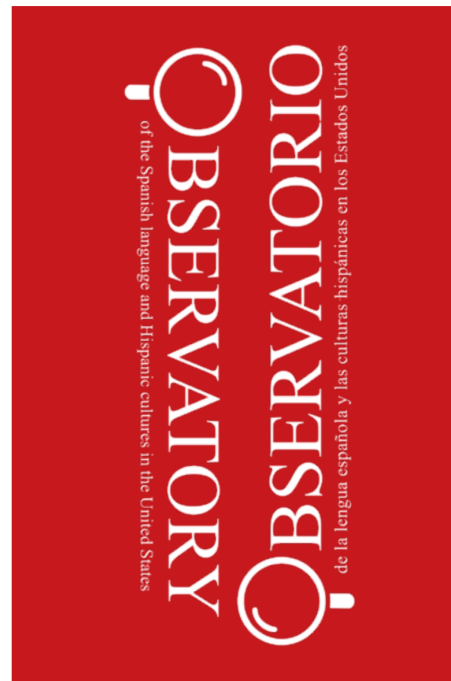


MATERIALES DEL OBSERVATORIO

OBSERVATORIO MATERIALS

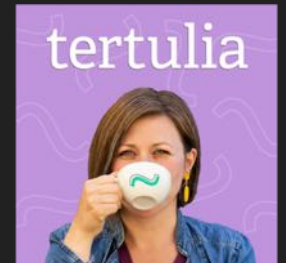


Inmersos/Immersed:

A Quest to Find Out How Many
Spanish-Speaking Children
Benefit from the Spanish
Immersion Education Boom

Photo: Luis Marina

Emily Hunsberger
Founder & Principal of bilingual communications firm Tertulia
Creator, Producer, and Host of the podcast *Tertulia*

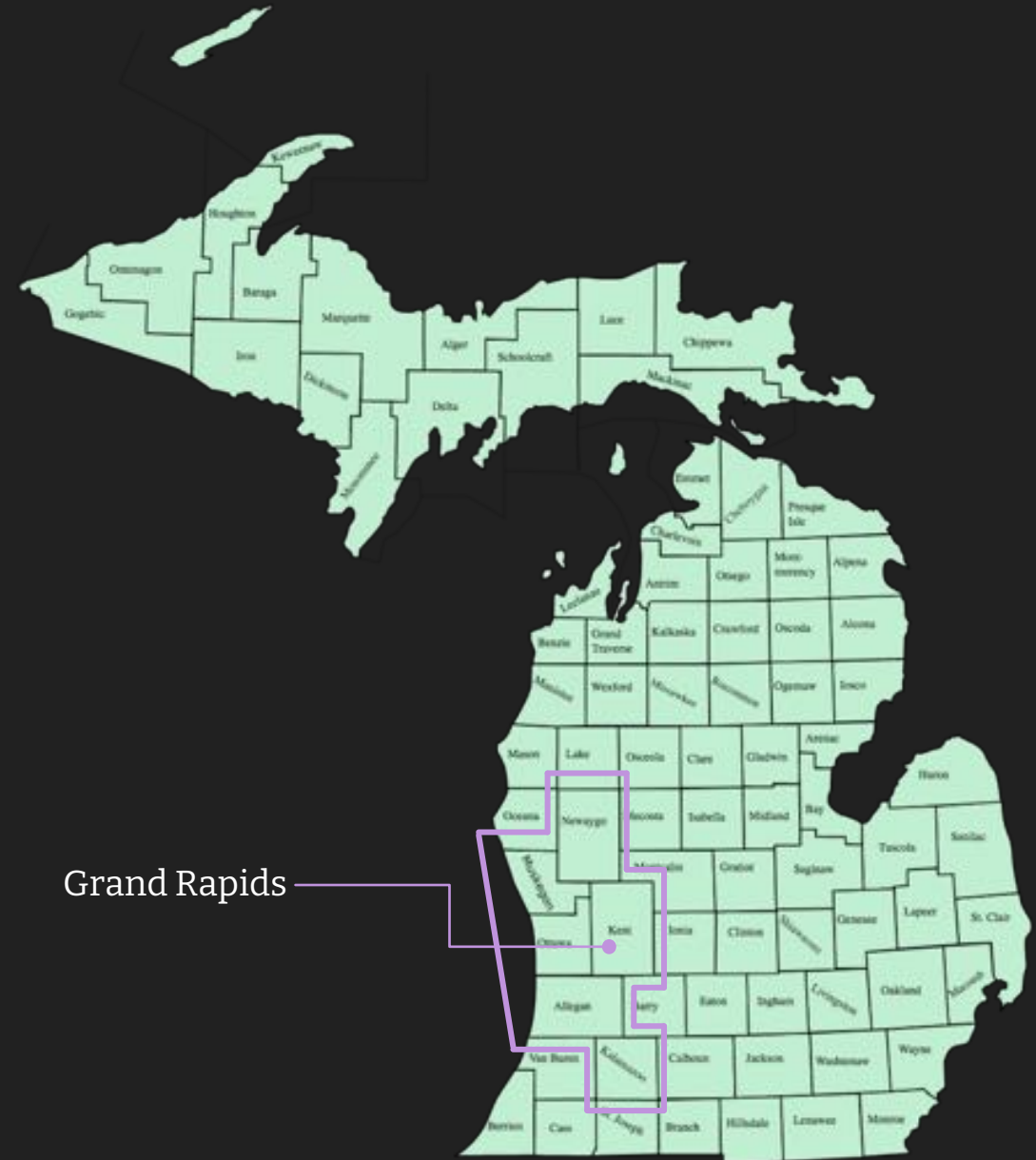


West Michigan:

Ottawa, Kent, Muskegon,
Kalamazoo, Allegan, Newaygo
counties

Grand Rapids, located in Kent County, is the second-largest city in Michigan, behind Detroit.

In this state, jurisdictions called “Intermediate School Districts” correspond to counties and include all public and private P-12 schools within county lines.



District level?

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State level?

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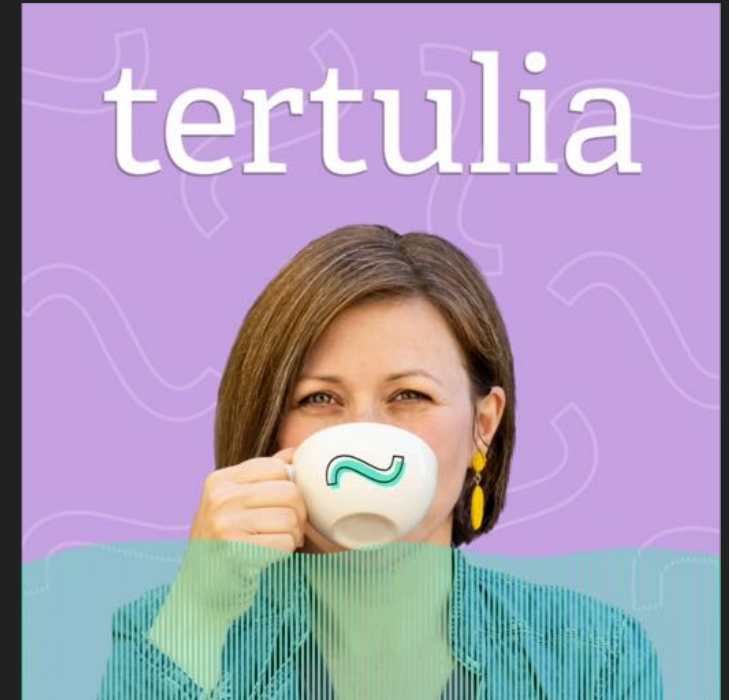
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National level?

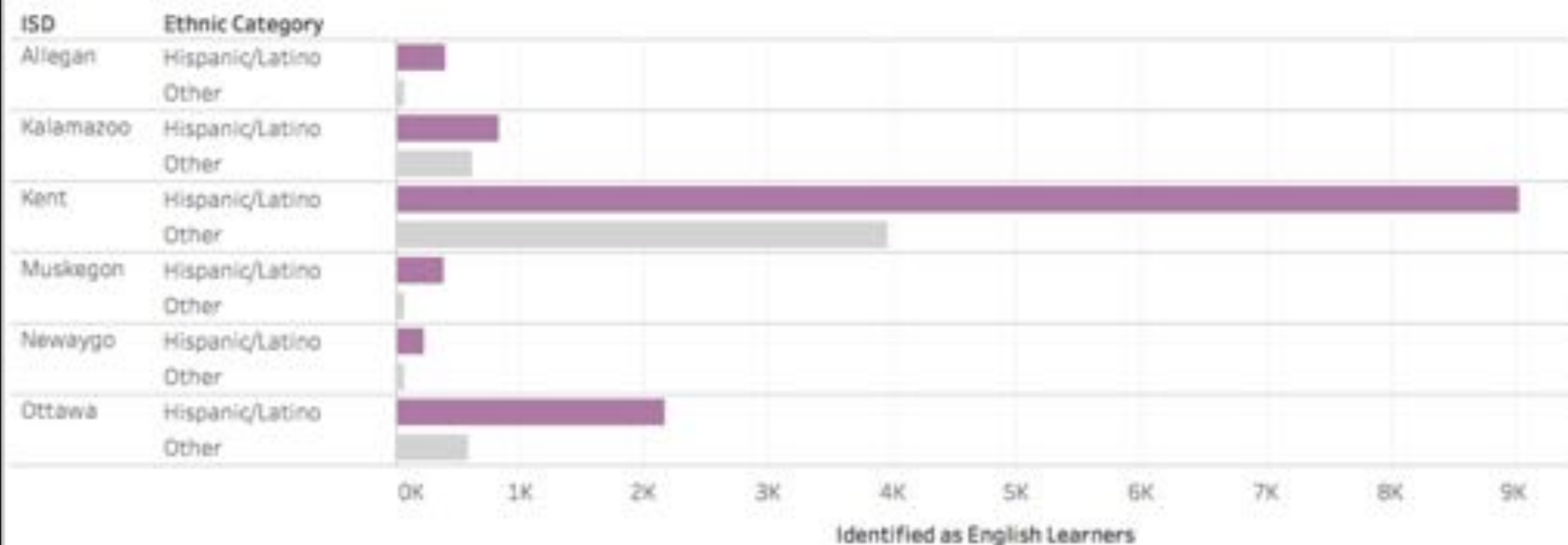
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José Medina, PhD
*Dr. José Medina Educational
Solutions*
*Formerly of the Center for
Applied Linguistics (CAL)*



Number of Enrolled Students Identified as Hispanic/Latino and English Learners - Intermediate School Districts 2017-2018 School Year



Dual language (DL) or “immersion” program categories

One-way

1 group of students with a shared home language work to add a second language.
(English adding Spanish OR Spanish adding English)

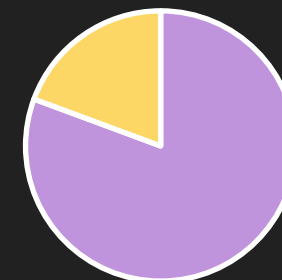
Two-way

2 groups of students with different home languages work together to add the language of the other group.
(English adding Spanish AND Spanish adding English)

Bilingualism and biliteracy is the goal for both types of programs. The profile of the students for whom each program is designed is the difference.

Spanish Immersion Programs in West Michigan, 2017-2018 School Year (31 Total)

"West Michigan" defined as Allegan, Kalamazoo, Kent, Muskegon, Newaygo & Ottawa Counties



Type	School Name	Public/ Private	School District	ISD	Est. % of Building in Immersion	Est. Immersion Enrollment
One-Way	Ada Vista Elementary School	Public	Forest Hills	Kent	100%	481
	Bursley School	Public	Jenison	Ottawa	33%	173
	Fremont Christian School	Private	N/A	Newaygo	28%	48
	Grand Haven Christian School	Private	N/A	Ottawa	10%	20
	Grand Rapids Christian Elementary School	Private	N/A	Kent	40%	206
	Grandville Calvin Christian Elementary School	Private	N/A	Kent	53%	190
	Grandville Calvin Christian Middle School	Private	N/A	Kent	41%	67
	Innocademy	Public	Zeeland	Ottawa	34%	113
	Kalamazoo Christian Elementary School	Private	N/A	Kalamazoo	33%	106
	Kalamazoo Christian Middle School	Private	N/A	Kalamazoo	33%	67
	Lakeshore Elementary School	Public	West Ottawa	Ottawa	33%	132
	Legacy Christian School	Private	N/A	Kent	13%	44
	Lincoln Elementary School	Public	Zeeland	Ottawa	33%	138
	Muskegon Christian School	Private	N/A	Muskegon	45%	97
	New Groningen School	Public	Zeeland	Ottawa	20%	102
	North Rockford Middle School	Public	Rockford	Kent	25%	248
	Northern High School	Public	Forest Hills	Kent	10%	114
	Northern Hills Middle School	Public	Forest Hills	Kent	25%	148
	Northern Trails 5/6 School	Public	Forest Hills	Kent	37%	198
	Northpointe Christian Elementary School	Private	N/A	Kent	50%	101
	Northpointe Christian Middle School	Private	N/A	Kent	50%	66
	Rockford H. S. Freshman Center	Public	Rockford	Kent	5%	32
	Roguewood Elementary School	Public	Rockford	Kent	50%	170
	Rosewood School	Public	Jenison	Ottawa	33%	194
	Zeeland Christian School	Private	N/A	Ottawa	40%	315
Two-Way	Corpus Christi Catholic School	Private	N/A	Ottawa	17%	25
	El Sol Elementary	Public	Kalamazoo	Kalamazoo	100%	327
	Grant Primary Center	Public	Grant	Newaygo	40%	98
	Holland Language Academy at Van Raalte	Public	Holland City	Ottawa	100%	315
	Marquette Elementary School	Public	Muskegon City	Muskegon	40%	208
	Southwest Community Campus School	Public	Grand Rapids	Kent	100%	815

25

6

A combined total of approximately 13,000 Latino English learners were enrolled in all the intermediate school districts lying in West Michigan.

All the one-way programs in West Michigan are designed for English-speaking students to acquire Spanish.

There are **no** one-way programs in West Michigan designed for Spanish-speaking students to acquire English.

Only about **1,000** Latino EL students in the region were enrolled in two-way programs designed to help them maintain and develop their Spanish as well as acquire English.

They represented only **1/5** of students enrolled in Spanish immersion programs.



Which students are we supporting to achieve bilingualism?



In West Michigan, are the majority of Spanish immersion programs a form of **disembodied** bilingual education that is leading to **language gentrification and displacement**?

Is the same thing happening writ large across the United States?



Nelson Flores

Flores, N. (2015, October 28). Is dual language education exacerbating inequalities? [web log].
<https://educationallinguist.wordpress.com/2015/10/28/is-dual-language-education-exacerbating-inequalities/>.



Frances Aparicio

Aparicio, F. R. (1998). Whose Spanish, Whose Language, Whose Power?: Testifying to Differential Bilingualism.
Indiana Journal of Hispanic Literatures, 12, 5-25.



Equity Commitment in Large-Scale Dual Language Bilingual Education



José Medina, Ed.D.
Dr. José Medina Educational Solutions



Elena Izquierdo, Ph.D.
University of Texas-El Paso

Medina, J. & Izquierdo, E. (2021). Equity Commitment in Large-Scale Dual Language Bilingual Education.
Multilingual Educator, CABE 2021 Edition, 6-10.

Listen to the 2-part
“Inmersos/Immersed”
podcast series in Spanish
and English



<https://tertuliapodcast.com/inmersos/>



All the data I collected is publicly available here:
<https://tertuliapodcast.com/inmersos-datos/>