



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Dual Language/Early Learning & K12

1. **Purpose:**

The K-12 Dual Language Grant Program was created to grow capacity for high quality dual language education. Grants were awarded through a competitive process to school districts, charter schools or tribal compact schools proposing to 1) establish a two-way or one-way dual language program or 2) expand a recently established two-way or one-way dual language program in a school with predominately English learners and/or Native American students. [RCW 28A.630.095 & 1445 S.S.L. c 236.](#)

2. **Description of services provided:**

Grants funds were used for key start-up costs for dual language programs such as administrative staffing, recruiting bilingual teachers and aides for the program, instructional coaching, program evaluation, travel to dual language site visits, travel and registration for dual language professional learning, stipends for Elders to help preserve the Tribal language, and release time for staff to build curricula in the partner language. Language bonuses were awarded to districts with languages other than Spanish.

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

Schools must design the dual language program to close opportunity gaps and prioritize English learners and/or Native American students for the program. Schools must also add dual language classes each year with a preferred K-12 dual language pathway. Schools must also build the capacity for educators to implement dual language programming designed for English learners or Native American students. They must also document best practices, lessons learned, and participate in the statewide dual or tribal language professional learning communities.

Beneficiaries in 2019-20 School Year:

Number of School Districts:	30
Number of Schools:	68
Number of Students:	Not determined at this time.
Number of Educators:	Not determined at this time.
Other:	

Number of OSPI staff associated with this funding (FTEs): 1.25
Number of contractors/other staff associated with this funding: 1 Contractor

FY20 Funding: State Appropriation: \$1,425,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY20) \$1,425,000

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

No

Yes, please explain.

If state funds are not available, the state will not be eligible...

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY20	\$1,425,000	\$1,418,045
FY19	\$1,450,000	\$1,399,637
FY18	\$450,000	\$363,249
FY17	\$450,000	\$248,286
FY16	\$450,000	\$237,188

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

Fiscal Year	Number of School Districts & Tribal Compact Schools
FY20	30
FY19	24
FY18	12
FY17	5
FY16	5

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

Created a steering committee to guide the design and implementation of a statewide scaffold of support for tribal, heritage, and dual language programs.

8. **Evaluations of program/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:

- Schools with dual language programs increased statewide by 56 percent from 57 to 89 programs.
- Districts and state-tribal compact schools offering dual language programs increased by 35 percent from 29 to 39.
- Based on technical assistance communications, OSPI estimates an additional 65 school districts and state-tribal compact schools are planning to begin dual language programs within the next five years.

The grantees reported the following best practices for dual language education:

- Establish dual language programs at schools with the highest population of English learners/multilingual learners.
- Consistently maintain a balance of English learners/multilingual learners and native English speaking students in each dual language classroom.
- Communicate with stakeholders that the program is designed as the English language development program for qualified English learners/multilingual learners and is an enrichment program for native English speaking students.
- Intentional and culturally-appropriate communications with families of English learners/multilingual 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 K–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 and others described by PESB with the Bilingual Educators Initiative.

Grantees reported the following lessons learned:

- Ensure K–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 K–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:**

Continued legislative funding for grants is a challenge. The grants have help districts offset the start-up costs, especially with professional learning.

10. **Future opportunities:**

The statewide, online professional learning communities (PLCs) to support tribal, heritage, and dual language programs have leveraged support for districts thinking about developing a program. The PLCs are quickly expanding, and participants benefit from networking, solving problems of practice, and the online hub with shared resources.

11. **Statutory and/or budget language:**

ESSB 6168, Sec. 520 (10) - \$1,425,000 of the general fund-state appropriation for fiscal year 2020 and \$1,425,000 of the general fund-state appropriation for fiscal year 2021 are provided solely for dual language grants to grow capacity for high quality dual language learning. Of the amounts provided in this subsection:

- a) \$1,425,000 of the general fund-state appropriation for fiscal year 202 is provided solely for implementation of chapter 236, Laws of 2017 (SHB 1445) (dual language/early learning & K-12). In selecting recipients of the K-12 dual language grant, the superintendent of public instruction must prioritize districts that received grants under section 501(33), chapter 299, Laws of 2018.
- b) \$400,000 of the general fund-state appropriation for fiscal year 2021 is provided solely for grants to establish a new dual language program.
- 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.
- d) \$400,000 of the general funds-state appropriation for fiscal year 2021 is provided solely for grants to create heritage language programs for immigrant and refugee students.
- e) \$400,000 of the general fund-state appropriation for fiscal year 2021 is provided solely for grants to create indigenous language programs for native students.

12. **Other relevant information:**

N/A

13. **Schools/districts receiving assistance:**

See [OSPI's Grantee List](#)

14. **Program Contact Information:**

Name: Patty Finnegan

Title: Program Supervisor

Phone: 360-725-4468

Email: patty.finnegan@k12.wa.us