

**979 ESSER One-year Dual and Heritage Language Program Planning and Expansion Grants (Selected Grantees)****Fiscal Year:** 23-24**Milestone:** Final Approval Issued (Printed 10/4/2023)**District:** Issaquah School District**Organization Code:** 17411**ESD:** Puget Sound Educational Service District 121**Main Contact****Title:** Executive Director of Elementary Education**First Name:** Susan**Last Name:** Mundell**Email:** mundells@issaquah.wednet.edu**Phone:** 425-837-7129**Fax:****Address:** 5150 220th Ave. SE**City:** Issaquah**State:** WA**Zip Code:** 98029**Alternate Contact****First Name:** Vanessa**Last Name:** Garcia**Email:** garciav@issaquah.wednet.edu**Phone:** 425-837-6604**CEDARS Contact****First Name:** Nirmala**Last Name:** Grutzius**Email:** grutziusn@issaquah.wednet.edu**Phone:** 425-837-7182**Program Contacts:** EMA SHIRK

**979 ESSER One-year Dual and Heritage Language Program Planning and Expansion Grants (Selected Grantees)****Fiscal Year:** 23-24**Milestone: Final Approval Issued** (Printed 10/4/2023)**District:** Issaquah School District**Organization Code:** 17411**ESD:** Puget Sound Educational Service District 121**Page 1****Assurances**

To indicate which assurances apply, select the box(es) below associated with the program(s) this grant will support.

 **Dual Language Program**

1. Establish enrollment policies that prioritize and serve eligible and exited multilingual English learners through the dual language program.
2. Convene an advisory board to guide the development and continuous improvement of its 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. The advisory board should meet 3–4 times per year. ([ESSB 5187](#) Sec. 3(p)(ii))

3. Engage in a statewide effort to support effective, sustainable TK–12 dual language programs by participating in the OSPI-facilitated professional learning and/or communities of practice, attending and hosting site visits, and sharing practices and lessons learned with OSPI and other districts.
4. Report the language of instruction for all courses that are taught in a language other than English to CEDARS.
5. Complete and submit the OSPI-provided, annual self-evaluation by September 15, 2024.

 **Heritage Language Program**

1. Establish enrollment policies that prioritize access to the heritage language program for eligible and exited multilingual English learners while ensuring access for all students with a prior connection to the language through their community, home, or family.
2. Convene an advisory board to guide the development and continuous improvement of its 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. The advisory board should meet 3–4 times per year. (ESSB 5187 Sec. 3(p)(ii))

3. Engage in a statewide effort to support effective, sustainable TK-12 heritage language programs by participating in the OSPI-facilitated professional learning and/or communities of practice, attending and hosting site visits, and sharing practices and lessons learned with OSPI and other programs.
4. Report the language of instruction for all courses that are taught in a language other than English to CEDARS.
5. Complete and submit the OSPI-provided, annual self-evaluation by September 15, 2024.

Check to indicate organization officials have read, understand, and agree to these assurances.

<b>Authorized Representative Name:</b>	Susan Mundell
<b>Authorized Representative Title:</b>	Executive Director of Elementary Education
<b>Date:</b> (MM/DD/YY)	09/07/23

**One-year grant funds are allotted beginning in August 2023. The grant is for the 2023–24 fiscal year and all funds must be spent by June 30, 2024 (goods received and services rendered by this date). Please note these ESSER funds cannot be carried over to the next fiscal year.**

## One-Year Dual and/or Heritage Language Program Grant Application

### Readiness to Benefit and Plan for Sustainability

1. How has your school board expressed support for dual and/or heritage language programs? (i.e., policy, resolution, within the district's strategic plan, part of the mission statement)

In the spring of 2016, the School Board asked the Issaquah School District Superintendent to explore the possibility of starting a Dual Language Program in the district. A presentation was given to the School Board on September 28, 2017 that provided rationale for a Dual Language Program, outlined initial recommendations, and proposed a timeline for launching a program. The School Board unanimously supported the further development of a Dual Language Program. The ISD Dual Language program is currently recovering from impacts due to the pandemic such as a reduction in student enrollment leading to a reduction in force. The school board has been apprised of the changes implemented to maintain the program and is supportive of those changes and is interested in exploring a Dual Language program in Mandarin as well as the creation of a Dual Language Preschool program..

2. If your program has an internal leadership team to support coordination, who is or will be a part of that team?

The leadership team is:

Susan Mundell, Executive Director Elementary Ed.  
 Melinda Reynvaan, Executive Director Elementary Ed.  
 Sheri Kokx, Executive Director Secondary Schools  
 Dawn Wallace, Director of Teaching and Learning Services, Secondary  
 Vanessa Garcia, Principal at Issaquah Valley Elementary School  
 Amy Butson, Assistant Principal at Issaquah Valley Elementary School  
 Mark Jergens-Zmuda, Principal at Issaquah Middle School (or a designated Assistant Principal)  
 Lori Shimizu, Teacher on Special Assignment, Elementary Special Programs  
 Cheyen Herseith, Teacher on Special Assignment, Multilingual Learning

3. What student and community outcomes are or will be used to monitor, evaluate, and improve your language program(s)?

We are thrilled because this grant will allow us to acquire Spanish language assessments to help us monitor the student's Spanish acquisition. In addition, student outcomes are monitored through other English assessments and report cards. Part of this grant will go toward finding or developing an overall program evaluation framework that includes community and family involvement.

4. How will educators who instruct in the partner or heritage language be supported through professional learning and/or instructional support specific to dual and heritage language education?

The Dual Language program have been able to work with a Dual Language consultant specific to the program and literacy for two years. In addition, there is release time each year, written into

the Collective Bargaining Agreement, for the DL teachers to work with their partner teachers on bridging, curriculum, family engagement, etc. These are teacher directed days. The teachers also received a full day Dual Language kick-off training before school started that was paid at the per diem rate. In addition, the Dual Language teachers will also receive training along side the Multilingual Learning teachers in the district this year. They will learn to use WIDA and ML progress reports and best practices in ML instruction.

5. How will families and community members learn about and engage with your program(s)?

Kindergarten families are notified of the program when they register for kindergarten. We also advertise in other district and community publications. Our Family Partnership Liaisons meet with families and help them engage with the program. When new students enroll from outside of the district they are notified of the opportunity if their previous schooling or language aligns with the program. Family engagement occurs through special events at the school and through the PTA.

6. Describe the plan to recruit and support bilingual paraeducators, classified staff, parents, and high school students to become bilingual educators.

Acquiring staff of all types has been difficult. We were successful in assuring the teaching staff also have endorsements in Multilingual Learning which is a huge benefit to the program. The Human Resources department holds recruiting fairs within our district and advertises and encourages applicants that are bilingual. Once hired we strive to provide training in Dual Language techniques and collaboration time with the teacher. Some para educators have been supported (by HR) in attaining teaching credentials through partnerships with various colleges. We also have a priority area in our district strategic plan that focuses on recruitment and retention of diverse staff. There is the possibility of using high school students who are in Spanish classes or who speak Spanish as volunteers in the Dual Language Program on Wednesday mornings when the secondary schools have a late start.

**Proposed Budget**

7. How will the grant funds be used to plan for/expand the capacity of your dual and/or heritage language program(s)? Complete table below and add rows as needed.

The funds will be used to support the Dual Language Program and are in line with the allowable expenditures and assurances.

**To avoid losing data, press the "SAVE" button after completion of each NEW list of Items/Expenses before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**

Heritage Language Program - Item / Expense	Estimated Cost
Spanish Language Assessment: STAMP for select grade levels	\$5,000
Improving Spanish Language classroom libraries K-5 grades	\$3,000
Spanish independent reading program for 3-4 grades	\$2,555
Social Studies curriculum translation and the purchase of books and materials in Spanish for some grade levels. Curriculum purchases for 5th grade expansion	\$6,500
Extra pay for educators to develop partner language curricula and materials, and for planning the expansion to fifth grade and to middle school approximately three days to be used as needed	\$1,803

<b>Total</b>	<b>\$18,858</b>
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**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

Heritage Language Program - Item / Expense	Estimated Cost
Paraeducator training in language development and teaching techniques	\$500
Professional development: WABE Fall Institute \$325 each for 2 days (Oct 26 and 27) and WIDA Virtual Track (Oct 18) \$195 each Conferences for TOSA and Administrator	\$1,450
Dual Language Program consultant to review and improve overall program structure and evaluation process that includes family and community involvement.	\$2,800
<b>Total</b>	<b>\$4,750</b>

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>ESD:</b> Puget Sound Educational Service District 121	<b>CoDistID:</b> 17411	<b>Organization:</b> Issaquah School District	<b>Grant Number:</b> 0145506
<b>Form Package Name:</b> 979 ESSER One-year Dual and Heritage Language Program Planning and Expansion Grants (Selected Grantees)	<b>Program Number:</b> 13	<b>Revenue Account Number:</b> 6113	<b>Sub Program Number:</b> Fiscal Period: 23-24
<b>Fiscal Officer:</b> Moriah Banasick	<b>Budget Contact Name:</b>	<b>Budget Contact Phone:</b>	<b>Category:</b> Dual <b>Budget Type:</b> Original

**Object of Expenditure**

Activity	Total	Supplies Instr. Resources. & Purchased Services Travel Outlay Capital								
		Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Non-Capitalized 5	7	8	9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Management	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$14,108		XXXX	1,443	400	460	7,555	4,250		
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$0		XXXX							
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$9,500		XXXX				9,500			
35 Pupil Safety	\$0		XXXX							
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
51 Transportation Supervision and Coordination	\$0		XXXX							
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
58 Remote Learning - Operations	\$0		XXXX	XXXX					XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
66 E-Rate—Federal	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
69 Depreciation Sub-Fund Facility Maintenance	\$0		XXXX	XXXX					XXXX	
72 Information Systems	\$0		XXXX							
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
<b>Budgeted Expenditures</b>	<b>\$23,608</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,443</b>	<b>\$400</b>	<b>\$460</b>	<b>\$17,055</b>	<b>\$4,250</b>	<b>\$0</b>	<b>\$0</b>

Budgeted Indirect Expenditures: \$1,392

Total Budgeted Expenditures: \$25,000

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Comments:

<b>Modified By By Org.</b>	<b>Modified On By Org.</b>	<b>Modified By By OSPI</b>	<b>Modified On By OSPI</b>
Xinyue Feng	9/19/2023 11:41 AM	EMA SHIRK	9/25/2023 3:01 PM