

Chapter 1 First Month of the Planning Year

- Responsibilities:
 - Guiding and directing the DLI program across the district
 - Advocating for equity and the development of cultural appreciation and sociocultural competence for all students enrolled in the DLI program
 - Ensuring support (fiscal, resources) for the DLI program in the district, and at the DLI sites
 - Providing each DLI site and local community a voice in the leadership of the DLI program
 - Sharing the information gathered and learned at the DL DLT meetings
 - Seeking input on questions from their site regarding the DLI program
 - Supporting the development of the DLI program at their site as it grows from year-to-year
 - Recruiting teachers and students for the DLI program at their site and across the district
- Introduce the *Guiding Principles for Dual Language Education, 3rd Edition* and its research-based recommendations for your DLI program in preparation for site visitations. Review the seven strands in the *Guiding Principles* and the structure of each strand: first, a literature review on the strand topic, then a rubric with recommendations from the research to guide a DLI program in aligning with the research recommendations toward replicating the strong research results that families are counting on for their students
 - In Texas, you may also want to review the Texas Education Agency's *Dual Language Immersion Program Model Implementation Rubric* and review it as suggested, above.
- Brainstorm what the DL DLT knows about DLI programs
 - This will inform the professional development that will be offered in the next meeting of the DL DLT
- Identify any questions that the DL DLT may have about planning and implementing a DLI program
 - This will also inform the professional development that will be offered in the next meeting of the DL DLT.
- Make a plan for representatives of the DL DLT to join a local or regional DLI network
 - Select representatives to attend and bring back information to the DL DLT.
 - One from each DL SLT
 - One to two district representatives from the DL DLT
- Share the other districts and sites that are open to hosting the DL DLT for a visit that established their DLI program at least 5 years ago and now have strong, successful, and sustainable programs
 - Select dates that the DL DLT members are available to visit

What Are the Follow-Up Tasks to Accomplish During the First Month of the Planning Year?

The follow-up tasks for the first month of the planning year include visiting the districts and sites identified in the DL DLT meeting and engaging the families in your community regarding their potential interest in the DLI program for their children.

Task #4: When visiting the districts and sites with strong and successful DLI programs that established their program at least five years ago, consider asking these questions:

- What did they learn in planning the DLI program?
- What did they wish they knew before they started planning the DLI program?
- What advice do they have for the DL DLT as it embarks on this journey?