

Title I, Part A: Leveraging Funds to Support P–12 Dual Language Education

Dual language education is general education content taught in two languages. Dual language education in Washington State is designed to prevent and close opportunity gaps for multilingual/English learners and American Indian/Alaska Native students and prioritizes historically underserved student groups. The student outcome goals are 1) bilingualism and biliteracy proficiency, 2) high academic achievement in all content areas, and 3) sociocultural competence. Programs begin in preschool or kindergarten and extend through high school. For more information, see [OSPI Dual Language Education and Resources](#).

Local Education Agencies (LEAs) have broad flexibility in designing Title I, Part A services to support the unique strengths and educational needs of each student and their families. This flexibility permits Title I, Part A funds to support the effective implementation of dual language education. School and LEA teams conduct annual needs assessments in consultation with stakeholders to decide how these supplemental funds will support students in the upcoming school year. LEAs use Title I, Part A to provide students with a well-rounded education, which can include language instruction.

Title I, Part A funds can support the implementation of Dual Language Education in several ways, including:

Title I, Part A Schoolwide Program Strategies can be funded for all students, if they are aligned with the Schoolwide Plan.	Title I, Part A Targeted Assistance Program Strategies can be funded for eligible students.
<ul style="list-style-type: none"> • Additional teachers to support literacy development. • Core literacy supports, interventions, and progress monitoring tools in student’s home language and language of instruction. • Professional learning specific to dual language education. • Bilingualism and biliteracy development for educators and administrators. • Family and community engagement in the dual language program. • Leadership, coordination, and instructional coaches for the dual language program • Curricula in the partner language. • Literature in the partner language. • Supplemental materials for students receiving additional support in the languages of instruction. 	<ul style="list-style-type: none"> • Additional literacy supports, interventions, and progress monitoring tools in student’s home language and language of instruction. • Targeted professional learning specific to dual language education to address the needs of identified students. • Family and community engagement in the dual language program. • Instructional coaches for the dual language program. • Supplemental curricula and materials in the language of instruction.

For more information, contact:

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