



Priority area 4 **Pathways to multilingualism**

Multilingualism is a superpower. Nurturing and developing multilingualism through bilingual programs helps multilingual students maintain a cultural connection to their community while also boosting their academic achievement, language proficiency, sense of belonging, graduation rates, and eventual earnings and preparing them for the global economy.¹ This priority area supports the ambitious expansion of multilingual programming that encourages students to learn more than one language, promotes the preservation and revitalization of Tribal languages, and creates clear pathways for students to earn a Seal of Biliteracy/Multiliteracy. Investing in bilingual programs that provide pathways to multilingualism is essential for students' academic growth and helps create an inclusive learning environment that celebrates the diaspora of languages, cultures, and identities. There are multiple ways administrators and educators can advance this priority area.

Goal 1. Oregon educational entities implement high-quality dual language programs that prioritize students designated as English learners.

Educators and administrators

- Advocate for state-level action that expands dual language programs that prioritize English learner-designated students
- Participate in dual language-specific professional learning
- Ensure that dual language program implementation is high-quality
- Collaborate with other entities that are implementing dual language programming

Administrators

- Expand dual language programs using data and community input

Goal 2. Oregon educational entities offer and support Tribal language course options that promote language revitalization and preservation.

Administrators

- Develop authentic relationships with Tribal leaders to support the development of Tribal language course options



Goal 3. All multilingual learners earn the Seal of Biliteracy/Multiliteracy.

Educators and administrators

- Inform students and families about the benefits of and pathways to earn a Seal of Biliteracy/Multiliteracy
- Support students and families in their pursuit of the Seal of Biliteracy/Multiliteracy

Administrators

- Examine systems-level policies, procedures, and practices to remove barriers and create access to the Seal of Biliteracy/Multiliteracy

References

- ¹ Porter, L., Vazquez Cano, M., & Umansky, I. (2023). *Bilingual education and America's future: Evidence and pathways*. UCLA: The Civil Rights Project/Proyecto Derechos Civiles. <https://escholarship.org/uc/item/7t494794>; Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). Effects of dual-language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal*, 54(1_suppl), 282S-306S; Vazquez Cano, M. & Greenberg Motamedi, J. (2023) *Bilingüismo es un superpoder: Exploring the long-term results of Beaverton's dual language programs*. Education Northwest.