

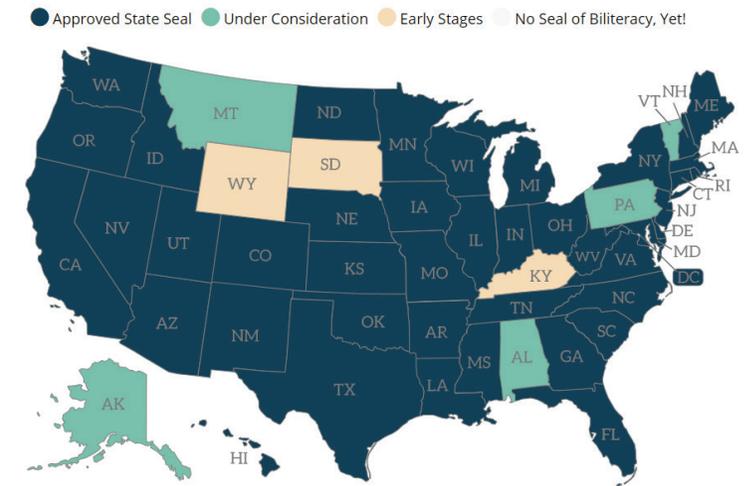
REL Southwest's biliteracy seal work in New Mexico

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Highlighting themes of biliteracy seals research

- Focus to date on biliteracy seals has examined variation in policies and requirements across states, including the number of seals granted by states.¹
- Some qualitative studies examine student and administrator perceptions about the benefits of the seals and barriers to obtaining biliteracy seals.²
- Areas for growth: quantitative research about biliteracy seals, studies on equitable allocation of seals, and the benefits of seals linked to student outcomes.

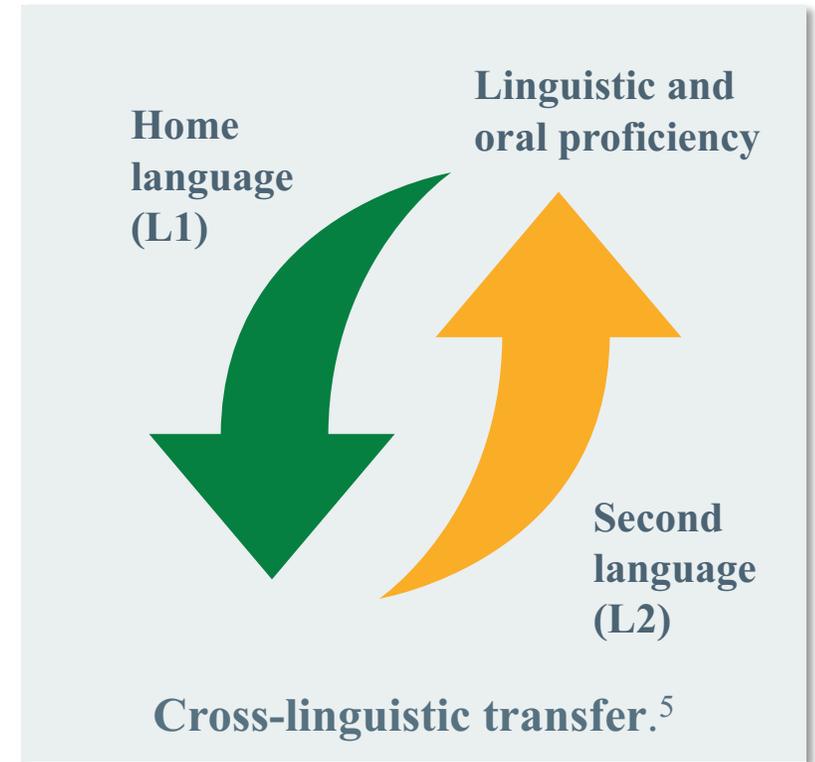


¹ Chou, 2019; Davin & Heineke, 2017; Heineke & Davin, 2020; Heineke et al., 2018

² Davin & Heineke, 2017; Hancock & Davin, 2020

Research linked to the benefit of biliteracy seals

- One preliminary study finds K–12 students in California in schools with biliteracy seal programs have a higher percentage of English learner students who become proficient in English, especially among Spanish and Mandarin speakers, than schools without biliteracy programs.³
- Evidence links immersion programs to improved proficiency in a student’s primary language in listening and writing compared with that of English-speaking students taking elective courses in another language.⁴



³ A. Kolar, personal communication, October 2020

⁴ Burkhauser et al., 2016; Watzinger-Tharp et al., 2018;

⁵ August & Shanahan, 2006; Goldenberg, 2008

College and career readiness and workplace skills



The biliteracy seal is one way for schools to recognize student college and career readiness (CCR).

There is a need for a broader definition of CCR, including 21st century literacy: “(t)he skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes.”⁶

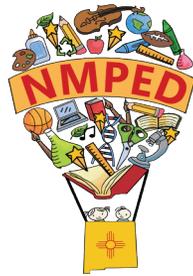
There is high demand for foreign language skills in the workplace. A 2017 study found that job advertisement postings aimed at bilingual workers increased fivefold between 2010 and 2015.⁷

⁶ Lesaux, (2017)

⁷ New American Economy (2017)

Southwest English Learners Partnership

Statewide partners



Types of work we do to accomplish goals of the partnership



Coaching & Training



Applied Research



Bridge Event



Disseminate Promising Practices

State Seal of Bilingualism–Biliteracy focus groups



Coaching & Training



To help gain a better understanding of the priorities, experiences, challenges, and successes of State Seal of Bilingualism–Biliteracy (SSBB) implementation, REL Southwest provided support to the New Mexico Public Education Department (NMPED) for a SSBB focus group study.

Recommendations from State Seal of Bilingualism–Biliteracy focus groups



Coaching & Training

Supports

Create **additional guidance, statewide training, and opportunities for cross-district sharing.**

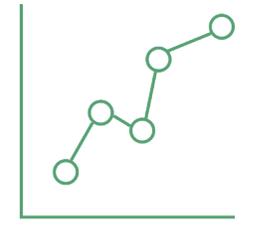
Promotion

Identify **student ambassadors, work with community partners and business leaders, reach out to tribes, get colleges to recognize the SSBB in college application process.**

Portfolios

Post a **centralized list of portfolio judges, particularly for judges for rare languages; create an exemplar rubric for portfolio evaluations so everyone across the state is using the same requirements.**

Characteristics and outcomes among schools granting biliteracy seals and students receiving them in a large metropolitan Southwest district



Applied Research

Four seal options

State Seal of Bilingualism–Biliteracy

Spanish Bilingual seal

Spanish Bilingual Seal of Distinction

Global Seal of Biliteracy

Study goals

Examine the requirements to earning the seal (potential barriers).

Review differences in postsecondary outcomes between those who earn the seals and those who do not.

Study population

Students who earned the seals from 2017/18 through 2019/20.

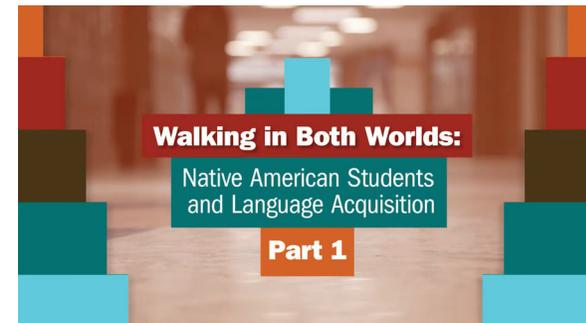
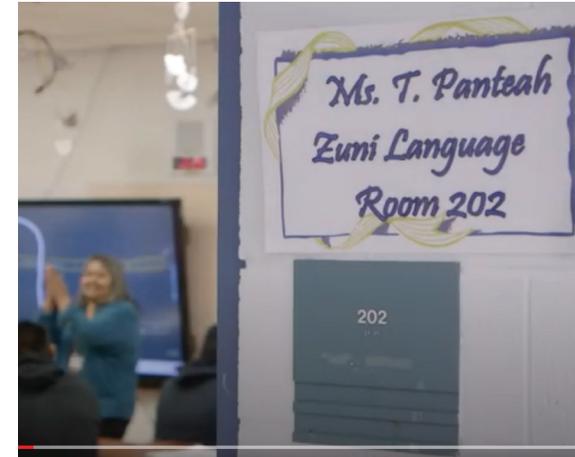


REL Southwest New Mexico biliteracy videos



Disseminate Promising Practices

- REL Southwest minidocumentary: *Walking in Both Worlds: Native American Students and Language Acquisition*.
- 2021 video in production to focus on students as they work to obtain tribal certification in New Mexico as part of the SSBB.
- The videos highlight researcher, educator, and student voices.



Questions?

