

Dual Language/Early Learning & K12

Budget Language

- (i) \$1,425,000 of the general fund—state appropriation for fiscal year 2024 and \$4,725,000 of the general fund—state appropriation for fiscal year 2025 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. Of the amounts provided in this subsection, \$1,000,000 of the general fund—state appropriation for fiscal year 2025 is provided solely for tribal language grants.
- (ii) 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.

Proviso Purpose

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

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. Funds were also used for administrative staffing, recruiting bilingual educators and paraeducators for the program, and stipends for Tribal Elders to help preserve and grow the Tribal language. A portion of funds were used for OSPI staffing to support grant management, statewide professional learning, and technical assistance to districts.



Criteria for Receiving Services/Grants

To be considered for grant funding, districts must show readiness to benefit by convening a dual language advisory board that includes at least 50% students and family members of the multilingual learners and/or AI/AN students the program currently serves or will serve. Funds are prioritized for schools that are designed to serve at least 50% or more students of color and those in the opportunity gap. Schools must add dual or Tribal language classes each year with a preferred K-12 pathway. They are also required to conduct an annual self-assessment or evaluation of the program and participate in the statewide dual, heritage, or Tribal language professional learning communities.

Beneficiaries in the 2024-25 School Year

Number of School Districts:	80
Number of Schools:	295
Number of Students:	Undetermined
Number of Educators:	Undetermined

Are Federal or Other Funds Contingent on State Funding?

No.

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2025	\$4,725,000	\$3,639,311
2024	\$1,425,000	\$1,334,887
2023	\$1,425,000	\$1,338,593
2022	\$1,425,000	\$1,422,387
2021	\$1,425,000	\$1,411,194

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2025	80
2024	67
2023	53
2022	39
2021	18

Programmatic Changes Since Inception (If Any)

In 2017, OSPI created the PK-12 Dual Language Steering Committee to guide the design and implementation of statewide supports for dual, heritage, and Tribal language programs. In 2024-25, the Dual Language Steering Committee developed bylaws and established term limits to ensure greater representation across the state.

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 expanded staffing in 2022-23 to 3 full-time Program Supervisors and added 1 additional position in 2024-25 to meet increasing demands for dual, heritage, and Tribal language program support. These multilingual staff members provide grant management, technical assistance, and professional learning for developing and implementing programs.

In 2024-25, nine districts were selected to host statewide dual language school visits. These districts received extra grant funds to cover the costs of hosting these visits. 30-40 participants attended each of these full-day events to learn from experienced district and school leaders, observe in classrooms, and collaborate with colleagues to address challenges and improve implementation of programs. In 2024-25, OSPI also hosted a Tribal Language Convening so that Tribal educators could collaborate and support the unique needs of Tribal language programs.

Program(s) Evaluation or 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 152 dual language schools, 100 heritage language schools, and 43 Tribal language schools in 2024-25.
- Programs included 6 dual languages, 12 heritage languages, and 17 Tribal languages with a total of over 30 languages taught across Washington state.
- Another 10-20 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 instruction, and educators collaborated to develop strong curricular plans using these materials to map standards across program languages.

- Districts frequently requested and received direct, recurring support from OSPI program staff including direct coaching, professional learning, and technical assistance to ensure strong program development and implementation.
- Districts appreciated and used OSPI's [Dual Language Program Guide](#) with detailed step-by-step instructions on how to develop and strengthen dual language programs.

Grantees reported the following challenges:

- Grant funds in some districts were unspent or were expended towards the end of the grant cycle due to staff turnover, lack of commitment, or conflicting priorities.
- Districts that are trying to expand to secondary continue to struggle with hiring qualified staff with both content expertise and strong language proficiency. Limited resources in the program language for secondary courses also pose challenges.
- Programs in languages other than Spanish especially 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 support available through OSPI that is currently being provided by outside consultants, especially as they anticipate additional budget constraints in the future.
- Districts also request additional tools, templates, and examples to support the planning process based on the OSPI Dual Language Program Guide.

OSPI and the Dual Language Steering Committee are currently working on plans to provide many of these requested resources and supports as part of the next grant cycle.

Major Challenges Faced by Program(s)

OSPI recently moved to a new grant application platform - the Educational Grant Management System (EGMS). With hundreds of grant packages moving to this system in 2024, grant applications were not able to be launched until late summer/early fall. This delayed funding for districts to start the school year.

Also, in the fall of 2024, OSPI lost its Tribal Language Program Supervisor who moved unexpectedly to a district position. During this gap in staffing, other dual language staff worked with the Office of Native Education (ONE) to ensure that Tribal language grants were still distributed in a timely manner. ONE worked quickly to hire a new staff member so that support to districts and Tribal schools could continue with minimal disruption.

Future Opportunities

With state budget cuts for the 2025-26 school year, OSPI is anticipating ways to maximize use of limited resources to support continued growth of dual, heritage, and Tribal language programs.

This includes increasing direct support from OSPI staff to help districts develop research-based programs, filling professional learning needs, and increasing collaboration opportunities between districts. Three local dual language networks began to develop in the 2024-25 school year and will meet on a regular basis in the 2025-26 school year. These networks allow districts to learn together, share information and best practices, and collaborate to maximize resources and support continuous improvement.

Other Relevant Information

OSPI continues to expand and improve the [Dual Language Program Guide](#), adding additional research and new guidance on instructional practices in 2025. Other states are using and referencing Washington's guidance in this area.

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2025 Fiscal Year.](#)

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