



## *Dual Language/Early Learning & K12*

### 1. **Purpose:**

The K-12 Dual Language Grant Program was created to grow capacity for high quality dual language education. Grants were awarded through a competitive process to school districts, charter schools or tribal compact schools proposing to 1) establish a two-way or one-way dual language program or 2) expand a recently established two-way or one-way dual language program in a school with predominately multilingual/English learners and/or AI/AN students. A portion of these funds were used to support grants to tribal and heritage language programs as they can serve as on-ramps to dual language education.

### 2. **Description of services provided:**

Grants funds were used for key start-up costs for dual language programs such as administrative staffing, recruiting bilingual educator and paraeducators for the program, instructional coaching, program evaluation, travel to dual language site visits, travel and registration for dual language professional learning, stipends for Elders to help preserve and grow the tribal language, and release time for staff to build curricula in the partner language.

### 3. **Criteria for receiving services and/or grants:**

Schools must design the dual language program to close opportunity gaps and prioritize multilingual/English learners and/or AI/AN students for the program. Schools must also add dual language classes each year with a preferred K-12 dual language pathway. Schools must also plan for, recruit, and develop bilingual educators to grow and sustain the program. They also conduct an annual self-assessment of the program, document best practices, lessons learned, and participate in the statewide dual, heritage, or tribal language professional learning communities.

### **Beneficiaries in 2021-22 School Year:**

Number of School Districts:	18
Number of Schools:	39
Number of Students:	Not determined at this time
Number of Educators:	Not determined at this time

Other: N/A

Number of OSPI staff associated with this funding (FTEs): 0

Number of contractors/other staff associated with this funding: 0

<b>FY22 Funding:</b>	State Appropriation:	\$1,425,000
	Federal Appropriation:	\$0
	Other Fund Sources:	\$0
	<b>TOTAL (FY22)</b>	<b>\$1,425,000</b>

**4. Are federal or other funds contingent on state funding?**

No

**5. State funding history:**

<b>Fiscal Year</b>	<b>Amount Funded</b>	<b>Actual Expenditures</b>
2022	\$1,425,000	\$1,422,387
2021	\$1,425,000	\$1,411,194
2020	\$1,425,000	\$1,418,045
2019	\$1,425,000	\$1,399,637
2018	\$450,000	\$363,249

**6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

<b>Fiscal Year</b>	<b>Number of School Districts</b>
FY21	18
FY20	30
FY19	24
FY18	12
FY17	5
FY16	5

**7. Programmatic changes since inception (if any):**

Created the P-12 Dual Language Steering Committee to guide the design and implementation of a statewide scaffold of support for tribal, heritage, and dual language program. Beginning in 2021-22, dual language grantees were required to establish a Dual Language Advisory Board. This board has been beneficial for engaging the community, providing a strong feedback loop between the district and

families, and maintaining the prioritization of multilingual learners for dual language programs.

## 8. Evaluations of program/major findings:

The K–12 Dual Language Grant Program has elevated the status of dual language education and contributed to the growing interest in these programs across the state:

- In 2015-16 when the grant program began there were 51 schools with dual language programs. The programs have rapidly increased to 110 schools with programs in 2021-22.
- Districts and state-tribal compact schools (STECs) offering dual language programs increased from 20 school districts and 3 STECs in 2015-16 to 37 school districts and 5 STECs in 2021-22.
- Based on technical assistance communications, OSPI estimates an additional 49 school districts and state-tribal compact schools are planning to begin dual language programs within the next five years.

Grantees reported the following best practices for dual language education:

- Build a P/K-12 District Dual Language Framework with the district dual language leadership team and the Dual Language Advisory Board for clear program expectations, communications, and methods for continuous program improvement, growth, and sustainability.
- Establish dual language programs at schools with the highest population of English learners/multilingual learners.
- Consistently maintain a balance of multilingual/English learners and English dominant students in each dual language classroom.
- Communicate with families and leadership that the program is designed as a state-approved English language development program for eligible multilingual/English learners and is an enrichment program for English dominant students.
- Intentional and culturally appropriate communications with multilingual families to share about the academic and multilingual benefits of dual language as compared to other state-approved English language development program models.
- Develop an enrollment system, which may include a lottery, for families of English dominant students for enrollment in half of the seats in each Kindergarten dual language classroom.
- Begin dual language programs with at least two classrooms at each grade level. The two-classroom structure provides teaching partnerships for program sustainability and more efficient curricula development in the partner language.

- Include dual language educators in grade level and content area collaborations within the school during designated professional learning time.
- Build additional time within the school calendar for biweekly collaborations for dual language educators.
- Provide on-going, dual language-specific professional learning for educators working in the program, educators preparing to teach in a dual language program, and all levels of administrators that support the program or will lead dual language programs or schools.
- Ensure K–12 dual language education leadership and educators are involved in any curriculum adoption process. Curriculum needs to be authentic language and not translations that tend to skew grade level reading and comprehension.
- Invite bilingual high school students to consider careers in education through tutoring or mentoring programs with students in dual language programs.
- Invite educator candidates to observe or student teach in dual language classrooms.
- Recruit bilingual paraeducators for dual language classrooms and foster their development through a residency educator preparation model.
- Collaborate with educator preparation programs to develop bilingual educators, such as the grow-your-own model developed by Highline Public Schools and Western Washington University and others described by PESB with the Bilingual Educators Initiative.

Grantees reported the following lessons learned:

- Ensure K–12 dual language education is considered for any curriculum adoption. Curricula must be available in both language of instruction for equitable access to rigorous content and biliteracy development. If curricula are not available in the partner language, then funds need to be allocated for staff to develop curricula and instructional materials.
- Ensure building and central office administrators understand the goals and framework for K–12 dual language education and biliteracy development. Leaders who do not understand and advocate for dual language education may inadvertently harm the effectiveness or sustainability of the program.
- Building administrators must make a commitment to bilingual communications and whole-school collaborations so the dual language program does not become isolated or perceived as a school-within-a-school.
- Reach out to bilingual educator preparation programs early in the process of building dual language education. Include the human resource office and educator associations in these collaborations.

## 9. Major challenges faced by the program:

Continued legislative funding for grants is a challenge. The grants have help districts offset the start-up costs, especially with dual language-specific professional learning and curricula in the partner language.

## 10. Future opportunities:

The statewide, online professional learning communities (PLCs) to support tribal, heritage, and dual language programs have leveraged support for districts thinking about developing a program. The PLCs are quickly expanding, and participants benefit from networking, solving problems of practice, and the online hub with shared resources.

## 11. Statutory and/or budget language:

ESSB 5693, Sec. 522(9) - \$1,425,000 of the general fund—state appropriation for fiscal year 2022 and \$1,425,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for dual language grants to grow capacity for high quality dual language learning. Grant funding may be used for new and existing dual language programs, heritage language programs for immigrant and refugee students, and indigenous language programs for native students. Each grant recipient must convene an advisory board to guide the development and continuous improvement of its dual language program, including but not limited to: Determining which schools and languages will be prioritized; conducting outreach to the community; and addressing enrollment considerations and the hiring of staff. At least half the members of the board must be parents of English learner students or current or former English learner students. The other members of the board must represent teachers, students, school leaders, governing board members, youth, and community-based organizations that support English learners.

## 12. Other relevant information:

N/A

## 13. Schools/districts receiving assistance:

See [OSPI's grantee list](#).

## 14. Program Contact Information:

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