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| **Dual Language Program Grant** |

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| Address each question and be concise with your responses **(100-word limit per question, except for budget question)**. Contact Patty Finnegan at [patty.finnegan@k12.wa.us](mailto:patty.finnegan@k12.wa.us) for application support. **Application must be submitted through the EDS iGrant system by August 26 at 4:00 pm.**  **READINESS TO BENEFIT & PLAN FOR SUSTAINABILITY**   1. How has your school board expressed support for a P-12 dual language program, i.e., resolution, part of the district’s strategic plan, part of the mission statement? 2. What is the plan for growing a sustainable P-12 dual language program? 3. How will student outcomes be used to monitor, evaluate, and adjust the dual language program to maximize its effectiveness for all students? **\*** 4. Describe the staffing plan to begin/expand the dual language program? 5. How many dual language classrooms will be added each year and at what school(s)? **\*** 6. Describe the plan for serving multilingual/English learners (students whose home language is other than English and they are eligible English learners) through the dual language program? 7. How will multilingual/English learner families be engaged in the dual language program? 8. Describe the plan to recruit and support bilingual paraeducators, classified staff, parents, and high school students to become bilingual educators? **\*** |

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| **PROPOSED BUDGET**   1. How will the grant funds be used to plan for/expand the capacity for a P-12 dual language program and what is the total amount requested? Complete table below and add rows as needed.**\***  |  |  | | --- | --- | | **Item/Expense** | **Estimated Cost** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | **Total Amount Requested** | **$** | |

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| **PARTICIPATION IN THE DUAL LANGUAGE EDUCATORS’ PROFESSIONAL LEARNING COMMUNITY** **AND AN ANNUAL SELF-EVALUATION FOR PROGRAM EFFECTIVENESS, SUSTAINABILITY, AND CONTINUOUS IMPROVEMENT**   1. Part of this grant program is engaging in a statewide effort to support effective, sustainable P-12 dual language programs. OSPI facilitates professional learning communities (PLCs) and provides research- and evidence-based tools for an annual self-evaluation of the program. Most of the professional learning activities will be virtual. How will the district/school participate in these professional learning activities and the annual self-evaluation (i.e., commitment to participate in professional learning and networking webinars, document best practices and lessons learned, lead learning on particular dual language topics, mentor others, host site visits, present at conferences)?   **Attestation to Implement Recently Legislated Dual Language Advisory Board Requirement**  [ESSB 5092](http://lawfilesext.leg.wa.gov/biennium/2021-22/Pdf/Bills/Session%20Laws/Senate/5092-S.SL.pdf?q=20210719111612) Sec. 522(9)(b): Each grant recipient must convene an advisory board to guide the development and continuous improvement of its dual language program, including but not limited to: determining which schools and languages will be prioritized; conducting outreach to the community; and addressing enrollment considerations and the hiring of staff. At least half the members of the board must be parents of English learner students or current or former English learner students. The other members of the board must represent teachers, students, school leaders, governing board members, youth, and community-based organizations that support English learners.   1. Please attest that you will implement this new advisory board requirement as you plan or expand the P-12 dual language program. |

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