

# Develop Enrollment and Family Outreach Plans

Developing Strong Dual Language Programs

Webinar Series Session 5

February 6, 2024



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# ***Tribal Land Acknowledgement***



*We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.*

*I am presenting today from the ancestral lands of the Coast Salish Tribes and honor with gratitude the land itself and these tribes.*





**Vision**

**Mission**

**Values**

*All students prepared for post-secondary pathways, careers, and civic engagement.*

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by **high expectations for all** students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

- Ensuring Equity
- Collaboration and Service
- **Achieving Excellence through Continuous Improvement**
- Focus on the Whole Child



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# Dual Language Webinar Series

- October 10 Overview: Laying the Foundation
- November 7 Step 1: Build Knowledge & Advocacy
- December 5 Step 2: Develop a Mission, Vision, and Goals
- January 9 Step 3: Design or Adopt a DL Program Model
- February 6 **Step 4: Develop Enrollment & Family Outreach Plans**
- March 5 Step 5: Align Curriculum & Resources
- April 2 Step 6: Establish a Staffing & Professional Learning Plan
- May 7 Step 7: Develop a Plan for Assessment & Program Evaluation



# WA State Dual Language Program Guide

## INTRODUCTION

Districts should follow these seven essential steps to develop strong dual language programs.

Step	Actions
<b>Step 1: Build Knowledge and Advocacy</b>	<ol style="list-style-type: none"> <li>Develop initial understanding of dual language for district and school leaders, teachers, staff, and families.</li> <li>Recruit a diverse advisory group and secure long-term commitment and involvement at all levels of the organization.</li> <li>Conduct a needs assessment to collect data about students to be served, district resources and community interests.</li> </ol>
<b>Step 2: Develop a Program Mission, Vision, and Goals</b>	<ol style="list-style-type: none"> <li>Collaboratively write clear vision and mission statements with guiding principles based on dual language literacy, research, and policy.</li> <li>Define the three goals of dual language at the local level.</li> </ol>
<b>Step 3: Design or Adopt a DL Program Model</b>	<ol style="list-style-type: none"> <li>Determine the dual language program model (90/10, 80/20, 50/50) that best fits student and community needs with consensus among all stakeholders.</li> <li>Develop a consistent, research-based language allocation plan.</li> <li>Design P-12 pathways for long-term program sustainability.</li> </ol>
<b>Step 4: Develop Enrollment and Family Outreach Plans</b>	<ol style="list-style-type: none"> <li>Determine clear enrollment policies that allow for equitable access for multilingual English learners who speak the program language.</li> <li>Create outreach plans to inform families about the dual language program, explain enrollment policies and procedures, and ensure ongoing family engagement in the program.</li> </ol>
<b>Step 5: Align Curriculum and Resources</b>	<ol style="list-style-type: none"> <li>Review district curriculum and identify high-quality curricular resources in both languages aligned to the language allocation plan.</li> <li>Procure culturally and linguistically sustaining resources in both languages and develop year-long curriculum maps and unit plans.</li> </ol>
<b>Step 6: Establish a Staffing and Professional Learning Plan</b>	<ol style="list-style-type: none"> <li>Develop plans for recruiting, hiring, and retaining multilingual teachers and staff members.</li> <li>Design a long-term professional learning plan for teachers, paraeducators, district and school administrators, and board members that ensures deep understanding of best practices for dual language implementation.</li> <li>Align district resources to develop a sustainable plan for ongoing professional development and support.</li> </ol>
<b>Step 7: Develop a Plan for Assessment and Program Evaluation</b>	<ol style="list-style-type: none"> <li>Determine how students will be assessed in both program languages in content, language, and literacy to monitor student progress and inform instruction.</li> <li>Develop a clear process for annual evaluation of the dual language program to develop continuous improvement plans at the school and district level.</li> </ol>

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## STEP 1: BUILD KNOWLEDGE AND ADVOCACY

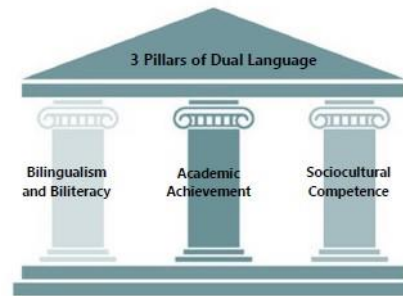
Districts and schools need to begin the process of starting a dual language program by building the knowledge of key advocates, securing long-term commitments, and gathering data. These activities can ground advocacy efforts in research and the local context and lay the foundation for success.

### Step 1a. Develop initial understanding of dual language for district and school leaders, teachers, staff, and families.

A strong foundation in the research and benefits of dual language programs can help dispel common myths, misconceptions, and fears. District and school leaders, teachers, staff members, and families need to develop understanding in the following areas:

*CAL Guiding Principles Strand 7: Support & Resources Principle 1-A, B, & C: Program and district administrators and instructional and support staff have adequate knowledge to support and lead the program. Families and community members have adequate knowledge to support and advocate for the program.*

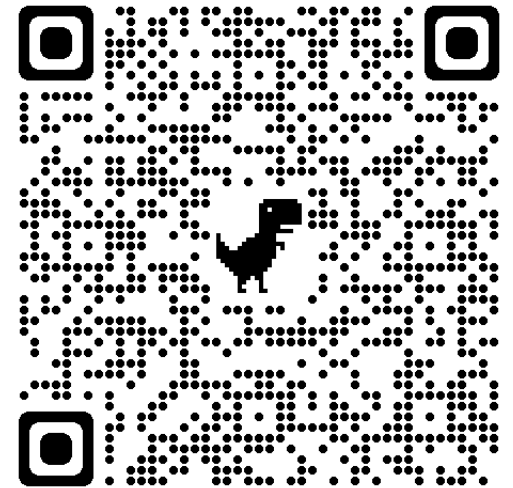
- Research and outcomes of dual language programs,
- Three goals/pillars of dual language: bilingualism and biliteracy, academic achievement, and sociocultural competence,
- Dual language program models including two-way and one-way models for both multilingual learners and fluent English speakers,
- Language allocation plans across grade levels (90/10, 80/20, and 50/50), and
- Policies and procedures for enrollment, staffing, and resource allocation.



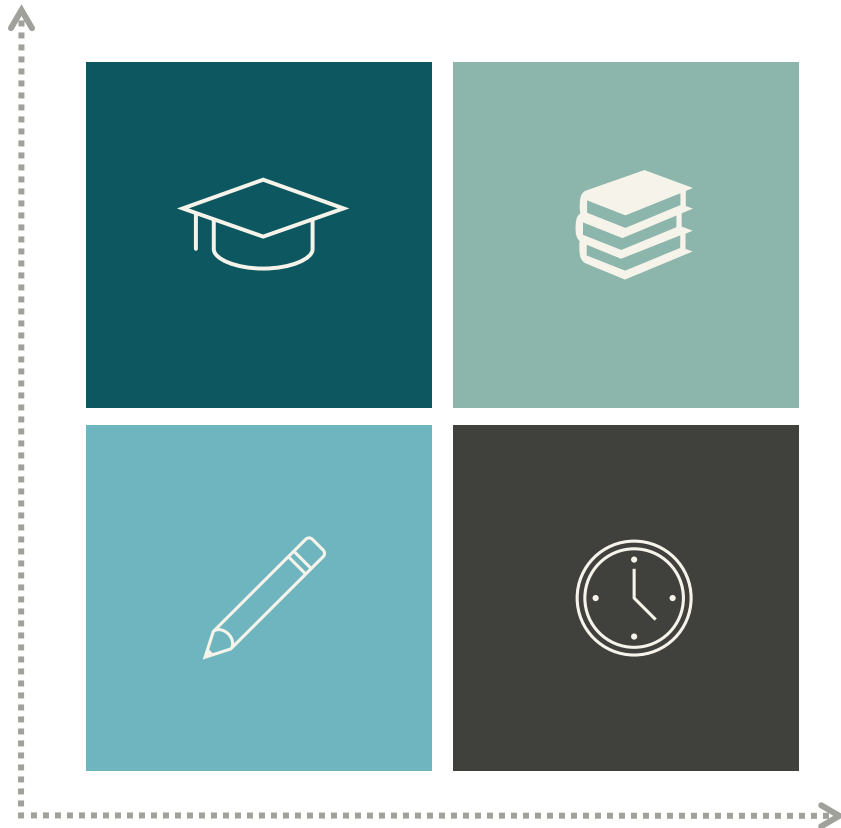
Key advocates and leaders should attend conferences, workshops, and state-sponsored professional learning opportunities to build their knowledge in these areas and then develop ways to disseminate this information to the rest of the school and district community.

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[Download the Guide](#)



# Today's Agenda



**Enrollment Policies**

**Family Outreach**

**Updates & Opportunities**







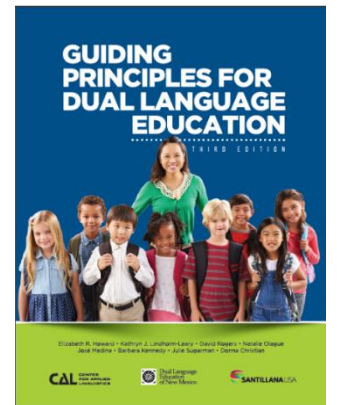
# Dual Language Enrollment Policies

# Enrollment Policies

**Step 4.a:** *Determine clear enrollment policies that allow for equitable access with priority for multilingual English learners who speak the program language.*

**CAL Guiding Principles Strand 6: Family & Community**

*Principle 1: The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.*





# Highline Strategic Plan

## BILINGUAL & BILITERATE

*It is the goal of Highline Public Schools that all students in the class of 2026 and beyond will graduate and earn the Seal of Biliteracy, becoming bilingual and biliterate and able to speak, read and write in English and an additional language.*

This enriches students through:

- Economic advantages of bilingualism in the workplace
- Cognitive advantages of bilingualism in developing critical thinking skills, and in academic achievement across content areas, including English language development
- Cross-cultural understanding, and connecting students to their own cultures and the cultures of others



### **Bilingual & Biliterate**

Multicultural skills that enable students to live, work, and communicate across cultures.

# Yakima Strategic Plan

## GOAL 4: Bilingual, Biliterate by Graduation

*All students will have the opportunity to become culturally competent, academically successful, and prepared for the global job market in two or more languages.*

### **2026 COMMUNITY COMMITMENTS:**

- At least 75% of PK-5 Schools will have access to a two-way dual language program.
- At least 10 out of every 20 (50%) middle school students will participate in a world language course or cultural exchange program.
- At least 10 out of every 20 graduating seniors (50%) attain the Seal of Biliteracy

# Enrollment Policy Considerations

- Where are students located?
- Will transportation be needed and/or provided?
- How will you ensure equitable access to the program?
- How will multilingual learners be prioritized?
- What will happen if a waitlist is required?
- If the program is schoolwide, how will families be able to opt in/out of the program?
- When can students enter the program?
- How will you handle attrition and class sizes in upper grades?



# Considerations for Location & Transportation

## Location

- Where are multilingual families located?
- What are the feeder patterns from elementary to middle to high school?
- What demographic changes are taking place in the community?

## Transportation

- How can transportation support the program?
- How can families access before/after-school care, activities, and events?
- If the program is schoolwide, how can families access a different local school?



# Program Access, Lotteries & Waitlists

- Plan for access for multilingual families at different points in time
  - Early enrollment
  - Late enrollment
  - September or mid-year arrivals
- Lotteries for each language group
- Waitlists
  - What is the district policy on waitlists?
  - How do or don't these support equitable access?



# Program Entry Requirements



## Grade K or 1

- No entry requirements, only family commitment to the program

## After 1<sup>st</sup> grade

- Language skills to access instruction OR newly arrived from a place where that language is used

## Entering middle or high school

- Recruitment of students with language skills
- Newcomer students and coordinating DL/EL schedules





# Enrollment Procedure Examples

Take a look at some of these district websites to see how dual language enrollment is addressed. What ideas might you use?

- [Bellevue](#)
- [Bethel](#)
- [Highline](#)
- [Kennewick](#)
- [Lake Washington](#)
- [Walla Walla](#)



# Breakout Discussion

Discuss with your group.

- *What district policies and/or goals do you have or need to support your program?*
- *What enrollment procedures do you have or need?*





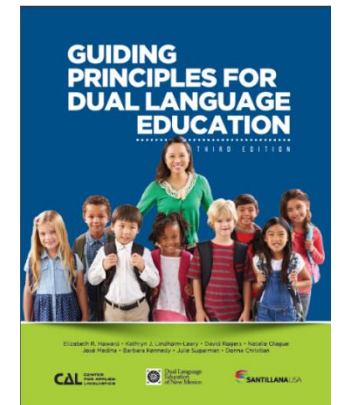
# Family Outreach

# Family Outreach Plans

**Step 4.b:** *Create plans for outreach to inform families about the program, explain enrollment policies and procedures, and provide family choice.*

**CAL Guiding Principles Strand 6: Family & Community**

*Principle 2, 1A, 1B, & 2D: The program promotes family and community engagement and advocacy through outreach activities and support services including providing a designated family liaison, bilingual office staff members, and communication with families in the appropriate language.*



# Recruitment Plans

*Incoming families need to be informed about...*

- Dual language program structure, benefits, and outcomes
- Where programs are located and how to access them
- Registration, enrollment procedures, and transportation
- How to “opt in or out” of a schoolwide program, if needed
- How they can support their child in DL

*Provide multiple opportunities to connect with incoming families... 7 times, 7 ways!*



# Communicating about the Program

## **Web-based:**

- Website, social media, videos, e-mails, online registration

## **Paper-based:**

- Flyers, posters, printed slides

## **In-person:**

- Information sessions, phone & face-to-face communication

## **Other:**

- Automated phone messages, radio broadcasts, media spots

*Dual Language Communication Toolkit coming soon!*





# Enrollment Support

How do families currently enroll students in school?

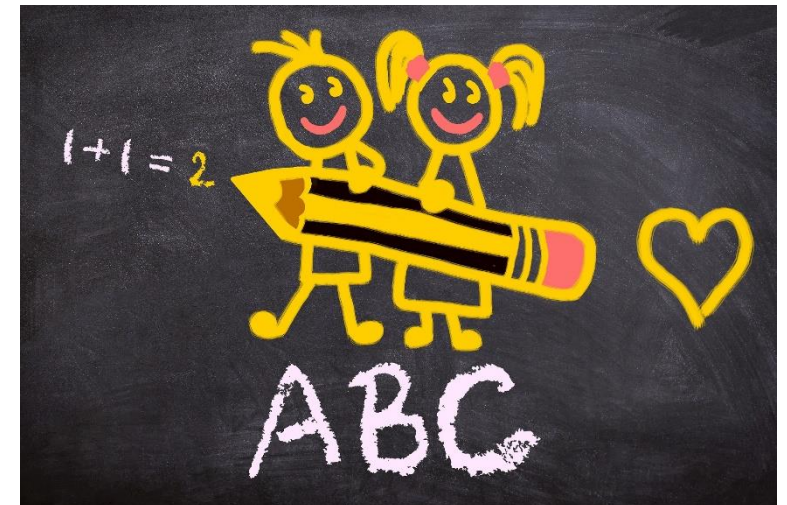
What barriers may already exist?

What resources do you already have?

How can you address barriers and provide support...

- Using current systems?
- Adding new supports?

Who needs to be trained in new systems?



# Support Staff

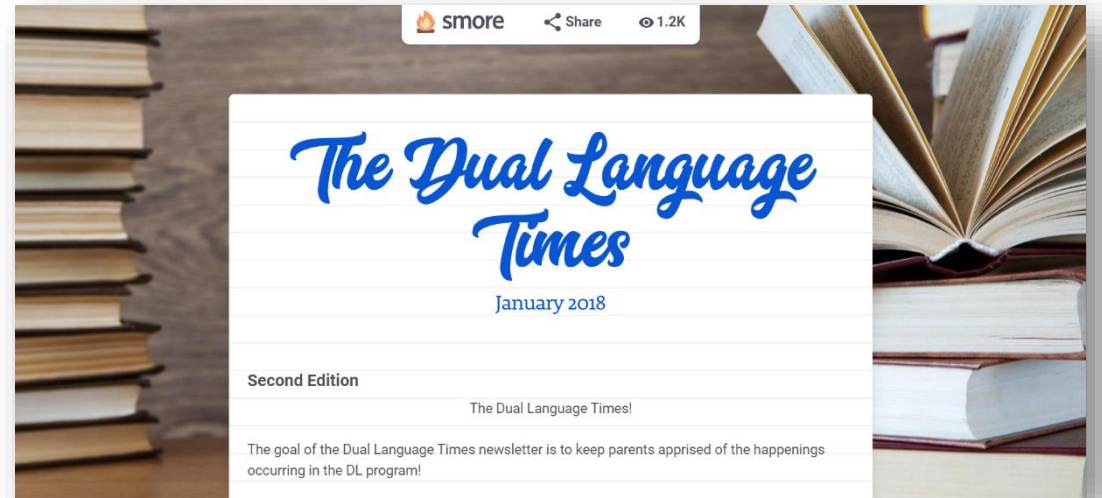
- Bilingual Family Liaisons
- Community language “brokers”
- Increasing support staff who speak the program languages
  - Office staff
  - Paraeducators
  - Librarians, specialists, etc.
- Funding for family engagement:
  - Title I
  - PTA/PTO funds
  - Other



# Ongoing Family Outreach

*The program should continue to communicate regularly with families to...*

- Share News and Information
- Encourage Active Involvement
- Invite Input and Ideas
- Showcase Accomplishments
- Inform the Community
- Celebrate as Students Advance through the Grade Levels



# Breakout Discussion

Discuss with your group.

- *What plans do you have for family outreach and engagement?*
- *What resources can you build on?*
- *What ideas are you considering?*





# Updates & Opportunities

# Legislative Updates

Learn more about  
[HB 1228](#)

*HB 1228 Re-introduced in 2024 Legislative Session*

Changes to the bill:

- **Develop a plan** for all districts who choose to begin dual language by 2040
- Provide grant awards for at least **10 planning districts** annually
- Work with PESB and universities to **align ELL and Bilingual endorsement standards** and review language assessment requirements for teachers and paraeducators
- Provide testing for the **Seal of Biliteracy** in all districts starting in 2025-26



# Dual Language Program Planning Checklist

- Tool for action planning & accountability in the planning process
- Great for new programs or expanding to new schools/levels

Step 1a. Develop an initial understanding of dual language for district and school leaders, teachers, staff, and families.			
Action Steps	Complete by	Notes	Next Steps
Determine key advocates			
Build an understanding of research & benefits of DL			
Register and attend conferences, workshops, and PD opportunities			
Step 1b. Recruit a diverse stakeholder group and secure long-term commitment and involvement at all levels.			
Action Steps	Complete by	Notes	Next Steps
Recruit members for the DL advisory			
Set meeting dates for the DL advisory group			
Determine members of the DL workgroup			
Identify DL Champions			
Step 1c. Conduct a needs assessment to collect data about students to be served, district resources, and community interests			
Action Steps	Complete by	Notes	Next Steps
Examine demographic trends			
Examine disaggregated academic data of current, exited, and non-qualifying ML students.			
Examine qualitative data related to the strengths and challenges of identified student groups			
Identify district resources such as staffing, curriculum, and funding for DL implementation			
through surveys, community meetings, and focus groups			

[DL Program Planning Checklist](#)

# DL/HL Professional Learning



## 2023-24 Dual & Heritage Language Professional Learning

- [Dual Language Webinar Series](#) 1<sup>st</sup> Tuesdays | 3-4 PM
- [Dual Language "Lunch with Leaders" PLC](#) 2<sup>nd</sup> Tuesdays | 12-1 PM
- [Collaboration and Co-Teaching Book Study](#) 4<sup>th</sup> Tuesdays | 3:30-4:30 PM
  
- [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC](#) 4<sup>th</sup> Tuesdays | 3-4 PM
- [Heritage Language Webinar Series](#) 1<sup>st</sup> Wednesdays | 3-4 PM



# OSPI Website Resources

## [Dual Language: What Families Should Know](#)

- Map of dual language programs & FAQs

## [Dual Language Education & Resources](#)

- Videos, Guidance, Checklist, Templates
- Webinars & PLCs
- Standards & Resources





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*Connect with us!*



Kristin Percy Calaff, Ph.D.  
Executive Director of Multilingual Education  
564-999-3144  
[kristin.percycalaff@k12.wa.us](mailto:kristin.percycalaff@k12.wa.us)