



Building a Multiliterate Washington through Statewide Dual Language Education

2023–25 Biennial Operating Budget Decision Package

Recommendation Summary

Multilingual/English learners, American Indian/Alaskan Native students, and other historically underserved student groups experience long-standing, persistent opportunity gaps in their K–12 educational careers. With the need to provide accelerated learning to address pandemic-related learning loss, the press to implement universal access to dual language education is more urgent than ever. The Office of Superintendent of Public Instruction (OSPI) requests \$69.7 million in the 2023–25 biennium to scale inclusive, asset-based, and gap preventing/closing dual language education including supports to recruit and retain bilingual educators; equitable access to literacy supports, the Seal of Biliteracy, and world language competency-based credits; and efforts to preserve, restore, and grow tribal language programs throughout the state.

Fiscal Details (Funding, FTEs, Revenue, Objects)

Operating Expenditures	FY 2024	FY 2025	FY 2026	FY 2027
Fund 001	\$35,088,000	\$34,563,000	\$34,625,000	\$34,625,000
Total Expenditures	\$35,088,000	\$34,563,000	\$34,625,000	\$34,625,000
Biennial Totals	\$69,651,000		\$69,250,000	
Staffing	FY 2024	FY 2025	FY 2026	FY 2027
FTEs	6.3	6.3	6.3	6.3
Average Annual	6.3		6.3	
Revenue	FY 2024	FY 2025	FY 2026	FY 2027
	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenue	\$0.00	\$0.00	\$0.00	\$0.00
Biennial Totals	\$0.00		\$0.00	
Object of Expenditure	FY 2024	FY 2025	FY 2026	FY 2027
Obj. A	\$490,000	\$490,000	\$490,000	\$490,000
Obj. B	\$262,000	\$260,000	\$260,000	\$260,000
Obj. C	\$1,234,000	\$1,239,000	\$851,000	\$851,000
Obj. E	\$813,000	\$317,000	\$317,000	\$317,000
Obj. G	\$42,000	\$42,000	\$42,000	\$42,000
Obj. J	\$32,000	\$0	\$0	\$0
Obj. N	\$32,215,000	\$32,215,000	\$32,665,000	\$32,665,000

Package Description

What is the problem, opportunity, or priority you are addressing with the request?

Research shows young learners who receive dual language education demonstrate increased literacy development, cognitive flexibility, attention control, memory, problem-solving skills, cross cultural awareness, and information integration. In addition, decades of research demonstrates that dual language education is the only program model that prevents and closes opportunity gaps for multilingual/English learners, as well as for other historically underserved student groups.

Dual language education is K–12 general education curricula instructed in two languages for the purposes of becoming bilingual and biliterate, develop sociocultural competence, and achieve at high levels in all content areas. At least half of the content is instructed in the partner language. It is also a state-approved English language development program model for eligible multilingual/English learners.

Washington's dual language programs are designed for and prioritize multilingual/English learners for at least half of the seats in each dual language classroom. English dominant students are invited into the program as an enrichment opportunity to become bilingual and biliterate while learning K–12 general education curriculum.

Washington has two types of language programs that can become dual language programs:

- **Tribal language programs** center tribal sovereignty. There are cultural and legal dimensions that govern tribal language programs. The tribe determines who is qualified to instruct, instructional approaches, and assessment of proficiency. These programs are designed to build student identity and revitalize tribal language and culture in response to the harm caused by intergenerational trauma.
- **Heritage language programs** provide multilingual/English learners and English dominant students with the opportunity to learn the language and culture of their families and/or communities. These programs can be offered during or outside of the school day.

This request addresses three primary priority areas, described below.

Direct Supports for Multilingual/English Learners

English learners (ELs) are students whose primary language is not English and who are eligible for English language development services through the federal Title III, Part A funds and the state-funded Transitional Bilingual Instruction Program (TBIP).

Federal Title III, Part A funds provide additional support for American Indian/Alaskan Native (AI/AN) students as well as for multilingual/English learners in both public and private schools. School districts receive \$140 per eligible Title III student. In 2022, there were 3,443 Title III-eligible AI/AN students.

Districts also receive state TBIP funds to provide supplemental instruction to support language development for ELs. Under the state funded TBIP, eligible ELs receive TBIP services until they become proficient in English. Once exited, they continue to receive a subsidized portion of funding. Currently, AI/AN students are not included in the state's definition of an English learner and therefore do not qualify for TBIP services.

The state TBIP allocation provides an additional \$1,600 per eligible student and \$800 per exited student for continued supports. Exited students continue to receive services for two school years after meeting the English proficient level. The TBIP allocation formula is 1.0 full-time equivalent (FTE) x \$1,600 per eligible student FTE and \$800 per exited student FTE.

Washington State Seal of Biliteracy

The Washington State Seal of Biliteracy (RCW 28A.300.575, WAC 392-410-350) was established in 2014 with the intent to recognize public high school graduates who have attained an intermediate-mid proficiency in English and one or more world languages, including American Sign Language and tribal languages. Washington graduates in 2022 earned the Seal of Biliteracy in more than 83 languages. This was the highest number of languages earned for the Seal of Biliteracy in the U.S., mainly due to the state-supported custom language testing. Unfortunately, some of the less commonly spoken languages have no assessments or do not currently have readily available assessments, and because awarding the Seal is optional for school districts, there are many students who do not benefit from this option.

Supporting Multilingual Educators

Although millions of dollars are expended each year to prepare new teachers nationwide and within Washington state, districts and schools still lack enough teachers with the qualifications to meet the needs of students, particularly students in historically underserved groups, including students of color, multilingual/English learners, and students with disabilities (National Center for Teacher Residencies, 2014; Ricci et al., 2019). Table 1 shows the projected need of bilingual educators to support the current demand and expansion of dual language programs.

While there is general agreement on the elements of teacher preparation that lead to candidates who are truly ready to begin their first year in this demanding, complex, and critically important position, few programs can provide all of the elements. Perhaps the most critical element – a high-quality student teaching experience – is also the most challenging. Programs that allow for a full-year student teaching experience, wherein a teacher candidate works with a highly effective classroom teacher and gradually takes on responsibility while also participating in context-specific coursework, prepare teachers who are more likely to be effective on day one and to stay in the profession. This type of program is called a “teacher residency,” similar to the process a medical resident goes through to prepare to become a physician. This kind of program allows the educator preparation program to provide professional learning to the resident, while also allowing actual practice to inform the thinking of the preparation programs.

Table 1: Multilingual Teachers Needed to Support Expansion of Dual Language Programs

School Year	Expected Number of Dual Language Schools	Approximate Number of K–12 Dual Language Teachers Needed to Expand	Total Dual Language Teachers
2021–22	110	N/A	1,534
2022–23	120	260	1,794
2023–24	135	290	2,084
2024–25	150	330	2,414
2025–26	165	390	2,804

Closing opportunity gaps through equity and access requires targeted and comprehensive solutions. Washington has an incredible opportunity to lead the nation and to build on the investments of the state Legislature to grow and expand dual language programs statewide.

What is your proposed solution?

To expand dual, heritage, and tribal language programs in Washington state, this proposal outlines an expansion model that will steadily increase service over the coming years so all Washington students will have access to dual language education in grades K–8 by 2040 (See Table 2).

Table 2: Phase-in Plan for Statewide Dual Language Expansion

Phase of Dual Language Expansion	Number of Districts with New Programs	Total Number Districts with Dual Language Programs	Total Student Enrollment for Districts with Dual Language Programs*
Current Continuing or Expanding Programs	N/A	37	518,565
Districts Beginning Program(s) by 2026–27	49	86	798,592
Districts Beginning Program(s) by 2029–30	34	120	939,691
Statewide Implementation of Dual Language Education by 2040	199	319	1,091,429

**Enrollment data from the 2021–22 school year.*

This proposal supports the retention of educators of color and incentivizes and provides for the expansion of dual language education by:

1. Increasing staff support and the number of seed grants available to districts and state-tribal education compact schools (STECs).
2. Implementing a weighted formula (1.2) for the Transitional Bilingual Instructional Program (TBIP) allocation for eligible students in dual language programs.
3. Laying the groundwork for providing equitable access to high-quality, culturally affirming TBIP services for American Indian/Alaskan Native students.
4. Expanding infrastructure and candidate supports for residency bilingual educator preparation programs. (Note: This portion of the request is a smaller, mirrored version (1:10 scale) of the larger [OSPI teacher residency budget request](#) and includes a preparation model that specifically supports bilingual educators who will serve in dual language programs.)
5. Providing annual stipends for bilingual and tribal educators and instructional paraeducators who work in tribal and dual language programs.
6. Providing statewide and equitable access to world language competency-based credits.
7. Expanding supports for tribal language program development.

What are you purchasing and how does it solve the problem?

In order to achieve the goal that all Washington students will have access to dual language education in grades K–8 by 2040, the following investments are needed:

1. **Dual language seed grants.**

This proposal requests \$3.2 million per year to continue grants to school districts and state-tribal education compact schools (STECs) for building and expanding dual language programs. Grant funds support professional learning for teachers and staff members, contract work with consultants on program development, instructional materials in the non-English language, and support for family and community engagement meetings and activities. Funds will expand the number of state-funded grantees from 18 to 45.

This will require \$369,000 in fiscal year (FY) 2024 and \$355,000 in FY 2025–27 in state-level staffing to support increased professional learning, guidance, and technical assistance to districts who are developing or expanding heritage and dual language programs.

2. **Increased Transitional Bilingual Instructional Program (TBIP) funding to implement a weighted allocation formula for students served through a dual language program.**

To incentivize school districts to serve students through this model, and to support increased costs associated with operating a highly effective dual language model, this proposal requests \$4.3 million per year in the 2023–25 biennium and \$4.75 per year in the 2025–27 biennium, to fund an enhanced rate for TBIP students who are served in a dual language classroom. This would provide an additional \$320 per student for an estimated 13,000 eligible students and an extra \$160 per student for an estimated 1,084 students who are enrolled in a dual language program.

3. **Increase supports and opportunities for American Indian/Alaskan Native (AI/AN) students to access language and literacy supports.**

In order to provide equitable access to TBIP services for AI/AN students, this proposal requests funding to begin laying the groundwork to build out the essential structure and supports, including curricula and professional development, which are necessary to more comprehensively support AI/AN students through TBIP, once the policy is changed to include those students.

This proposal requests \$1.84 million in FY 2024 and \$1.34 million in FY 2025–27 to support districts and STECs with TBIP language and literacy support program start-up costs, such as consultation, development of best practices, professional learning, and curricula or resource development.

This will require the development of program guidance, grant management, technical assistance, and professional learning for school districts and STECs. The total cost of this component is \$149,000 in FY 2024 and \$144,000 per year through FY 2025–27.

4. **Expand infrastructure and candidate supports for 240 bilingual educators in teacher residency preparation programs.**

In the absence of a statewide teacher residency model, funding a bilingual teacher residency educator program will help identify, recruit, and support bilingual teacher residency candidates in order to strengthen a stable workforce of educators ready to effectively serve students who are furthest from educational justice. This proposal will invest in program administration; living wages and tuition reimbursement for residents; the creation of a data tool to track progress and identify gaps; and training for cooperating teacher mentors who support preservice residents in culturally affirming, content rich, student centered schools and classrooms while enabling district and EPP partnerships that employ strategies and practices to encourage, enable, and ensure culturally sustaining practices. The total cost of this component is \$20 million per year, ongoing.

5. **Incentivize bilingual educator growth and retention by recognizing the assets of bilingualism and biliteracy with annual stipends for bilingual educators who work in tribal language or dual language classrooms.**

To incentivize bilingual educator growth and retention and to recognize the assets of bilingualism and biliteracy that these educators bring to the classroom, this proposal will provide annual stipends for Bilingual Education endorsed educators and First People Language, Culture, and Oral Traditions (FPLC) certified educators who teach in dual or tribal language programs. Stipend structure to mirror that of the \$5,000 NBCT bonus in [RCW 28A.405.415](#). This would provide \$5,000 for approximately 450 bilingual and FPLC educators working in tribal and dual language programs. In addition, this request would provide an annual stipend to bilingual instructional paraeducators working in tribal and dual language programs. This would provide \$1,500 each for approximately 440 bilingual instructional paraeducators working in tribal and dual language programs. The total cost of this component is \$2.91 million annually.

6. Provide equitable, statewide access to the Seal of Biliteracy and world language competency-based credits.

Language assessments are used to demonstrate competency in a world language. Students use these exams to earn the Seal of Biliteracy, world language competency-based credits, or both. Equitable access to these language assessments provides all students with the opportunity to earn 1–4 world language competency-based high school credits and the Seal of Biliteracy.

This proposal provides funding to support:

- Contracts of up to \$10,000 each for up to 15 world languages educators who have experience and specialized knowledge in a variety of districts (e.g., small, rural, multi-high school, institutional education, and online learning) to support school districts with differentiated support and models to develop equitable language testing systems and knowledge of language proficiency development. Host statewide professional learning convenings. In addition, this would provide \$25,000 to fund for regional convenings at each of the nine educational service districts.
- Develop custom language testing for the approximately 2,500 students with less commonly tested languages at \$250 for each test.

The total cost of this component is \$175,000 in one-time funds for FY 2024, and \$625,000 each year for custom language testing.

7. Establish funding for expansion support for tribal language program development.

- Provide \$1.2 million each year for 40 seed grants of \$30,000 each to support districts and STECs with tribal language program start-up costs, including professional learning and curricula in the tribal language.
- Provide \$50,000 each year to cover the costs of two annual convenings of 20 tribal language educators to gather and share best practices, resources, and learn from one another.
- Provide programmatic support, grant management, and tribal consultation assistance with districts and STECs for tribal language and culture program development. The total cost of this component is \$149,000 in FY 24 and \$144,000 per year in FY 2025–27.

What alternatives did you explore and why was this option chosen?

OSPI explored continuing to expand dual language programs at the current funding amounts. This option was not selected due to the inequity of some multilingual learners across the state not having access to these life-changing programs and supports. In addition, without providing the infrastructure, supports, and incentives for bilingual educators and paraeducators, the state would continue to operate at a deficit, failing to produce the 260–390 bilingual educators necessary each year through 2025–26 for dual language programs.

The state's basic education allocation is the primary source of funding for dual language education. Some federal funds (Title IA, Title IIA, and a portion of Title III) can supplement funding for professional learning, bilingual specialists, and curricula in the partner language. The seed grants support districts and STECs with the 2–3-year planning process and key start-up

costs to begin a program or expand to additional schools. Without the seed grants and staff support to provide guidance with program planning and growth, districts may not have the funding capacity or content knowledge to launch dual language education.

Performance Measures

Performance outcomes:

By 2025–26, increase:

- The number of residency preparation programs for bilingual educators from 3 to 6 programs; and
- The statewide professional learning beyond the virtual professional learning communities to include 1) a Spanish literacy pedagogy job-embedded workshop series; 2) district dual language frameworks workshops tailored for small/rural and urban districts; 3) tribal professional learning community for developing tribal educators led by Elders; 4) a mentoring and workshop series on growing-your-own bilingual educators with high school career and technical education (CTE) Careers in Education courses and mentoring programs; and 5) a summer intensive workshop series for dual language educator teams, principals/district leaders, beginning educators, student leaders, and families.

By 2026–27, increase the number of districts implementing or planning for dual language education from 55 to 86.

Assumptions and Calculations

Expansion or alteration of a current program or service:

In 2015, the Legislature provided \$200,000 for the development of a dual language grant program. With strong legislative support, the grant program now has continuous funding of \$1.425 million for 1.2 full-time equivalent (FTE) OSPI staff to provide support, professional learning, and manage the \$1.3 million grant program:

- \$360,000 for Tribal Language Program grants (6 grants of \$60,000 each);
- \$240,000 for Heritage Language Program grants (4 grants of \$60,000 each); and
- \$700,000 for K–12 Dual Language Program grants (8 grants of \$40–100,000 each).

In 2021, the grant program received an additional \$10 million in federal Elementary Secondary School Emergency Relief (ESSER) funds, which expanded the OSPI staff support by 2.0 FTE, increased professional learning for districts and STECs, and added \$8.7 million to the grant program for 2-year seed grants through June 2023:

- \$2.04 million for Tribal Language Program grants (34 grants of \$60,000 each);
- \$660K for Heritage Language Program grants (11 grants of \$60,000 each); and
- \$6M for K–12 Dual Language Program grants (40 grants of \$35–200,000 each).

With the need to provide accelerated learning models to address pandemic-related learning impacts, K–12 leaders across the state have expressed an urgency to begin the planning process to implement statewide access to dual language education. There are currently:

- 55 districts planning or implementing dual language programs,
- 49 districts who are ready to benefit and could begin planning within the next three years, and
- 34 more districts that could begin planning in the following 3–4 years.

As the federal emergency relief funds expire, funding for dual language seed grants will be reduced to \$1.3 million for approximately 18 grants which minimally supports the program development and expansion across the state.

Detailed assumptions and calculations:

This proposal assumes continuation of and builds upon the existing \$1.425 million state funds that support 1.2 FTE OSPI staff to provide support, grant administration, and professional learning, as well as \$1.3 million in grant funding to school districts.

In order to achieve the goal for all Washington students will have access to dual language education in grades K–8 by 2040, the following investments are needed:

1. Increase professional learning and seed grants to districts and state-tribal education compact schools (STECs).

- \$3.2 million per year to continue grants for building and expanding dual language and heritage language programs.
 - Current number state-funded grantees: 18
 - Increase state-funded grantees to: 45
- Staffing assumptions for FY 2024:
 - \$268,000 for 1.8 FTE program supervisor in FY 2024, and \$259,000 per year ongoing.
 - \$101,000 for 1.0 FTE administrative support in FY 2024, and \$96,000 per year ongoing.

2. Weighted Transitional Bilingual Instructional Program (TBIP) allocation formula.

The current TBIP allocation provides funding of \$1,600 per eligible student, and \$800 per exited student for continued supports. This proposal assumes a new TBIP weighted allocation formula that would provide \$1,920 per eligible student (1.2 FTE x \$1,600) and \$960 (1.2 FTE x \$800) per exited student FTE who is also enrolled in a dual language program. This would result in an increase of \$320 per eligible student and \$160 per eligible exited student who are enrolled in a dual language program.

Assumed costs for the 2023–25 biennium are as follows:

- Eligible Students: 13,000 eligible student FTE x \$320 (the difference between the current rate and the weighted formula) = \$4,160,000 per year.
- Exited Students: 1,084 exited student FTE x \$160 (the difference between the current rate and the weighted formula) = \$173,440 per year.

Assumed costs for the 2025–27 biennium (due to projected program expansion) are as follows:

- Eligible Students: 14,250 eligible student FTE x \$320 (the difference between the current rate and the weighted formula) = \$4,560,000 per year.
- Exited Students: 1,200 exited student FTE x \$160 (the difference between the current rate and the weighted formula) = \$192,000 per year.

3. **Increase supports and opportunities for American Indian/Alaskan Native (AI/AN) students.**

- Provide \$2 million (\$1.988M) in FY 2024 and approximately \$1.5 million (\$1.487) in FY 2025–27 to support districts and STECs with TBIP language and literacy support program start-up costs (i.e., professional learning and curricula/resource development). Funds would support:
 - A statewide workgroup that would meet eight times in FY 2024 to develop policies, guidance, and a menu of culturally relevant instructional resources for AI/AN students eligible for Title III, and eventually the state funded TBIP program. Cost assumptions include \$62,000 per convening to support travel, substitute costs, meeting materials and supplies, compensation for individuals with lived experiences, and meeting facilitation. This component totals \$496,000.
 - Competitive grants to school districts identified under Every Student Succeeds Act (ESSA) Title VI for capacity building. Assume up to 16,500 per school district (estimated 39 districts based on those required to participate in ESSA-required tribal consultation). This component totals \$643,000.
 - Contracts with Elders and language/culture leaders from Washington and outside of the state to develop AI/AN culturally relevant instructional resources. This component totals \$350,000).
 - Contracts for the purchasing and acquisition of existing AI/AN culturally relevant instructional resources. This component totals \$350,000.
- Fund the development of program guidance, technical assistance, and statewide leadership and support for districts and STECs. In FY 2024, the total staffing cost is \$149,000 for 1.0 FTE program supervisor. During FY 2025–27, the total staffing cost is \$144,000 per year for 1.0 FTE program supervisor.

4. **Expand infrastructure and candidate supports for 240 bilingual educators in teacher residency preparation programs.**

240 bilingual residents would provide a little under 50% of the number of bilingual teachers needed to continue to staff current programs and allow for expansion. Current dual language schools typically need to provide for an attrition rate of about 10–15% annually and most programs are still expanding to higher grades which requires 1–2 new teachers per school per year. There are currently 110 schools across the state with a dual language program. In order to expand at a rate of 10 new districts per year, we would need, at a minimum, an additional 250 bilingual teachers per year which necessitates the number of bilingual residents needed. This proposal assumes that while initiating bilingual educator residency programs, it may be difficult initially to recruit more than 240 individuals into these types of programs.

In the absence of a state funded teacher residency program, this proposal includes a smaller, mirrored version (1:10 scale) of a potential statewide residency preparation model. This proposal specifically supports bilingual educators who will serve in dual language programs and could be expanded in future years to support all resident educators.

- Resident salary and benefits totals (240 residents x \$58,082.39) = \$13,939,774.
- \$8,000 tuition reimbursement provided to each resident, for up to 240 residents = \$1,920,000.
- Stipend of \$2,500 for each mentor/cooperating teacher (240 total mentor/cooperating teachers each working with one resident) = \$600,000.
- Stipend of \$2,500 for each principal hosting up to five residents (240 total residents ÷ 5 per principal = 48 principals x \$2,500) = \$120,000.
- Salary and benefits for a teacher on special assignment (TOSA) per 15 residents (240 residents ÷ 15 = 160 TOSAs) = \$1,298,592.
- Salary and benefits for a certificated district liaison per 15 residents (240 residents ÷ 15 = 160 liaisons) = \$1,298,592.
- Stipends for expert district educators to provide coursework and instruction to residents in a co-faculty teaching model with existing faculty in the designated educator preparation program (\$1,000 for 10 teachers working to design and co-teach content for resident courses) = \$10,000.
- Communities of practice for district and educator preparation program leaders to convene several times during the year (10 communities of practice x \$20,000 to pay for travel, meeting materials, compensation, facilitation, and meeting expenses for all team members) = \$200,000.
- Bilingual Educator Residency Preparation program administration, data analysis, and administrative support will require 0.5 FTE program supervisor, 0.5 FTE data analyst, and 0.5 FTE administrative support staff. In FY 2024, the staffing total is \$75,000 for 0.5 FTE program supervisor, \$75,000 for 0.5 FTE data analyst, and \$51,000 for 0.5 FTE administrative support staff. During FY 2025–27, the staffing total is \$72,000 per year for 0.5 FTE program supervisor, \$72,000 per year for 0.5 FTE data analyst, and \$48,000 per year for 0.5 FTE administrative support staff.
- Funding to develop and maintain a data collection tool to provide data on educator vacancy and demographic information, as well as to track trained mentors and TOSAs prepared to support residency candidates. The cost of this component is \$533,570 in FY 2024 and \$539,207 in FY 2025 for initial data tool collection development, then \$150,800 for annual maintenance costs. A breakdown of this funding is shown in Table 3.

Table 3: Cost Estimate Breakdown for Data Tool Development

Item	Hourly Rate	Total Hours	FY 2024 Costs	FY 2025 Costs
Project Manager	\$120	1,044	\$31,320	\$93,960
Business Analyst	\$110	783	\$9,570	\$76,560
Application Developer	\$120	1,566	\$20,880	\$167,040
Data Specialist	\$120	348	-	\$41,760
Quality Assurance Consultant	\$140	1,653	\$121,800	\$109,620
IT Business Services	\$287	1,249	\$350,000	-
Fiscal Year Totals	-	-	\$533,570	\$539,207

5. Annual stipends for bilingual educators who work in tribal language or dual language classrooms.

- Annual stipends of \$5,000 each for approximately 450 bilingual and FPLC educators working in tribal language and dual language programs. Stipend structure to mirror that of the \$5,000 bonus for National Board Certified Teachers (NBCT) in RCW 28A.405.415. Total = \$2.25 million.
- Annual stipends of \$1,500 each for approximately 440 bilingual instructional paraeducators working in tribal and dual language programs. Total = \$660,000. (Calculation assumption: 70% of paraeducators work about 0.5 FTE based on the S-275 personnel data reported to OSPI. Of the 110 schools with tribal or dual language programs, each has approximately 2.0 FTE bilingual instructional paraeducators working in the programs. The stipend is based on the bilingual instructional paraeducator headcount which is about four per school with tribal or dual language programs.)
- This proposal assumes administration of these stipends will be managed by OSPI staff currently managing the NBCT stipends.

6. Provide equitable, statewide access to world language competency-based credits.

- \$175,000 to provide districts with differentiated support and models to develop equitable language testing systems and knowledge of language proficiency development. Assumptions are based off past direct-buy contracts. \$150,000 would provide \$10,000 each to 15 educators (\$150 per hour for 66 hours of work per contract). \$25,000 would support OSPI and contracts with world language educators to host nine workshops (one per regional educational service district) in all regions of the state. Funds would cover travel, lodging, and per diem as well as three contracted educators per region.
- \$625,000 for OSPI-developed custom language testing for the approximately 2,500 students speaking less commonly tested languages at \$250 for each test.

7. Establish funding for expansion support for tribal language program development.

- \$1.2 million for 40 seed grants of \$30,000 each to support districts and STECs with language program start-up costs (i.e., professional learning and curricula in the tribal language). The number of grants (40) was based on the following factors: Each of the state's 29 federally recognized tribes are working on tribal language revitalization, 39

school districts participate in ESSA-required tribal consultation, the 7 STECs have tribal language programs, and the number of tribal language grant applicants in recent years.

- \$50,000 for OSPI to host two annual convenings of 20 tribal language educators to gather and share best practices, resources, and learn from one another. The cost assumption is based on the Washington State Native American Education Advisory Committee meetings, which cost \$25,000 each for travel, lodging, and per diem for 22 members who travel from all parts of the state and many from remote areas.
- 1.0 FTE program supervisor at OSPI to provide program support, grant management, and tribal consultation assistance for school districts and STECs for tribal language and culture program development. In FY 2024, the total is \$149,000 for 1.0 FTE program supervisor. During FY 2025–27, the total is \$144,000 per year for 1.0 FTE program supervisor.

Workforce assumptions:

This proposal would result in an additional 6.3 FTE staff within the Office of Superintendent of Public Instruction (OSPI).

- 1.8 FTE dual language program supervisor
- 1.0 FTE dual language administrative support
- 0.50 FTE bilingual educator residency program supervisor
- 0.50 FTE bilingual educator residency data analyst
- 0.50 FTE bilingual educator residency administrative support staff
- 1.0 FTE tribal language and culture program supervisor
- 1.0 FTE tribal language literacy supports program supervisor

How is your proposal impacting equity in the state?

Multilingual/English learners (approximately 140,000 in Washington), American Indian/Alaskan Native students (approximately 72,000 in Washington), and other historically underserved student groups have experienced long-standing, persistent opportunity gaps in their K–12 educational careers, but those gaps close when they are provided with dual language education. This proposal expands access to dual language across the state to multilingual learners and students who want to become bilingual and biliterate in one or more languages.

Rooted in closing opportunity gaps, educational equity, and supports for educators of color, this proposal also provides:

- expanded infrastructure and candidate supports for residency bilingual educator preparation programs,
- annual stipends for bilingual and tribal educators and instructional paraeducators,
- equitable, statewide access to world language competency-based credits, and
- expanded supports for tribal language program development and instructional supports for AI/AN students.

Describe how your agency conducted community outreach and engagement by relationally partnering with communities and populations who have historically been excluded and marginalized by governmental budget decisions.

OSPI reached out to statewide advisory committees, K–12 educators and administrators, and community partners who shared feedback from their communities. These groups included OneAmerica (non-profit organization supporting immigrant and refugee families); Office of Native Education within OSPI; Multilingual Education Advisory Committee; P–12 Dual Language Steering Committee; current tribal, heritage, and dual language grantees; and members of OSPI’s statewide professional learning communities (PLCs) including the Tribal Language Educators’ PLC, Heritage Language Educators’ PLC, Dual Language Leaders’ PLC, Planning & New Dual Language Programs’ PLC, Dual Language Educators’ PLC, and the ELL & Bilingual Educator Prep Programs’ PLC.

How did your agency revise this proposal based upon the feedback provided through your community outreach and engagement?

- Increased funds for tribal language grants.
- Included funding to provide stipends for instructional paraeducators working in tribal or dual language programs.

Which target populations or communities are not included, would be marginalized, or disproportionately impacted by this proposal? Explain why and how these equity impacts will be addressed.

This proposal is inclusive of all students and prioritizes multilingual/English learners, American Indian/Alaskan Native students, and other historically underserved student groups for dual language programs. English dominant students are invited to participate in dual language programs as an enrichment opportunity.

The bilingual educator stipends do not include educators who instruct in English-only programs. This was an equity recommendation shared by several of the groups OSPI reached to for feedback. The stipends recognize the bilingual and biliteracy assets of these educators and the extra preparation time required to instruct in tribal or dual language programs.

Strategic and Performance Outcomes

Strategic framework:

This proposal connects to the agency’s strategic goals in the following ways:

- OSPI Strategic Goal 1 by increasing student access to and participation in high-quality, asset-based tribal, heritage, and dual language programs.

- OSPI Strategic Goal 2 by prioritizing access to dual language education for multilingual/English learners, American Indian/Alaskan Native students, and other historically underserved student groups.
- OSPI Strategic Goal 3 by supporting bilingual educator growth and development through high quality, residency educator preparation. Supporting the retention of educators of color with annual stipends for bilingual and tribal educators.

Fully funding this proposal will:

- Expand dual language education for all students who want to become bilingual and biliterate in two or more languages,
- Establish infrastructure and candidate supports for residency bilingual educator preparation programs,
- Initiate bilingual educator growth and retention through annual stipends,
- Lay the groundwork for equitable access to Transitional Bilingual Instructional Program services and provide equitable access to the Seal of Biliteracy and world language competency-based credits, and
- Foster efforts to preserve, restore, and grow tribal language programs throughout the state.

Other Collateral Connections

Intergovernmental:

During the 2019 OSPI-Tribal Consultation meeting, each of the federally recognized tribes in the state were supportive of OSPI support for preservation, restoration, and growth of their tribal languages, cultures, and life ways.

OSPI also has strong support from the First Peoples' Language and Culture Committee who led the legislation for the First Peoples' Language, Culture, and Oral Traditions certification ([RCW 28A.410.045: First peoples' language, culture, and oral tribal traditions teacher certification program—Established—Rules. \(wa.gov\)](#) (2007).

Stakeholder response:

The organization is not directly impacted by this proposal; however, OneAmerica is a strong supporter of the items proposed as they dovetail with their legislative priorities to support multilingual learners and families.

Legal or administrative mandates:

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) has recommended the expansion of dual language education in their [annual reports](#); recruitment and retention of educators of color (2022 report, p. 19–21), full transition of TBIP to dual language education (2020 report summary of recommendation over the years, p. 9), “no action” reported on TBIP Accountability Task Force recommendation to revise TBIP RCW to prioritize dual language education above other program models (2018 report, p. 31), and the EOGOAC

agreed with the TBIP Accountability Task Force’s recommendation to prioritize dual language education above all other program models and recommended a conditional scholarship program for bilingual educators (2017 report, p. 25–27).

The TBIP Accountability Task Force also recommended that Washington’s schools prioritize providing dual language education above all other program models and to provide dual language programs whenever feasible for multilingual learners [TBIP Accountability Task Force Report \(2015\)](#) p. 19–21.

Changes from current law:

This proposal will be accompanied by proposed legislation that would require districts to begin the planning process for dual language education when they have multilingual/English learner enrollment numbers that meet the minimum threshold for the program. Those thresholds are as follows:

- Beginning in 2023–24, require districts to start the 2–3-year planning process for two-way dual language education when the district’s 3-year, kindergarten enrollment reaches 25 or more multilingual learners of one language group.
- Districts with demographics (with few English-speaking students) that are more suitable for one-way dual language education begin the 2–3-year planning process when their 3-year, kindergarten enrollment reaches 50 or more multilingual learners of one language group.
- Districts begin a dual language program with at least a two-classroom strand at one elementary school. For small districts with one or two classrooms at each grade level, the dual language program may be a one-classroom strand.

In addition, OSPI will also seek legislation to amend the statutory definition of students eligible for the Transitional Bilingual Instructional Program (TBIP) to align with the federal definition, which is inclusive of AI/AN students (amending [RCW 28A.180.030](#)[4]).

This proposal will also require statutory changes to [RCW 28A.300.575](#), which outlines the state Seal of Biliteracy.

State workforce impacts:

There is a growing need for additional bilingual educators for dual language programs – 260 educators are needed for current programs in 2022–23, and there is an anticipated need of 390 to meet program growth in 2025–26.

State facilities impacts:

N/A

Puget Sound recovery:

N/A

Other Documents

Reference documents:

N/A

Information technology (IT) addendum:

Does this decision package include funding for any IT-related costs, including hardware, software (including cloud-based services), contracts, or IT staff?

☐ No

☒ Yes. Please download the [IT-addendum](#) and follow the directions on the bottom of the addendum to meet requirements for OCIO review. After completing the IT addendum, please upload the document to continue.