THE BILINGUAL REVOLUTION WEBINAR SERIES

COMMUNITY OUTREACH | APRIL 28 | 2PM EST

CULTURAL SERVICES
FRENCH EMBASSY
IN THE UNITED STATES
AGENDA

1. Presentation
   • Types of Dual Language Programs
   • Why we need a Bilingual Revolution?
   • Create a Base of Interested Families
   • Canvass your neighborhood
   • Form Committees
     • Community Outreach Committees
     • Research Committee
     • School Location Committee

2. Panel
   • Japanese DLP initiative (Yuli Fisher, Monica Müller)
   • Italian DLP initiative (Stefania Puxeddu, Benedetta Scardovi, Francesco Fadda)
   • French DLP initiative (Catherine Rémy, Stéphane Lautner)

3. Q&A
A BILINGUAL REVOLUTION

Monolingualism is the illiteracy of the 21st century
Gregg Roberts


- places parents at center
- facilitates dialogue between parents and schools
- creates dual-language programs
FEATURES OF DUAL LANGUAGE PROGRAMS

50/50: The partner language and English are used equally throughout the program. Students study language arts and other academic content (math, sciences, social studies, art) in both languages during the course of the program.

90/10: In two-way and developmental bilingual programs, the partner language is used most or all of the day in the primary grades. Foreign language (one-way) immersion programs that implement the full immersion program use the partner language most of the time.

There have been a number of different dual language programs created over the years in the U.S., in languages such as Spanish, Mandarin, Urdu, French, Hmong, Russian, Haitian Creole, Italian, Bengali, Polish, Arabic, Hawaiian, Hebrew, Yiddish, Korean, Ojibwe, German, Yup’ik, Sign Language, and many more.
ROAD MAP TO CREATING A DUAL LANGUAGE PROGRAM
3 MAJOR PHASES

1. Community Outreach
   Create a base of interested families

2. Locating a School
   Find a principal interested in opening a DL program

3. Launching the Program
   Provide support to the principal to prepare for the launch
FORM A BASE OF INTERESTED FAMILIES

• connect with dozens, if not hundreds, of individuals in your community
• start by forming a core group of parents you know and trust.
• research your community’s linguistic heritage in order to gauge the support you might receive.
• Understand the cultural nuances upon which a specific community will judge your proposal
• Identify partners and supporters from within the target culture
• Present your initiative strategically
CANVASS YOUR NEIGHBORHOOD

• Look for existing community networks of businesses, religious centers, community centers, and children who are native speakers of another language within the parameters of your school district.

• Contact local preschools and daycare centers, Head-Start programs, private schools, language schools, cultural centers, religious institutions, parent associations, and city agencies that support families.
BE PROACTIVE

• Engage in conversations with parents at local playgrounds, in stores, at supermarkets, and in schools where families might be looking for options for younger siblings.
• Wear clothes, hats, or badges that will pique other parents’ curiosity.
• Distribute a letter or flyer when you attend meetings or give presentations.
FORM COMMITTEES

Once your group has gathered enough volunteers, you can start organizing committees to divide up the various tasks. Several committees can be organized, including:

- a community outreach committee
- A research committee
- a school location / curriculum support committee

Additional committees can also be included at various stages of the process based on the initiative’s more urgent needs, i.e. a teacher recruitment committee, a fundraising committee, or an after-school program committee, to name a few.
COMMUNITY OUTREACH COMMITTEE

• Make a public announcement through social media, community and parenting blogs, letters, flyers, posters, or word of mouth that you are looking for people who are interested in helping you to create a dual-language program in a specific language.
CREATE A SUPPORT-BASE IN THE COMMUNITY

• Attending community meetings and informing the public about the dual-language program initiative.
• Booking an appointment with school officials to show your data and answer questions.
• Including school principals in these meetings as well to assess how they value dual-language.
• Exchanging information with parent associations, parent coordinators, and teachers.
• Reaching out to community education councils, school boards, community boards, and local Council members.
• Organizing small gatherings (local coffee shops, at home, or in public spaces) to pitch your ideas, gauge interest, or recruit potential families.
• Connecting with embassies, cultural centers, etc
RESEARCH COMMITTEE: COLLECT DATA

Identify 30 interested families whose children will enter the opening year:

- 30 families (for a one-way program)

Gather data about target language speaking families in the community:

- Child’s year of birth
- School zone & district
- Tongue(s) spoken & understood

15 target language speaking families (for a two-way program)

15 other families (for a two-way program)
There are more than 22,000 francophone children in NYC & only 3,000 have access to a bilingual education.

Help us bring French bilingual education to more children in NYC public schools!

Join the Bilingual Revolution today!
PS 147 is a dynamic A-rated elementary public school in East Williamsburg with a focus on environmental engineering.

The class will be 50/50 native and non-native speakers with the capacity to grow from K-5 each year. Not only will students become bilingual by the time they graduate, they will bi-cultureate in the arts, music, literature and customs of Japanese culture.

Contact us for open house dates below.

Blog: http://wdlp.wordpress.com  Email: williamsburgduallanguage@gmail.com
SCHOOL LOCATION / CURRICULUM SUPPORT COMMITTEE

Your curriculum support committee can provide assistance at various stages during the process:

• **Researching schools** in your community.

• **Site visits** to existing dual-language programs to determine best practices and to see first-hand how a program is administered.

• **Compiling and sharing information** about the benefits of dual-language education during information sessions with parents in the community.
PS147 JDLP
JAPANESE DUAL LANGUAGE PROGRAM
BROOKLYN
1) Remind us how you organized your initiative in the early stages. Did you form committees?
2) What steps did you take to form a base of interested families?
3) What strategy did you put in place to canvass your neighborhood and reach out to your community?
4) How did you communicate with your parents and outside of your group?
5) How did you build a support base? What obstacle did your support base help you surmount?
6) What data were you able to collect and how did it help you to build your case?
7) What advice can you give parents and educators who are considering this type of action?
Q & A
1 – Community Outreach  
April 28 – 2PM

2 – Locating a School  
May 12 – 2PM

3 – Launching the Program  
May 26 – 2PM

frenchculture.org