



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Washington State
Multilingual Learners:
Policies and Practices Guide*

2024

CHAPTER 5: GRANTS AND USE OF FUNDS

Grant funding is available to help support the work of implementing programs for multilingual learners (MLs) including state and federal funds. Each funding source is supplemental to Basic Education and is intended to support specific aspects of services and programming. The chart below provides a brief overview of the form packages in the Educational Grant Management System (EGMS).

Type of Grant	EGMS Form Package (FP)	Description
Transitional Bilingual Instruction Program (TBIP)	FP 219	LEAs with any number of MLs may apply annually. Funding is distributed through apportionment. No carryover allowed.
Title III, Part A (ESEA Consolidated Grant Application)	FP 232	Includes all Federal Title Programs. Funding is distributed through claims process. Title III funds are supplemental to Basic Ed and TBIP funds. One year carryover allowed.
Title III Consortium	FP 231	Districts qualifying for less than \$10,000 in Title III can join a consortium with other districts. One district serves as the fiscal lead. Members must negotiate an agreement for use of funds which are distributed to the lead district through claims process.
Immigrant	FP 228	A small portion of Title III funds are set aside to support districts with a recent increase in the number and percent of immigrants. Districts are contacted during the year if they meet the criteria for this grant.
Dual Language	FP 978	Any district that is planning, developing, or expanding a dual language program may apply for this grant.
Heritage Language	FP 979	Any district that is planning, developing, or expanding a heritage language program may apply for this grant, priority is given to less commonly taught languages.
Tribal Language	FP 748	Any district or State-Tribal Education Compact school that is planning, implementing, or expanding a Tribal language program may apply for this grant.

TBIP Grant

The Washington state Transitional Bilingual Instruction Program (TBIP) grant provides supplemental funding to support English language development (ELD) services. The TBIP grant application is available in EGMS under Form Package (FP) 219 - TBIP.

TBIP Grant Application

The TBIP grant application includes critical components that are required under state and federal law including detailed description of services, family engagement, professional development, and program evaluation and continuous improvement plans. To prepare for completing the grant application, the Office of Superintendent of Public Instruction (OSPI) recommends using the following tools:

- [OSPI Multilingual Learner District Plan](#) – This template documents district plans and procedures for the required components of a TBIP program.
- [OSPI Multilingual Learner Program Evaluation](#) – This template supports required district annual program evaluation and continuous improvement planning.

For assistance in using these tools, contact the regional support person from OSPI's Multilingual Education team as listed on the [TBIP webpage](#).

TBIP Allowable Expenses

Supplemental program expenses including staffing, curriculum, and professional development are typically the main uses of TBIP funds.

TBIP Staffing

Staffing is typically the largest expense from TBIP funds and may be used for the following:

- Teachers serving multilingual learners with an English Language Learner (ELL) or Bilingual endorsement (Teachers who have the National Board for Professional Teaching Standards in English as a New Language may add the English Language Learner endorsement by following the Certification Office's process.)
- Teachers holding a previously issued Washington endorsement titled "English as a Second Language" (Primary, Secondary, or Support) or an equivalent endorsement with a new name, provided that the equivalent endorsement aligns with other ELL or Bilingual endorsements in the Certification Office's Migration Chart.
- Teachers serving multilingual learners who hold a Standard/Continuing certificate (issued prior to 1987) and have significant training and/or experience in providing language development services
- Instructional coaches and trainers with an ELL or Bilingual endorsement
- Paraeducators who support ELD services (must be supervised/supported by an ELL/Bilingual endorsed teacher)
- Non-instructional administrators who oversee or support the TBIP program, regardless of their endorsement

TBIP funds **may not** be used for the following:

- Teachers without an ELL or Bilingual endorsement
- Instructional coaches and trainers without an ELL or Bilingual endorsement
- Costs of acquiring endorsements such as tuition and testing fees

- Paraprofessional time used to provide core reading support, supervisory duties, or other activities not specifically related to language development instruction or support for multilingual learners

TBIP Instructional Resources

TBIP funds are supplemental and can be used only for instructional resources that would not otherwise be available to all students. These may include:

- Language development curriculum that is designed specifically for multilingual learners
- Instructional resources and materials to support meaningful access to content (examples include bilingual texts, dictionaries, visual support materials)
- Supplies that support effective instructional strategies for multilingual learners
- Computer software that is specifically designed for supporting language development for multilingual learners (general programs for teaching reading are not allowed)
- Dual language materials that are in addition to what other classrooms receive in English (such as literacy materials in both languages)

TBIP Professional Development

Although Title III is the primary source for professional development, TBIP funds may also be used to support professional learning for educators including:

- Cost of trainers or professional development specialists such as GLAD or SIOP training or WIDA [WCEPS](#) workshops
- Staffing of professional development specialists or coaches at the school or building level who hold an ELL or Bilingual endorsement
- Extra service time for educators to participate in professional learning and collaboration outside of contract time
- Registration and travel expenses to attend ML-specific conferences or workshops such as WABE, WAESOL, or out-of-state events, if they are part of a larger professional development plan

Title III, Part A

Title III, Part A is federal funding intended to assist multilingual learners in attaining English proficiency and high levels of academic achievement. Under Title III, eligible school districts receive funds to implement language instruction programs for MLs. Allocations for Title III, Part A are based on the number of eligible students enrolled. Allocations are posted publicly in the spring before the next school year starts.

Title III Grant Application

There are two separate applications available in EGMS for districts intending to access Title III, Part A funding. FP 232 in the ESEA Consolidated Grant Application in EGMS is available for districts that generate an allocation of over \$10,000 and wish to apply independently. FP 231 is

for Title III Consortia and is detailed below. Required Components of the Title III grant application include family engagement and professional development.

Title III Consortia

Districts that generate an allocation of less than \$10,000 may apply as part of a consortium. Districts who generate over \$10,000 may also choose to participate in a consortium and will also access funds through FP 231. Consortia consist of two or more districts that collectively generate over \$10,000 in allocated funding. In both instances, funds can be used to provide instructional materials and professional development for teachers, principals, and other school leaders to establish, implement and sustain effective language instruction educational programs.

As a consortium, the process to apply for allocated funding mirrors that of an independent district. The only difference in the application process is that two or more schools are defined within the grant application. Note, the leading district serves as the fiscal lead and is responsible for fund distribution as noted within the application. This includes:

- Submitting the Title III form package (FP231).
- Noting how much of the total allocation goes to which district. Districts may also indicate a pooling of funds (for collective professional development, etc.).
- Specifying how districts will either conduct professional development, engage in family and community engagement and/or other allowable activities.

Options for Configuring a Consortium

- *Option #1:* Each participating district creates a unique plan for spending the full amount of its individual Title III budget (current year allocation and carryover, if applicable). The lead district keeps all separate budget plans on file and disseminates the appropriate funds to each member. The grant application will separately identify each district member's budget.
- *Option #2:* Participating districts will collaborate to design one plan which combines the allocations of all members and benefits all members of the consortium. This option must be clearly outlined in the Memorandum of Understanding, or alternate agreement, created by the lead district and be agreed upon by all members. The grant application will also identify how funds have been combined for a common purpose that benefits all consortium members. Example: The allocations of all members will be combined and used to pay for the services of a consultant who will provide professional development, coaching, and parent trainings to all members of the consortium.
- *Option #3:* The consortium will use a combination of Option #1 and Option #2 by collaborating with some district members and disseminating funds separately for other LEA members. Budget items that are a collaborative request must be clearly detailed as such in the grant application.

Note: Regardless of the consortium grant option, a breakdown must be provided for any items included in the grant application in which multiple LEA members are contributing to one specific expense. (Examples: Indirect Costs, administrative fees paid to the Lead LEA/Fiscal Agent)

Title III Allowable Expenses

Title III funds are considered supplemental to the “core English language development” program. They should be used to supplement funds from Basic Education and TBIP and are primarily intended for professional development, extended day or extended year programs, and family engagement. Title III is also used for language and literacy services for American Indian and Alaska Native students which is covered in Chapter 8 of this guide.

Title III Staffing

Title III funds may be used for the following types of staffing expenses:

- Extended day or extended school year support focused on language development for multilingual learners, including staffing support
- Tutoring and/or supplemental language development instruction
- Culturally responsive language and literacy instruction for Title III-eligible American Indian/Alaska Native students
- Instructional trainers and coaches providing professional development
- Multilingual learner advocate positions

Title III Instructional Resources

Title III funds are supplemental and can be used only for instructional resources that would not otherwise be available to all students. These may include:

- Language development curriculum that is designed specifically for multilingual learners
- Instructional resources and materials to support meaningful access to content (examples include bilingual texts, dictionaries, visual support materials)
- Supplies that support effective instructional strategies for multilingual learners
- Computer software that is specifically designed for supporting language development for multilingual learners (general programs for teaching reading are not allowed)

Title III Professional Development

Title III is the primary source for professional development including:

- Cost of trainers or professional development specialists such as GLAD or SIOP training or WIDA [WCEPS](#) workshops
- Staffing of professional development specialists or coaches at the school or building level

- Extra service time for educators to participate in professional learning and collaboration outside of contract time
- Registration and travel expenses to attend ML-specific conferences or workshops such as WABE, WAESOL, or out-of-state events, if they are part of a larger professional development plan

Title III Family Engagement

Title III, Part A, specifically requires family engagement to support multilingual learners. These funds may be used for:

- Training for families and caregivers on supporting their students' linguistic and academic progress (Examples may include understanding language development programs, understanding the U.S. school system, how to support bilingualism and biliteracy at home, supporting culturally responsive language and literacy for AI/AN students)
- Collecting input from families regarding the district's TBIP program and ELD services for multilingual learners and their families.
- Home visits

Title III Restrictions

Title III funds are supplemental and cannot be used to meet the basic civil rights obligations of schools or to supplant basic requirements under state or federal law which include:

- Identification and English language proficiency assessment (TBIP allowable)
- Language development services with qualified staff, including for multilingual learners who also qualify for special education (Primary use of TBIP funds)
- Meaningful access to content without unnecessary segregation (Basic Ed)
- Program evaluation (TBIP allowable, Title III allowable only for in-depth evaluation, data analysis, program improvement/development)
- Language access for parents (Basic Ed or charged to applicable program)
- Attainment of an ELL or Bilingual endorsement that is required for the position the teacher holds (TBIP-funded positions)

Note that only activity codes 21, 24, 27, 31, 32, and 33 are allowable for Title III expenditures.

Other Funding Sources

Many multilingual learners also qualify for Title I, Part A and Learning Assistance Programs. These funding sources may also be used to supplement English language development services and dual language programs. Please see the [Title I, Part A](#) and [Learning Assistance Program](#) websites for more information.

Title III Private School Participation

Consultation

Timely and meaningful consultation in Washington begins with private schools completing the Intent to Participate form, which is available between February and April through the EDS System. If a non-profit, state-board-approved private school within the boundaries of a district that receives Title III funds does not respond, the district must make reasonable attempts, at least one in writing, to determine whether the private school intends to participate in Title III. Issuance of a single letter to the private schools explaining the district's intent to apply for funds is not adequate consultation. The district should contact private school officials annually, even if the private school has declined Title III services in past years.

District administrators must conduct a timely and meaningful consultation with appropriate private school officials during the design and development of the private school's Title III program on issues such as:

- How the multilingual learner needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of the assessment will be used to improve those services;
- The size and scope of the services to be provided to the private school children, teachers, and other educational personnel;
- The amount of funds available for those services;
- How that amount of funds is determined;
- How and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers;
- Whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor; and
- Whether to provide equitable services to eligible private school children—
 - i. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(C) based on all the children from low-income families in a participating school attendance area who attend private schools, or
 - ii. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(C) based on the number of children from low-income families who attend private schools.

Timing

The required consultation must occur before the Local Education Agency (LEA) or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs.

The consultation must be documented. The state provides a template consultation form, which districts may use.

Consultation should be ongoing and must continue throughout the implementation and assessment of services, with genuine opportunities for both parties to express their views. Adequate notice of consultation is critical to ensuring meaningful consultation.

Identification

Districts may request documentation, as needed, from private school officials to identify Title III-eligible students. This documentation should include responses to a home language survey and scores on an English language proficiency assessment. The private school may, but is not required to, use the WA state home language survey, language proficiency screener, and language proficiency annual assessment. The district and private school officials determine during the consultation process which language proficiency assessment will be used for initial placement and annually for continued eligibility and whether the district or the private school will be responsible for administering the assessment.

Title I parent notification requirements in section 1112(e)(3) of the ESSA do not apply to parents of multilingual learners in private schools. However, the district and private school officials may wish to discuss, as part of timely and meaningful consultation, how parents will be made aware of Title III services provided by the LEA.

Eligibility is determined based on the location of the private school, within the district's boundaries, and not the residence of the student.

Services

Multilingual learners at private schools are not eligible for services through the Transitional Bilingual Instructional Program. The district, in consultation with private school officials, determines appropriate Title III services based on:

- The needs of the identified students and their teachers or other educational personnel.
- The amount of Title III funds available for such services is subject to the expenditure requirements under section 8501 of the ESEA.
- Services provided to Title III-eligible students and staff at participating private schools must be equitable to those provided to eligible students and staff at public schools in the district. Participation is considered equitable if the district:
 - Assesses, addresses, and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis.
 - Provides, in total, approximately the same amount of services to students and educational personnel with similar needs.

- Spends an equal amount of Title III funds to serve similar public and private school students and educational personnel.
- Provides both groups of students and educational personnel equal opportunities to participate in program activities.

If the needs of private school students and staff are different from those of public-school students and educational personnel, the district, in consultation with private school officials, must develop a separate program design that is appropriate for their needs. Such a program design must take into consideration the Title III funds available based on the number of identified students at the private school.

Examples of Title III services include:

- Administration of English language proficiency (ELP) assessments for identification and/or for the purpose of evaluating continued eligibility and the effectiveness of services (test booklets, teacher training, stipends to teachers to administer assessments).
- Participation in district-sponsored professional development (PD), or PD organized specifically to meet the needs of the private school teachers for the purposes of improving services to multilingual learners.
 - Tutoring for students before, during, or after school hours.
 - Participation of private school multilingual learners in summer school.
 - Participation of students in a weekend language development program.
 - Purchase of supplemental instructional materials and supplies to support language development.

Title III funds may not be used to finance the existing level of instruction in a private school. Services must supplement and not supplant what the private school would otherwise offer absent the Title III program. Services must be secular, neutral, and non-ideological. Services may be provided directly by the school district or by a third-party contractor who is independent of the private school and any religious organization during the hours of employment with Title III funds. Like teachers serving public school Title III-eligible students, teachers providing Title III services to private school students, whether district employees or third-party contract employees, are subject to the requirement that teachers in a Title III program be fluent in English and any other language used for instruction. Services must be implemented in a timely manner.

The state's English language proficiency standards do not apply to private schools or their students.

The school district maintains control of:

- Funds used to provide services
- The title to materials and equipment purchased
- A third-party provider's employment, contract, and supervision

Funds used to provide services to private school children and educational personnel must not be commingled with non-federal funds. Only the school district may obligate and expend federal funds on behalf of private school students and teachers.

Reporting and Record Keeping

The state requests a count of Title III-eligible students at participating private schools from districts in the spring. This count is used in the calculation of the district's Title III allocation for the following year.

Districts maintain a record of evidence of consultation with the private school. Participating private schools must retain records to support student eligibility and services agreed upon. Documentation requests should not pose an administrative barrier to private school participation in Title III.

Complaint Process

Throughout the year, OSPI receives a number of questions related to equitable services in private schools. Under ESSA, the state is required to have an ombudsperson available to monitor and enforce the equitable services requirements.

If a disagreement arises, private school officials are encouraged to first contact their local federal programs representative, or superintendent at the local school district, to resolve any issues that affect the services provided. In the event that there are concerns needing the involvement of the OSPI's Ombud's team, there are several options available.

- Private schools may indicate the consultation was not timely or meaningful on the Affirmation of Consultation form.
- If a district disagrees with the views of private school officials with respect to any topic subject to consultation, the district must provide, in writing, to such private school officials the reasons why the district disagrees.
- Submit a formal complaint to OSPI as allowed under Washington Administrative Code (WAC).

The state's resolution or failure to make a resolution may be appealed to the U.S. Department of Education.

Guidelines for private school participation in federal programs are outlined in the following:

- [Private School Participation in Federal Programs](#)
- [Elementary and Secondary Education Act, Title XIII, Part F, Secs. 8501-8506](#)
- [Office of Non-Public Education Non-Regulatory Guidance: Title IX, Part E, Uniform Provisions Subpart 1 - Private Schools](#)
- [Non-Regulatory Guidance: Equitable Service Requirements Under Title VIII](#)
- [EDGAR 34 CFR 76](#). See parts 76 and 80

Immigrant and Refugee Grants

Schools or districts with a large or recent increase in the number of immigrant and/or refugee students may qualify for additional grants.

Title III Immigrant Grant

The Title III Immigrant grant provides additional federal funding to districts that have experienced a recent increase in their newcomer population which is defined as students who have arrived in U.S. schools within the past three academic years. OSPI reaches out directly to eligible districts in the winter of each school year. Districts complete a grant application to receive funds. No documentation of students' immigration status is required for this grant.

Refugee School Impact Grant

The Refugee School Impact Grant provides funding from the federal Office of Refugee Resettlement and serves refugee students who have been in the United States less than three years. The grant is managed by School's Out Washington and requires districts to partner with a local community-based organization (CBO) to provide services that ensure refugee students' success. A focus on high academic performance, successful integration into the school community, and strengthening the skills and knowledge of parents, schools, and CBOs for the benefit of refugee children must be demonstrated. Documentation of students' status as refugees, parolees, or SIV holders is required.

Dual, Heritage, and Tribal Language Grants

In 2024, the Washington state legislature unanimously passed 3rd Substitute House Bill 1228 which states that "the legislature intends to establish a comprehensive approach to support and expand dual language education and tribal language education in Washington." The goal of this legislation is to annually fund at least 10 new dual language programs beginning in kindergarten so that all districts that want to may offer a program by 2040.

Dual, Heritage, and Tribal Language Grant Applications

Dual, heritage, and tribal language grants are provided to any district, charter school, or state-tribal compact school that demonstrates readiness to benefit in planning, developing, or expanding access to dual, heritage, and tribal language programs.

These grants are available in form packages 748 (Tribal), 978 (Dual), and 979 (Heritage) in EGMS. Districts must complete an Intent to Participate in the spring and will be asked to provide information about the students served and languages of the program.

Grant Allocation Criteria

District and school allocations for dual, heritage, and tribal language programs will be based on the following factors:

- District is planning a dual, heritage, or tribal language program.

- District is expanding a dual, heritage, or tribal language program.
- Program begins at the kindergarten level.
- Program serves 50% or more students of color or eligible or former multilingual learners.
- Program serves students in the educational opportunity gap.
- Program includes four or more schools.
- Program includes a less commonly taught language.

For Tribal language programs, the following factors are also considered:

- Program provides at least one credit awarding class in the Tribal language.
- Funding is split between two Tribes or between a school district and a Tribe.
- Program provides a partial to full schedule of credited language classes.

Dual, heritage, and tribal language grants are non-competitive so every district that is eligible may receive funding although the amount will vary based on the factors listed above. Because these state funds must be spent by the end of the school year, any applications that remain incomplete after the deadline will be rejected and the funds re-allocated to other programs.

Dual and Heritage Language Grant Requirements

Based on 3HB 1228, grant recipients must do the following:

- Convene a Dual or Heritage Language Advisory Board (see details below);
- Prioritize offering the program in the language that the majority of its English learner students speak;
- Conduct outreach to the community; and
- Submit data to OSPI identifying which grade levels and courses are part of the dual or heritage language program.

Dual Language Advisory Board

Districts and schools that receive dual or heritage language grants must convene an Advisory Board to guide the development and continuous improvement of the program, including addressing enrollment considerations and staff hiring. Grant recipients must actively recruit parents of multilingual English learners and current or former multilingual English learners to the advisory board with a goal of filling half or more of the seats with these individuals. The remainder of the board should represent teachers, students, school leaders, school board members, and community-based organizations that support multilingual learners.

Tribal Language Grant Requirements

Districts and State-Tribal Education Compact schools that receive a Tribal language grant, must do the following:

- Conduct consultation with Washington's federally recognized tribes and federally recognized tribes with reserved treaty rights in Washington. Consultation is specific to those Tribe(s) on or within whose traditional and/or current lands districts are located.
- Ensure Tribal language instruction is provided by a certificated teacher with a Washington state First Peoples' Language, Culture, and Oral Traditions certificate established under RCW 28A.410.045.
- Submit data to OSPI identifying which students are enrolled in Tribal language education programs.

Tribal Consultation

Districts and State-Tribal Education Compact schools who apply for or receive a Tribal Language grant must provide proof of Tribal consultation from their partner Tribe(s). A Memorandum of Agreement or Understanding specific to Tribal language is strongly encouraged. If the target language is different from the partner Tribe, proof of consultation must also be provided from the Tribal authority for that specific language. For any questions on partner Tribes within Washington state or consultation requirements, more information can be found here: [Tribal Consultation \(ospi.k12.wa.us\)](https://ospi.k12.wa.us/Tribal-Consultation)

Dual, Heritage, and Tribal Language Allowable Expenses

The purpose of dual, heritage, and tribal language grants is to provide seed money for establishing and expanding these programs. Therefore, funds should primarily be used for professional development, resources and materials, initial start-up costs for classrooms, and temporary staffing costs such as additional hours for planning and collaboration.

Allowable expenses may include:

- Cost of trainers, consultants, or professional development specialists that are specifically supporting dual, heritage, or tribal language programs
- Extra service time for dual, heritage, and tribal language educators to participate in professional learning and collaboration outside of contract time
- Registration and travel expenses to attend dual, heritage, and tribal language conferences or workshops such as WABE, ATDLE, or La Cosecha, as part of a larger professional development plan
- Supplemental curricula in the non-English program language
- Classroom materials in the non-English program language such as posters, rugs, and supplies that are specific to the language
- Extra service time for educators to create or develop materials in the non-English program language
- Outside contracts for development and/or high-quality translation of curricular materials

Funds should not be used for long-term staffing costs that should come from Basic Education and other sustainable funding sources. For questions regarding specific allowable expenses, contact the Dual, Heritage, and Tribal Language team at OSPI.