

# Washington State's P-12 Dual Language Initiative

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Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Land & Language Acknowledgement

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



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# 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.S.L. c 236](#))



# A Vision for Dual Language Education in Washington State



[https://www.youtube.com/watch?v=RWZzH8KchS8&list=PLh0gvWB\\_9LuWmXVxgTlVl4CbKp3\\_EUzRx&index=1](https://www.youtube.com/watch?v=RWZzH8KchS8&list=PLh0gvWB_9LuWmXVxgTlVl4CbKp3_EUzRx&index=1)



# 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

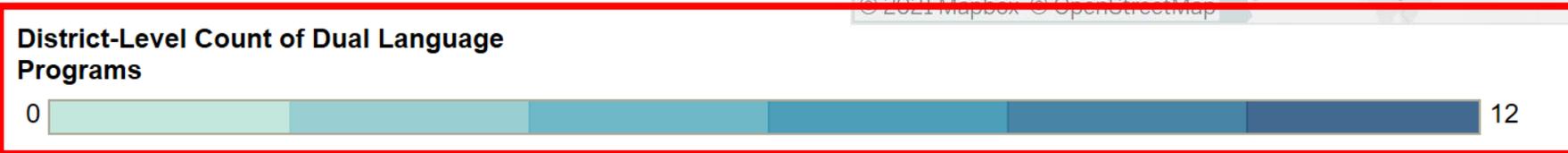
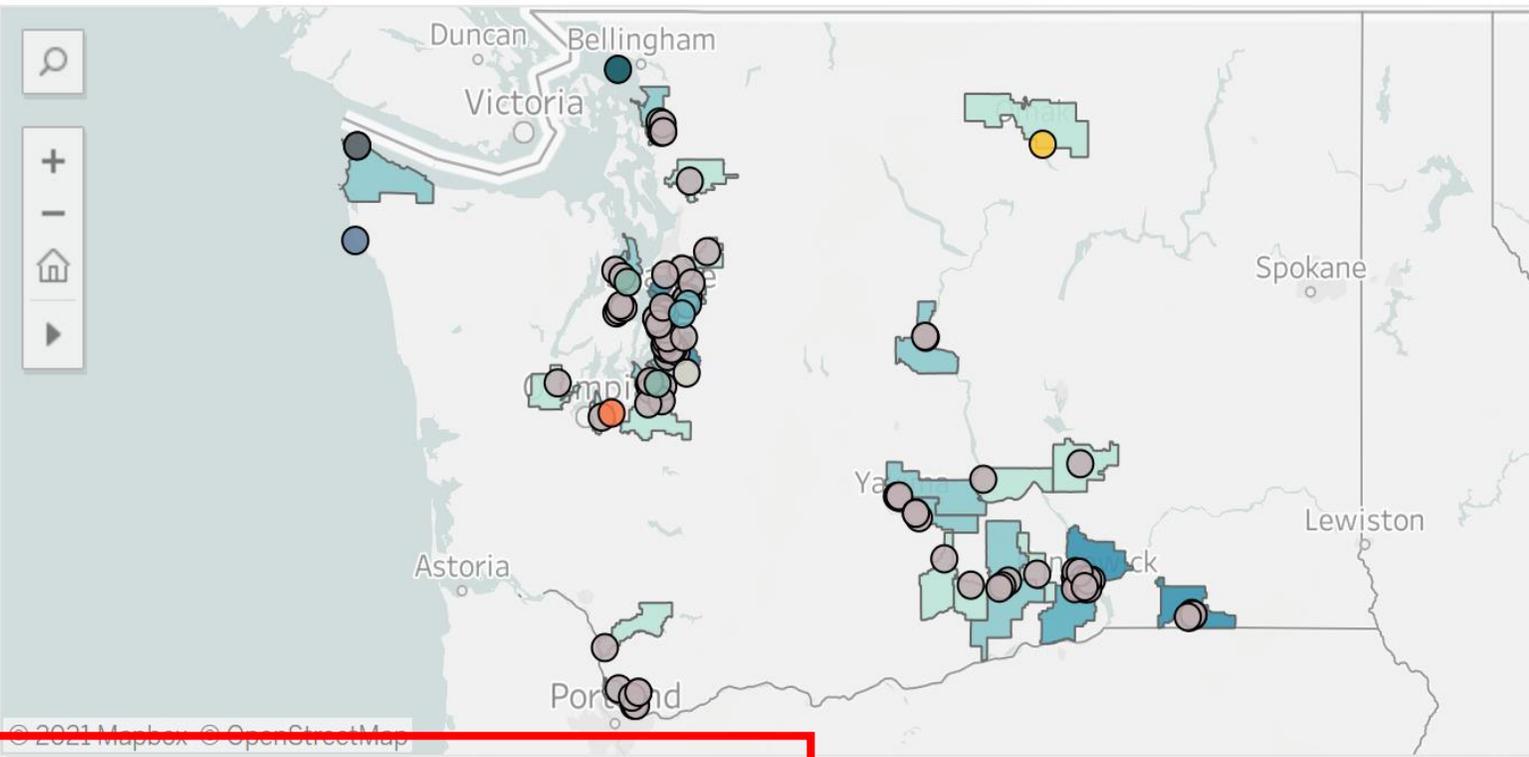
Summary **Map** Language Trend School Trend Summary

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
- Quilshootseed
- Spanish
- Vietnamese



# Dual Language Programs in the Past 5 Years

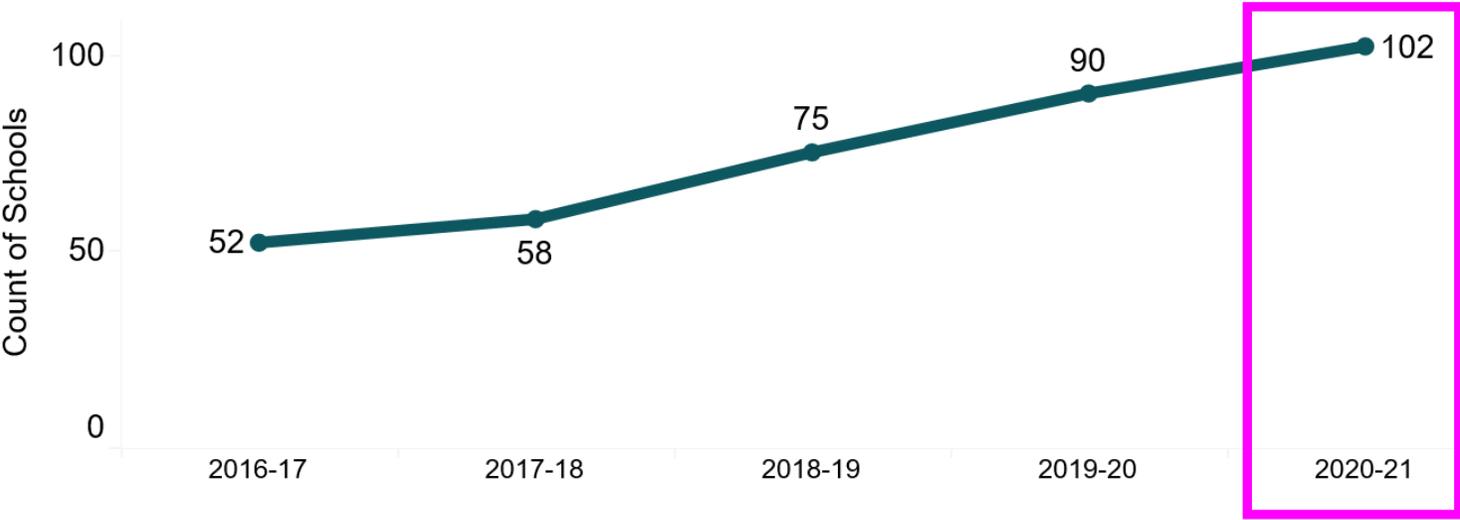
## Dual Language Programs

Summary Map Language **Trend School** Trend Summary

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

### Washington State

Number of Schools with Dual Language Programming



# OSPI Strategic Goals

A circular icon with a dark teal background and a white center. The word "GOAL" is written in white capital letters above the number "2" in a large, bold, black font.

## 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

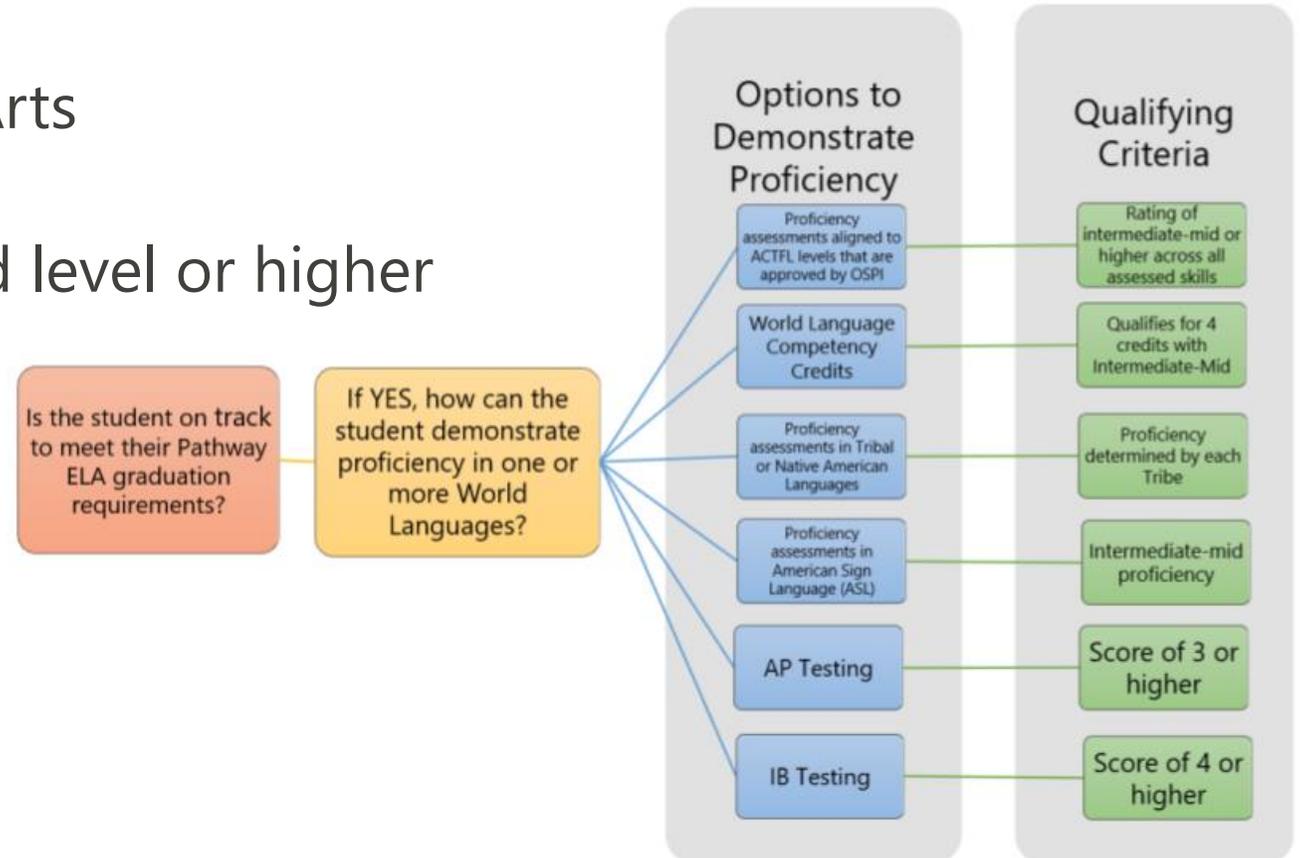


# WA State Seal of Biliteracy



- 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

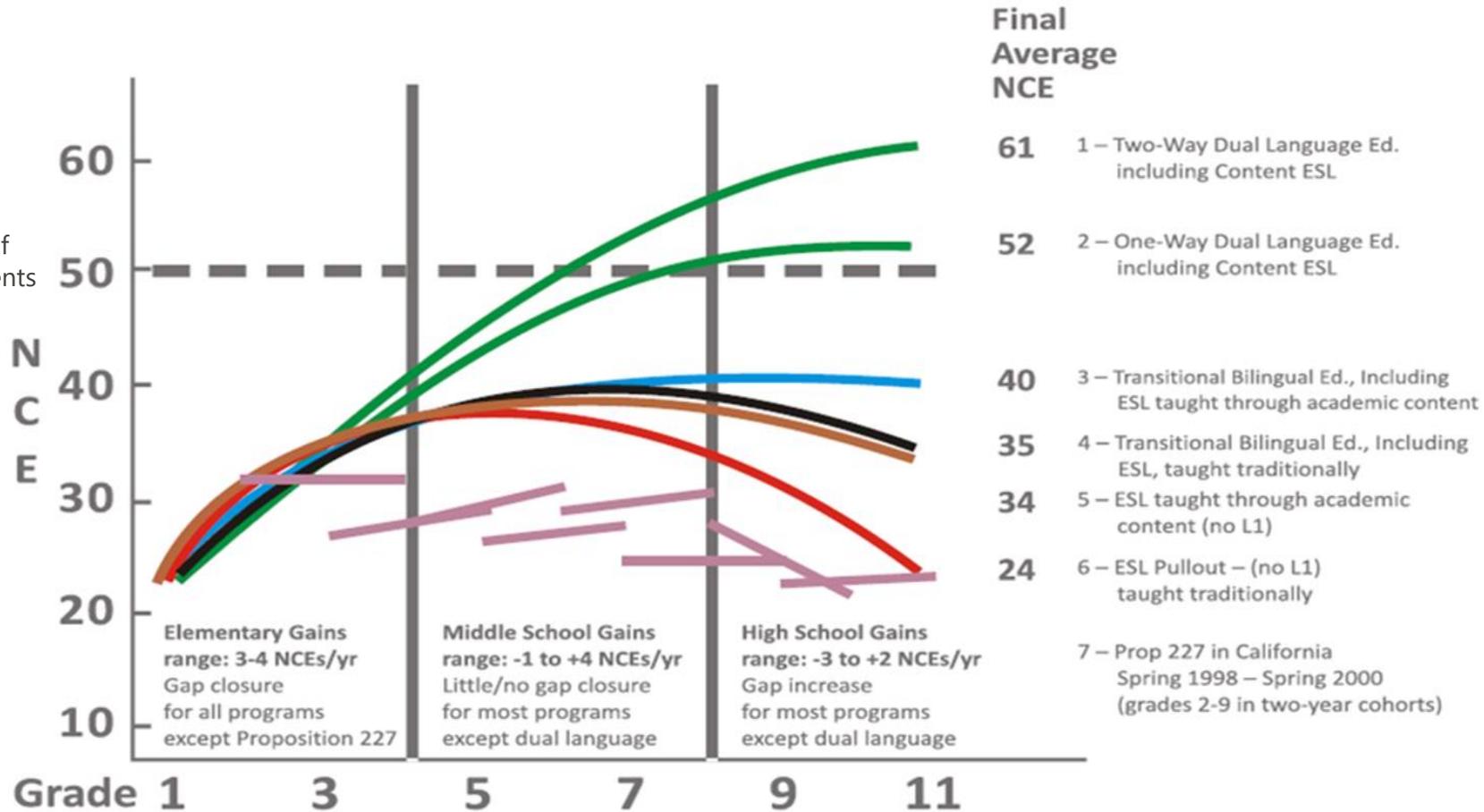
- Multilingual/English Learners
- American Indian/Alaska Native students
- African American & Black students
- Students with special needs
- High graduation rates for historically underserved student groups

Sources: Thomas & Collier (2012, 2017)



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

Average Performance of English-Speaking Students



Copyright © 2001-2012, W.P. Thomas & V.P. Collier. All rights reserved.

# 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.**



\* Sources: Bialystok, 2017; Fox, et al., 2019; Lindholm-Leary & Borsato, 2006; Olulade et al., 2016; Rand Education, 2015; Taylor & Lafayette, 2010; Thomas & Collier, 2002, 2010, 2012, 2014, 2017; Swenson & Watzinger-Tharp, 2012.

# 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

Grantees	# of 1-year Grants (State funds)	Total Amount of 1-year Grants	# of 2-year Grants (ESSER funds)	Total Amount of 2-year Grants	Total # of Grants	Total Grant Funds
Tribal language Programs	6	\$360,000	16	\$960,000	22	\$1,320,000
Heritage Language Programs	4	\$240,000	11	\$660,000	15	\$900,000
Dual Language Programs	8	\$700,000	38	\$6,200,000	46	\$6,900,000



# OSPI Strategic Goals

## GOAL 3

### 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.

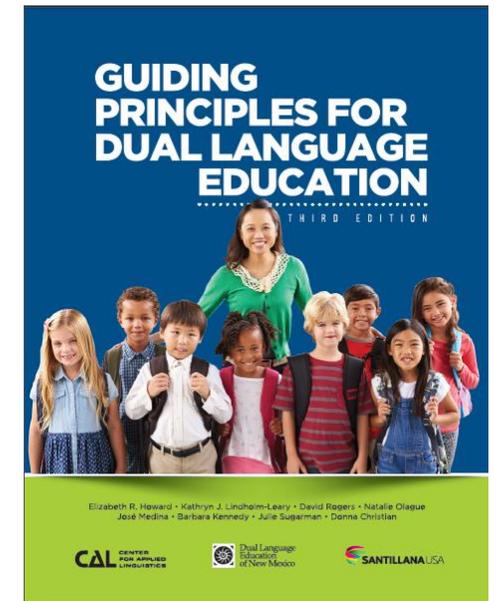
#### Initial Objectives

- 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



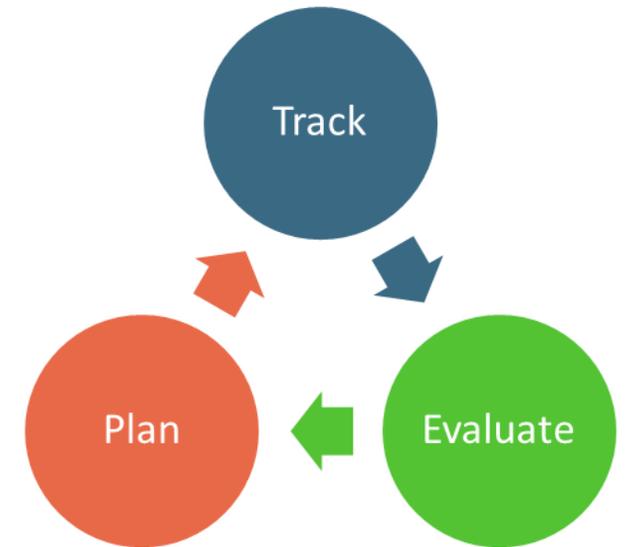
# Upcoming Data Elements & Displays

## 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



A Story About Dual Language with Mr. Lopez

[https://www.youtube.com/watch?v=4nbZoYVLDbg&list=PLh0gvWB\\_9LuWmXVxgTl4CbKp3\\_EUzRx&index=3](https://www.youtube.com/watch?v=4nbZoYVLDbg&list=PLh0gvWB_9LuWmXVxgTl4CbKp3_EUzRx&index=3)



# Parent and Student Voices



[https://www.youtube.com/watch?app=desktop&v=EQH95rhIDYs&list=PLh0gvWB\\_9LuWmXVxgTlVl4CbKp3\\_EUzRx&index=2](https://www.youtube.com/watch?app=desktop&v=EQH95rhIDYs&list=PLh0gvWB_9LuWmXVxgTlVl4CbKp3_EUzRx&index=2)



# More Information

[Washington OSPI Dual Language Education](#) webpage

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# Questions?



<https://i2.wp.com/www.thehedgelesshorseman.com/wp-content/uploads/2017/11/Poll.jpg?resize=1024%2C731>

