



Congressman

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Serving the people of Arizona's 7th District

The Supporting Young Language Learners' Access to Bilingual Education (SYLLABLE) Act



BACKGROUND INFORMATION

Dual-language immersion (DLI) programs are an effective approach to closing the achievement gap between children from high- and low-income families. These programs successfully educate native English speakers and English learners (ELs) in the same classrooms by developing students' linguistic and literacy abilities in two languages.

DLI programs promote high levels of academic achievement as well as encourage multilingualism and multiliteracy for all students. As children learn in more than one language, their cognitive dexterity increases leading to more rapid skill acquisition and strengthened academic performance. Furthermore, children who participate in DLI programs develop cultural understanding and behaviors that will better prepare them for success and to meet the increasing demand for bilingual employees in our global economy.

DLI programs are in extremely high demand across the country and those in very affluent communities have long wait-lists of children hoping to enroll. Despite growing interest in these programs, recent trends suggest that low-income communities have less access to DLI programs. As a result, the promised outcomes and results described above are absent or compromised for children in low-income communities. The "SYLLABLE" Act will help establish high-quality dual language immersion programs in communities with high numbers of children of low-income families, including English learners and minority children, and support those programs from pre-school through at least fifth grade.



FIVE REASONS TO SUPPORT THE BILL

1. Dual Language Immersion (DLI) programs help prepare Americans for a more global society by strengthening their multilingualism, multiliteracy, and cross-cultural awareness.
2. The demand for multilingual employees in the United States is very high and expected to grow.
3. Both native English speakers and English learners in DLI programs experience substantial gains in language, literacy, and mathematics.
4. Students from low-income communities don't currently have as much access to DLI programs as students from more affluent backgrounds.
5. Kids from low socioeconomic status backgrounds often make the biggest academic gains as a result of their participation in DLI programs, which can aid in shrinking achievement gaps.

Currently endorsed by:

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