



WE ARE FARIBAULT



Language and Culture

Teaching Spanish and Somali
at the elementary level



Faribault Data

Federal Ethnicity

37% Hispanic (1,144 students)

21% Black (697 students)

37 % White (1,209 students)

5% two or more races (173 students)

Home Language

24% speak Spanish (788 students)

17% speak Somali (560 students)

57% speak English



**Why teach language
when there is so much
to teach?**



Social Studies Passage

Title: We Ayudar Our Comunidad

We all ayudamos in our **comunidad**. Some people choose **alcaldes** and **gobernadores**. These people make **leyes**. **Leyes** help keep everyone safe and fair.

A good **vecino** ayuda others. A good **ciudadano** listens, shares, and follows the **reglas**. You can help by picking up **basura**, being nice, and saying “thank you.”

Even kids can ayudar. You can help your **maestra** clean the **salón**, give a hug to a **compañero**, or draw a **tarjeta** to make someone smile.

You can also **cuidar** your things, **esperar** your turn, and **ayudar** a friend who is sad.

When we all **trabajamos** together, our **comunidad** becomes stronger!



Our multilingual learners benefit...

“Growth-curve results showed that despite starting with lower math scores in kindergarten, mixed Bilingual children fully closed the math gap with their White English Monolingual peers by fifth grade. “ (Han, 2011)

“Supporting native language and English acquisition and development is an important aspect of overcoming achievement difficulties.” (Ortiz & Kushner, 1997)

“The review shows that well implemented programs can lead to balanced proficiency in both native and second languages and cognitive advantages such as improved problem-solving, multitasking, and mental flexibility.” (Chauhardy, 2018)

“The findings indicate that the majority of students who participated in the two-way bilingual program were performing at academic levels equal to or greater than their non-participant campus peers.” (Alanis, 2010)



Even MORE research!

Parent-child communication in a common language is the greatest predictor of positive school outcomes (Schofield, et al., 2012).

Students in Dual Language programming consistently have higher middle school test scores and higher high school GPAs (Padilla, et al., 2021)

“Learning two languages simultaneously does not slow down English language acquisition but creates a stronger background for learning language (Edmonds, 2024).”



Feedback from OUR families

“My child doesn’t understand me when I talk to them. My English isn’t good and their Somali isn’t good. How do I even begin to help my child?”

“I have never felt like it was ok to value my language and my culture. I thought because we are in the United States, English should be the only thing that matters.”

“I’m afraid I am losing my children. They don’t understand their own culture.”



Our monolingual English learners benefit...

Students participating in elementary foreign language (FL) instruction outperformed both EL and monolingual students on every assessment after sustained enrollment in FL instruction. (Taylor & Lafayette, 2010)

“The key conclusion of the current research was that the diversion into FLES of time that might otherwise have been devoted to basic skills had no detrimental effect on basic skills achievement” (Schuster, 2005)

“The United States suffers from a foreign language deficit, and there is an urgent need to build both motivation and interest in other languages along with sustainable skills in other languages in the US.” (Stein-Smith, 2021)



And there's more!

“Quantitative and qualitative data collected from student surveys, tests scores, and individual interviews suggested both proficiency-related and motivational benefits of commencing language instruction at an early age.” (Kissau, Adams, & Algozzine, 2015)

“...at each grade level FL students significantly outperformed their non-FL counterparts on language achievement tests.” (Taylor & Lafayette, 2010)



More feedback from our families

“I took Spanish in high school and barely remember anything. I wish I would have learned it earlier.”

“We keep cutting foreign languages in this district.”



Data from St. Paul's Language and Culture Program

Students involved in the Language and Culture program kindergarten through 12th grade, score Advanced Low or higher on the Bilingual Seals test of Bilingualism.

- roughly the same designation as students in full immersion receive.
- Students enter middle school having essentially the same language level as a Spanish or Somali I student might have.
- Students enter high school having the same language level as a Spanish or Somali II student might have.
- Students graduate at the AP or Level III/IV language proficiency level.

OUR Parent feedback from our visit to St. Paul

- “I got emotional when I heard them singing my song in my language (the Somali national anthem).”



What will Language & Culture Class look like?

- 30 minutes/day in Spanish or Somali
- Grades 1-4
- Opt-In - Parent Choice!
- During the “Content” Block
- Language and literacy through content
- Open to ANYONE
- Will cap the class at 28ish students
- Anyone who doesn’t opt in, will remain with their grade level for content instruction in English.

What's the vision?

Bilingualism for ALL.

Adding languages each year or every other year.

German, Mandarin, Japanese, French...

the options are limitless!

