maine Immigrants' Rights Coalition	Executive Director
Manuel	Collazo Fernández	Education Office, Consulate General of Spain	Education Advisory
Margaret	Corral	MSAD 51	Spanish Teacher
Anna	Cosma	Scarborough Schools, Wentworth School	ESOL Teacher
Melissa	Cuba	University of Maine, College of Education and Human Development	Visiting Assistant Professor
Lisa	Dalrymple	RSU 9	District Coordinator, World Language Department
Ina (Indriani)	Demers	Portland Public School, Portland, Maine	K-8 General and K-12 ELL Teacher
Deqa	Dhalac	Maine DOE	Family Engagement & Cultural Responsiveness Specialist
Gisele	Dionne	Valley Unified Education Service Center	Assistant Superintendent
Emily	Doughty	Maine Department of Education	
Christian	Elkington	RSU 9	Superintendent
Claudia	Elwell	Lisbon School District	Spanish Teacher
Israa	Enan	Gateway Community Services	Youth Homelessness Outreach Specialist
Matthew	Flaherty	Maine Department of Education	State Director, Migrant Education Program
Carina	Foley	South Portland Schools	Multicultural Specialist Portuguese/Spanish
Maureen	Fox	Portland Public Schools	Special Education Multilingual Coordinator
Michelle	Geaghan	AOS 94	ESOL/Spanish teacher
Nathalie	Gorey	Mt. Ararat High School- MSAD 75	French Teacher
Marwa	Hassanien	Bangor School Department	School Board Chair
Amanda	Hatch	YWCA Central Maine	Director of Programs & Mission Impact
Amy	Hayes	AFS-USA	Regional Field Specialist/Parent/Community Member
Claire	Holman	University of Southern Maine	Faculty Facilitator for Concurrent Enrollment, World Languages; Instructor French & Spanish

Isabel	Honigman	Bates College	Student
Karen	Hopkins	Maine Education Center for the Deaf and Hard of Hearing	Executive Director
Deborah	Howard	MSAD #51 (Cumberland/North Yarmouth)	Integrated Language Teacher
Cynthia	Huang	Education Division, Taipei Economic and Cultural Office in Boston	Director
Fatuma	Hussein	Immigrant Resource Center of Maine	Executive Director
Chris	Indorf	Biddeford, Saco, and Dayton Public Schools	Assistant Superintendent, ESOL Coordinator
Daniel	Jackson	Eastern Aroostook RSU 39	World Language Teacher
Alice	Kabore	South Portland School Department	Multicultural and Multilingual Coordinator
Mohamed	Kilani	Portland Public Schools	Spanish Teacher
Arne	Koch	Colby College/Maine Chapter, Association of Teachers of German	Associate Professor of German/Chapter President
Peter	Lancia	Westbrook School Department	Superintendent
Grace	Leavitt	MSAD 51/Maine Education Association	Teacher (Currently on Leave)/President of MEA
Ángel	Loredo	Maine DOE	Director, Office of Higher Education & Educator Support Services
Rebecca	Lynch Nichols	Portland Public School, Casco Bay High School	Spanish Teacher
Tatiana	Nodleman	Falmouth Public Schools	Spanish Teacher
Camden	Martin	Lewiston-Auburn/Saint Dominic Academy	French Teacher
Jared	McCannell	Penobscot Bay Language School	Executive Director
Eric	McGough	Eastern Aroostook RSU 39	Caribou High School Principal
Kathleen	McGovern	University of Southern Maine	Assistant Professor of TESOL
Lysa	McLemore	Lewiston Public Schools	Assistant ELL Director
Andrea	Mercado	Lewiston Public Schools	ELL Teacher
Agnès	Ndiaye Tounkara	French Heritage Language program (The FACE Foundation)	Program Officer
Shalom	Odokara	NKENNE, Inc.	CSO
Michael	Odokara-Okigbo	NKENNE, Inc.	CEO
Noah	Ouellette	French Embassy	Education Officer

Annemarie	Orth	Portland Public Schools	World Languages Specialist and Spanish Teacher
Kelli	Park	MSAD 75	English Language Instructor
Desiree	Pena	Panorama Speech Therapy, LLC	Speech-Language Pathologist
Cristina	Perez	MSAD 37	ESOL Teacher
Carla	Picard	RSU 39	Multilingual Learner Specialist
Gina	Post	Maine Charter School Commission	Chief Program Officer
Jaye	Rich	Lewiston Public Schools	ELL Teacher
Dorothy	Robinson	RSU 9	School Board Member/Parent
Anna	Rockwell	University of Southern Maine	Parent/ESOL Instructor/Italian Instructor
Juana	Rodriguez-Vazquez	Mano en Mano (Hand in Hand)	Executive Director
Philip	Rotolo	University of Southern Maine, College of Management & Human Service	Assistant to the Dean
Maria	Sandweiss	University of Maine	Lecturer in Spanish
Josephine	Schiebel	RSU 18	Teacher
Verena	Shiffman	Goethe-Institut Boston	Language Consultant
Sue	Serle	NKENNE	GM
Nicole	Siffrinn	University of Southern Maine, Department of Literacy, Language, and Culture	Assistant Professor of Literacy, Language, and Culture
Elena	Smith	Wiscasset Schools, RSU 12, AOS 93	ESOL teacher
Sharon	Sparks	Madawaska School District 33	District Support in the Upper St. John River Valley
Patty	Sprague	Ocean Avenue Elementary School	International Baccalaureate Primary Years Program Coordinator
Andrea	Stairs-Davenport	University of Southern Maine	Professor and Associate Dean
Lauren	Stark	University of Maine at Augusta	Assistant Professor of Education/Field Placement Director
Traci	Storti	RSU 29	Spanish Teacher
Thania	Hernandez	Mano en Mano	Maine Migrant Education Program
Laura	Thomas	Mano en Mano	Director of Access and Advocacy Programs
Christina	Tideswell	Lewiston Public Schools	ELL Assistant Director

Claudia	Torres	The University of Maine	Lecturer in Spanish & Critical Languages (VOX) Coordinator
Jean	Twomey	RSU 1	Spanish & French teacher
Yvette	Unezase	Maine Association for New Americans	Project Manager
Carlos	Villacorta	University of Maine, Department of Modern Languages and Classics	Chair, Associate Professor of Spanish
Daniel	Weeks	Maine DOE	Title III Coordinator
Corinne	Wilson	RSU 24	ESOL Teacher/Coordinator
Erica	Woods	Gorham School District	ESOL Specialist
Jessica	Wung	Education Division, Taipei Economic and Cultural Office in Boston	Administrative Assistant
Jing	Zhang	Maine Chinese Language and Culture Center of Maine (CLCCM)/Bangor Chinese School (BCS)	Director