



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Heritage Language Programs

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 planning or implementing heritage language programs. Multilingual/English learners, American Indian/Alaska Native students, and other historically underserved student groups have long-standing, persistent opportunity gaps in their P-12 educational careers, except when they are provided with dual language education. While we develop our bilingual/biliterate educator workforce for dual language education, heritage language programs can be implemented rather quickly to support current students. Recognizing the long-term impacts that home language and multilingual development have on academic achievement and self-efficacy, this grant program focused on capacity-building for heritage 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 planning and implementation of heritage language programs. Lead the OSPI P-12 Dual Language Steering Committee to collaboratively guide the work forward. The committee is comprised of dual language and heritage 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](#) which includes heritage language programs.

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

Heritage language programs must be designed for, and prioritize, multilingual/English learners (immigrant and refugee students), 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:	6
Number of Schools:	6

Number of Students: Not determined at this time.
Number of Educators: Not determined at this time.
Other: Non-Grantees Approx. 12

Number of OSPI staff associated with this funding (FTEs): .27
Number of contractors/other staff associated with this funding: 0.0

FY21 Funding: State Appropriation: \$400,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY21) \$400,000

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	\$400,000	\$393,022

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	6	6, including a statewide online program	Not determined at this time.	Not determined at this time.	Approx. 12

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

FY21 was the first time that the legislative proviso indicated a specific funding amount for heritage 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:**

Heritage language grantees represented a variety of program languages including, Twulshootseed, Russian, Romanian, Spanish, Somali, and Klallam. Each program was designed to support heritage learner students to develop bilingual proficiency and cultural competence. For example:

- Evergreen Public School hosted a statewide, online heritage language program offered in Russian, Romanian, and Spanish for high school heritage learners who wanted to earn the Global Seal of Bilingual Proficiency. Students built online portfolios of their language projects and then presented their learning to an audience. Over 20 students in the program earned the Global Seal of Bilingual Proficiency.
- Chief Leschi (State-Tribal Education Compact school) and the Puyallup Tribe used grant funds to expand their Twulshootseed language and culture instruction. They have designed five, Tribal-focused career and technical education pathways that lead to potential employment with the Tribe's enterprises. The Twulshootseed language and culture are core components of these education pathways.
- Highline Public Schools used the grant funds to further develop their Somali heritage language program by creating online resources for virtual classes at three schools and K-12 curricular plans for expanding their Somali language and culture program to additional schools in the future.

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)(d) - \$400,000 of the general fund-state appropriation for fiscal year 2021 is provided solely for grants to create heritage language programs for immigrant and refugee students.

12. **Other relevant information:**

Since heritage language programs are part of the general curricula, they can be funded through the Basic Education Allocation (BEA). The grant program is seed funding to support key start-up and capacity building of heritage language programs. Grantees and others planning or implementing heritage 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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