

Dual Language Course Reporting

Dual Language Programs

In dual language programs, students in PreK-12 learn content, language and literacy in English and a partner language such as Spanish, Mandarin Chinese, Vietnamese, Japanese, Korean, Arabic, ASL, or Russian. Dual language education is the most effective instructional model for multilingual learners (MLs), students who speak English at home, and historically underserved student groups and is the preferred model for MLs in Washington.

Collecting Dual Language Data

Collecting dual language data helps OSPI understand where dual language programs are offered across Washington, the languages used for instruction, the program models being implemented, and the students who are participating. High-quality reporting allows OSPI to support district programs, meet state and federal reporting requirements, provide technical assistance, and ensures informed decision-making that benefits multilingual learners and other students participating in dual language programs.

What Types of "Dual Language" Programs are Offered?

There are three types of Dual Language programs across public schools in Washington State –

- **Two-way Dual Language** programs enroll a balanced number of multilingual learners who speak the program language at home and students who speak English at home.
- **One-way Dual Language** programs enroll mostly or all multilingual learners who speak the program language at home.
- **World Language Immersion** programs enroll mostly students who speak English at home, although some multilingual learners may participate.

What Does "Dual Language Data" Refer to?

For districts, charter schools, and State-Tribal Education Compact (STEC) schools offering dual language programs, they report which program types are offered and which courses are associated with the dual language program(s). These are reported in **Course Catalog File (D)**.

Key Data Elements

Element	Description
D14 – Dual Language Instruction Type	Identifies the dual language program model used for the course.
D15 – Dual Language Instruction Language	Identifies the partner language used for instruction in the course.



What Programs are Included in these Data Elements?

Currently CEDARS collects data for Two-way, One-way, and World Language Immersion dual language programs in these elements. **Heritage, Tribal, and other World Language data should not be entered in these fields.**

Where else are Data about Multilingual Programs Collected?

New in SY 2026-27, OSPI will collect detailed information about Dual, Heritage, and Tribal language programs offered in schools. These details will help OSPI to better support and expand these offerings. This collection will be explained in an upcoming [Data Note](#).

Where does OSPI Use Dual Language Data?

OSPI publishes dual language data on the [Washington State Report Card, Annual Snapshot on Student Opportunity and Outcomes](#), in federal ED Facts reporting, and in other areas. OSPI's Multilingual Education team also uses the data to prepare program implementation support.

Reporting Dual Language Courses

When reporting dual language courses in CEDARS, two **Course Catalog File (D)** elements are essential. These elements are tied to individual courses. For courses that are part of a dual language program, districts, charter schools, and STEC schools must report:

D14 – Dual Language Instruction Type

District CEDARS Administrators and district multilingual program leads can together identify and report the value that best describes the dual language program model.

Value	Program model used
1	One-Way Dual Language Program
2	Two-Way Dual Language Program
4	World Language Immersion Program

D15 – Dual Language Instruction Language

District CEDARS Administrators and district multilingual program leads can together identify and report the language used for instruction by selecting the appropriate language code from [CEDARS Appendix K](#). This is required whenever Dual Language Instruction Type is reported.

Language	Example Code*
Mandarin Chinese	Use Appendix K code
Vietnamese	Use Appendix K code
Spanish	Use Appendix K code

*Always use the current language codes published in Appendix K of the [CEDARS](#) Appendices.

Recommended Practices

Districts and schools have found success through:

- Collaboration between CEDARS reporting teams and dual language program leaders to determine which dual language program types are offered and which courses should be identified as dual language courses.
- Establishing a local review process before new courses are added to the student information system, so they are identified as dual language courses appropriately.
- Reviewing D14 and D15 values annually to ensure they continue to reflect current program implementation.
- Verifying that language codes align with Appendix K.
- Periodically comparing course offerings against dual language education program records to identify missing courses.

Before Reporting Data

Use the checklist below to help ensure accurate reporting:

- ☐ Program model selections accurately reflect local implementation.
- ☐ Local program staff have reviewed course mappings (which courses are taught in dual language) before course data are reported.
- ☐ All dual language courses have a reported **D14 Dual Language Instruction Type** value.
- ☐ All courses with a D14 value have a corresponding **D15 Dual Language Instruction Language** value, match valid language codes from **Appendix K**.
- ☐ Course reporting is consistent across schools and reporting periods.

Resources

- **OSPI's Multilingual Education team** works closely with school district language teams to implement Dual Language programs. District Multilingual Education leaders can contact MultilingualEd@k12.wa.us for guidance or visit the [Dual Language Education and Resources](#) webpage.
- **OSPI's CEDARS team** works closely with school districts about CEDARS submissions, data questions, and other support. District CEDARS Administrators and others can contact AskSI@k12.wa.us for more information or visit the [CEDARS](#) webpage.