Washington State’s P-12 Dual Language Initiative

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I am presenting to you today from Olympia, Washington, from the ancestral lands of the Squaxin Island Tribe, and honor with gratitude the land itself, the native language of southern Lushootseed, and the people who have lived here since time immemorial.
Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

• Ensuring Equity
• Collaboration and Service
• Achieving Excellence through Continuous Improvement
• Focus on the Whole Child
Overview

• WA State Superintendent Reykdal’s vision of dual language for all
• Dual language education as an equity strategy
• Supporting and expanding the bilingual teaching workforce
OSPI Strategic Goals

Equitable Access to Strong Foundations

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.

Initial Objectives:
- Universal access to pre-K
- New K–3 literacy focus
- Universal access to dual language learning by elementary
WA State Superintendent Reykdal’s Vision of Dual Language for All by 2030

• All Washington students will have access to dual language education and the opportunity to become proficient in two or more languages by 2030.

• Multilingual/English learners and American Indian and Alaska Native students are prioritized for at least half of the seats in dual language education to prevent opportunity gaps.

• Dual language education is general education content taught in two languages. Programs begin in preschool or Kindergarten and extend through high school.

2017 Early Learning and K-12 Dual Language Law
(1445 S.SL. c 236)
A Vision for Dual Language Education in Washington State

https://www.youtube.com/watch?v=RWZzH8KchS8&list=PLh0gvWB_9LuWmXVxgTlvI4CbKp3_EUzRx&index=1
Dual Language Program Design: Classroom Demographic Structure

**Two-way Dual Language Education:**
Balance of multilingual/English learners and English-speaking students, including historically underserved student groups.

**One-way Dual Language Education:**
All multilingual/English learners or American Indian/Alaska Native students.
Dual Language Program Design: Program Models and Language Allocation

90:10 Model
- K = 90:10
- 1<sup>st</sup> = 80:20
- 2<sup>nd</sup> = 70:30
- 3<sup>rd</sup> = 60:40
- 4<sup>th</sup> & up = 50:50

Sequential biliteracy model:
*Bethel School District Dual Language*

50:50 Model
Simultaneous biliteracy model:
*Highline Public Schools Dual Language*
Dual Language Data on OSPI Report Card

Dual Language Programs

Where are Dual Language programs located?

Washington State
2020-21

Click below to highlight schools by language of instruction

Chinese-Mandarin
Colville
Lummi
Lushootseed
Makah
Muckleshoot
Quileute
Quilshoose
Spanish
Vietnamese

District-Level Count of Dual Language Programs

0

12
Dual Language Programs in the Past 5 Years

How many schools have offered dual language programs, over time?

Washington State

Number of Schools with Dual Language Programming

- 2016-17: 52
- 2017-18: 58
- 2018-19: 75
- 2019-20: 90
- 2020-21: 102

Washington Office of Superintendent of PUBLIC INSTRUCTION
OSPI Strategic Goals

Goal 2: 
Rigorous Learner-Centered Options in Every Community

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

Initial Objectives:
- Access to meaningful High School and Beyond Planning for all students beginning in 8th grade
- Equitable access to dual credit courses
- Flexibility in the 24-credit graduation requirement, providing for custom-tailored pathways and options
WA State Seal of Biliteracy

• First Seals issued in 2012
• Requirements include:
  • 4 credits of English Language Arts
  • 4 credits of World Language
  • Proficiency of Intermediate-Mid level or higher

Seal of Biliteracy
RCW 28A.300.575
Identity & Achievement with Dual Language

Asset-based Education
• Builds strong home-school connections
• Advances identity development
• Honors the language of the family, community, or Tribe

Closes Opportunity & Achievement Gaps
• Multilingual/English Learners
• American Indian/Alaska Native students
• African American & Black students
• Students with special needs
• High graduation rates for historically underserved student groups

English Learners’ Long-Term Achievement on Standardized Tests in English Reading Compared Across Seven Program Models

Average Performance of English-Speaking Students

Final Average NCE

61 1 – Two-Way Dual Language Ed. including Content ESL
52 2 – One-Way Dual Language Ed. including Content ESL
40 3 – Transitional Bilingual Ed., Including ESL taught through academic content
35 4 – Transitional Bilingual Ed., Including ESL, taught traditionally
34 5 – ESL taught through academic content (no L1)
24 6 – ESL Pullout – (no L1) taught traditionally

27 7 – Prop 227 in California Spring 1998 – Spring 2000 (grades 2-9 in two-year cohorts)

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Closing the Gap for Multilingual Learners

Research-Supported Benefits*

• High levels of proficiency in the new language.
• Perform as well or better than their peers on standardized tests in English.
• Demonstrate increased cross-cultural awareness, cognitive flexibility, and problem-solving skills.

Cost

• Additional $137 per student/year for dual language education.

➢ Dual language education is Washington State’s priority English language development program model for all eligible multilingual/English learners.

State Grants and Funding

Funds support key start-up costs such as curricula in the partner language and professional learning.

$1,425,000 annual legislative funding

$10,000,000 ESSER funds for 2021-2023
  • 56 awards to school districts
  • 6 awards to State-Tribal compact schools
# Tribal, Heritage, and Dual Language Grant Awards 2021-23

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<th># of 1-year Grants (State funds)</th>
<th>Total Amount of 1-year Grants</th>
<th># of 2-year Grants (ESSER funds)</th>
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A Diverse, Inclusive, and Highly Skilled Workforce

Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.

Initial Objectives

- Access to residency experience for all pre-service educators
- Educators and school staff that reflect the diversity of the students they serve
- Opportunities and access to high-quality professional learning for in-service educators
Dual Language Steering Committee & Bilingual Education Advisory Committee

➢ Advising state plans for dual language
➢ Advocating for move to WIDA
➢ Proposing adoption of SLA & SLD Standards
➢ Developing DL principal “crosswalk” with AWSP framework
➢ Creating communication tools
➢ Planning professional learning toolkit
➢ Expanding teacher preparation program support
➢ Developing program evaluation criteria
Statewide PLCs and Technical Assistance

Monthly statewide professional learning communities (PLCs) to support tribal, heritage, and dual language program development.

- Tribal Language Educators
- Heritage Language Educators
- Dual Language Educators
- Dual Language Leaders
- Spanish Dual Language Educators
Upcoming Data Elements & Displays

**Teachers Who Provide Dual Language Instruction**
- Race/ethnicity
- Years of teaching experience
- Credential information
- Retention/mobility

**Students in Dual Language Education**
- Demographics and characteristics
- Access rate to qualified & experienced teachers
- Linkage to student performance & outcome data
Bilingual Teaching Fellows Program

Model program in Highline Public Schools with Western Washington University

- Supports paraeducators to become teachers
- B.A. in Education, K-8 & bilingual endorsement
- 2-year program using Alternative Routes Block Grant
- 3 cohorts, 42 participants from 2016-2022
- Spanish, Vietnamese, Somali, and Tagalog speakers
- 29 of 30 graduates hired in Highline in 2018 & 2020
Pre-service Teacher Residency Plans

Planning for a 1-year and 2-year residency model to increase the number of highly qualified bilingual teachers from local communities.

- Cohort model with university-district partnerships
- Tuition assistance ($8,000 - $10,000 per year)
- University program supervisor
- District program coordinator (TOSA)
- Specialized job description for “bilingual residents”
- Minimum 3 hours in cooperating teacher’s classroom
- Monthly mentor/resident professional learning sessions
WA Elementary Principal of the Year 2019

https://www.youtube.com/watch?v=4nbZoYVLDbg&list=PLh0gvWB_9LuWmXVxgTlvI4CbKp3_EUzRx&index=3

A Story About Dual Language with Mr. Lopez
Parent and Student Voices

https://www.youtube.com/watch?app=desktop&v=EQH95rhlDYs&list=PLh0gvWB_9LuWmXVxgTlvl4CbKp3_EUzRx&index=2
More Information

Washington OSPI Dual Language Education webpage

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Questions?