



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Expand Existing Dual Language Program

1. **Purpose:**

Funds grants awarded through a competitive process to school districts, public charter schools, or State-Tribal Education Compact schools for key start-up costs with expanding dual language programs. Recognizing the powerful, gap preventing/closing, and long-term impacts that home language and multilingual development have on academic achievement and self-efficacy, this grant program focused on capacity-building for expanding dual language programs.

2. **Description of services provided:**

Lead the competitive grant process, application support, and budget management for the grant program. Provide the grantees, and all other districts, public charter schools, and State Tribal Education Compact schools, with technical assistance and virtual professional learning communities to support the effective, sustainable expansion of dual language education. Lead the OSPI P-12 Dual Language Steering Committee to collaboratively guide the work forward. The committee is comprised of dual language leaders, educators, and educator preparation faculty throughout the state who contribute to the development of the statewide scaffold of support for the [OSPI P-12 Dual Language Initiative](#).

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

Dual language programs must be designed for, and prioritize, multilingual/English learners, American Indian/Alaska Native students, and other historically underserved student groups to prevent and close opportunity gaps. Grants that supported Tribal languages also required formal consultation with the local Tribe(s).

Beneficiaries in 2020-21 School Year:

Number of School Districts:	12
Number of Schools:	49
Number of Students:	Not determined at this time.
Number of Educators:	Not determined at this time.
Other: Non-Grantee Districts	Approx. 25

Number of OSPI staff associated with this funding (FTEs): .16

Number of contractors/other staff associated with this funding: 0.0

FY21 Funding: State Appropriation: \$225,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY21) \$225,000

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

- No
 Yes, please explain.

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY21	\$225,000	\$223,668

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

Fiscal Year	Number of School Districts	Number of Schools	Number of Students	Number of Educators	Number of Non-Grantee Districts
FY21	12	49	Not determined at this time.	Not determined at this time.	Approx. 25

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

FY21 was the first time that the legislative proviso indicated a specific funding amount for expanding dual language programs. OSPI developed four budgets to reflect the proviso language for specific language programs, including Tribal language, heritage language, new dual language, and expanding dual language programs. Another programmatic change was the FY19 addition of preschool to this grant program. This supported the development of dual language education in Transitional Kindergarten programs for 4-year-old students.

8. **Evaluations of program/major findings:**

Since the dual language grant program began in FY16, the number of districts interested in planning for, beginning, or expanding dual language programs has significantly increased throughout the state.

Dual Language Program Growth (includes grantees and non-grantee districts)

2015-16

- 55 schools
- 24 districts & State-Tribal Compact schools

2020-21

- 102 schools
- 44 districts & State-Tribal Compact schools

About another 40 districts and State-Tribal Compact schools are planning to begin dual language or Tribal language programs within the next 3-5 years.

Reasons cited by districts & State-Tribal Compact schools for the rapid program development include strong, research- and evidence-based cognitive development, asset-based education, social-emotional and sociocultural benefits, student outcomes, small additional cost to provide dual language education, and increased family and community requests for program development.

Cognitive Development

- The rigor of learning literacy and content in two languages produces more advanced brain development in children such as increased literacy development, cognitive flexibility, attention control, memory, information integration, and problem-solving skills (Bialystok, 2017; Fox, et al., 2019; Olulade et al., 2016).

Asset-based Education

- Builds strong home-school connections.
- Promotes and supports identity development.
- Honors the language of the family, community, or Tribe.

Social-Emotional & Sociocultural Benefits

- High levels of cross-cultural awareness and empathy for others.

Student Outcomes

- Achieve high levels of proficiency in the new/partner language.
- Perform as well or better than their peers on standardized tests in English in all content areas (Taylor & Lafayette, 2010).
- Closes achievement and opportunity gaps for multilingual learners, American Indian/Native Alaskan students, and African American and Black students (Lindholm-Leary & Borsato, 2006; Thomas & Collier, 2002, 2010, 2012, 2014, 2017). Findings from Thomas & Collier studies represent over two million students from seven states in dual language programs.
- Student outcomes in Mount Vernon School District demonstrates a prime example of closing the achievement and opportunity gaps with a 100%

graduation rate for the past two years for students who went through Madison Elementary's dual language program.

Small Cost to Provide Dual Language Education

- Rand Education (2015) conducted a longitudinal study of the dual language programs in Portland Public Schools and found that it only costs an additional \$137 per student/year for dual language education.
- Most of the additional cost was for dual language-specific professional learning and curricula in the partner language.

Grantees reported the following best practices for dual language education:

- Establish dual language programs at schools with the highest population of multilingual/English learners.
- Consistently maintain a balance of multilingual/English learners and native English speaking students in each dual language classroom. Add newcomer students, at any grade level, to the dual language program if their home language is the partner language in the program.
- Communicate with stakeholders that the program is designed as the English language development program for qualified multilingual/English learners and is an enrichment program for native English speaking students.
- Intentional and culturally-appropriate communications with families of multilingual/English learners to share about the academic and multilingual benefits of the program. Develop a lottery system for families of native English speaking 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 created teaching partnerships for more efficient curricula development in the language other than English.
- Include dual language educators in grade level and content area collaborations within the school.
- Build additional time within the school calendar for biweekly collaborations for dual language educators.
- Provide dual language-specific professional learning for all educators and administrators in the school and central office administrators supporting the program.
- Provide additional, 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 a dual language school.
- Ensure P-12 dual language education is considered for any curriculum adoption.
- Introduce bilingual high school students to careers in education through tutoring or mentoring programs with students in dual language programs.

- Invite teacher candidates to observe or student teach in dual language classrooms.
- 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. New America highlighted this program in their 2017 policy brief on [Building a Bilingual Teacher Pipeline: Bilingual Teacher Fellows at Highline Public Schools](#).
- Another exemplar bilingual educator pathway began fifteen years ago when high school teacher Michael Sampson saw the need to inspire his bilingual students to become educators, he began Maestros Para el Pueblo (“Teachers for the Community”). This bilingual educator pathway now has over 100 future bilingual educators in development between Burlington-Edison and Mount Vernon high schools to Skagit Valley College to Western Washington University. This remarkable [bilingual educator pathway](#) was recently featured in an article by New America and was [highlighted by KNKX](#).

Grantees reported the following lessons learned:

- Ensure P–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 language other than English, 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 P–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 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 in these collaborations.

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

Remote learning and shifting to virtual professional learning communities (PLCs) were new challenges. Since language learning is highly contextualized and dependent upon authentic language opportunities, remote learning was not beneficial to the programs overall. However, the six, monthly virtual PLCs were well-attended with statewide participants to support program development and share resources, best practices, and lessons learned with one another.

10. **Future opportunities:**
OSPI will continue to host the PLCs and have added two more for a total of eight, monthly, virtual PLCs to support Tribal, heritage, and dual language program development. The PLCs include the Tribal Language Educators' PLC, Heritage Language Educators' PLC, Dual Language Leaders' PLC, Planning & New Dual Language Programs' PLC, Small & Rural Dual Language Programs' PLC, Spanish Dual Language Educators' PLC, Dual Language Educators' PLC, and the ELL & Bilingual Educator Prep Programs' PLC.
11. **Statutory and/or budget language:**
ESSB 5092, Sec. 1518 (10)(c) - \$225,000 of the general fund-state appropriation for fiscal year 2021 is provided solely for grants to expand an existing dual language program.
12. **Other relevant information:**
Since dual language education is general education provided in two languages, it is funded through the Basic Education Allocation (BEA). The grant program is seed funding to support key start-up and capacity building of dual language programs. Grantees and others expanding dual language programs in the state are encouraged to use other supplemental funding sources to sustain and grow their programs, including Title I Part A, Learning Assistance Program (LAP), Title II Part A, and/or a portion of their Title III Part A funds.
13. **Schools/districts receiving assistance:**
See [OSPI's 2021 Grantee List](#).
14. **Program Contact Information:**
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