# New Dual Language Education Program Implementation Planning Timeline

**Multistate Association for Bilingual Education, Northeast, Inc. (MABE)**

## Planning Timeline - Building the Foundation for a Dual Language Program

<table>
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<tr>
<th>Approximate Dates</th>
<th>Activities</th>
<th>Parties participating</th>
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<tr>
<td><strong>District Level</strong></td>
<td><strong>Step 1</strong>&lt;br&gt;One (or more) year in advance</td>
<td><strong>1.</strong> Form a District Dual Language Planning Committee of invested stakeholders (suggested stakeholders: Principal, Classroom teachers, Parents, ELL director, school committee member, etc.)&lt;br&gt;<strong>2.</strong> DL Committee becomes educated about non-negotiable components and structure of Dual Language Programs, e.g., professional development sessions, book study group, attending workshops/conferences, contracting with MABE for technical assistance&lt;br&gt;   - a. What is DLE programming? (Definition, goals &amp; types of DLE programs)&lt;br&gt;   - b. What is the school/district/community motivation?&lt;br&gt;<strong>3.</strong> Determine if the necessary foundation is in place for implementation&lt;br&gt;   - a. Use Decision-making tools to evaluate&lt;br&gt;      - i. Demographics (percentage of potential partner language group, expected incoming K population)&lt;br&gt;      - ii. Stability/mobility of population&lt;br&gt;      - iii. Evaluation of current ELE programming&lt;br&gt;      - iv. Funding to support planning for DLE program, including PD&lt;br&gt;      - v. Staffing needs and hiring policy&lt;br&gt;      - vi. Professional Development&lt;br&gt;      - vii. Enrollment/Program Choice policy&lt;br&gt;<strong>4.</strong> Prepare a district communication plan&lt;br&gt;   - a. Inform stakeholders what is a DLE program by engaging them, gathering their perspectives, and providing educational guidance on the program options and benefits of dual language</td>
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education.
b. Assess motivations/concerns, level of support for DLE program, and then
c. Build buy-in for the greater community of staff, parents, school & district leaders across district departments, superintendent, and school community.
d. Begin discussion with District departments (curriculum and Instruction, student support services, assessment) about support and resources for the DLE program
5. Visit other DL programs/schools;
6. Attend conferences and networks for dual language education programs (e.g., MABE, NABE, La Cosecha)
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<th>Step 2</th>
<th>District Level</th>
<th>School Level</th>
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| One (or more) year in advance | 1. Implement communication plan  
   a. Hold community information session for all stakeholders, including at identified school for program implementation  
   b. Evaluate community interest through survey feedback  
  2. Identify startup needs:  
   a. Evaluate district and school resources  
   b. Develop a potential budget  
   c. Solicit seed money or seek out grant monies  
   d. Determine transportation needs  
   e. Consider policy implications of school choice and registration issues  
   f. Identify potential school to implement DLE program  
   g. Consider PD needs  
   h. Consider assessment needs  
   i. Consider student support services  
  3. Attend conferences and networks for dual language education programs (e.g., MABE, NABE, La Cosecha)  
  4. Visit other DL programs/schools  
 | 5. Identify Bilingual Teachers, general education partner teacher, ELD/ESL teacher for one or two grades (depending on readiness factor) if not already selected.  
   a. Plan for recruiting and hiring bilingual specialists, teachers, paraprofessionals and staff so that services can be provided in language of need for both language groups.  
  6. Attend **LA Siembra** Retreat to establish mission and language policy, create implementation plan & master Curriculum Alignment Plan (CAP) for dual language program (this is the master plan and schedule for new and upcoming grades in the dl program including language of instruction for content areas, etc.)  
  7. Attend conferences and networks for dual language education programs (e.g., MABE, NABE, La Cosecha)  
  8. Visit other DL programs/schools  
 | Dual Language Planning Committee  
<p>| School Leadership Team with district presence |</p>
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<th><strong>Step 3</strong></th>
<th><strong>School Level</strong></th>
<th><strong>Staff and school leaders</strong></th>
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| One (or more) year in advance | 1. Work on Action Plan developed during La Siembra Retreat  
2. Recruit/hire bilingual specialists, teachers, paraprofessionals and staff so that services can be provided in language of need for both language groups.  
3. Provide PD for teachers and support staff – training on Second language acquisition, instructional strategies, sheltering language, TWIOP/ SIOP, cooperative learning structures, cultural responsive teaching  
4. Make curriculum decisions such as which content areas will be taught in each language, who will teach each subject, what materials will be used, etc.  
5. Visit other DL programs/schools with questions  
6. Attend conferences and networks for dual language education programs (e.g., MABE, NABE, La Cosecha) | |

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<th><strong>Step 4</strong></th>
<th><strong>School Level</strong></th>
<th><strong>Staff, school and district leaders</strong></th>
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| One (or more) year in advance | 1. Assess PD from the Year 1; identify additional PD topics for further research and study, for example: how to create (setup) and welcome students to the new dual language classroom; how to begin to write lessons plans that are standards based, developmentally, socially and linguistically appropriate for Pre-K DL students; formative assessments.  
2. Research and begin to Identify and purchase bilingual resources, books, assessments and materials for partner language.  
3. Continue with curriculum decisions such as which content areas will be taught in each language, who will teach each subject, what materials will be used, etc.  
4. Schedule and provide curriculum-planning time for partner teachers to work on lesson planning for start-up and classroom set-up.  
5. Locate, modify and/or develop new assessments to monitor for language development and growth in both languages  
6. Continue to hold information sessions for school community & parents.  
7. Prepare for Spring K tours in connection with parent registration center in the district.  
   a. Ensure staffs that have first contact with incoming parents are trained and able to effectively inform parents and promote the DL | |
program. (Ideally in both program languages)
b. Prepare brochure, handbook or other printed materials with information about DL program in program languages.
c. Add information to district/school website

8. Prepare school environment to reflect the new program through school signage, translation services for incoming parents of target group, etc.

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<th>Ongoing</th>
<th>1. Create and implement system for program evaluation</th>
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<td>2. Define system for data collection and reporting</td>
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<td>3. Continue training and professional development for staff – especially new staff</td>
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<td>4. Coordinate support and resources for the DLE program with District departments (curriculum and Instruction, student support services, assessment)</td>
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<td>5. Work with Human Resources on establishing hiring practices for bilingual staff</td>
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<td>6. Advocate for needs of the program within district</td>
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<td>7. Continue parent and community outreach</td>
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All invested stakeholders