



## *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 consulting and support for program development, travel to dual language site visits, instructional coaching, travel and registration for dual language professional learning, release time for staff to build instructional plans and curricula in the program languages administrative staffing, recruiting bilingual educator and paraeducators for the program, and stipends for Tribal Elders to help preserve and grow the tribal language.

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

Schools must convene or be prepared to convene a dual language advisory board that includes teachers, students, school leaders, governing board members, youth, and community-based organizations with at least half of the members being current or former multilingual English learners and their family members. 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 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 the 2022-23 School Year:**

<b>Number of School Districts:</b>	23
<b>Number of Schools:</b>	53
<b>Number of Students:</b>	Undetermined
<b>Number of Educators:</b>	Undetermined
<b>Other:</b>	NA



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

No

## 5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$1,425,000	\$1,338,593
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

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

Fiscal Year	Number of Schools
2023	53
2022	39
2021	18
2020	30
2019	24

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

In 2017, OSPI created the P-12 Dual Language Steering Committee to guide the design and implementation of statewide supports for tribal, heritage, and dual language programs.

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.

OSPI has also expanded staffing in 2022-23 to support programs with 3 full-time Program Supervisors for dual, heritage, and tribal language programs. These multilingual staff members provide grant management, technical assistance, and professional learning for developing and implementing programs.



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## 8. Program evaluation or evaluation of 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, there were 51 schools with dual language programs. These programs have rapidly increased to 141 schools with programs in 2022-23.
- Districts and state-tribal compact schools (STECs) offering dual language programs increased from 20 school districts and 3 STECs in 2015-16 to 40 school districts and 7 STECs in 2022-23.
- Another 20-30 districts are in the planning stages to begin dual, heritage, or tribal language programs within the next 2-3 years.
  
- Grantees reported the following successes:
- Educators and district and school leaders attended dual language conferences and professional development opportunities to develop essential knowledge to move forward with planning or expanding dual language programs.
- Grade level instructional materials in program languages were purchased by many districts to support improved instruction and meet the level of rigor needed to raise student achievement.
- Districts requested and received direct, recurring support from OSPI program staff. Programs that received this direct coaching were more likely to have long-term program plans for program development or expansion.
  
- Grantees reported the following challenges:
- Districts that are trying to expand to secondary continue to struggle due to challenges with hiring qualified staff with strong proficiency in the program language and limited resources in that language.
- Inconsistent messages from outside consultants about readiness to begin planning a program delayed some districts from starting the planning process.
- Grant funds in some districts were unspent or were expended towards the end of the grant cycle due to district leaders with a lack of program development or budgeting experience.
- Programs in languages other than Spanish continue to struggle with fewer resources including a lack of language and literacy standards for less commonly taught languages and content standards that are not translated into those languages.
  
- Grantees also had the following requests:
- Districts would like more resources available through OSPI that are currently being provided by outside consultants including curricular resources, standards, and program planning guidance and tools.



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- Districts requested that any materials provided by OSPI for use with families and community members be provided in all program languages that are currently offered in Washington state.
- OSPI is currently working on plans to provide many of these requested resources and supports as part of the next grant cycle.

## **9. Major challenges faced by the program:**

During the 2022-23 fiscal year, many districts were awarded dual, heritage, and tribal language grants from both state proviso funds and ESSER state agency funds. Because of the large influx of funding in a short period of time, some districts and schools struggled with being able to utilize all of these funds effectively. This is the main reason for the drop in spending in FY 2023. With ESSER funding ending, we anticipate state proviso funds to be more fully expended in FY 2024.

## **10. Future opportunities:**

Starting in 2023-24, OSPI will be changing to a non-competitive grant process so that all schools and districts who have the interest and capacity to begin planning and/or implementing dual, heritage, and tribal language programs will be eligible for funding. Use of ESSER carryover funds will supplement state proviso funds to support all eligible districts. Allocations will be determined based on the number of districts who complete an Intent to Participate and on specific additional criteria including districts with 4 or more dual language schools, rural districts that are REAP or RLIS eligible, and those that are implementing programs in languages other than Spanish.

As state proviso funds increase in 2024-25, OSPI anticipates launching the grant cycle earlier so that funding can be utilized in the summer of 2024 for professional learning, collaborative planning, and other summer activities that support successful dual language programs. Early grant allocations will also allow districts to plan for staffing and hiring needs.

## **11. Statutory and/or budget language:**

(a) \$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.

(b) 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



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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:**

OSPI is developing a Dual Language Implementation Guide in collaboration with the P-12 Dual Language Steering Committee. This resource will provide extensive guidance on how to start a dual language program and best practices for program implementation. In addition, OSPI will offer monthly webinars that review the guidance and highlight best practices. Webinars will be recorded and posted on the OSPI website as well.

## **13. Schools/Districts receiving assistance:**

[preliminaryfy23state-fundedprovisograntawardsupdated-42823.xlsx \(live.com\)](#)

## **14. Program Contact Information:**

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