

# Design or Adopt a Dual Language Program Model

Developing Strong Dual Language Programs

Webinar Series Session 4

January 9, 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

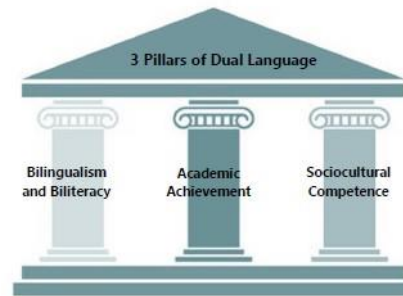
Districts and schools need to begin the process of starting a dual language program by building the knowledge of key advocates, securing long-term commitments, and gathering data. These activities can ground advocacy efforts in research and the local context and lay the foundation for success.

### 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.*

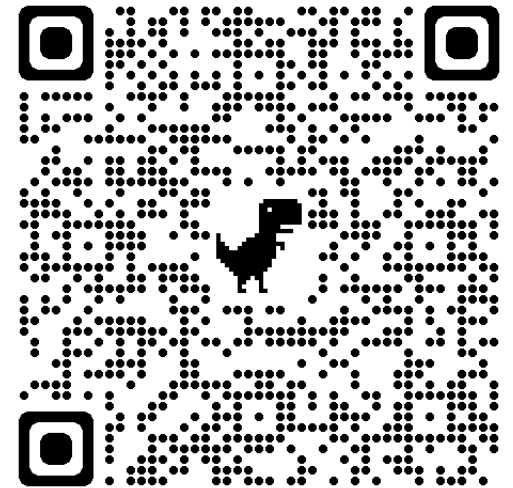
- Research and outcomes of dual language programs,
- Three goals/pillars of dual language: bilingualism and biliteracy, academic achievement, and sociocultural competence,
- Dual language program models including two-way and one-way models for both multilingual learners and fluent English speakers,
-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



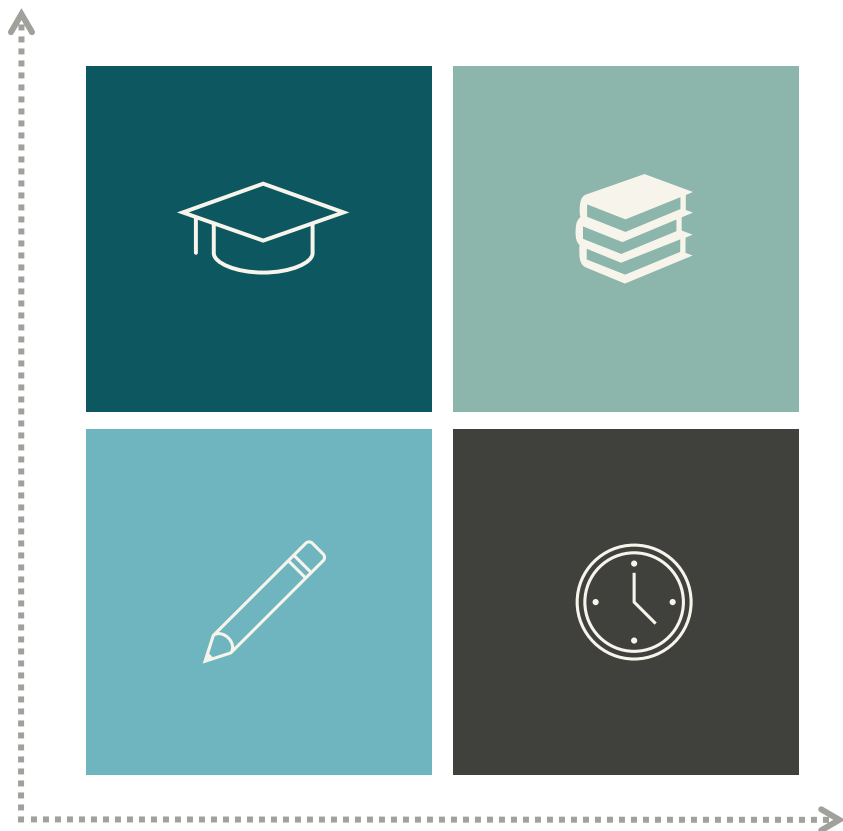
Key advocates and leaders should attend conferences, workshops, and state-sponsored professional learning opportunities to build their knowledge in these areas and then develop ways to disseminate this information to the rest of the school and district community.

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[Download the Guide](#)



# Today's Agenda



**Program Models**

**Language Allocation Plans**

**PK-12 Pathways**

**Updates & Opportunities**





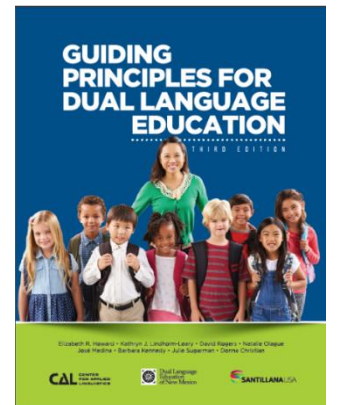
# Dual Language Program Models

# Program Models

**Step 3.a:** Determine the dual language program model (90/10, 80/20, 50/50) that best fits student and community needs with consensus among all stakeholders.

**CAL Guiding Principles Strand 1: Program Structure**

*Principle 2-D: High-quality instruction in both program languages is provided to all students in all grades in a way that is consistent with the program model.*





# Program Types

- **Two-way dual language programs** enroll a balance of multilingual learners who speak the partner language and proficient English-speaking students.
- **One-way dual language programs** enroll mostly multilingual learners who speak the partner language.
- **World language immersion programs** enroll mostly English-speaking students; some multilingual learners may participate but typically make up less than a third of the class.



# 90/10 or 80/20 Program Models

- Best research-based outcomes
- More home language for MLs
- More target language for English speakers
- Requires a bilingual teacher in every K-3 classroom
- Can be harder to “sell” to skeptical families

	K	1	2	3	4	5	6-12
Target Language	90%	80%	70%	60%	50%	50%	50%
English	10%	20%	30%	40%	50%	50%	50%



# 90/10 or 80/20 Schedule

Schedule	Minutes	Subject
9:00–9:30 am	30	English Language Arts (ELA)/Social Studies
9:30–9:45 am	15	Spanish Socioemotional Learning (SEL) Routines
10:00–11:30 am	90	Spanish Language Arts (SLA)
12:00–1:00 pm	60	Spanish Math
1:15–2:00 pm	45	Spanish PE/Music (or in English in 80/20)
2:00–3:00 pm	60	Spanish Science

Total English = 30 min.

Total Spanish = 270 min.



# 90/10 Sample Schedule

Shared by Evergreen P.S.

Category	Grades K-1 Daily Mins.	Grad 2 Daily Mins.	Grade 3 Daily Mins.	Grade 4 Daily Mins.	Grade 5 Daily Mins. Alternate Between A/B by Unit	
	90:10 (31 min English)	80:20 (62 min English)	70:30 (93 min English)	60:40 (124 min English)	50:50 (155 min English) Schedule A	50:50 (155 min English) Schedule B
SEL routines	30 mins.	30 mins.	30 mins.	30 mins.	30 mins.	30 mins.
Literacy Block	Lectura 95 mins. (Estrellita & ARC)	Lectura 95 min (ARC)	105 min Lecto-Escritura (ARC)	80 min Lecto-Escritura (ARC)	75 min Lecto-Escritura (ARC)	75 min Lecto-Escritura (ARC)
	Escritura 50 min (ARC/Lucy C)	Escritura 50 min (ARC/Lucy C)	English Literacy 40 mins. (F&P)	English Literacy 65 mins. (F&P)	English Literacy 75 mins. (F&P)	English Literacy 75 mins. (F&P)
Math (IM)	65 mins. (IM)	80 mins. (IM)	80 mins. (IM)	80 mins. (IM)	80 mins. (IM)	80 mins. (IM)
Science OR Social Sciences 2 days a week & ELD [L1] 3 days	55 mins.2x/wk STEMScopes & [EL Achieve 3x/wk for 55 min]	55 mins. 2x/wk STEMScopes & [EL Achieve 3x/wk for 55 min]	55 mins. 2x/wk STEMScopes & [EL Achieve 3x/wk for 55 min]	55 min. 3 x/week Alternate Subjects S.S. Units STEMScopes Units & [EL Achieve 2x/wk for 55 min]	50 min. Alternate Subjects S.S. Units STEMScopes Units	50 min. Alternate Subjects S.S. Units STEMScopes Units

Spanish Partner Language Instruction Only

English Instruction Only

# 50/50 Program Model

- Teachers can team and collaborate (one English, one TL)
- Fewer bilingual teachers required and less displacement
- Can be easier for families to accept initially
- Team-teaching can require more transitions for students
- Will not have as strong of outcomes as 80/20 or 90/10

	K	1	2	3	4	5	6-12
Target Language	50%	50%	50%	50%	50%	50%	50%
English	50%	50%	50%	50%	50%	50%	50%



# 50/50 Schedule

Schedule	Minutes	Subject
9:00–9:15 am	15	SEL Routines (alternate languages)
9:30–10:30 am	60	Spanish Language Arts
10:30–11:30 am	60	Spanish Science & Health
12:00–1:00 pm	45	PE/Music/Art (alternate languages, if possible)
1:15–2:00 pm	60	English Language Arts/Social Studies
2:00–3:00 pm	60	English Math

Total English = 150 min.

Total Spanish = 150 min.



# 50/50 Sample Schedule

	Kindergarten – 2 <sup>nd</sup> Grade	3 <sup>rd</sup> – 5 <sup>th</sup> Grade	
<b>SEL</b> (Alternate Languages)	30 min.	30 min.	30 min.
<b>Integrated SLA &amp; Content</b>	SLA & Social Studies 75 min.	SLA & Science 60 min..	SLA & Science 60 min.
<b>Math</b> (Shared)	60 min. (Math Routines in Spanish)	Math (alternate by unit) 60 min.	Math (alternate by unit) 60 min.
<b>Integrated ELA &amp; Content</b>	ELA & Science 75 min.	ELA & Social Studies 60 min.	ELA & Social Studies 60 min.
<b>Other</b>	Intervention in Dominant Language 30 min.	Science (alternate by unit) 60 min.	Science (alternate by unit) 60 min.

Spanish Instruction

English Instruction

Instruction in both languages

# Considerations for Planning the Schedule

- What **daily routines** are required in the school or district, such as SEL instruction? And how can these be balanced in a 50/50 program?
- How can you **minimize transitions** between languages and/or teachers?
- Where can students have **other immersion opportunities** in the additional language, such as during P.E., music, art, or other special activities?
- What **adjustments** will you need to make to ensure that all students have equal instruction in each language in a 50/50 model? (alternating days/weeks)
- How will you **intentionally bridge** content in both languages so that students develop the academic language needed for all content areas in both languages?
- How and when will **students with IEPs** receive services and in which language(s)?







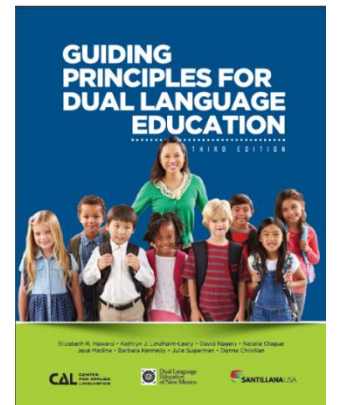
# Language Allocation Plans

# Language Allocation Plans

**Step 3.b:** *Develop a consistent, research-based language allocation plan.*

***CAL Guiding Principles Strand 1: Program Structure***

*Principle 1-F: There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction.*



# Language Allocation

Language allocation across the day for student groups

Spanish	English
<b>Group 1:</b> Spanish Language Arts Science & Health	<b>Group 2:</b> English Language Arts/S.S. Mathematics
<b>Group 2:</b> Spanish Language Arts Science & Health	<b>Group 1:</b> English Language Arts/S.S. Mathematics

Language allocation across the years by grade level

Grades	Spanish	English
K-2	Spanish LA/Science Science/Health	English LA/S.S. Math
3-5	Spanish LA/Science Science & Math	English LA/S.S. Math
6-8	Spanish LA/S.S. Science Advisory	English LA/S.S. Math Electives
9-12	Spanish LA/S.S. Math Elective (student choice)	English LA Science Elective (student choice)

# 90/10 Language Allocation

	<b>K-1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>90/10</b>	<b>80/20</b>	<b>70/30</b>	<b>60/40</b>	<b>50/50</b>
<b>English</b>	(30 min.) ELA	(60 min.) ELA/S.S.	(90 min.) SEL ELA/S.S.	(120 min.) ELA/S.S. Math	<u>A Day</u> (150 min.) SEL, ELA/S.S., Math <u>B Day</u> (150 min.) ELA, S.S., P.E.
<b>Spanish</b>	(270 min.) SEL SLA Math Science/S.S. PE/Music/Art	(240 min.) SEL SLA Math Science PE/Music/Art	(210 min.) SLA Math Science PE/Music/Art	(180 min.) SEL SLA Science PE/Music/Art	<u>A Day</u> (150 min.) SLA, Science, Music/Art <u>B Day</u> (150 min.) SEL, SLA, Math  (Alternate Science/S.S. units across languages)

## Sample Language and Content Allocation Plans: 80/20

**Option A 80/20:** Majority of content is taught in Spanish, K-2. SS and math switch to English in 3<sup>rd</sup> grade.

	Spanish	Bridge	English
Kindergarten 80/20	<b>80%</b> Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• Math</li> </ul>	<b>20%</b> Language Arts
First Grade 70/30	<b>70%</b> Language Arts Science Social Studies Math		<b>30%</b> Language Arts
Second Grade 60/40	<b>60%</b> Language Arts Science Social Studies Math		<b>40%</b> Language Arts
Third Grade 50/50	<b>50%</b> Language Arts Science	<b>Grades 3-5</b> Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Science</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Social Studies</li> <li>• Math</li> </ul>	<b>50%</b> Language Arts Math Social Studies
Fourth Grade 50/50	<b>50%</b> Language Arts Science		<b>50%</b> Language Arts Math Social Studies
Fifth Grade 50/50	<b>50%</b> Language Arts Science		<b>50%</b> Language Arts Math Social Studies

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# 50/50 Language Allocation

	<b>K-2</b>	<b>3-5</b>
<b>Shared or Alternating</b>	(60 min.) SEL PE/Music/Art	(60 min.) SEL PE/Music/Art
<b>English</b>	(120 min.) English Language Arts Science Math (Routines)	(120 min.) English Language Arts Social Studies Math (Core)
<b>Spanish</b>	(120 min.) Spanish Language Arts Social Studies Math (Core)	(120 min.) Spanish Language Arts Science Math (Routines)



## Sample Language and Content Allocation: 50/50 Program

**Option A:** 50% English -50 % Spanish Model - Switch subject area to the other language after 3<sup>rd</sup> grade

	<b>Spanish</b>	<b>Bridge</b>	<b>English</b>
Kindergarten	Language Arts Science	Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Science</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Social Studies</li> <li>• Math</li> </ul>	Language Arts Math Social Studies
First Grade	Language Arts Science	Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Science</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Social Studies</li> <li>• Math</li> </ul>	Language Arts Math Social Studies
Second Grade	Language Arts Science	Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Science</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Social Studies</li> <li>• Math</li> </ul>	Language Arts Math Social Studies
Third Grade	Language Arts Math Social Studies	Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Social Studies</li> <li>• Math</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Science</li> </ul>	Language Arts Science
Fourth Grade	Language Arts Math Social Studies	Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Social Studies</li> <li>• Math</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Science</li> </ul>	Language Arts Science
Fifth Grade	Language Arts Math Social Studies	Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Social Studies</li> <li>• Math</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts &amp; Science</li> </ul>	Language Arts Science

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# Things to Consider

- What are the greatest needs of your students?
- Who will benefit most from each program model?
- How many staff are already bilingual?
- How will staffing affect your program model choice?
- What curricular resources may be available in each language?
- How do families and community members feel about the program? What models and/or allocations do they prefer?





# Designing Your Plan

Include the amount of time for each language and the content taught in each language.

Grade Level	English	Both	Spanish (or other TL)
K			
1 <sup>st</sup>			
2 <sup>nd</sup>			
3 <sup>rd</sup>			
4 <sup>th</sup>			
5 <sup>th</sup>			





*What program model and language allocation plans are you currently using or considering?*

*What questions do you have?*





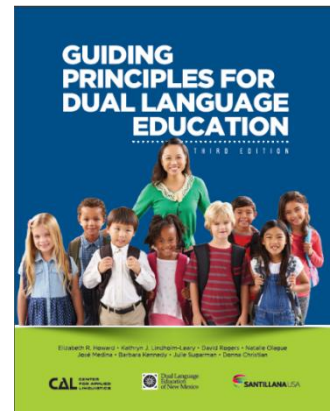
# Designing P-12 Pathways

# P-12 Pathways

**Step 3c.** *Design P-12 pathways for long-term program sustainability.*

**CAL Guiding Principles Strand 1: Program Structure**

*Principle 4-B: There is a clear preK-12 pathway for students in the program.*



# Chp. 4 DL Framework Template (Example)

## Program Elements

The [School District Name] dual language program is a program of choice that serves both multilingual learners and English-proficient students. This program is open to students of different backgrounds and abilities from the [School District Name] school community.

[School District Name] adheres to the following program principles as it works to develop a program of excellence that ensures bilingualism, biliteracy, high academic achievement and the development of multicultural understanding between students:

- Students start dual language learning at the primary level through an “early” immersion process unique to [90/10 and 80/20 program models]
- The P-12 DL Program sequence continues through high school
- Students study advanced coursework at the high school level
- Continuous language arts instruction in the partner language and in English
- Teachers provide instruction based on additive bilingualism and language separation
- Staff work to create a positive and respectful climate for dual language learning while promoting the partner language and its speakers
- Each school or program strand fosters strong home/school collaboration
- The district has a plan to attract and retain high quality program personnel that are able to deliver a rigorous academic and linguistic program

DL Advisory Board should determine and write these principles together.

# Planning for Enrollment Transitions

- What are the typical enrollment boundaries and pathways for middle and high school?
- What language programs already exist at middle and high school?
- What other programs or activities will DL students and families want to access?
- How soon can middle and high schools be officially identified as future dual language schools?
- How can middle and high school students, families, and staff be involved?



# PK-12 Language Allocation

Grades	Spanish	English
<b>K-2</b>	Spanish Language Arts/SS Math	English Language Arts Science
<b>3-5</b>	Spanish Language Arts Science	English Language Arts/SS Math
<b>6-8</b>	Spanish Language Arts (integrated with Cultural Arts) Social Studies	English Language Arts Math Science
<b>9-12</b>	Spanish Language Arts Math S.S./Elective (student choice)	English Language Arts Science S.S./Elective (student choice)



# Sample Middle School Plan

<b>6<sup>th</sup> Grade <u>Partner Language</u></b>	<b>6<sup>th</sup> Grade <u>English</u></b>	<b>6<sup>th</sup> Grade Elective</b>
Language Arts/S.S. (alternate units) Math	Language Arts/S.S. (alternate units) Science	1 in English 1 in Partner Language
<b>7<sup>th</sup> Grade <u>Partner Language</u></b>	<b>7<sup>th</sup> Grade <u>English</u></b>	<b>7<sup>th</sup> Grade Elective</b>
Social Studies (integrated LA) Science	Language Arts Math	1 in English 1 in Partner Language
<b>8<sup>th</sup> Grade <u>Partner Language</u></b>	<b>8<sup>th</sup> Grade <u>English</u></b>	<b>8<sup>th</sup> Grade Elective</b>
Social Studies/L.A. (1/2 year each) Science	L.A./Social Studies (1/2 year each) Math	1 in English 1 in Partner Language





# Highline Sample Middle School Schedule

## Schedule Information

Per	Term	Section ID	Course	Teacher	Room
<b>Semester 1</b>					
1	S1	0129	SC2250A - DL Spanish Science 8	Do, T.	303
2	S1	0145	SS2400A - DL Spanish American History 8	Ramirez, G.	705
3	S1	0159	PE2120 - Fitness 8	Perez, T.	Gym
4	S1	0141	MT2300A - Math 8	Robertson, C.	701
5	S1	0189	EN2500A - Language Arts 8	Correa, C.	704
6	S1	0249.1	FA2410A - Chamber Choir (Advanced) YL	Miller, T.	529
10	S1	0425	MX2100A - Advisory	Ramirez, G.	705
<b>Semester 2</b>					
1	S2	0130	SC2250B - DL Spanish Science 8	Do, T.	303
2	S2	0186	EN2500B - Language Arts 8	Correa, C.	704
3	S2	0148	SS2400B - DL Spanish American History 8	Ramirez, G.	705
4	S2	0142	MT2300B - Math 8	Robertson, C.	701
5	S2	0282	WL2720B - DL Spanish Language Culture 8	Gomez, S.	P5B
6	S2	0250.1	FA2410B - Chamber Choir (Advanced) YL	Miller, T.	529
10	S2	0426	MX2100B - Advisory	Ramirez, G.	705



# Considerations for Middle School Planning

- Will the daily schedule at the middle school be designed as a block schedule or a daily schedule with discrete content area times for instruction?
- How will special consideration be given to the DL program classes to ensure that students have daily instruction in both languages?
- Will course offerings at the middle school be predicated on the teacher's credentials and capacity to teach content with a highly proficient level of the partner language?
- How will partner language arts courses and 8<sup>th</sup> grade assessment prepare students for high school partner language courses?
- How and when will parents and students be notified of their assessment results and recommended placements at high school?



# Sample High School Schedules

9 <sup>th</sup> Grade Option 1	10 <sup>th</sup> Grade Option 1	11 <sup>th</sup> Grade Option 1	12 <sup>th</sup> Grade Option 1
Spanish Language Arts Core in Spanish Elective in Spanish	AP Spanish Language Core in Spanish Elective in Spanish	AP Spanish Literature or College in the HS Core in Spanish Elective in Spanish	Spanish for Special Purposes (i.e., translation, teacher academy, etc.) or College in the HS Core in Spanish Elective in Spanish
9 <sup>th</sup> Grade Option 2	10 <sup>th</sup> Grade Option 2	11 <sup>th</sup> Grade Option 2	12 <sup>th</sup> Grade Option 2
AP Spanish Language Core in Spanish Elective in Spanish	AP Spanish Literature or College in the HS Core in Spanish Elective in Spanish	Spanish for Special Purposes (i.e., translation, teacher academy, etc.) or College in the HS Core in Spanish Elective in Spanish	Spanish for Special Purposes (i.e., translation, teacher academy, etc.) or College in the HS Core in Spanish Elective in Spanish



# Highline Sample High School Schedule

## Schedule Information

Per	Term	Section ID	Course	Teacher	Room
<b>Semester 1</b>					
1	S1	EN6900A-2	EN6900A - Bridge to College English	MacKerras, J.	505
2	S1	MT3600A-2	MT3600A - Geometry	Tomposa, E.	108
3	S1	SS5950-2	SS5950 - DL Spanish Civics	Cook, M.	508
4	S1	PE5300-2	PE5300 - Fitness Foundations	Maine, C.	Gym
5	S1	SS5100A-1	SS5100A - DL Spanish U.S. History	Ostermann, J.	503
6	S1	EN3280A-1	EN3280A - Advanced Language Development	Mcmichael, S.	609
7	S1	0059	MX3100A - Advisory	Hocevar Ortiz, E.	443 Dance Studio
<b>Semester 2</b>					
1	S2	EN6900B-2	EN6900B - Bridge to College English	MacKerras, J.	505
2	S2	MT3600B-4	MT3600B - Geometry	Tomposa, E.	108
3	S2	PE5950-3	PE5950 - Team Sports	Hermesen, Z.	Gym
4	S2	PE3500-3	PE3500 - Health Education	Maine, C.	706
5	S2	SS5100B-1	SS5100B - DL Spanish U.S. History	Ostermann, J.	503
6	S2	EN3280B-1	EN3280B - Advanced Language Development	Mcmichael, S.	609
7	S2	0060	MX3100A - Advisory	Hocevar Ortiz, E.	443 Dance Studio



# Considerations for High School Planning

To ensure that secondary students can continue along a language proficiency pathway, they need an enhanced program of study that may include:

- Internships and additional service-learning opportunities in Spanish/TL
- Cultural exchanges
- Study of a heritage or third language
- Spanish/TL for Special Purposes courses (i.e., translation courses, medical, and legal)
- Other multilingual education pathways at the local high schools, for example International Baccalaureate Programs, etc.





*How have you begun to think about PK-12 pathways and secondary planning?*





# Updates & Opportunities

# OSPI Multilingual Education Website Updates

## [TBIP Guidance Page](#)

- ML Statewide Strategic Plan
- Updated Policies & Practices Guide
- District/School Resources & USDE Toolkits

## [Dual Language Page](#)

- OSPI Videos
- DL Guidance & Framework
- Professional Learning Links



The screenshot displays the Washington Office of Superintendent of Public Instruction (OSPI) website. The header includes the OSPI logo, the text "Washington Office of Superintendent of PUBLIC INSTRUCTION", and a search bar. A navigation menu lists: Home, Student Success, Certification, Educator Support, Policy & Funding, Data & Reporting, and About OSPI. The breadcrumb trail reads: Home » Student Success » Access & Opportunity in Education » Migrant and Multilingual Education » Multilingual Education Program » Transitional Bilingual Instruction Program Guidance.

### Transitional Bilingual Instruction Program Guidance

Washington State serves approximately 140,000 multilingual learners in transitional bilingual instruction programs (TBIP). These programs are guided by state and federal laws and provide support for students to develop English proficiency, preserve bilingual skills, and meet academic standards.

The [Multilingual Learner Statewide Strategic Plan \(PDF\)](#) provides a vision for supporting the success of all multilingual learners in Washington state with goals, strategies, and key actions to take at the state, district, school, and classroom level.

#### Washington State Policies & Practices Guide

The following documents provide guidance on required policies and practices for TBIP programs.

- [Washington State Policies & Practices Guide \(PDF\)](#)
- [Chapter 1: Basic Requirements \(PDF\)](#)
- [Chapter 2: Identification & Screening \(PDF\)](#)

**STUDENT SUCCESS**

Resources by Subject Area ▶

Learning Standards & Instructional Materials ▶

Graduation ▶

Testing ▶

Career & Technical Education (CTE) ▶

Special Education ▶

Support Programs ▶

**Access & Opportunity in Education** ▼

Migrant and Multilingual Education ▼

**Subscribe to receive Multilingual Education Program updates.**

**Information for families can be found at Learning English in Washington Schools: What Families Should Know.**

**Multilingual Education Program**

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Executive Director of Multilingual Education  
564-999-3144



# Dual, Tribal, & Heritage Grant Update

Limited additional seed funds for dual, Tribal, and heritage language programs are available.

If you would like to be considered for new or additional funding, please complete **this survey** by **January 19<sup>th</sup>**.



The screenshot shows a form titled "Dual, Heritage, and Tribal Language Grants - Mid-Year Allocation Request 2023-24" from the Washington Office of Superintendent of PUBLIC INSTRUCTION. The form includes a header with the OSPI logo and name. Below the title is the subtitle "Allocation Request Form". A paragraph of text explains that the form is for requesting additional funding for the 2023-24 school year and that it is a non-competitive grant. There are two input fields: "1. District, STEC, or Charter School Name" and "2. Contact Name", both marked with a red asterisk to indicate they are required fields.

Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

Dual, Heritage, and Tribal Language Grants - Mid-Year  
Allocation Request 2023-24

Allocation Request Form

If you would like to be considered for a new dual, heritage, or tribal language grant or would like to request an additional allocation for the 2023-24 school year, you will need to fill out this form with information on your plans. OSPI has a limited amount of funding available and the information you provide will help us determine awards. This is a non-competitive grant so all districts, STEC, or charter schools that demonstrate readiness to implement programs are eligible for funding.

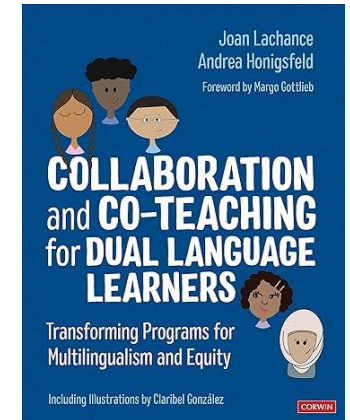
1. District, STEC, or Charter School Name \*

2. Contact Name \*

# DL/HL Professional Learning

## 2023-24 Dual & Heritage Language Professional Learning

- [Dual Language Webinar Series](#) Feb. 6 | 3-4 PM
- [Dual Language "Lunch with Leaders" PLC](#) Jan. 16 | 12-1 PM
- Dual Language Book Study – **Coming Soon** | Jan. 23 | 3:30-4:30 PM
  
- [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC](#) Jan. 23 | 3-4 PM
- [Heritage Language Webinar Series](#) Feb. 7 | 3-4 PM
- Heritage Language Leaders Lunch PLC - [Zoom](#) Jan. 10 | 12-1 PM





Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

*Connect with us!*



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