Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Washington State
Multilingual Learners:
Policies and Practices Guide*

2024

MULTILINGUAL LEARNERS

Policies and Practices Guide

2024

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TABLE OF CONTENTS

INTRODUCTION

Washington state has over 150,000 students identified as multilingual learners (MLs) who are served in Transitional Bilingual Instruction Programs (TBIP). These English language development programs are guided by state and federal laws and policies, sound educational theory, and effective, culturally responsive instructional practices. The Office of Superintendent of Public Instruction (OSPI) has compiled this guide to outline these policies and practices.

In this guide you will find information on the following topics:

- Chapter 1: Student Identification

- Chapter 2: Program Models and Services

- Chapter 3: MTSS, Progress Monitoring, and Tiered Supports

- Chapter 4: Staffing and Professional Learning

- Chapter 5: Grants and Use of Resources

- Chapter 6: Program Evaluation

- Chapter 7: Family Communication and Engagement

- Chapter 8: Title III Services for Native Americans

All TBIP programs are monitored by the state on a regular basis. The OSPI Program Review Checklist outlines the evidence required during monitoring. Each item on the checklist corresponds to a chapter in the guide and is designed to support districts in developing effective programs that will best serve MLs and meet all requirements during Program Review. Below are the federal and state laws and guidance that shape this work and inform this guide.

Civil Rights Obligations

The purpose of Title III, Part A Language Instruction for English Learners and Immigrant Students is to help ensure that English learners, including immigrant children and youth, attain English proficiency, develop high levels of academic achievement in English, and meet the same challenging state academic standards that all children are expected to meet in the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), Section 3102(1).

Providing services for MLs is a basic education requirement under federal and state Civil Rights laws (See Dear Colleague Letter, 2015) and includes the following required elements:

- Appropriate identification, screening, testing, notification, and reporting practices;

- Meaningful access to core content instruction provided by trained and supported teachers; and

- Designated English language development (ELD) which is planned and delivered by an educator with appropriate knowledge, skills, and expertise in language acquisition and instructional methods for teaching MLs.

Landmark Court Cases

Civil rights requirements for multilingual learners include the following rights, based on landmark court cases.

Lau v. Nichols

Eligible multilingual learners must be provided appropriate supports for meaningful access to rigorous content (Lau v. Nichols, 1974, U.S. Supreme Court).

Castañeda v. Pickard

English language development instruction must be designed to meet individual needs for sustained progress toward reaching English proficiency in the least amount of time (Castañeda v. Pickard, 1981, U.S. Court of Appeals).

The Castañeda framework provides a three-pronged test to guide districts in designing, evaluating, and improving their English language development program for multilingual learners:

- The program design must be based on sound educational theory and/or high-quality research findings.
- The program must be sufficiently staffed and resourced.
- The district must evaluate the effectiveness of the services provided and adjust the program to ensure students are achieving language proficiency and academic success.

Plyler v. Doe

Undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. (Plyler v. Doe, 1982, U.S. Supreme Court). Like other children, undocumented students are obliged under state law to attend school until they reach a mandated age.

Equitable Access to Programs

State and federal civil rights laws, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, require districts to allow multilingual learners the opportunity to participate in all programs, services, and activities offered by the district.

Districts may not categorically deny multilingual learners from participating in any program, service, or activity based solely on students' English proficiency. This includes honors and advanced courses, Career and Technical Education, Highly Capable programs, online programs, Title I services, special education, Advanced Placement, extracurricular activities, and athletic programs. If, for example, a district has a process for locating and identifying students for a particular program or activity, it must also locate and identify multilingual learners who could benefit from the program.

Tests used to place students in specialized programs should not prevent them from qualifying based on a student's English proficiency. For programs with entrance exams, testing multilingual

learners in English may not effectively demonstrate their abilities and skills. Testing in the student's primary language may be necessary to provide an equal opportunity to participate.

For more information, refer to [Prohibiting Discrimination in Washington Public Schools: Guidelines for school districts to implement Chapters 28A.640 and 28A.642 RCW and Chapter 392-190 WAC.](#)

Federal and State Laws

Definitions

Multilingual English Learner

A multilingual English learner is defined by the U.S. Department of Education's Office of English Language Acquisition, as a student who:

A. is aged 3 through 21;

B. is enrolled or preparing to enroll in an elementary or secondary school;

C. (i) was not born in the U.S. or whose native language is a language other than English;
(ii)(I) is a Native American or Alaska Native, or a native resident of the outlying areas; and

 (II) comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual

 (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

 (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

 (iii) the opportunity to participate fully in society.

Immigrant Children and Youth

The term "immigrant children and youth" as defined by ESSA Section 3201(5) refers to individuals who:

- Are aged 3 through 21;

- Were not born in any state. "State" means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant;

- Have not been attending one or more schools in any one or more states for more than 3 full academic years. A full academic year is 10 months of school attendance in grades K–12. If a student has been in different schools or different school districts or even in different states, the number of months that the student has been in school in any one or more states must not add up to a total of more than 3 full academic years.

TBIP-Eligible Student

A student who meets the following two conditions is eligible for the Transitional Bilingual Instructional Program under Washington State's law:

- The primary language of the student is other than English; and

- The student's English skills impact their learning (RCW 28A.180.030(1)).

Washington State defines "primary language" as the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence or the language that the student first spoke or understood. A student who does not demonstrate proficiency based on the WIDA Screener or WIDA ACCESS is considered impacted by their English skills and remains eligible for the TBIP.

Washington State Laws

The following Washington state laws define the requirements for instructional services for multilingual learners:

- RCW 28A.150.220: Basic education—Minimum instructional requirements—Program accessibility—Rules defines basic education requirements for every district, including supplemental services for eligible and exited multilingual learners.

- RCW 28A.180 —Transitional Bilingual Instruction Program provides the mandate for transitional bilingual instruction programs in public schools.

- WAC 392-160—Special Service Program—Transitional Bilingual directs and defines the requirements for administration of the Transitional Bilingual Instruction Program.

Federal Guidance

The following documents provide federal guidance for Title III programs:

Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA) provides states and Local Educational Agencies (LEAs) with information to assist them in meeting their obligations under Title III and provides members of the public with information about their rights under this law and other relevant laws and regulations.

2015 Dear Colleague Letter: Joint Guidance from the U.S. Departments of Education and Justice assists State Education Agencies (SEAs), districts, and all public schools in meeting their legal obligations to ensure that MLs can participate meaningfully and equally in educational programs and services. This Fact Sheet provides an overview of this guidance.

CHAPTER 1: IDENTIFICATION OF ELIGIBLE MULTILINGUAL LEARNERS

Identification

Every district must have written procedures for identifying eligible multilingual learners. The district is responsible for ensuring that office staff assisting with student enrollment are trained to identify potential eligible multilingual learners.

HLS indicates a language other than English (Question 2 or 3) → English language proficiency screener given within 10 **school** days → Student identified as multilingual learner and placed in program → Family notification sent within 30 days (15 if mid-year)

Districts must determine each newly enrolled student's primary language and eligibility by the tenth day of attendance. For students entering kindergarten, the state-approved English language proficiency screening test may be administered beginning in May of the year of enrollment.

Home Language Survey

All students who register with a school in Washington state must be asked to identify their primary language. Districts must use one of the following options:

- Use the state-approved Home Language Survey (HLS) that can be downloaded from the OSPI Family Communication Templates website and is available in multiple languages.

- Add the questions necessary to identify a student's primary language to the district's enrollment form. These include questions 2 and 3 on the state-approved HLS:
  - What language(s) did your child first speak or understand?
  - What language does YOUR CHILD use the most at home?

Administering the Home Language Survey

The Home Language Survey is used to identify a student's primary language and determine if the student is eligible to take an English language proficiency screener. The HLS is the first step in identifying potential multilingual learners and captures essential information on families' language needs and students' prior language and school experiences.

Reasonable efforts should be made to help the family understand the purpose of the survey and how to complete it. If needed, language support should be provided to families who may not be able to read or understand the survey.

- The district should provide skilled interpreters with knowledge of the district's Transitional Bilingual Instruction Program (TBIP) to assist families as needed. This

includes family members with limited literacy and those who need sign language interpretation, braille or visual support.

- If the district uses an online enrollment process, the district must provide translated electronic or paper versions of the enrollment form in the district's most common languages and follow up to ensure that families understood and answered these questions accurately.

- Keep the dated survey or printout of responses in the student's cumulative file.

See the Home Language Survey Guidance document to access more detailed information on processing HLS responses.

Using the Home Language Survey to Begin Identification

For identification purposes, the following questions are used to identify the student's primary language:

- What language(s) did your child first speak or understand?

- What language does YOUR CHILD use the most at home?

If the response to either of these questions is in a language other than English, refer the student for testing with the state-approved English language proficiency screening test. If the parent indicates that the child first spoke or understood English and another language simultaneously or currently uses both English and another language, administer the state-approved language proficiency placement test. If there is any doubt about whether the student should be tested based on these answers, contact the parents/guardians to clarify the student's primary language and document their response in the student's file.

If a language other than English is indicated in the responses to any other question on the Home Language Survey or enrollment forms, but the student's primary language is identified as English, follow up with parents/guardians to ensure the questions were answered accurately to verify the student's primary language.

The Home Language Survey (HLS) must be verified and signed by the student's parent or guardian. Students aged 18 or over and emancipated youth may complete the HLS themselves. Districts with a policy for accepting verified electronic signatures may allow parents to complete the HLS and sign electronically. Districts should electronically retain the completed HLS in the same way they retain other documents required for Program Review, placing it in the student's cumulative file.

The following flowchart provides detailed instructions for how to proceed given different responses to the Home Language Survey.

Home Language Survey Flow Chart

Administer Home Language Survey to all students when they enroll

The language the child first learned to speak is a language other than English.
-OR-
The language the child uses most often at home is a language other than English

Parents prefer to receive communication from school in a language other than English.

-OR-

Parents/guardians most use a language other than English when communicating with the child.

-BUT-

The language the child first learned to speak and most frequently uses is English

The language the child first learned to speak and most frequently uses is English.

*** Check the LEP application in the EDS system for previous TBIP enrollment history.
If none:

Refer student for language proficiency placement testing within 10 days of attendance.

Language proficiency placement testing is not required.

Parents change response to language the child first learned to speak or the language the child most frequently uses to a language other than English

Follow up with parents to ensure that all questions were clearly understood and that the responses are accurate

Parents verify that the language the child first learned to speak and the language the child most frequently uses is English

Enrollment Guidance for Student Groups

Immigrant Students

While school districts are required to identify immigrant students as defined by Title III of the Every Student Succeeds Act (ESSA), districts may not take steps with the purpose of determining the documented status of children or their parents.

The U.S. Supreme Court ruled in *Plyler vs. Doe* (457 U.S. 202 (1982)) that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. Like other children, undocumented students are obligated under state law to attend school until they reach a mandated age. As a result of the Plyler ruling, public schools may not:

- Deny admission to a student during initial enrollment or at any other time based on their undocumented status

- Deny admission to a student under 21 who has completed high school in their home country

- Treat a student differently to determine residency

- Engage in any practices to "chill" the right of access to school

- Require students or parents to disclose or document their immigration status

- Make inquiries of students or parents that may expose their undocumented status

- Require social security numbers from students

Please note that parents or guardians without social security numbers who are completing the Free and Reduced-Price School Meals Application and Verification Form for a student only need to indicate on the application that they do not have a social security number.

Requirements of the F-1 (Student) Visa Program, which is only for students who apply for a student visa outside the U.S., do not alter the Plyler obligations to children residing in a district's service area. Dependents of a nonimmigrant visa holder of any type, including F-1, are not prohibited from attendance at a public primary or secondary school.

School personnel, especially building principals and those involved with student intake activities, should be aware that they have no legal obligation to enforce U.S. immigration laws and should not attempt to do so (*Plyler v. Doe*, U.S. Supreme Court, 1982).

Visit OSPI's Immigrant Students' Rights to Attend Public Schools webpage for additional resources.

Foreign Exchange Students

Districts are required to follow the same identification procedures for all students, including foreign exchange students.

Districts may claim TBIP-eligible J-1 foreign exchange students for state and federal funding. Foreign exchange students on an F-1 visa pay tuition as a condition of their visa and, therefore, cannot be claimed for state funding.

Students who Use Sign Language

Under the federal definition, a student cannot be considered a multilingual learner (ML) for the purpose of qualifying for Title III based solely on a reliance on signing for communication (e.g., American Sign Language) due to the student's or parent's deafness or hearing impairment. However, a student who relies on signing for communication can qualify for Title III services if the student's home language is a language other than English.

A student who uses American Sign Language (ASL) for communication at home because of a family member's hearing impairment may be tested to determine TBIP eligibility for state funding. Districts should consult with the family prior to testing as such students can only be identified as multilingual learners (MLs) under the state definition and not the federal definition. In this case, testing for TBIP eligibility is not required by the state, but it is an option if the parents and district determine that it is in the student's best interest.

Student Language	Home Language	Eligible for TBIP?	Eligible for Title III?
ASL (student has a hearing impairment)	English	No	Only Native American students who qualify based on the state procedures (See Chapter 8 in this guide)
ASL (student has a hearing impairment)	Not English	Yes, based on state language proficiency screener test results	Yes, based on state language proficiency screener test results
ASL (student does not have a hearing impairment)	ASL	Yes. The district may test with parent permission to determine TBIP eligibility but is not federally required to do so.	Only Native American students who qualify based on the state procedures. ASL is not considered a language other than English under the federal definition of an English learner.

In-State Transfer Students

Transfer students often complete a new Home Language Survey (HLS) as part of the enrollment packet in a new district. If there is a discrepancy between the new HLS and the HLS completed at the previous district, program eligibility determinations should be made based on the HLS that indicates a language other than English.

Look for the student in the Limited English Proficient (LEP) Application in the Education Data System (EDS) to determine whether the student has already been identified as an eligible multilingual learner in Washington if:

a) the student's primary language indicates a language other than English,
      –OR–
b) there is any indication in the student's enrollment form or cumulative file that the student may have been identified as a multilingual learner in Washington in the past.

If no results are found for the student in the LEP Application, contact the sending district to determine if the student completed the screener and the results were not yet uploaded to the Comprehensive Education Data and Research System (CEDARS). If the sending district does not respond in a timely manner, administer the screening test. If the student's original screening test becomes available after retesting, program eligibility should be based on the results of the first screening test. Contact the sending district to request that these results be reported to CEDARS.

If a TBIP-eligible student has not been tested on the two most recent annual English language proficiency assessments, the district may choose to administer an assessment to determine the current proficiency level and inform placement decisions. The following options are all acceptable options for this purpose.

- A local assessment that was designed to determine current proficiency and inform placement

- WIDA MODEL (district purchased)

- WIDA Screener (Please note that students who are already identified as eligible MLs may not exit English language development (ELD) services using the screener, regardless of their score.)

No placement test is necessary for a student served previously through a TBIP in Washington who has not exited on the state's annual language proficiency assessment. These students should be placed directly into the TBIP program.

Students who score proficient on the state annual language proficiency assessment are eligible for follow-up academic support as "exited TBIP students" for two years after transitioning.

Out-of-State Transfer Students

If a student has not been enrolled in a Washington state public school in the past 12 months and meets the identification criteria on the Home Language Survey (HLS), the student must take

the WIDA Screener to determine eligibility unless the student has out-of-state WIDA ACCESS scores, which can be accepted under the following conditions:

- If a student met the current Washington state WIDA exit criteria at any point on the annual WIDA ACCESS, then the student is ineligible for ELD services.

- If a student has WIDA ACCESS scores from within the previous 12 months and did not meet the Washington state exit criteria, the student is eligible for services.

- If the student has not taken the WIDA ACCESS in the last 12 months and has not met the current exit criteria based on a previous ACCESS score, then the student must be screened using the WIDA Screener. Washington State does not accept WIDA Screener scores from out of state.

All WIDA scores must reflect the requirements for the grade level the student was enrolled in when the student completed the test. Regardless of how eligibility is determined, the student must be identified for services within 10 school days of attending a Washington public school. If out-of-state scores are unavailable within 10 days, the school will need to administer a WIDA Screener to determine eligibility.

If a student who previously transitioned (exited) from the TBIP program returns to Washington after having lived outside the United States in a non-English-speaking country for 12 months or more, the district can administer the WIDA Screener to determine if there has been a loss of English language proficiency. Based on the new screening test results, the student can re-qualify for TBIP services.
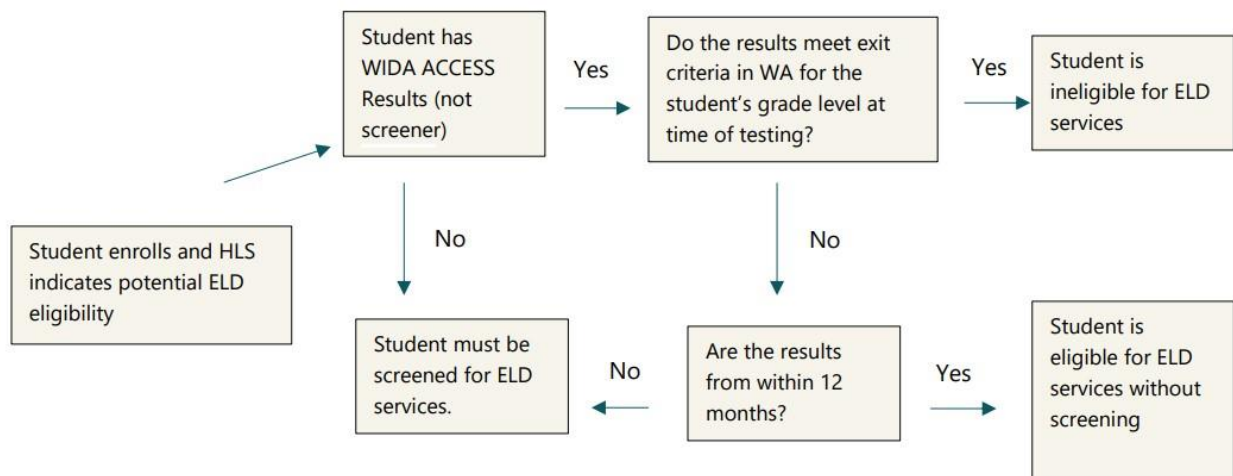
Students in Alternative and Virtual Learning Environments

Students who attend virtual programs are served by the school they attend, not by the local district. However, if the student needs to do WIDA screening or WIDA ACCESS testing, the virtual school can contract with the local district to conduct testing. Many virtual programs already have a Memorandum of Understanding (MOU) in place with the local district to allow for academic annual state testing, and English language proficiency testing can be added to that MOU, if needed.

Language Proficiency Screening

Students whose primary language is a language other than English must be assessed by the 10th day of attendance with the state-approved language proficiency screening test. Washington state uses the WIDA Screener for Kindergarten, the WIDA Online Screener for students in grades 1–12, and the WIDA Paper Screener for students who require accommodations.

Screener Administration Training

For more information on preparing and training district staff to administer the WIDA Screener, district assessment coordinators can refer to OSPI's WIDA Quick Start Guide: 2023–2024.

Grade Level	Required Training(s)	Total Length of Training
Kindergarten	• WIDA Screener for Kindergarten: Administration and Scoring (3 hours)	3 hours
Grades 1-5	• WIDA Screener Online: Administration (2 hours) • Speaking for Grades 1–5: Scoring ACCESS Paper and WIDA Screener (2 hours) • Writing for Grades 1–5: Scoring WIDA Screener (3 hours)	7 hours
Grades 6-12	• WIDA Screener Online: Administration (2 hours) • Speaking for Grades 6–12: Scoring ACCESS Paper and WIDA Screener (2 hours) • Writing for Grades 6–12: Scoring WIDA Screener (3 hours)	7 hours

Eligibility Criteria

Eligibility for English language development (ELD) services is determined by a student's domain scores and overall score on the WIDA Screener. Students in grades 1–12 must meet the minimum score in all four domains and the overall composite score to be determined proficient and ineligible for services.

Grade Level	Minimum Domain Score	Minimum Overall Score
Grade 1	4	4.5
Grades 2-12	4	5.0

Language Proficiency Screener Flowchart

Language Proficiency Screener and Placement Flow Chart

Assess student with the state-approved language proficiency screener within 10 days of attendance.

Screener score indicates student has not met proficiency

Screener score indicates student has demonstrated proficiency

Student is eligible for TBIP services

Parents indicate in writing that they wish to waive TBIP services for their student

Student is **NOT** eligible for TBIP Services

Place student in TBIP and send notification to parents.

Enter student data into district's student information system to be uploaded into CEDARS. Refer to the J elements in CEDARS Manual

Click here for CEDARS Manual

Enter student data into district's student information system to be uploaded into CEDARS. Report Instructional Model Code "P" (Parent Waiver from program services)
Continue to assess student annually with English Language Proficiency Assessment until student scores proficient

Enter student data into district's student information system to be uploaded into CEDARS. Report Exit Code "O" – student tested but did not qualify

Screening Kindergarten Students

Incoming kindergarten students who enroll and begin attending prior to January 1 of their kindergarten year must be screened only in the listening and speaking domain on the WIDA Screener for Kindergarten. For incoming kindergarten students who enroll or begin attending after January 1 of their kindergarten year, all domains must be completed on the WIDA Screener for Kindergarten. The following table includes the required domain and composite scores for kindergarteners to be considered ineligible for ELD services.

Time of Year	Domain Score Minimums	Composite Score Minimum
Prior to January 1	5 (speaking and listening only)	5 Oral language
After January 1	4 (all four domains)	4.5 Overall

Screening Transitional Kindergarten Students

Students who may be eligible for English language development (ELD) services are required to be screened and provided with those services, including students in transitional kindergarten (TK). However, our state-approved English language proficiency assessments, the WIDA Kindergarten Screener and WIDA Kindergarten ACCESS, have not been validated for children under 5 and, therefore, are not appropriate for screening TK students until after May 1.

The following procedure must be used for screening TK students:

1. *Home Language Survey* – Require the Home Language Survey for all TK students and use the information from questions 2 and 3 to determine possible eligibility.

2. *Provisional Qualification* – Record all TK students who are possibly eligible based on the Home Language Survey as provisionally qualified MLs without a screener score, using their date of enrollment as their Initial Placement Test Date.

3. *Spring WIDA Screening* – Beginning May 1st, all TK students must be given the WIDA Kindergarten Screener prior to the end of their time in TK, following the guidance for early kindergarten screening (listening and speaking only). This screening will fulfill the requirement for an annual English language proficiency assessment and will determine their eligibility for ELD services the following school year.

Provisionally qualified TK students are eligible for ELD services and can be claimed on the P-223 count for TBIP and Title III funding. Best practice for early multilingual learners is to provide inclusive services through co-teaching or through professional development for TK educators to integrate ELD supports and strategies into the early learning environment. Pull-out services are not best practice and are discouraged.

For more information on early learning strategies for MLs, see the WIDA Focus Bulletin: Promoting Equity for Young Multilingual Children and Their Families.

Screening Students with Special Needs

Supporting students with learning disabilities with English Language Proficiency (ELP) screening involves a variety of strategies and accommodations to ensure fair assessment and provide an accurate measure of their English language skills. Implementing these supports can help create a more inclusive and equitable assessment environment, enabling students with learning disabilities to demonstrate their true English language abilities. Here are some key supports that can be implemented:

Pre-Assessment Preparation

- **Collaboration with Special Education Staff**: The team making accommodations decisions and planning testing for students with documented disabilities should be multidisciplinary and collaborative. It should include individuals with expertise in second language acquisition. It is helpful to include those who understand how to differentiate between limited English proficiency and a disability. Document testing arrangements, including accommodations, in the student's records.

- **Familiar Test Administrator:** The test can be administered by any school staff the student is comfortable with, provided the individual is trained and certified to administer the test**.**

Accommodations

- **WIDA Accessibility and Accommodations Manual**: The WIDA Accessibility and Accommodations Manual was developed to guide the selection and administration of Test Administration Considerations, Universal Tools, and Accommodations for individual English Language Learners (ELLs) in order to produce valid assessment results.

Rescreening Students

Students who have been screened and did not qualify for services should not be rescreened without first consulting with parents and documenting intervention efforts through a Multi-Tiered System of Supports (MTSS) process. This is also true for kindergarten students who were screened in listening and speaking only. If kindergarten students are struggling with literacy skills, these issues should be addressed through academic supports and interventions rather than rescreening for language services.

A school district's monitoring of an exited multilingual learner may indicate that a persistent language barrier is the cause of academic difficulty. Prior to reassessing the student, districts should document the basis for rescreening and the parents' consent to rescreen. Detailed information on how to support current and exited multilingual students can be found in *Policies and Practices Guide Chapter 3: MTSS, Progress Monitoring, and Tiered Supports*.

Placement

Eligible multilingual learners must be screened and placed in an ELD program within 10 school days of enrollment. Students at the elementary level are typically placed in a general education class and screened as soon as possible to begin providing inclusive and/or small group ELD supports as soon as possible.
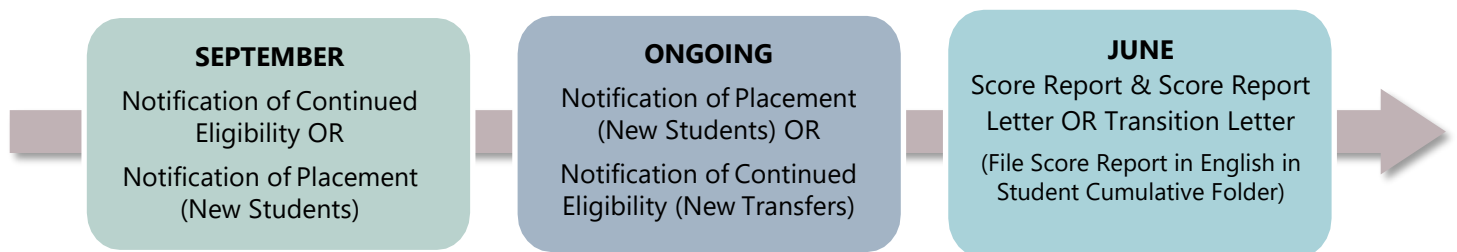
Secondary students who may be eligible for ELD services should be placed immediately in classes based on an initial intake process that includes informal screening to provide the most appropriate course placement as soon as possible. School counselors or ML staff may use a short interview protocol to determine the student's basic level of English until formal screening can be completed. Asking the student to write a short paragraph about themselves in their primary language can also provide quick assessment data to gauge the student's level of formal education.

For newly arrived students from another country, students may be initially placed in a newcomer class or program. For students coming from another district or state, students may be placed in grade-level content classes until screening is completed. School staff should do their best to match the initial placement with the most likely needs of the student so that students are not unnecessarily segregated from fluent English-speaking peers.

In schools that offer a dual language or other bilingual program, newly arrived students who speak the program language or have had prior schooling in that language should be placed in the bilingual program, if space is available.

Family Notification

Parent or guardian permission is not needed to assess a student's English language proficiency for placement purposes except during circumstances as outlined in this guide. (See *Policies and Practices Guide Chapter 8: Title III Services for Native American Students*.) However, districts must notify parents/guardians when a student initially qualifies for English language development services. Districts must also send parents/guardians their student's results on the annual state language proficiency assessment and notification of whether the student continues to qualify for services each year. Family letter templates and translations can be found on OSPI's Multilingual Family Communication Templates page.

SEPTEMBER	ONGOING	JUNE
Notification of Continued Eligibility OR Notification of Placement (New Students)	Notification of Placement (New Students) OR Notification of Continued Eligibility (New Transfers)	Score Report & Score Report Letter OR Transition Letter (File Score Report in English in Student Cumulative Folder)

Notification of initial placement or continued eligibility must be sent to parents or guardians no later than 30 days after the beginning of the school year or within two weeks of placement if the

student qualifies for language support services during the school year. Previously identified transfer students' families must receive written notification of program placement upon enrollment.

Notification	Required by TBIP?	Required by Title III?
Notification of Placement	Yes (with family's right to opt out of services)	Yes (with all 8 Title III-required components)
Notification of Placement for Transitional Kindergarten	Yes (with family's right to opt out of services)	Yes (with all 8 Title III-required components)
Notification of Continued Eligibility	Yes (with family's right to opt out of services)	Yes (with all 8 Title III-required components)
Notification of Continued Eligibility: WIDA Alternate ACCESS	Yes (with family's right to opt out of services)	Yes (with all 8 Title III-required components)
Notification of Proficiency/Transition from ELD Services	Yes	No
Notification of Tested Not Eligible	Not required but recommended	No
WIDA ACCESS Testing Notification Letter	Not required but recommended	No
WIDA ACCESS Score Report Letter	Not required but recommended	No
ELD Program Waiver Template	Yes, required if family requests to waive services	Yes, required if family requests to waive services

Although TBIP legislation does not specify the information to be included in the parent/guardian notification letter, Title I requires that the parent/guardian notification letter include specific components as detailed under ESSA Title I Section 1112 (e)(3).

Notification of Placement and Notification of Continued Eligibility letters require data to be included on the district's 4 and 5-year graduation rates for multilingual learners and the median number of years that students remain in program in the district. These data can be found in the Tableau Server application in EDS in the TBIP Dashboard. (Note: This is a secure link. If you need access, please contact your district security manager for EDS.)

Parent/Guardian Waivers

Under WAC 392-160-015, parents/guardians have the right to opt their children out of TBIP services. Such a waiver of services must be documented and kept on file by the district. Districts must follow these steps when responding to parent/guardian requests to waive services:

- Communicate the benefits of program participation to parents or guardians in a language they can understand. (This should be done by a knowledgeable administrator.)

- Document the parent or guardian's refusal of TBIP and Title III services and keep a signed copy of the document in the student's cumulative file. (Note: Districts may use the English Language Development Program Waiver template available on the OSPI Multilingual Family Communication Templates webpage but may **NOT** offer this form. Parents or guardians must initiate the request.)

- Report multilingual learners whose parents or guardians have waived TBIP/Title III services to the state with an instructional model code of "P."

- Periodically review the waived student's progress with school staff and annually assess the student's progress toward English language proficiency.

- Administer the annual state English language proficiency assessment to the waived student until the student meets program exit criteria.

A parent/guardian may choose to withdraw the waiver at any time with a written request. In this situation, the district changes the student's instructional model code in CEDARS and begins providing English language development services to the student.

Districts do not receive supplemental TBIP or Title III funding for waived students but must still ensure that the student has an equal opportunity to meet their English language and academic needs when parents/guardians decline TBIP program participation. The 2015 Dear Colleague Letter published by the U.S. Department of Justice and U.S. Department of Education states that districts retain the responsibility to meet this obligation in a variety of ways, including adequate training for classroom teachers on second language acquisition.

TBIP-eligible students who have met exit criteria are eligible for exited student support through TBIP funding if they are not at grade level, regardless of whether they were previously under a parent/guardian waiver.

Test Refusal

OSPI does not provide a form to document refusal for annual ELP testing. If parents/guardians refuse to allow their child to be tested, educators should consult with their district assessment coordinator to determine the locally based procedure for documenting state testing refusal.

Annual Testing

All eligible multilingual students in Washington are required to take an annual assessment to measure their proficiency in English. Washington uses the WIDA consortium assessments to measure English proficiency for these students.

WIDA ACCESS Testing

The WIDA ACCESS assessment is an online annual assessment given to all students who qualify for English language development (ELD) services. The annual assessment measures students' English language proficiency, both knowledge and skills, in reading, listening, writing, and speaking. Results from this test determine which students remain eligible to continue receiving ELD services.

The Alternate ACCESS is a paper-based annual assessment of English language proficiency for multilingual students with the most significant cognitive disabilities. IEP teams decide if ACCESS or Alternate ACCESS is the appropriate assessment path for a student.

Training Staff to Proctor Annual Assessments

Districts are responsible for training staff for state English Language Proficiency (ELP) assessments to ensure that all personnel understand the procedures, expectations, and best practices for testing.

Grade Level	Required Training(s)	Length of Training(s)
Kindergarten	• WIDA Screener for Kindergarten: Administration and Scoring	3 hours
Grades 1-12	• WIDA Screener Online: Administration (2 hours) • Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener (2 hours) • Writing for Grades 1-5: Scoring WIDA Screener (3 hours)	7 hours
K-12 students with significant cognitive disabilities	• Alternate ACCESS: Administration and Scoring	1 hour

Student Data

All multilingual learners must be reported to the district's student information system and reported to the state via the Comprehensive Education Data and Research System (CEDARS). All students identified as multilingual learners must be reported in English Learners File (J) in CEDARS, including:

- Students receiving services in the TBIP program

- Native American students receiving services under Title III

- Students who took the state English language proficiency screener but did not qualify for TBIP services

- Native American students who took the state English language proficiency screener but did not qualify for Title III services

A student may not be receiving services due to a parent/guardian waiver but may have tested for one of the two programs, and that information should also be reported in this file.

When students first enroll in a school district, the district is required to use a Home Language Survey to capture information about the student's first language and language spoken most often at home. These two elements should be captured in CEDARS District Student File (B):

- B17 – *Student Primary Language Code*
- B18 – *Student Language Spoken at Home*

B17 corresponds to question 2: "What language did your child first speak or understand?" B18 corresponds to question 3: "What language does YOUR CHILD use the most at home?" More information is available on these two elements in the CEDARS Data Manual.

Other important basic student information is captured in the English Learners File (J) including:

- J01 – *School Year*
- J02 – *Serving County District Code*
- J03 – *District Student ID*
- J04 – *State Student ID*
- J05 – *Location ID*

District Student Information Systems should be aligned to capture this information and report it directly to CEDARS. For more information, please refer to the CEDARS Reporting Guidance.

LEP Application

Districts can access information in CEDARS for students transferring within the state using the LEP application in the EDS. This application also includes a Possible Eligible, Not Reported (PENR) list of students whose information may be incomplete and are therefore not being reported or receiving funding. It is important to check this report regularly to keep student records complete and ensure that all eligible multilingual learners are receiving services.

At the top of the application page is a toggle allowing the user to choose between TBIP and Title III Native American programs. Under each of these programs there are options to search individual students or reports that include all eligible students.

- Possible Eligible Not Reported (PENR)
- Detailed Student Lists
- Exited TBIP/Title III Students

Student Cumulative Files

Districts are required to retain documentation of identification, assessment, and parent/guardian notification as part of the Program Review and Support (PRS) process (formally Consolidated Program Review (CPR)).

Please review the required documents for student cumulative files. Note that cumulative files can be paper or electronic. Districts should retain documentation per district policies as they relate to state retention guidelines including:

- Home Language Survey (HLS) or information on district enrollment forms that include the required HLS questions including the date it was completed
- State-approved English language proficiency screening test score sheet or printout with administration date
- Initial Notification of Placement letter
- State-approved English language proficiency annual test score sheet, for each year that the student has tested
- Annual Notification of Continued Eligibility letters for each year in program
- Parent/Guardian Waiver (If applicable)
- Notification of Transition from English language development services for students who exited services via the annual assessment

It is the district's responsibility to ensure that student cumulative files are updated regularly and that all required documents follow students when they transfer into new districts. Districts receiving transfer students should thoroughly review incoming cumulative files to identify any gaps or needs and reach out to the previous district to request any missing documents.

Resources

For more resources on identifying multilingual learners, see the U.S. Department of Education EL Toolkit Chapter 1, and for information on serving eligible multilingual learners who opt out of ELD programs, see EL Toolkit Chapter 7.

CHAPTER 2: PROGRAM MODELS AND SERVICES

Program Models

Districts may choose from among these models to provide a language instruction program for multilingual learners within their district. In Washington, the priority model is Dual Language. Programs taught entirely in English are considered "alternative" program models.

Program Type	Description
Dual Language (two-way or one-way):	Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to develop full bilingual and biliterate proficiency.
Transitional Bilingual (early or late exit)	Transitional bilingual programs use the student's primary language as a foundation to support English language development, with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.
Content-Based/ Sheltered Instruction	Content-Based Instruction (CBI) or "sheltered" instruction is used in classes comprised predominantly of multilingual learners. Explicit English language development (ELD) and grade-level academic content are delivered by specifically trained ELD teachers.
Supportive Mainstream	Students in the Supportive Mainstream model access grade-level academic content and English language development through participation in their mainstream classrooms with support provided either individually or in small groups by specifically trained educators.
Newcomer Programs	Newcomer Programs provide specialized instruction to beginning-level multilingual learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.
Other Special Programs	Alternative learning environments, Open Doors, virtual schools, institutional education programs, and other special programs provide English language development and access to grade-level content through individualized programming based on the student's needs.

Board Approval

Under WAC 392-160-027, the district's transitional bilingual instructional program or alternative instruction program shall be approved by formal action of the district's board of directors. Districts must show evidence of annual board review and approval of the TBIP program during Program Review.

Services for Multilingual Learners

Multilingual learners vary in their needs, their trajectories toward proficiency, and their self-efficacy in acquiring academic English. Program models have an impact on how students make progress, yet all students must experience robust, effective English language development instruction as well as meaningful access to content in all program models.

Designated ELD can be provided in different ways but must include certain critical elements. The criteria for designated ELD instruction include:

- **Planning:** Instruction is designed by or with an ELD specialist or teacher with an ELL or Bilingual endorsement, is specific to the student's proficiency level, and targets English language development standards (WIDA ELD Standards Framework).

- **Teaching:** Instruction uses resources that are designed or adapted for multilingual learners and addresses all 4 domains of language, based on student needs.

- **Staffing:** Instruction can be provided by an ELD teacher, general education teacher, or paraprofessional as long as they have sufficient expertise in supporting MLs and are directly supervised or supported by an ELL or Bilingual endorsed teacher.

Similarly, multilingual learners need meaningful access to core academic content instruction. The criteria for providing accessible content instruction include:

- **Planning:** Instruction is designed collaboratively by a content teacher with an ELD specialist or teacher with an ELL or Bilingual endorsement. Instructional plans include academic language expectations using content and ELD standards.

- **Teaching:** Instruction addresses the most critical academic language functions and features and utilizes strategies such as GLAD, SIOP, and UDL to make content accessible.

- **Staffing:** Instruction can be provided by a general education content teacher with co-teaching or support from an ELD specialist or paraprofessional.

The following descriptions include the complete state definition of each program model with elaboration on these criteria and examples of how English language development and accessible content are provided in each program.

Dual Language

Dual language education is the most effective instructional model for multilingual learners (MLs), native English speakers, and historically underserved student groups and is the preferred model for MLs in Washington state (Collier & Thomas, 2020; Lindholm-Leary, 2020).

Dual language education in Washington state is designed to close opportunity gaps for student groups who have been traditionally underserved. The dual language program prioritizes multilingual learners and/or Native American students. The goals of the program are to:

- become bilingual and biliterate,

- attain high academic achievement in all content areas, and

- develop sociocultural competence.

Programs begin in kindergarten and continue through middle and/or high school to fully develop bilingual and biliterate proficiency. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

State Superintendent Reykdal's vision and strategic goals for K-12 education focus on educational equity. One of the goals is for all students in Washington to have access to dual language education and the opportunity to become proficient in two or more languages by 2040. Districts determine the language of instruction other than English and the dual language program model based on the community's demographics.

Dual Language Program Types

There are three main types of dual language programs in Washington, which differ mainly in the student groups they serve.

- **Two-way dual language programs** begin with a balanced number of multilingual learners and English speakers. As multilingual learners become proficient English speakers (ever-English learners), the student balance is maintained by including the ever-English learners in the multilingual learners' portion of the balance. Programs with at least 30% or more multilingual learners who speak the language of the program, and 30% or more English speakers would be considered two-way.

- **One-way dual language programs** serve only multilingual learners and/or Native American students. One-way dual language is implemented when the district's demographic composition cannot support a two-way dual language model. If over 70% of students are currently eligible or exited multilingual learners, it is a one-way model.

- **World language immersion programs** enroll mostly English-speaking students although some multilingual learners may participate but typically make up less than 30% of the program.

Dual Language Instruction

Within all dual language programs, English language development and accessible content are required components of the TBIP program.

English Language Development

Multilingual learners in dual language programs must have regular English language development instruction during the English portion of the day. Ideally, all teachers in a dual language program should hold an ELL or Bilingual endorsement and be able to provide specialized supports throughout the day in both languages.

- **Planning:** ELD instruction should be planned specifically to meet the needs of MLs in the dual language program using the WIDA ELD Standards Framework. This can be done by the classroom teacher if they are ELL or Bilingual endorsed or in collaboration with an ML Specialist or Teacher.

- **Teaching:** ELD instruction in dual language is best provided in an inclusive setting with whole group and small group supports integrated into the English portion of the day. Whole group instruction can provide general language development while small groups can address the specific needs of students based on their proficiency levels.

- **Staffing:** ELD supports can be provided by the classroom teacher, an ML Specialist, or a paraeducator who is trained and supervised by an ELL or Bilingual endorsed teacher.

Keep in mind that in a dual language program, similar supports will be needed in the language other than English for students who are still developing that language as well.

Accessible Content

In dual language programs, multilingual learners study some content in their first or home language which supports accessibility. However, strategies should be provided in both languages to ensure accessibility for all students.

- **Planning:** Content instruction should be planned using the WIDA ELD Standards Framework and/or WIDA Marco DALE (Spanish language development standards). Planning for content should also include someone with an ELL or Bilingual endorsement who has expertise in the standards and can suggest appropriate scaffolds and strategies to make content accessible for multilingual learners.

- **Teaching:** Instruction should focus on grade-level appropriate core content with support for accessibility. Keep in mind that content should not be repeated in both languages but can be extended by providing opportunities to review or use skills in the other language to transfer academic vocabulary and reinforce understanding.

- **Staffing:** Content instruction is typically taught by the dual language classroom teacher who should have significant professional learning in language development and strategies to support language learners.

Dual Language Examples

There are many examples of dual language instructional schedules and configurations of language allocation based on the amount of time that instruction is provided in the language other than English (90/10, 80/10, 50/50). More information on these program models and considerations can be found in Step 3 of the OSPI Dual Language Program Guide.

Dual language programs can provide excellent multilingual learner services, especially for newly arrived students who speak the target language. It is important to ensure that the dual language program is set up to allow eligible multilingual learners access to the available classes in their home language while also allowing participation in necessary ELD classes.

Sample Dual Language High School Schedule for Newcomers

9th Grade (1st year)	10th Grade (2nd year)	11th Grade (3rd year)	12th Grade (4th year)
Spanish Language Arts or AP/IB Spanish	Spanish Language Arts or AP/IB Spanish	Spanish Language Arts or AP/IB Spanish	Spanish Language Arts or AP/IB Spanish
Beginning ELD or 9th Grade ELD/ELA for DL	10th Grade ELA for DL	11th Grade ELA for DL	12th Grade ELA for DL
PE/Health	Spanish World History	Spanish US History	Spanish Government/ Other S.S. Elective
Spanish HS Math (as determined by placement test or first course in series)	Next math course in series	Next math course in series/ Advanced Math	Advanced Math
EL Biology/EL Science	Chemistry	Physics	Adv. Science
Elective (Arts/CTE)	PE or Elective (Arts/CTE)	Elective (Arts/CTE)	Elective (Arts/CTE)

The following are features and considerations of secondary dual language programs:

- **Balance of Languages:** Dual language programs at the middle and high school level should have a course in language arts in both languages each year and at least one core content area taught in the non-English language.

- **Core Content Taught in Languages Other than English:** Any core content courses such as history, science, or math that are taught in the students' primary language can provide students with an excellent way to build on their prior learning and generate core content credits while also focusing on developing their English proficiency.

- **Electives in the Language Other than English:** Electives that are language-rich, such as Drama, Translation/Interpretation, or Careers in Teaching, can provide multilingual learners with the opportunity to develop strong language skills while also enabling students to earn Arts or CTE credit towards graduation.

- **Students with Disabilities:** Placing students with disabilities in dual language programs provides strong academic and linguistic support when the student has a personal or academic history with the partner language. It is important that goals are set, and

progress is monitored for both languages when communication, reading, or writing goals are part of the student's IEP.

Dual Language Support and Resources

Designing dual language programs for success and sustainability requires at least two years of cross-departmental district planning, board support, and extensive collaborations with families, community members, and educators. Districts with dual language grants are also required to establish a Dual Language Advisory Board to guide program development.

Given the complexities and importance of developing a foundation for success, OSPI recommends that districts planning for a dual language program collaborate with OSPI's Multilingual Education team and use the OSPI Dual Language Program Guide, based on the CAL Guiding Principles to plan and implement effective programs. The guide includes eight steps to developing strong dual language programs:

1) Build knowledge and advocacy
2) Develop a program mission, vision, and goals
3) Design or adopt a dual language program model
4) Develop enrollment and family outreach plans
5) Align curriculum and resources
6) Establish a staffing and professional learning plan
7) Implement effective instructional practices
8) Develop a plan for assessment and program evaluation

OSPI's Dual Language Education and Resources webpage has information and resources for leaders and educators including:

- OSPI-sponsored professional learning communities and workshops to support PK–12 dual language program planning, implementation, and expansion;

- Biliteracy standards to support Spanish/English dual language programs; and

- Videos, tools, and resources for effective, sustainable dual language programs.

The Dual Language Education in Washington: What Families Should Know webpage has information for families with frequently asked questions, tips for supporting their children, and a step-by-step guide to the listing of programs in the state.

References

Center for Applied Linguistics, 2018. Guiding Principles for Dual Language Education, 3rd Edition.

Collier, V.P. & Thomas, W.P., 2020. Why Dual Language Works for Everyone, PK-12. Multilingual Educator 2020.

Lindholm-Leary, 2020. Current Research Findings on Two-Way Bilingual Immersion Education. ATDLE.

Transitional Bilingual Education

Transitional Bilingual Education Programs are programs in which instruction is carried out in both English and the student's native language. All students entering the program are multilingual learners who speak the target language as their primary language.

Transitional Bilingual Programs typically divide primary language (L1) and English language (L2) instruction by means of content areas, unit of study, or instructional time such as class period or day. There are two main types of Transitional Bilingual Programs: Late-Exit and Early-Exit.

Transitional Bilingual Program Types (Late-Exit and Early-Exit)

Late-Exit Programs

Late-Exit Programs typically begin in kindergarten or first grade, with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. The 50/50 division of instructional time continues through the completion of the program, which is usually in the 5th or 6th grade. Students then transition into classrooms in which the instruction is all in English.

As with Dual Language programs, students may continue in the Late-Exit program after they exit TBIP on the annual English language proficiency test. However, once the student exits TBIP based on the annual English language proficiency test, they are no longer counted for TBIP funding. Such exited students would then be counted as "Exited TBIP Students" for up to two years after scoring at exit level on the annual English language proficiency test.

Early-Exit Programs

Early-Exit Bilingual programs are similar to Late-Exit programs; however, instruction takes place over 3-4 years before the student transitions into instruction, all in English. The purpose of a Transitional Bilingual Education or Early-Exit model is to use the student's primary language as a foundation to support English language development. Early-Exit models generally begin by initially providing 90% of instruction in the primary language and 10% in English, increasing English instruction systematically until all instruction is provided in English. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

After completing the Early-Exit model, students move into classes in which instruction is in English. When a student exits TBIP on the annual English language proficiency test, the student may or may not continue to be served in an Early-Exit model and will no longer be counted for TBIP funding. Such exited students would then be counted as "Exited TBIP Students" for up to two years after scoring at a proficient level on the annual English language proficiency test.

Early-Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or Late-Exit model. Students in this model do not receive primary language instruction long enough to achieve full biliteracy.

Transitional Bilingual Instruction

As with all other TBIP allowable programs, designated English language development and accessible content instruction is a civil rights obligation and a required program component of transitional bilingual programs.

English Language Development

Multilingual learners in transitional bilingual programs must have regular English language development instruction during the English portion of the day. Ideally, all teachers in a transitional bilingual program should hold an ELL or Bilingual endorsement and be able to provide specialized supports throughout the day in both languages.

- **Planning:** ELD instruction should be planned specifically to meet the needs of MLs in the transitional bilingual program using the WIDA ELD Standards Framework. This can be done by the classroom teacher if they are ELL or Bilingual endorsed or in collaboration with an ML Specialist or Teacher.

- **Teaching:** ELD instruction in transitional bilingual programs is best provided in an inclusive setting with whole group and small group supports integrated into the English portion of the day. Whole group instruction can provide general language development while small groups can address the specific needs of students based on their proficiency levels.

- **Staffing:** ELD supports can be provided by the classroom teacher, an ML Specialist, or a paraeducator who is trained and supervised by an ELL or Bilingual endorsed teacher.

Accessible Content

In transitional bilingual programs, multilingual learners initially learn content in their first or home language which supports accessibility. As students transition to increased content instruction in English, additional supports should be provided to make content accessible.

- **Planning:** Content instruction should be planned using the WIDA ELD Standards Framework and/or WIDA Marco DALE (Spanish language development standards). Planning for content should also include someone with an ELL or Bilingual endorsement who has expertise in the standards and can suggest appropriate scaffolds and strategies to make content accessible for multilingual learners.

- **Teaching:** Instruction should focus on grade-level appropriate core content with support for accessibility. As instruction in English is increased, additional strategies such as GLAD, SIOP, and UDL should be used to make content accessible and focus on developing academic language in English.

- **Staffing:** Content instruction is typically taught by the transitional bilingual classroom teacher who should have significant professional learning in language development and strategies to support language learners.

Transitional Bilingual Examples

Transitional Bilingual Programs have a variety of schedules depending on local contexts. However, all programs should begin with the majority of instructional time in students' home language with English instruction increasing gradually over time. The following schedules are examples of how content may be allocated in each language in early and late exit models.

Sample Early-Exit Transitional Bilingual Schedule

Language	K 80% Spanish 20% English	1st 70% Spanish 30% English	2nd 50% Spanish 50% English	3rd 100% English	4th 100% English	5th 100% English
Spanish	Spanish Language Arts Math Science Social Studies	Spanish Language Arts Science Social Studies	Spanish Language Arts Science	N/A	N/A	N/A
English	ELD Specials	ELD Math Specials	ELA/ELD Math Social Studies Specials	ELA/ELD Math Science Social Studies Specials	ELA/ELD Math Science Social Studies Specials	ELA/ELD Math Science Social Studies Specials

Sample Late-Exit Transitional Bilingual Schedule

Language	K 80% Spanish 20% English	1st 70% Spanish 30% English	2nd 60% Spanish 40% English	3rd 50% Spanish 50% English	4th 50% Spanish 50% English	5th 50% Spanish 50% English
Spanish	Spanish Language Arts Math Science Social Studies	Spanish Language Arts Science Social Studies	Spanish Language Arts Science Social Studies	Spanish Language Arts Science	Spanish Language Arts Science	Spanish Language Arts Science
English	ELD Specials	ELD Math Specials	ELA/ELD Math Specials	ELA/ELD Math Social Studies Specials	ELA/ELD Math Social Studies Specials	ELA/ELD Math Social Studies Specials

Supportive Mainstream

Supportive Mainstream is considered an "Alternative" program model that can only be used if the district is unable to provide dual language or transitional bilingual instruction. Students in this model access grade-level academic content and English language development through participation in their general education (mainstream) classrooms.

Designated English language development: Explicit English language instruction is delivered either individually or in small groups by teachers who have been specifically trained in the field of second language acquisition and instructional strategies for language learners. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Meaningful access to rigorous, grade-level content: In this model, English language instruction is delivered throughout the day to ensure access to core content in English. It is, therefore, imperative that districts implementing this model ensure that sufficient time and resources are allocated for ongoing professional development of classroom teachers who are responsible for providing access to grade-level curriculum for the multilingual learners in their classrooms.

Supportive Mainstream Program Types

There are many different configurations within Supportive Mainstream programs. Here are a few of the most common program types based on the population of the district and school:

- **Inclusion Model** – In these programs, MLs are included in a general education classroom and services are provided by a classroom teacher with support through co-planning and/or co-teaching from an ML teacher or paraeducator. Individual or small group supports may be offered within the classroom for designated ELD.

- **Small Group Supports** – If students are scattered across many classrooms, students may be supported in a small group during an intervention time, after school, or at a time that will not remove them from core content instruction. Pull-out should be avoided whenever possible and academic interventions such as literacy groups should not take the place of specific language development services.

- **ELD Support Class** – At the secondary level, students may receive ELD services during a specific support class that takes the place of an elective. This is most effective for students in their first few years of U.S. schooling when they need this sheltered setting. Language taught within the ELD Support Class should align to the language needed for the student to access and be successful in one or more content courses.

Supportive Mainstream Instruction

While students served within the Supportive Mainstream model receive their designated ELD services through participation in their mainstream classrooms, that instruction must be planned by a teacher with appropriate expertise, typically an endorsement in ELL or Bilingual Education or extensive training and experience teaching MLs. This approach requires time built into the master schedule for the ELD teacher and the general education teacher or content teacher to collaborate and co-plan units of content instruction.

Designated ELD within a Supportive Mainstream model should include the following:

- **Planning:** Classroom teachers should be regularly co-planning with an ELD teacher or specialist and using the WIDA ELD Standards Framework to integrate language development in instruction.

- **Teaching:** Instruction is given using general education classroom materials that focus on the key language use and language expectations identified for the content unit of instruction. These materials are adapted or modified to support the development of all 4 language domains for MLs.

- **Staffing:** Instruction can be provided by the classroom teacher or in collaboration with an ELD teacher or paraeducator. Classroom teachers and paraeducators should have significant professional development on ML strategies and use of WIDA ELD standards.

Accessible Content

Within a Supportive Mainstream model, academic content must be made accessible by incorporating strategies to support MLs. It isn't a "supportive" model if there are no supports! This accessible content should include:

- **Planning:** Content instruction is designed collaboratively with a content teacher and an ELD specialist or teacher with an ELL or Bilingual endorsement. Lesson plans include academic language expectations using ELD standards.

- **Teaching:** Instruction uses strategies such as GLAD, SIOP, and UDL to make the instruction given to all students more accessible for MLs and all learners. WIDA ELD standards are used to support content learning.

- **Staffing:** Instruction is provided by general education content teachers with co-teaching or support from an ELD specialist or paraprofessional. Content teachers should have significant professional development on ML strategies and use of WIDA ELD standards.

Supportive Mainstream Example for Newcomers

For schools that have small numbers of newcomer students at the high school level, newly arrived students may need to be served in the Supportive Mainstream model. If possible, an ELD class which may serve one level or various levels together can provide an environment that eases students' transitions and provides academic language support for students who are in general education classes for most of their day.

In a mixed-level ELD class, the EL teacher can engage in individual or small group activities to differentiate instruction to meet student needs. Working closely with core content teachers to preview or review academic language from other content classes can also be helpful. If it is not possible to enroll students in an ELD class, the ELD teacher or paraeducator can provide support within ELA or other content classes.

Sample Supportive Mainstream Model for Newcomer Students

9th Grade (1st year)	10th grade (2nd year)	11th grade (3rd year)	12th Grade (4th year)
Beginning ELD (or mixed ELD class)	Intermediate ELD (or mixed ELD class)	Advanced ELD (or mixed ELD class)	Elective (Arts/CTE/WL)
9th Grade ELA (with support)	10th Grade ELA (with support)	11th Grade ELA	12th Grade ELA
EL HS Math (as determined by placement test or first course in the series)	Next math course in series	Next math course in series/ Advanced Math	Advanced Math
Biology (or other Science)	Chemistry (or other Science)	Physics (or other Science)	Advanced Science (or Elective)
PE/Health	World History	US History	Government/Other S.S. Elective
Elective (Arts/CTE/WL)	PE or Elective (Arts/CTE/WL)	Elective (Arts/CTE/WL)	Elective (Arts/CTE/WL)

Considerations for newcomers in Supportive Mainstream programs:

- **ELA with Support** – Students who do not have access to a specialized ELD course or are simultaneously enrolled in an ELA course may need modified assignments. Using a less complex text to address the same standards, using a text in the student's home language, or providing other ways to access text (multimedia, shorter versions, etc.) can allow students to participate fully while making the class more accessible and supportive.

- **Content Courses** – Core content classes for newcomers may use a "toggle" course code that allows students to generate elective credit if they are not yet able to meet grade-level content standards due to limited language skills and/or limited academic experience. These courses can be repeated to generate content credit the following year.

- **Credit for Previous Coursework** – Students with previous coursework in their home country may skip courses they have already taken or earn mastery-based credits.

- **Clustering** – When possible, clustering newcomer students within the same classroom can allow schools to provide extra support. Similarly, pairing students with a classmate who speaks their language can be supportive as they continue to develop English skills.

- **Students with Disabilities** – Multilingual students who receive both newcomer ELD and specially designed instruction may have difficulty fitting in all the classes and supports they are entitled to in a Supportive Mainstream program. Regular collaboration between the ELD and Special Education teachers can support proactive decision-making and coordinated services to meet the needs of dual qualified students.

Content-Based (Sheltered) Instruction (CBI)

Content-Based Instruction (CBI) is used in classes comprised predominantly of multilingual learners and is considered an "alternative" program model to bilingual programs.

The CBI model pairs English language development with academic grade-level content using English as the language of instruction. Explicit English language development instruction and rigorous, grade-level academic content are delivered by teachers specifically trained in the field of second language acquisition and instructional strategies for language learners. CBI classes can be designed to meet core content credit requirements and/or to serve as language development support classes. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Districts must follow State Certification Requirements for both English language development and content qualifications when assigning teachers to provide Content-Based Instruction. CBI courses may be team taught or co-taught by an appropriately endorsed (ELL/Bilingual) teacher and a content teacher.

Content-Based Instruction Program Models

Content-Based/Sheltered Instruction (CBI) courses are "replacement" content, meaning that if a student is in a CBI ELA, Math, Science, or Social Studies course, this is the only place where they receive that content instruction. The students within the course are currently eligible MLs. For this reason, CBI is not a model utilized at the elementary level except in rare situations where there is a very high percentage of a school's population that are identified MLs.

Courses offered in the sheltered setting vary based on the population of students in a school who may benefit from these classes. Here are a few considerations for CBI courses:

- **Sheltered English Language Arts** – ELA courses are the most frequently sheltered CBI courses offered. Students in their first few years of U.S. schooling may benefit from sheltered literacy instruction that integrates language development and allows them to meet grade-level appropriate standards using shorter or simpler texts and more scaffolded approaches. These may be offered as integrated ELA/ELD courses.

- **Sheltered Social Studies** – Social studies courses are also frequently provided in CBI programs to allow students to access instruction through simpler texts, multi-media, and instructional materials with more visual supports or scaffolds. Some sheltered ELA courses also use social studies materials to meet graduation requirements such as Pacific Northwest History or Civics that students are likely to be missing if they entered U.S. schools later or took World History or other social studies courses in their home country.

- **Sheltered Math or Science** – In some programs, math or science teachers may offer a sheltered CBI class that provides additional support, scaffolding, and a reduced class size to make content accessible even in students' first years in U.S. schools. These classes may be co-taught, provide paraeducator support, or be supported in other ways.

Content-Based Instruction

Content-Based Instruction should focus primarily on grade-level appropriate core content standards and integrate academic language development to support and scaffold students towards being able to move into general education classes as soon as possible. For students with limited or interrupted formal education (SLIFE), sheltered classes can help fill gaps in schooling or prior knowledge and rapidly move students towards grade-level content mastery.

English Language Development

In Content-Based Instruction programs, designated ELD is provided within the CBI classroom in conjunction with the content standards.

- **Planning:** Instruction for sheltered CBI courses should be designed by or in conjunction with an ELD specialist or teacher with an ELL or Bilingual endorsement using the WIDA ELD Standards Framework to target the academic language needed for the content.

- **Teaching:** Instruction should use general education classroom materials that may be modified or adapted for the language proficiency level of the students but scaffold towards grade-level appropriate learning and integrate all four language domains.

- **Staffing:** Instruction can be provided by an ELD teacher with content knowledge, a general education teacher who has sufficient expertise in supporting MLs, or through co-teaching with an ELD and content teacher working together. Paraeducator support may also be provided under the supervisor of the teacher, particularly for newcomer students.

Accessible Content

The main purpose of Content-Based Instruction is to make content accessible to multilingual learners through additional scaffolding and support.

- **Planning:** As with ELD, accessible content instruction should be planned by or in conjunction with an ELD specialist or teacher with an ELL or Bilingual endorsement with a focus on meeting grade-level appropriate content standards.

- **Teaching:** Instruction should address the academic language functions and features needed for that content area and utilizes strategies such as GLAD, SIOP, and UDL to make grade-level appropriate material accessible to MLs.

- **Staffing:** Instruction can be provided by an ELD teacher with content knowledge, a general education teacher who has sufficient expertise in supporting MLs, or through co-teaching and/or additional paraeducator support.

Content-Based Instruction Examples

Schools that regularly receive newcomer students at the middle or high school level may benefit from implementing content-based or sheltered instruction courses that are specially designed for newly arrived students to develop English language skills and earn core content credits immediately. These classes can ease students' transitions into their new environment and make content more accessible. Following is an example of a content-based instruction program for high school newcomers.

Sample Content-Based Instruction High School Schedule for Newcomers

9th Grade (1st year)	10th Grade (2nd year)	11th Grade (3rd year)	12th Grade (4th year)
Beginning ELD	Intermediate ELD	Advanced ELD (may generate ELA credit)	Elective (Arts/CTE/WL)
EL Reading & Writing*	10th Grade ELA	11th Grade ELA	12th Grade ELA
EL HS Math (as determined by placement test or first course in series)	Next math course in series	Next math course in series/ Advanced Math	Advanced Math
EL Biology/ EL Science	Chemistry (or Biology)	Physics	Advanced Science (or Elective)
EL World History (or PE/Health)	PE (or World History)	US History	Government/Other S.S. Elective
Elective (or PE) (Arts/CTE/WL)	Elective (Arts/CTE/WL)	Elective (Arts/CTE/WL)	Elective (Arts/CTE/WL)

Features and considerations of this model:

- **ELD Courses** – Newcomer students will generally need an ELD course to support their English language development for the first 3 years they are enrolled unless they enter with prior English skills. ELD courses can only generate ELA credit if they meet grade-level ELA standards and typically only one section of ELD can be used to meet most college entry ELA requirements. Higher-level ELD courses may be designed to meet ELA standards, especially speaking, listening, and language standards.

- **Sheltered Content Courses** – Sheltered core content classes are especially beneficial in students' first year or two of attendance. Content courses can be set up with a "toggle" course code that allows students to generate elective credit if they are not yet able to meet grade-level content standards because of limited language skills or limited academic experience. These courses can be repeated for core credit the following year.

- **Credit for Previous Coursework** – When building a sheltered program, consider that students with previous coursework in their home country may have different course progressions based on the courses they have taken previously.

- **Core Content in the 2nd Year and Beyond** – As students move into general education courses in their 2nd year and beyond, they may continue to need support to access content and continue to develop their English skills in content areas. ELD classes in the 2nd year and beyond may be designed to provide academic language support. It is also recommended that core content teachers receive professional development on strategies to support intermediate and advanced MLs. Students also may be scheduled into clustered, reduced-size classes to provide extra support.

- **Students with Disabilities** – Multilingual students with disabilities benefit from placement in a content-based instructional program. Instructional methods and supports that meet their language needs frequently provide opportunities for support as dictated by the student's IEP and facilitate coordination of services between content, language, and special education teachers.

Newcomer Program

Newcomer Programs provide specialized instruction to beginning level multilingual learners who have newly immigrated to the United States and are especially useful for districts with large numbers of students with limited or interrupted formal education (SLIFE). Newcomer programs provide a foundation in basic English language skills and basic content instruction to facilitate students' transfer into a district's regular TBIP program while familiarizing newcomers with the U.S. education system. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Newcomer Program Models

The amount of time that students spend in a Newcomer Program varies both in daily schedule and program length depending on the student's individual needs, with a typical length of one semester to one year for most students. Districts must establish clear criteria for students to move out of the Newcomer Program and into the regular TBIP program. Criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Newcomer Programs should never constitute the district's entire English language development program but should serve only as a foundation for students to move into the regular district TBIP program.

Newcomer programs are explicitly designed for students facing challenging transitions as they adjust to new environments and into their new schools. These programs provide safe environments that help orient students to the US school system and assist with the development of basic English communication skills during their first 6 to 18 months in the country. These programs may offer classes that are similar to Content-Based (Sheltered) Instruction models for half or more of the school day. Transportation may be provided to the program. Districts able to offer a newcomer program model must carefully consider how to address the possible impacts of segregation. For this reason, full-day newcomer models are not recommended.

Newcomer Program Instruction

Newcomer programs are also required to include designated English language development and accessible content although some adjustments may be made to support SLIFE students with off-grade level content to fill gaps and rapidly help students prepare for grade-level content.

English Language Development
In newcomer programs, designated ELD is provided within the classroom in conjunction with the content standards. The most effective ELD instruction for newcomer students begins with assessment of students' language proficiency. In addition to a student's WIDA Screener, teachers can use formative assessments to get a clearer picture of a student's current language skills in order to align instruction to their specific needs.

- **Planning:** Instruction should be planned by or in conjunction with an ELD specialist or teacher with an ELL or Bilingual endorsement using the WIDA ELD Standards Framework to provide scaffolds such as visuals, sentence frames, and graphic organizers which will help students understand and use academic language.

- **Teaching:** Instruction should incorporate picture dictionaries, visual aids, culturally relevant books, technology and digital resources, hands-on and manipulative materials, adapted texts, real life and functional materials that can be purchased or be teacher-created to meet the specific language needs of students in all four domains.

- **Staffing:** Instruction can be provided by an ELD teacher with content knowledge, a general education teacher who has sufficient expertise in supporting MLs, or through co-teaching and/or additional paraeducator support.

Accessible Content

Similarly, newcomer multilingual learners need meaningful access to core academic content instruction through additional scaffolding and support. The criteria for providing accessible content instruction include the following:

- **Planning:** As with ELD, accessible content instruction should be planned by or in conjunction with an ELD specialist or teacher with an ELL or Bilingual endorsement with a focus on meeting grade-level appropriate content standards aligned to the WIDA ELD Standards Framework to support students' English language development.

- **Teaching:** Instruction should address the academic language functions and features needed for that content area and utilize strategies such as GLAD, SIOP, and UDL to make grade-level appropriate material accessible to students. Use of students' first languages is encouraged to build on students' background knowledge and skills.

- **Staffing:** Instruction can be provided by an ELD teacher with content knowledge, a general education teacher who has sufficient expertise in supporting MLs, or through co-teaching and/or additional paraeducator support.

Newcomer Resources

The Office of English Language Acquisition's Newcomer Toolkit provides additional information and resources for staff who work directly with newcomers, immigrants, refugees, and their families. See *Policies and Practices Guide Chapter 3: MTSS, Progress Monitoring, and Tiered Supports* for information on providing supports for newcomers and *Appendix A: High School Newcomer Enrollment* for a guide to intake, assessment, transcript review, and placement for newly arrived students ages 14 to 21.

Alternative Learning Environments

Multilingual learners in Open Doors programs, non-traditional school settings, and online/virtual learning environments must be provided with the same required English language development services and accessible content as MLs in all other programs. These programs must meet the same requirements for identification, screening, notifications, and annual testing. See *Chapter 1 of this Policies and Practices Guide* for more information on those procedures.

Alternative Learning Environment Program Models

There are many different types of alternative learning environments and services for multilingual learners may be provided in different ways in each. Here are a few of the more typical program models for alternative learning environments.

- **Access to ELD Classes and On-campus Services:** Students in ALE programs may be co-enrolled in ELD classes or be provided supports by an ELD teacher at another local school.

- **Online Individual or Small Group Supports:** Students may receive additional individual or small group support through a regular virtual meeting with an ELD teacher.

- **Individual Check-ins and Support Plans:** Students may be assigned an ELD teacher who regularly monitors their progress, develops an individualized learning plan, and checks in regularly with the student and the family to ensure their needs are being met.

Alternative Learning Environment Instruction

Alternative Learning Environment (ALE) programs vary by nature. Instruction can be provided in a variety of formats, but there is often an expectation that students will complete their coursework independently. Therefore, instruction must be planned by a teacher with appropriate expertise, typically an endorsement in ELL or Bilingual Education or extensive training and experience teaching MLs. This approach requires strategic planning and use of resources to ensure that English Language Development and access to grade-level content are embedded in all ALE instruction.

It may be beneficial to utilize an individualized learning plan to target students' specific and unique needs, which can guide all teachers and support collaboration among teachers and with the student to reach the student's goals.

English Language Development

Designated ELD within ALE programs should include the following:

- **Planning:** Classroom or virtual teachers should be regularly co-planning with an ELD teacher or specialist and using the WIDA ELD Standards Framework to integrate language development in instruction.

- **Teaching:** Instruction is given using general education classroom materials that are adapted or modified to support the development of all 4 language domains for MLs. Additional supports and scaffolds are provided.

- **Staffing:** Instruction can be provided by a general education teacher, ELD teacher, or paraprofessional as long as they have sufficient expertise in supporting MLs and are directly supervised or supported by an ELL or Bilingual endorsed teacher.

Accessible Content

Similarly, academic content in ALE programs must be made accessible by incorporating strategies to support MLs. This accessible content should include:

- **Planning:** Instruction is designed collaboratively by a content teacher with an ELD specialist or teacher with an ELL or Bilingual endorsement. Instructional plans include academic language expectations using content and ELD standards.

- **Teaching:** Instruction addresses the most critical academic language functions and features and utilizes strategies such as GLAD, SIOP, and UDL to make content accessible. WIDA ELD standards are used to support content learning.

- **Staffing:** Instruction is provided by general education content teachers with support from an ELD specialist or paraprofessional. Content teachers should have significant professional development on ML strategies and use of WIDA ELD standards.

Alternative Learning Environment Support and Resources

See *Appendix B: Multilingual Learners in Alternative Learning Environments* for more information on requirements and processes for serving students in these settings.

Resources

For more information on providing multilingual learners with English language development services, see the U.S. Department of Education's EL Toolkit Chapter 2.

CHAPTER 3: MTSS, PROGRESS MONITORING AND TIERED SUPPORTS

Using a Multi-Tiered System of Supports for MLs

All students, including multilingual learners benefit from opportunities for access, equity, and inclusion. To better understand how these terms will be used within this chapter, please review the table below:

Term	Definition
Access	Equal opportunities are provided to participate in general education by reducing or removing barriers.
Equity	Each student receives the support and resources needed to benefit from equal opportunities to learn and participate in all aspects of school.
Inclusion	All students feel a sense of belonging and experience meaningful participation in learning and the community because the environment, curriculum, and assessments are accessible and equitable.

Washington's MTSS Framework

Districts and schools can increase opportunities for access, equity, and inclusion by leveraging a Multi-Tiered System of Supports (MTSS). MTSS is a framework that uses evidence-based practices to achieve important outcomes for every student.

Washington's MTSS Framework focuses on organizing the efforts of adults to ensure students benefit from culturally and linguistically nurturing environments and equitable access to instruction and supports that are differentiated to meet their unique needs including supporting Multilingual Learners (MLs) through:
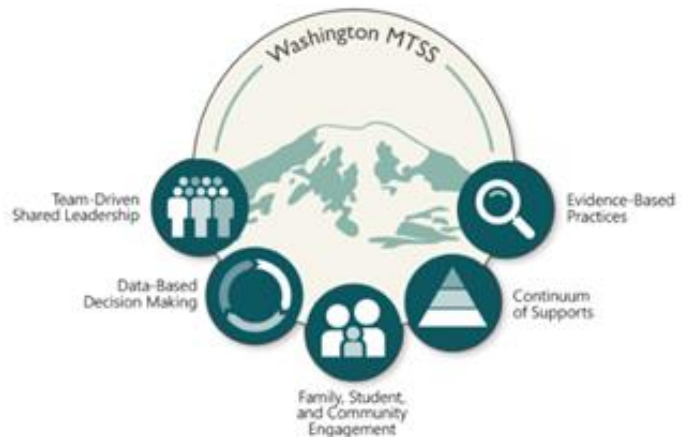
- **Team-driven shared leadership.** A team-based approach including classroom teachers, bilingual educators, ML specialists, reading specialists, and special education teachers

may be helpful to determine what multilingual learners can do, what skills are still developing, and how to best support the student's academic, language, and literacy development.

- **Data-based decision making.** Reviewing data not only from English language proficiency and academic assessments but also from observations and other data sources can help provide a complete picture of the multilingual learner and support decision-making about instructional needs.
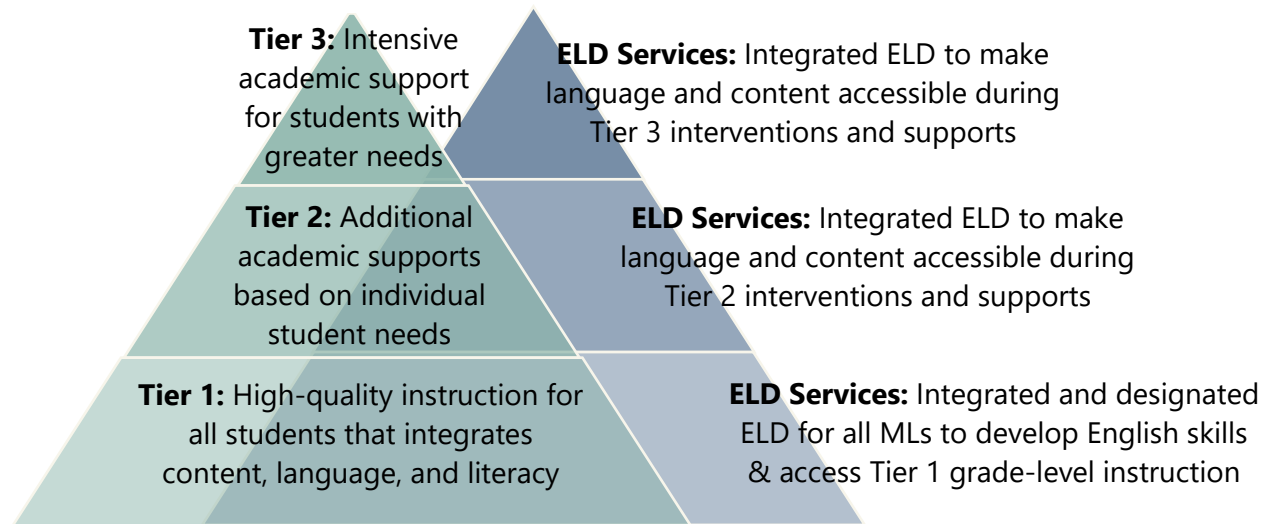
- **Family, student, and community engagement.** Families and caregivers are critical partners in understanding multilingual learners' strengths and needs. Interpreters, bilingual educators, and community language brokers can also help families understand their essential role and provide input on important decisions.

- **Evidence-based practices.** Multilingual learners need support with language and literacy skills as well as academic content. Literacy interventions alone cannot take the place of English language development (ELD) services provided by an educator with specialized training. Multilingual learners also need regular, meaningful access to content that is taught using effective strategies for language learners.

- **Continuum of supports.** Multilingual learners should be included in Tier 1, 2, and 3 instruction and interventions to address their specific academic needs, in addition to having regular designated ELD services.

MTSS and English Language Development Services

Within the MTSS Framework, MLs need additional ELD supports to access academic content. The diagram below illustrates how ELD must be embedded into all tiers of academic support.

Tier 3: Intensive academic support for students with greater needs

ELD Services: Integrated ELD to make language and content accessible during Tier 3 interventions and supports

Tier 2: Additional academic supports based on individual student needs

ELD Services: Integrated ELD to make language and content accessible during Tier 2 interventions and supports

Tier 1: High-quality instruction for all students that integrates content, language, and literacy

ELD Services: Integrated and designated ELD for all MLs to develop English skills & access Tier 1 grade-level instruction

Multilingual learners' academic needs should be considered first in determining Tier 1, 2, and 3 instructional approaches. English language development support should be embedded at each

tier so that the academic instruction and support are accessible to all students. For example, early literacy interventions that focus on phonics instruction without ensuring multilingual learners understand the vocabulary and context for reading will do little to support their ultimate comprehension.

Progress Monitoring

To determine the specific needs of multilingual learners, schools/districts should regularly monitor students' progress in both language acquisition and academic skills and use these data to determine academic and language supports within the MTSS.

Developing an Assessment Plan

A comprehensive plan includes the use of both formative and summative student assessments at least three times per year that can inform instruction and tiered interventions. This plan should include not only the required annual English language proficiency assessment (WIDA ACCESS) but other formative assessments such as the WIDA MODEL or other formal or informal quarterly language assessments.

Schools/districts may want to use the Multilingual Learner District Plan Template to articulate a plan for progress monitoring using the following table:

Assessment and Monitoring of Student Progress		
Name the assessment tools that are used to monitor eligible and exited multilingual learners' academic and linguistic progress and describe any processes for administration of progress monitoring, including annual ELP assessments.		
	Academic Assessments	**Language Assessments**
Elementary:		
Middle School:		
High School:		

Academic assessments may include literacy screeners, online reading and math assessments, or other teacher-administered academic assessments, and educators should consider how language may impact assessments that are administered in English when reviewing student data. These assessments can help determine what types of tiered academic supports are appropriate and what language supports will be needed for students to access those academic interventions. When possible, providing assessments in a students' home language may be valuable if the student has had formal schooling in that language, particularly for newcomers.

Assessing Language

Multilingual learners' language skills are assessed annually using the WIDA ACCESS or WIDA Alternate ACCESS assessment. These assessment results can be useful for determining both

individual student strengths and needs as well as schoolwide trends. OSPI provides a [WIDA ACCESS Analysis Tool](#) to support school and district teams in analyzing WIDA ACCESS data to develop improvement plans for ELD services. However, language progress should also be assessed throughout the school year using regular formative assessment.

One powerful tool for monitoring students' language progress is the WIDA Proficiency Level Descriptors (PLDs). These interpretive and expressive grade band-level rubrics can be used to:

- Examine student work and determine students' current performance levels
- Set goals for language development, aligned to the Language Expectations
- Determine student needs and develop scaffolding and supports
- Track student progress over time

For more information and examples of how to use the PLDs to monitor student progress, see "[Using Proficiency Level Descriptors to Plan Instruction and Assessment Multilingual Learners](#)" (Percy Calaff, Shafer Willner, Gottlieb, & Marinho Kray, 2022).

Assessing Literacy: Early Literacy Screening

Students with reading difficulties should be identified as early as possible, but it is important to not confuse language development with a reading disability. Multilingual learners without learning disabilities may exhibit reading behaviors and characteristics that look like native English speakers who have reading disabilities. Some multilingual learners struggle with both language and reading, and students of any language can have dyslexia regardless of their linguistic background.

Early Literacy Screening Requirements and Considerations

ALL eligible multilingual learners must be included in early literacy screening except during their first 4 months of U.S. schooling. Multilingual learners' screening results should NOT be directly compared to grade-level norms. School teams should consider student progress and development of both language and literacy skills over time. Students may be screened in a language other than English if they have literacy skills in their home language or are enrolled in dual language programs. Screeners in Spanish that have met the state criteria include Istation's ISIP, Renaissance's STAR, and Amplify's mClass Lectura.

Consider the following when using screeners in other languages:

- Screeners in other languages must be designed and normed for that language. Dialect variations must be considered. Use of an interpreter to provide sight translation of an English screener into another language is NOT appropriate and will not yield useful results.
- Screeners in other languages may not provide the whole picture for a multilingual learner. Most assessments have been normed for native speakers of that language, not children who are simultaneously developing two or more languages.

- If a student has skills in two or more languages, it is best to assess first in the student's dominant language and then assess in the second language to confirm and/or add new information about the student's skills.

- Consider the student's opportunity to learn in each language as well as previous and current exposure to literacy skills in each. Families and caregivers may provide useful information on students' language and literacy skills and use of their home language.

The following chart provides guidance on considerations for screening of multilingual learners at various language levels.

Considerations for Literacy Screening of Multilingual Learners based on WIDA Scores

WIDA Overall Score Range (WIDA Screener or WIDA ACCESS)	Considerations for Screening
0-2.0	Newcomers are exempt from screening for the first 4 months. Students may screen in their home language (if possible). Grade-level norms will not be applicable in English.
2.1-3.9	Students should be screened (unless in their first 4 months). Students may screen in their home language (if needed). Grade-level norms may not be applicable in English. Look at progress over time.
4.0-6.0*	Students should be screened. Students may screen in their home language (if useful). Grade-level norms may be applicable, but the team should consider progress as well.

*Scores above a 4 in speaking and listening but lower in reading and writing may indicate warning signs and/or a need for literacy intervention.

When reviewing and interpreting results of multilingual learners' early literacy screening, educators should consider the following:

- *What strengths does the student bring?* Look at other content areas for strength-based skills. Use observations and other data points in addition to literacy assessment data.

- *What does the student know in each language?* Multilingual learners may still be simultaneously developing language and literacy skills in two or more languages.

- *What can the student do when viewed across languages?* Assessment in a single language (either English or another language) may not fully capture all the student's skills. Reviewing skills across both languages may help show what the student "can do."

Using Screening Data with Multilingual Learners

To build upon students' existing skills in one language as they develop another, school teams should use the WIDA Can-Do Philosophy which uses an asset-based approach to language.

The following questions may be useful when reviewing and interpreting the literacy screening results of multilingual learners. Data review teams may include classroom teachers, bilingual educators, ELD specialists, reading specialists, and/or special education teachers. The use of home languages may be more applicable to dual language programs and is not always possible in programs with multiple languages.

Considerations for Multilingual Learners in Early Literacy Skills

Skill	Questions to Consider
Phonological Awareness	• Does the student's home language break down words or sounds in this way? (syllables vs. individual phonemes) • Is the skill typical in the student's home language? (i.e., rhyming, alliteration, etc.) • If assessing in another language, is the task typical for that language?
Phonemic Awareness	• Has the student acquired these phonemes in their spoken English? • If assessing in another language, is isolating sounds/phonemes a typical linguistic practice? • What sounds does the student know in each language (if testing in multiple languages)? Is there overlap? • Are there sounds in English that are "tricky" for speakers of the student's home language (if known)?
Letter-Sound Knowledge	• What letters does the student know in each language (if testing in multiple languages)? Is there overlap? • Are there letters that are "tricky" in English for speakers of the student's first language (if known)?
Rapid Auto-matized Naming Skills	• Can the student name objects in either language? (How many can they name altogether across languages?) • Is the student using a "non-standard" term that still means something similar? • How does the student's speed correspond to their language development?

While students of any language background may have weaknesses associated with dyslexia, multilingual learners are also overidentified for special education services in Washington state for specific learning disabilities. Because of this, referring multilingual learners for evaluation must be done with great caution.

Many districts use a critical data process to consider multiple factors, including the student's first language development and background, before considering a referral for testing. Separating Difference from Disability and The ELL Critical Data Process may be helpful in developing appropriate pre-referral processes for multilingual learners.

Supporting Early Literacy Instruction and Intervention for MLs

All students, including multilingual learners, benefit from instruction that is essential for students with language-based learning disorders, including:

- Integrating content, language, and literacy instruction
- Strengthening oral language development
- Teaching writing in connection with reading as an essential skill
- Building on student's home languages and cultures
- Focusing on comprehension to support academic literacy and student success

Within the MTSS Framework, multilingual learners should be uniquely considered when determining intervention groupings for each tier of instruction and intervention. These considerations include:

- Tier 1 instruction that integrates content, language, and literacy and builds on students' home languages and cultures.
- Regular designated English language development (ELD) provided by or in collaboration with a specially trained educator.
- Explicit focus on oral language development and comprehension in addition to phonemic awareness, phonics, fluency, and vocabulary.
- Intervention materials that are specially designed or adapted to ensure words/text are connected to meaning using visuals, context, or other means.
- Interventions provided in the student's home language in dual language programs or if available. Stronger first language literacy is associated with stronger literacy in English.

See the MTSS for ELs website for more ideas on addressing the literacy needs of multilingual learners.

Assessing Content

Multilingual learners at all grades should participate in regular content assessments such as districtwide reading and math assessments, classroom-based assessments, and other ways that student mastery of content is determined. Within these content assessments, educators will need to consider how language may impact student outcomes.

The ideal content assessment will provide differentiated supports to remove language barriers to make the assessment accessible to the student regardless of language level. This may mean altering the format or providing different options for demonstrating understanding including visual supports, graphic organizers, use of home languages, or other accommodations. Using a Universal Design for Learning lens to develop classroom assessments that are accessible to all students can greatly reduce the linguistic barriers that multilingual learners may face to show what they know.

Specialized Supports for Student Groups

Student data should be used to determine the academic and linguistic strengths and needs of each multilingual learner to provide tiered academic supports as well as specialized language supports for students. Certain groups of multilingual learners may have specific needs. In the following section, the unique differences in needs and recommended supports are outlined for newcomer students and students with limited or interrupted formal education (SLIFE), long-term English learners (LTELs), multilingual learners with disabilities, and exited/transitioned students.

Newcomer Students

Each year, Washington state welcomes students from a wide range of countries and circumstances. These students may have immigrated or are seeking refuge or asylum in our state. It is important for schools and districts to be prepared to receive newcomer students throughout the school year. The following guidance provides information on suggested programs and processes to support these newly arriving students.

Immigrants, Refugees, and Asylees

While school districts typically do not collect information on a student's immigration status, families may volunteer this information as they enroll students in school. Certain grants and additional services may be available to some groups of newly arriving students based on their immigration status. These groups are defined as follows:

- **Immigrant** – Anyone who was born outside of the United States and immigrated to the country. For school purposes, an immigrant student is one who was born outside of the United States and has not attended school in any state for more than three full academic years.

- **Refugee** – A person who is forced to leave their country and cannot return because of a fear of persecution based on race, religion, nationality, political opinion, or membership in a certain social group. They have crossed an

international border to find safety in another country. Refugees are typically granted this status before entering the United States.

- **Asylee** – A person fleeing persecution, who presents themself at the U.S. border, a port of entry, or is already in the United States. Asylee status is determined in the United States, and one may seek asylum regardless of the country one comes from or one's current immigration status.

- **Special Immigrant Visa (SIV) Holder** – Certain individuals who worked with, or on behalf of, the U.S. government in Iraq or Afghanistan and are at risk because of their association or service.

- **Humanitarian Parolee** – An individual who would otherwise be eligible for refugee or SIV status but was not able to complete their visa processing before entering. Humanitarian parole was granted to many Afghans for "urgent humanitarian reasons."[1] This status is also likely to be granted to Ukrainian people who entered as asylees.

[1] National Immigration Forum; https://immigrationforum.org/article/explainer-humanitarian- parole-and-the-afghan-evacuation/

Newly Arrived Students in Grades K-8

Newly arriving students in grades K-8 **should be placed in the age-aligned grade level**, regardless of the grade level or amount of schooling completed in their home country. School systems vary widely across countries, and school year calendars may not align to our typical US school year. Well-intentioned family members may request that a student be placed in a lower grade, but this should be discouraged as it is important for students to be placed with age-appropriate peers.

Newcomer students in grades K-8 benefit from the following practices:

- **Pre-Intake** – Before starting school, the family may need support with enrollment, obtaining required vaccinations, acquiring school supplies, and transportation to and from school. Many districts provide in-person or phone interpretation at a family center or district office to assist the family with these needs.

- **School Orientation** – Newly arrived students may need support in their first days of school attendance. This assistance may entail help with finding their classroom(s), meeting their teacher(s), and learning basic routines such as where and when to use the bathroom, how to use automatic soap and towel dispensers, and how to navigate the lunchroom and playground. Assigning a student ambassador or buddy who speaks the student's home language can help the student feel welcome and learn these routines quickly.

- **Early Instructional Activities** – Newcomers with little to no previous English instruction should be placed in either a specially designed class or group with an ELD teacher, specialist, or well-trained paraeducator who can provide

individual or small group support with basic English skills. Lessons in the first days of arrival may include vocabulary about school, food, clothing, and personal interests, as well as greetings and useful phrases. Lessons in which students can share their previous school experiences and compare/contrast with their new school are both culturally responsive and build upon their prior knowledge.

- **Participation in General Education** – Newcomers can participate in and benefit from many instructional activities in the general education setting from the moment they begin attending school. Students who have minimal English skills may enjoy feeling included as part of the classroom community while listening to a read-aloud, following along with an instructional activity, and observing interactions with classmates. Classroom teachers may use strategies such as visual supports, graphic organizers, choral responses, songs, and chants that allow newcomers to participate in content instruction while developing their English language skills.

- **Testing Accommodations** - Recently Arrived English Learners (RAEL) can skip one administration of state ELA testing in their first 12 months in U.S. schools. Newcomers must take state tests in math and science. Districts must plan for appropriate testing accommodations for the math and science tests to ensure accessibility for the student including stacked or sight translation in the student's primary language. See the Washington State Test Coordinators Manual available on the WCAP portal for more information.

High School Newcomers

Newly arriving students who are ages 14 to 18 should be placed in the grade that provides continuity with their prior schooling or at the age-appropriate grade if this will be their first high school experience. This may mean taking classes out of the typical sequence and adjusting the student's intended graduation year to allow them to complete the required number of credits.

Students who are ages 19 or 20 at their time of arrival are usually placed in a traditional high school but may also request to participate in an Open Doors or other alternative program to accommodate any outside responsibilities they may have while continuing their education until graduation or age 21 (RCW 28A.150.220). This should always be the student's choice as all students have a right to a public education until age 21.

Students who have completed a high school diploma in another country may still enroll in a Washington state high school as long as they are under age 21 and have not yet met the local and state graduation requirements. (See *Appendix A: High School Newcomer Enrollment* for more information on transcripts and credit for coursework from other countries.)

Students with Limited or Interrupted Formal Education

A student who has missed six months or more of formal schooling prior to enrollment in a US school may be designated as a Student with Limited or Interrupted/Intermittent Formal Education (SLIFE). These students may have also experienced traumatic events due to political unrest, violence, or extreme poverty in their home countries. SLIFE students may have different needs than other newcomers.

If a newly arrived student has experienced limited or interrupted/intermittent formal schooling, best practice is to place them in the age-appropriate grade level and/or graduation cohort. If a student's grade level or graduation year is lowered below the age-appropriate level when they enroll, there must be a plan in place so the student receives an education that "is age-appropriate, the content of the instruction relates to the core curriculum and is credit-bearing toward graduation or promotion requirements, and SIFE students have the opportunity to meet grade-level standards within a reasonable period of time." (DOJ, 2015, p. 50).

To determine what would be a "reasonable period of time" for students to reach grade level standards, proficiency levels in the student's primary language and any additional prior instructional language would be considered, but proficiency levels in English cannot be. Instead, educators should focus on identifying prior learning that could be used to build grade-level appropriate knowledge and skills and generate mastery credits for high school students. Educators should learn about the student's goals and strengths and determine how literacy and numeracy can be developed through accelerated learning and spiral instruction.

The following practices are highly recommended for newly arriving SLIFE:

- Use intake assessments and questionnaires to document prior academic history and identify which skills they already have that can be built upon in school.

- Provide extra English language development (ELD) services and individual support in the student's home language, if possible.

- Schedule students in newcomer classes and/or necessary academic support classes.

- Consider appropriate extra-curricular activities and career and technical education (CTE) classes based on student interests and future goals.

- Use mastery-based crediting procedures to award credit for work and life skills for high school students.

- Collaborate with community-based organizations and local community colleges to provide additional resources and/or specialized programs.

For more information on supports for newly arrived students, see the U.S. Department of Education's Office of English Language Acquisition (OELA) Newcomer Toolkit.

Long-Term English Learners

Long-term English Learners or LTELs are students who have been receiving English language services for more than 5 years and whose English development has plateaued.

Typical characteristics of LTELs include:

- Significant needs in reading and/or writing.
- Gaps in academic background knowledge.
- Disengagement, learned passivity, or even invisibility in school.
- Lack of awareness that their academic skills, courses, and/or academic record may not be preparing them for college.

The majority of LTELs have lived most, if not their entire lives, in the United States, and much of their English exposure is from non-native speakers. Most LTELs express a desire to attend college but have often internalized a sense of failure that they may believe is their responsibility.

Needs of LTELS

Long-term English Learners need a safe learning community with a growth mindset that affirms their language, culture, and life experiences. They also benefit from instruction on cognitive and metacognitive strategies, ample use of graphic organizers, visuals, and multimedia, and explicit instruction on study skills and the behaviors associated with academic engagement and success.

Educators can support LTELs by assessing their skills to pinpoint specific language needs. Schools should also monitor their progress by analyzing student work samples, observing their participation and expressive oral language development, and adjusting instruction and support.

WA State Data					
Number and Percent of LTELs (5+ years in program)					
Year	2018-19	2019-20	2020-21	2021-22	2022-23
Number	44,624	47,446	53,933	59,670	65,198
Percent of Total MLs	31.3%	33.5%	38.8%	41.4%	41.0%

Strategies for Supporting LTELS

The following strategies support long-term English Learners by developing academic language, oracy, and literacy, addressing academic gaps, and engaging students actively with rigor and relevance. It may be beneficial to utilize an individualized learning plan to target the specific and unique needs of students, which can guide all teachers and support collaboration among teachers and with the student to reach the student's goals.

Academic Language Development

- Utilize the WIDA ELD Standards Framework to identify language expectations and goals for content units.

- Provide specific, targeted instruction on language functions and features needed to complete expressive tasks and assessments in content units.

- Provide ample opportunities to use and practice the language functions and features that are targeted in the language expectations for the unit.

- Engage students frequently in oral academic discourse integrated with content with specific instruction on academic language functions and features.

Oracy and Literacy Development

- Connect oracy and literacy with an intentional emphasis on expressive oral language development. "If we can't say it, we can't write it."

- Provide regular, structured opportunities for peer interaction and discussions (beyond turn-and-talks) with ample opportunities to express ideas about grade-level content topics and tasks.

- Engage students in close reading across content areas, focusing on language expectations, functions, and features from the WIDA ELD Standards Framework.

- Engage with relevant, real-world informational texts that are high quality, of high interest, and are not watered down.

- Write across a variety of topics and in a variety of formats to both express thoughts and support the learning process.

- Utilize frequent quick writes and opportunities to practice the targeted language functions and features.

Addressing Academic Gaps

- Build background knowledge related to key unit concepts by connecting it to and building on familiar prior knowledge, then applying it to new content.

- Teach vocabulary in word families, emphasizing cognates and false cognates and building meaning around words.

- Provide ample opportunities to use new words in discussion and in writing with scaffolds and graphic organizers, as necessary.

Active Engagement, Rigor, and Relevance

- Invite and expect (warmly demand) engagement.

- Provide support to take risks and extend and build language use.

- Maintain and communicate high expectations and academic rigor.

- Acknowledge the challenge of learning a new language and support students' efforts.

- Provide explicit instructions, models, mentor texts, rubrics, examples and non-examples of tasks, assignments, and expressive language expectations.

- Incorporate relevant grade-level content, issues, and materials.

Preventing LTEL Status

To prevent multilingual learners from slipping into long-term English Learner status:

- Monitor their language development closely and often. For example, the WIDA rubrics for speaking and writing can be used to analyze student expressive language associated with classroom assignments, tasks, projects, and assessments on a quarterly basis.

- Emphasize oral language development as an intentional foundation for literacy.

- If multilingual learners are in the 4th or 5th year of services and are not showing progress, create individual short-term language goals that all teachers can focus on across content areas.

- Monitor students' socio-emotional identity development and sense of belonging. These can have a significant impact on their linguistic and academic growth.

With systematic support and intentional strategies, educators can reduce the number of multilingual learners who become long-term English learners and increase their success and opportunities for the future.

Multilingual Learners with Disabilities

Multilingual learners who also qualify for special education services have unique and specialized needs. At a minimum, districts must:

- Ensure that English Language development is provided for all identified MLs who also qualify for Special Education;

- Ensure that an educator(s) with the proper knowledge and skills regarding language acquisition participates on the Child Study, Referral, and/or IEP team;

- Provide systems that support collaboration between ML Specialists, General Education Teachers, and Special Education Teachers; and

- Recognize the common misunderstandings and work to dispel the myths and provide professional learning for all educators.

Culturally Responsive Practices for Identification of MLs with Disabilities

The process to refer and identify an ML for special education services requires a pre-referral, whole-child approach which considers multiple factors. Because multilingual learners come from a wide range of educational, familial, cultural, and linguistic backgrounds, educator should consider multiple factors including:

Personal and family characteristics

Educators should utilize a holistic approach which seeks to understand the child's life at home and at school.

- What is known about primary caregivers, family/household members, languages spoken at home, and by whom?

- What are the cultures and traditions of this child's household, and how are those reflected in or honored by school systems to communicate that the child can utilize all personal, cultural, and linguistic assets at school?

- What are the child's interests, hobbies, talents, and activities after school?

When looking at multilingual learners, these characteristics help educators understand and learn to discern the differences between language/cultural differences and true learning disability.

Psychological characteristics

The language acquisition process often includes a phase where students produce little English as they begin to develop the ability to process and comprehend the input from classroom instruction in English. The extent to which instruction is contextualized and involves extensive opportunities for oral language development opportunities can impact the extent of an individual student's silent phase. Personality characteristics, such as being outgoing, reserved, or shy should also be considered as part of the pre-referral processes. It is helpful to observe the student in social and academic settings where English only is spoken as well as settings where the child's primary language is spoken in addition to one-to-one versus group settings as part of the information-gathering process.

Previous schooling experiences

Students' prior schooling experiences impact their current performance in US systems. While many MLs may have been educated only in US schools, others may have experiences from multiple international systems. Some MLs may have experienced interrupted schooling or trauma from war, immigration, and, most recently, the pandemic. All these factors must be considered when discerning language development from disability.

Learning environments and how they impact MLs

Systematic evaluation of the instructional environment is also a part of the process to distinguish disability-related behaviors versus language acquisition-related behaviors. This evaluation includes the quality and amount of English language development services that have been provided and the extent to which those services are integral to/connected to core-content instruction. It also includes an evaluation of the complete school experience and the extent to which meaningful access to all content instruction is being provided.

To what extent are the assets and functions of the bilingual brain considered when planning instruction? To what extent does learning occur in meaningful, cohesive contexts as opposed to separate, disconnected settings? To what extent is the WIDA ELD Standards Framework utilized in planning instruction in core content classrooms? The likelihood of over-referral is decreased if educators reflect upon systems, structures, and instruction to determine to what extent they are providing adequate support and access to students acquiring and being educated in English.

Cross-cultural considerations

Standardized tools for evaluating students often rely on comparisons to speakers of English. Districts should actively seek tools in the student's primary language and consider that interventions and instructional practices designed for speakers of English may not benefit MLs.

Oral language development in both the primary language and in English

Oral language is foundational to literacy and, as such, deserves robust and extensive focus. This should occur throughout the day and across content areas. Oral language is important in both the student's primary language and in English and is essential to develop student's literacy in either or both languages.

Literacy development in both the primary language and in English

It is important to look at the type of initial literacy instruction that was provided or is being provided. Learning to read in the primary language then transferring those skills to English is preferable. As seen in effective dual language programs, developing literacy in both languages results in stronger long-term outcomes for both MLs and speakers of English, including students with special needs.

Approaches to literacy development that are not designed or adapted for the unique needs of multilingual learners do not benefit MLs and can have a detrimental impact on MLs ability to read and comprehend academic English. It is vital that literacy instruction addresses oral language development, an emphasis on the similarities and differences between languages (cognates and false cognates) and be fully contextualized with visuals and realia. For more information, see the Early Literacy Screening section below.

The National Committee for Effective Literacy for Emergent Bilingual Students released a resource which outlines specifics of literacy instruction for MLs. *Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students.*

Tiered Supports Prior to Referral for Special Education

Tiered supports are provided to MLs in a manner similar to that provided to speakers of English prior to any referral process for possible identification for special education. It is important that the tiered interventions/supports are designed or modified to address the unique needs of MLs, as interventions designed for speakers of English without modifications are inadequate to address MLs needs.

Referral Process

The English Learner Toolkit identifies four factors that may contribute to over-identification or misidentification of MLs for Special Education services:

- Poor instructional practices
- Evaluating professional's lack of knowledge base regarding second language development versus disabilities
- Weak intervention strategies utilized prior to referral
- Inappropriate assessment tools (normed/designed for English-only speakers)

Misidentification/over-identification is reduced when a collaborative multidisciplinary child study team with knowledge of second language acquisition, special education, English language development, and the core curriculum engages in a supported process to gather and evaluate

information as outlined above. Each member of the team has an important perspective and expertise upon which the team draws to come to a shared decision regarding referral. This collaborative process helps to ensure due diligence in identifying true disability when considering referrals of students who are MLs for special education. Child study teams should document the evidence as well as the evaluative process as outlined above, in which they engaged prior to making the referral.

Chapter 6 of the English Learner Toolkit contains other examples of indicators of possible disability versus language difference due to the acquisition process.

Exited (Formerly Eligible) Multilingual Learners

RCW 28A.180.030 defines an "exited pupil" as a student previously enrolled in the transitional bilingual instruction program (TBIP) who is no longer eligible for the program based on their performance on an annual English language proficiency assessment approved by the Superintendent of Public Instruction. RCW 28A.180.040 requires school boards to provide instructional support for exited pupils who need assistance in reaching grade-level performance in academic subjects.

The only means by which a student served under TBIP and/or Title III may demonstrate proficiency in academic English and, thereby, exit services is through the annual language assessment approved by the state. Beginning in spring 2022, this is the WIDA ACCESS Assessment.

After students have exited a TBIP program, school districts must monitor the academic progress of former MLs for at least two years to ensure that:

- Students have not been prematurely exited,
- Students are meeting challenging state standards, and
- Students are meaningfully participating in the standard instructional program comparable to their never-EL peers.

Although funds are allocated based on the headcount of eligible exited TBIP students who are enrolled in each district, districts will make the determination of the amount and type of supplemental instructional support based on eligible students' needs in the academic subjects in which they are not at grade level. Academic subjects are not limited to those that fall within state testing requirements.

Districts should use more than one measure to determine when a student needs assistance in reaching grade-level performance. Such review of exited students' academic needs should occur throughout the school year and not be limited to annual assessment results. Measurements can include but are not limited to grades, teacher recommendations, and state, district, and classroom assessments.

Academic support could be provided by a member of the district's ELD staff or other district staff best able to meet the specific individual academic needs of the exited students. This support may be provided before, during, or after school. The following items are examples of ways a district may use TBIP funds for exited students:

- Expanded access to homework supports to increase academic achievement

- In-class support

- Extended day, extended year, and/or Saturday support services

- Heritage language programs

- Other innovative district programs designed to assist students in reaching grade-level standards in academic subjects

Services provided will depend on the individual academic needs of exited students identified as needing support. The district should provide support based on specific students' needs rather than developing a program in which all recently exited English learners participate.

The exit criteria on the annual language proficiency assessment are set with the anticipation that exited multilingual learners will be proficient enough in English to participate meaningfully in the regular educational program. Districts should provide language development services only as long as necessary for the eligible multilingual learner to transition out of the program.

While the focus of TBIP services to exited students is academic support, language development support should also be provided if this need is identified through monitoring.

Program Evaluation of Exited Multilingual Learners

Both TBIP and Title III require evaluation of the effectiveness of services and the academic performance of students after they exit a district's English language development program.

ESEA Title III, Section 3121(4) indicates districts' program evaluations must include "a description of the progress made by children in meeting challenging state academic content and student academic achievement standards for each of the two years after such children are no longer receiving services" to support English language development.

Reclassification of Exited Multilingual Learners

A school district's monitoring of an exited ML student may indicate that a persistent language barrier is the cause of academic difficulty. In such instances, first, examine the student's general education and intervention services and determine whether they are adequate. After a thorough examination of data and an in-person consultation with the family, school districts should retest the student with the state's English language proficiency screener to determine if there is a persistent language barrier. Prior to reassessing the student, school districts should document the bases for rescreening and the parents' consent to rescreening. In order to rescreen a student for reclassification, the parent must consent to having their child rescreened.

If the results of the rescreening qualify the student as an English learner, the school district must re-enter the student into English learner status, offer English language development services, and send home the parent notification of student placement into the program. The district may claim the reclassified student for funding. Students who test but do not qualify on their initial screener, and who later demonstrate a need to be reassessed, should also follow the reclassification process. Exited English learners may be considered for reclassification during or after the two-year monitoring period.

For more information on creating an inclusive environment, see the U.S. Department of Education's EL Toolkit Chapter 5, and for information on addressing the needs of English learners with disabilities, see EL Toolkit Chapter 6.

Resources

Buenrostro, M. & Maxwell-Jolly, J. (2021). Renewing Our Promise: Research and Recommendations to Support California's Long-Term English Learners. Californians Together.

Collier, C. (2011). Seven steps to separating difference from disability. Corwin.

Escamilla, K., Olsen, L., and Slavick, J. (2022). Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students.

Gaab, N. (2017, February). It's a myth that young children cannot be screened for dyslexia! International Dyslexia Association.

Olsen, Laurie. Meeting the Unique Needs of Long-Term English Learners.

OSPI webpage: Disproportionality Self-Study Overview and Resources

Regional Educational Laboratory (REL) Infographic on Identifying English Learners with Disabilities

Sandman-Hurley, K. (2020). Dyslexia and the English learner dilemma. Language Magazine.

USDE Infogram on English Learners with Disabilities

CHAPTER 4: STAFFING & PROFESSIONAL LEARNING

Staffing

School districts have an obligation to provide the personnel and resources necessary to effectively implement their chosen Transitional Bilingual Instruction Program (TBIP) models. This obligation includes having highly qualified teachers to provide English language development services, trained and supported core content teachers who provide meaningful access to rigorous, grade-level content, administrators trained in second language acquisition who can evaluate these teachers, and adequate and appropriate materials for the TBIP program.

Paraprofessionals, aides, or tutors may not take the place of qualified teachers and may be used only as an interim measure while the school district hires, trains, or otherwise secures enough qualified teachers to serve its multilingual learners. If a school district uses paraprofessionals to provide language assistance services to multilingual learners that supplement those provided by qualified teachers, it may do so only if the paraprofessional is trained to provide services to multilingual learners and works under the direct supervision of a qualified teacher. Learn more about compliance monitoring for qualifications for staff who instruct multilingual learners in the OSPI Program Review Checklist.

Staffing for English language development services and accessible content should be provided through various funding sources, including basic education, TBIP, and Title III. **All teachers funded by the TBIP must hold an ELL or Bilingual Education Endorsement.**

Basic Education

The Transitional Bilingual Instruction Program is, first and foremost, a Basic Education program. Providing English Language Development (ELD) and accessible content are civil rights requirements for multilingual learners and are required whether or not the district receives supplemental funding of any kind.

Teachers who are providing sheltered content or English Language Development (ELD) classes for eligible multilingual learners (MLs) should be funded primarily from Basic Education. Even if the teacher holds an ELL or Bilingual endorsement, if they are serving as the primary teacher of record for a given course, their funding must come primarily from Basic Education. TBIP may supplement this funding to allow for smaller class sizes.

Districts that fund sheltered content or ELD classes for MLs entirely from TBIP funds may be in violation of the "supplement vs. supplant" standard. MLs are Basic Education students first, and the district receives funds for these students for the entire school day. If a school uses TBIP funds to pay for one class out of six, then those students are receiving one-sixth less Basic Education funding than their peers, and TBIP is supplanting funds to which they are entitled.

Teachers who are providing *supplemental* ELD services may be funded using TBIP as long as they hold an ELL or Bilingual Endorsement and are not serving as the teacher of record. For example, teachers who provide push-in or pull-out ELD services, serve as an instructional coach or specialist, or serve as a co-teacher alongside a general classroom teacher are serving in a supplemental capacity and may be fully funded from TBIP. Paraeducators providing supplemental ELD services may also be funded from TBIP.

For more information, please see OSPI Bulletin No. 011-23 Use of TBIP funds.

Staffing Ratios

The ideal ratio of ELL/Bilingual-endorsed teachers to multilingual learners is difficult to identify due to the differences in program models and how ELD services are provided such as through dual language, co-teaching, or sheltered instruction. Regardless of the program model, a healthy TBIP program will have a number of ELL/Bilingual endorsed teachers that is proportional to the number of eligible multilingual learners so that there is sufficient expertise throughout the system to provide high-quality instruction and services to students.

While the ideal ratio of ELL/Bilingual endorsed teachers to multilingual learners is around 1:25, an adequate ratio is around 1:50. If a school or district has a ratio that is much greater than this, there may be a lack of adequate knowledge and expertise to provide strong supports for students. These numbers are not meant to indicate a suggested "caseload," as all staff are responsible for the needs of multilingual learners, not just those who are ELL or Bilingual endorsed.

Schools and districts that lack sufficient ELL/Bilingual endorsed teachers should make significant efforts to provide professional learning to teachers in second language acquisition and English language development strategies and may want to consider use of Title II funds to support teachers earning an ELL or Bilingual endorsement. The Professional Educators Standards Board (PESB) offers a list of approved educator programs and provides information on ELL/Bilingual endorsements.

Professional Learning

Professional learning for ML teachers, classroom teachers, and paraeducators who work with multilingual learners is a critical part of every program and is required by state and federal law. Professional development must be ongoing and of sufficient duration and intensity as to have an impact on instruction.

Professional Learning Activities

Professional learning activities may include:

- Effective services for multilingual learners and AI/AN students
- WIDA English Language Development standards and assessments
- Second language acquisition
- Instructional strategies for English language development and accessible content

- Dual language research, program development, and instruction

- Culturally and linguistically responsive instruction for multilingual learners

- Core content or skills needed for ELL/Bilingual endorsed teachers to support content instruction for MLs (i.e., foundational skill instruction for ELD teachers working with PK–3 students, content for ELD teachers doing co-teaching)

- Other topics related directly to services for multilingual learners

Professional learning activities, including conferences or workshops, should be designed as part of a comprehensive plan that will directly impact staff members' ability to support improved educational outcomes for multilingual learners.

Monitoring Implementation

All planned professional learning activities that are funded by Title III and/or TBIP should be monitored to verify that new learning is implemented effectively and has a positive impact on the achievement of multilingual learners. There are three levels of implementation monitoring that can support strong professional learning plans:

1. **Feedback** – For each professional learning activity, the school/district should have an immediate plan for soliciting feedback from participants on the relevance and usefulness of the professional learning. This feedback can be used to improve professional learning and address additional needs of staff members.

2. **Implementation** – After providing professional learning, the school/district should arrange ways to determine how staff members are using and implementing the new strategies or new learning. Implementation data may be collected through self-report surveys, classroom observations, or focus groups. If difficulties arise, these data can be used to determine what may be the cause of those difficulties and what may be needed to improve implementation.

3. **Student Outcomes** – After staff members have had time to implement new learning, student data should be examined to determine whether new adult learning has had an impact on student outcomes. These data may include student assessment results, student surveys or feedback, and/or observations of students. If student outcomes are not affected by professional learning, adjustments may be needed to the professional learning plan.

Resources

For more information on Staffing and Supporting an English Learner Program, see the U.S. Department of Education's EL Toolkit Chapter 3.

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.

- o Spends an equal amount of Title III funds to serve similar public and private school students and educational personnel.
- o 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.
  - o Tutoring for students before, during, or after school hours.
  - o Participation of private school multilingual learners in summer school.
  - o Participation of students in a weekend language development program.
  - o 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)

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.

CHAPTER 6: PROGRAM EVALUATION

To ensure that the Transitional Bilingual Instruction Program is effective in supporting eligible multilingual learners to reach full proficiency in English and master grade-level standards, the program should be evaluated annually for continuous improvement.

A continuous improvement approach is integral to upholding the Castañeda framework (1981), which articulates three standards for language instruction educational programs:

1. The program is based on **sound educational theory or research**;

2. The program is **implemented effectively** with adequate resources and personnel; and

3. The program is **evaluated as effective** in overcoming language barriers.

Beyond upholding Castañeda, continuous improvement is a powerful tool for promoting multilingual learners' access to high-quality instruction and services that build upon their diverse assets.

Conducting a Program Evaluation

Program evaluation is a systematic process which provides opportunities to reflect, learn, and inform decision-making. Evaluating the Transitional Bilingual Instruction Program is not only a required component of the TBIP and Title III grants but is best practice in any educational system. Program evaluation is a coordinated internal effort that involve various constituents and is an opportunity to reflect on the continuous improvement of the system. It is not a punitive process that reflects on the work of individuals, nor is it necessarily conducted by external reviewers.

While there is no one right way to conduct a program evaluation, most evaluations will include both a process evaluation and a summative evaluation.

Process Evaluation

A process evaluation focuses on the extent to which a program is operating as intended. Typically, a process evaluation requires documentation of the strategies and overall plan for implementation. The overall question this type of evaluation answers is *how* a program outcome was achieved.

Common types of data collected and used in a process evaluation include:

- Procedures for identification, placement, screening, and notification

- Demographic characteristics of program participants

- Documentation of ELD services and accessible content instruction

- Documentation of program models

- Characteristics of staff, staffing ratios, and professional learning plans

- Staff, student, and family perceptions of the program

Many of these data can be captured using the OSPI Multilingual Learner District Plan template, the OSPI Program Review Checklist, and through family and school surveys using the Family Feedback Surveys on the OSPI Family Communication Templates website.

Summative Evaluation

A summative evaluation focuses on whether a program has had the intended effect on outcomes. Typically, a summative evaluation requires review of data on outcomes for the students served in the program. The overall question this type of evaluation answers is *the extent to which* a program outcome was achieved.

Common types of data collected and used in a summative evaluation include:

- Number and percent of multilingual learners (MLs) attaining proficiency and exiting (transitioning from) ELD services

- Number and percent of former MLs who met academic standards on state assessments two and four years after exiting/transitioning

- Number and percent of MLs who have not exited ELD service after 5 years (Long-Term English Learners or LTELs)

- Number and percent of MLs who are dually qualified for special education services, compared to the number and percent of the total student population

- Average years to exit ELD services

- 4 and 5-year graduation rates for MLs (current and exited MLs)

These data are required components for the TBIP and Title III grant applications and the annual family notification letters to inform families of expected outcomes for the program. Districts may also want to review other data, including data from academic and language assessments as outlined in Chapter 3: MTSS, Progress Monitoring, and Tiered Supports.

Program Evaluation Template

OSPI has developed a Multilingual Learner Program Evaluation template that can be used to conduct the required annual program evaluation and develop continuous improvement plans. The template includes four parts:

- *Stakeholder Input* – summarizes key feedback from family, student, and educator surveys and focus groups or meetings.

- *Program Models* – provides a place to identify program models, rate how closely they match required components, and develop specific plans for improved implementation.

- *Resources and Personnel* – captures key data regarding funding, staffing, and how resources are used to implement effective practices. Plans can be made for improving staffing ratios, use of funding, and professional development.

- *Student Outcomes* – includes tools to review student outcome data and reflect on these data to set measurable goals for increasing student achievement.

The Program Evaluation template is an excellent tool to prepare for completing required items and continuous improvement plans in the Transitional Bilingual Instruction Program (TBIP) and Title III grant applications.

Districts should use this template to develop specific continuous improvement plans to:

- Provide equitable services to ensure that all eligible multilingual learners receive meaningful access to content and English language development services that allow them to achieve full English proficiency.

- Monitor academic progress for exited/transitioned students and provide targeted assistance as needed through a Multi-tiered System of Supports.

- Support Long-Term English Learners (LTELs) with an intentional focus on academic discourse and language skills needed to meet grade-level standards.

- Monitor the number of students who are dually qualified for ELD and Special Education services to prevent overidentification and ensure appropriate services are provided in both areas.

The following chart gives an example of goals that a district might develop for continuous improvement plans in each of these four areas which align with the student outcomes section of the Program Evaluation template.

ESSA Required Data Elements	District Data	Goals for Continuous Improvement Plan
Number and % of MLs attaining ELP and exiting ELD services.	15% of MLs attained proficiency in 2023	Increase specific ELD services for intermediate-level students in grades 3-5.
Number and % of former MLs who met standard academic assessments 2 and 4 years after exiting.	50% of exited MLs met standard after 2 years 60% of exited MLs met standard after 4 years	Provide after-school academic support for exited students who are not meeting standards.
Number and % of MLs who have not exited ELD services after 5 years.	35% of MLs have not exited after 5 years	Add AVID Excel classes at middle school for LTELs.
Percent and performance of MLs who are dually qualify for Special Education.	15% of MLs qualify for Special Education	Improve referral process to reduce over-representation and provide GLAD training for Special Education teachers.

School Improvement Planning

Process and summative evaluation data also have implications for school-level continuous improvement plans. If certain schools are struggling to implement effective programs or are showing disparate outcomes for students, these schools may need specific plans to address the needs of their multilingual learners and/or may require additional district support. Regardless of the outcomes, all schools with multilingual learners should be able to articulate strategies they will use to support MLs in reaching their school-wide goals.

To support this work, OSPI has developed the Multilingual Learner School Plan template that can be used to craft a strong school improvement plan for MLs, including the following steps:

1. **Form a school team** that includes people with knowledge of the school improvement plan and staff members who work with and have expertise in supporting multilingual learners.

2. **Select at least two key goals** from the school improvement plan to develop a specific plan for MLs by reviewing disaggregated data to determine which goals are most critical for these students.

3. **Develop specific strategies to support MLs** in reaching each of these goals. Strategies should include English language development and making content accessible.

4. **Plan professional learning to support educators** in implementing the selected strategies.

5. **Monitor ML student progress on the goals** by reviewing disaggregated data and adjusting the plan as needed.

When multilingual learners are specifically called out in a school improvement plan, the school is more likely to have shared ownership of their achievement and to develop stronger professional learning plans to meet their needs. Regardless of the number of multilingual learners in a school, all schools can strategically include ML strategies in a school improvement plan which will benefit all students. The following steps and questions can be used in this process.

Step 1: Form a School Team
Consider the following when forming a team:

- Who has deep knowledge of the School Improvement Plan? (principal, leadership team)
- Who has deep knowledge of dual language and of multilingual learners' strengths and needs? (ML teacher, ML coach/specialist)
- Who works regularly with ML students in the program (classroom/content teachers)?
- Who has knowledge of resources and professional learning to support MLs? (school, district, or regional specialist)
- How will families' and students' voices be included?

Step 2: Select Two Key Goals

Examine current School Improvement goals and disaggregate student data to identify or develop strategies that will support multilingual learners to be successful in meeting these goals.

- Which goals did you select?
- Why were these goals prioritized?

## *Step 3: Develop Specific Strategies for Multilingual Learners*

Identify key strategies for each of the goals.

- What strategies will you use to support students' language development to reach this goal?
- What strategies will you use to support accessible academic content for multilingual learners to reach this goal?

Step 4: Plan Professional Learning

Use a professional learning cycle plan to ensure that all staff know how to use the strategies that have been identified to support students' language development and academic achievement. There are many examples of professional learning cycles, but many include some of the following steps:

- **Initial Learning:** Educators learn a new instructional strategy.
- **Implementation Support:** A coach or colleague models or assists with implementing the strategy in the classroom.
- **Safe Practice:** Teacher teams plan and practice using the strategy in their lessons.
- **Review and Reflect:** Teachers review and reflect on use of the new strategy during a staff meeting or PLC.
- **Follow-up Readings:** Coaches or leaders send reminders or examples of the strategy in use.
- **Classroom Observations:** Colleagues and leaders observe for consistent use across classrooms and accountability.
- **Sharing with Families:** Teachers share the strategy with students and families for use in the classroom and at home.
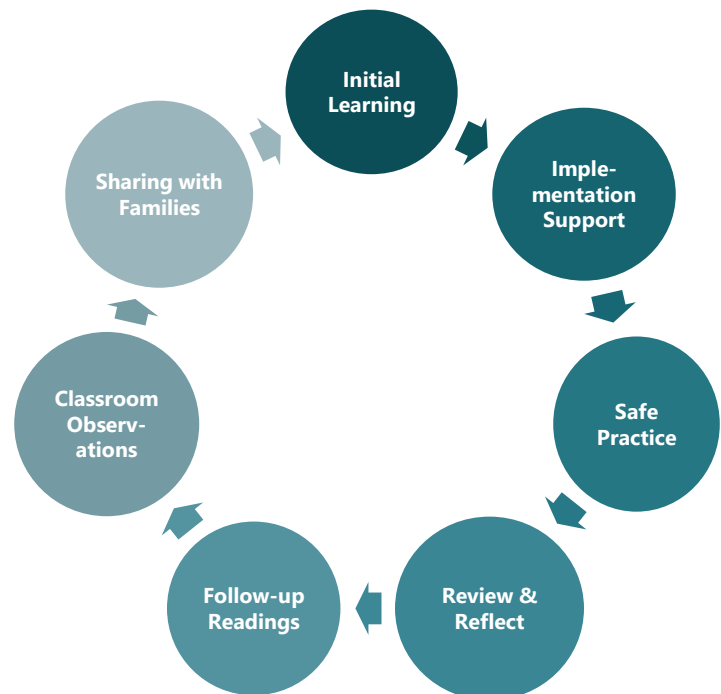
Step 5: Monitor Student Progress

Develop plans for monitoring dual language students' progress on the goals.

- How frequently will you monitor student progress on these goals?
- What data do you need to collect?
- Who will review the data?

When the team engages in monitoring, use the following questions to progress monitor:

- What is the School Improvement Plan goal you are monitoring?
- What strategies have been implemented?
- What are student outcomes related to the goal?
- What do you notice? What do you wonder? What adjustments will you make?

The school improvement planning process should be adapted to ensure that the needs of multilingual learners and all students are met through continuous improvement. Strong improvement plans at both the program and school level can help ensure success for all students, especially multilingual learners.

Program Review and Support (PRS)

Beginning with the 2023–24 school year, Consolidated Program Review (CPR) was renamed as Program Review and Support (PRS). This process continues the oversight of federal and state programs. The name change reflects the partnership between OSPI and Local Education Agencies (LEAs) that focuses on student outcomes.

Program Support Assessment

In previous years, OSPI used a regional selection process to identify LEAs to participate in the Program Review. Going forward, OSPI will select LEAs to participate in a review based on the score an LEA receives from the Program Support Assessment. LEAs who score the highest are selected to take part in the Program Review process.

LEAs selected to participate in Program Review are notified in July. The list of selected LEAs will be available on the OSPI Program Review and Support webpage.

The following components for Multilingual Education are included in the Program Support Assessment and are detailed in the Title III and TBIP Program Review Checklist:

7.1 Identification and Notification Procedures for Multilingual Learners
7.2 English Language Development Services
7.3 Multi-Tiered System of Supports
7.4 Staffing and Professional Learning
7.5 Use of TBIP and Title III Funds
7.6 Program Evaluation
7.7 Family and Community Engagement
7.8 Title III Language and Literacy Services for AI/AN Students

LEA Selection for Program Review

LEAs are selected for Program Review based on the Program Review Assessment and on the following data, which are weighted, highest to lowest, in the following order:

1. Last time the LEA participated in Program Review (or CPR)
2. Sum of federal Elementary and Secondary School Emergency Relief (ESSER) funds
3. Sum of federal funds
4. Percentage of schools identified for supports as part of the Washington State Improvement Framework (WSIF)
5. ESEA and state program data
6. Items not fully implemented in previous Program Review (or CPR)

Charter Schools and State Tribal Education Compact Schools

In addition to being included in the annual Program Support Assessment, charter schools and State-Tribal Education Compact Schools are selected by way of a modified selection process:

- In the second year of operation or participation, the school is selected to participate in a Limited Review.

- A Full Review occurs in their fourth year.

- Starting the sixth year and beyond, their selection is based solely on the annual Program Support Assessment.

LEAs selected to participate in Program Review are notified in July. The list of selected LEAs will be available on the Program Review webpage.

Resources

For more resources on program evaluation for ML programs, see the U.S. Department of Education's English Learner Toolkit Chapter 9.

CHAPTER 7: FAMILY COMMUNICATION AND ENGAGEMENT

Family Communication and Language Access

School districts must provide vital communications in a language that a parent or guardian can understand (WAC 292-160-010). Under Title VI and the Equal Educational Opportunity Act, LEAs must effectively provide language assistance to EL families with appropriate, competent staff or appropriate and competent outside resources.

Vital communications include written and oral communications containing information critical for accessing educational programs and opportunities or required by law. This also includes communications that could have negative consequences for a student's education if the information is not provided accurately or timely. Vital oral and written communications may include but are not limited to, those listed in the table below.

Vital Oral Communications include:	Vital Written Communications include:
• Parent-teacher conferences • Special education meetings • Meetings regarding student discipline	• Program information and applications • Discipline notices • Consent forms • Complaint forms • Notices of rights • Letters or notices that require a response

A qualified interpreter or translator must translate or interpret vital information and never by a student.

To ensure compliance with these requirements, school districts should develop a process to identify the language needs of students' parents and guardians. To assist districts in this process, questions relating to parents' or guardians' preferred language are included in the state's Home Language Survey. Since parents' or guardians' preferred language for communication may change over time, districts must provide families the opportunity to update this information annually. School districts should also inform the district and building staff how to access and coordinate translation and interpretation services when needed.

In most cases, interpretation and translation services are a general education responsibility when they relate to a school district's core instructional services (BEA), general operational/administrative protocols, and requirements.

School districts may be able to utilize program-specific funding for interpretation or translation services when the purpose of the communication is for specific programs:

- Transitional Bilingual Instructional Program (TBIP) funds can be used to provide translation or interpretation services for TBIP-related communications.

- Title III funds can supplement TBIP to provide information to parents about the district's English language development program.

- Title III funds can be used to support the costs of interpretation and translation services that accommodate and facilitate parent outreach requirements under Title III.

Neither TBIP nor Title III can fund translation or interpretation services for school policies, discipline, health issues, free-and-reduced-lunch programs, state-mandated testing, promotion, and graduation requirements, parent-teacher conferences, school newsletters, all-school events, special education procedures, or other information that is also communicated to parents of students who are not eligible for TBIP.

To learn about phone interpretation or access online training and sample translated documents, visit OSPI's Interpretation and Translation Services website.

Family Engagement Requirements

Title III requires that LEAs:

- Provide and implement effective activities and strategies that enhance or supplement ELD programs for English learners, which must include parent, family, and community engagement activities.

- Inform parents on how they can be active participants in:

  o Assisting their children to learn English,

  o Achieving high levels in core academic subjects, and

  o Meeting the state's academic content and student academic achievement standards as all students are expected to meet.

- Implement an effective means of outreach to parents, which must include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents of English Learners.

- Strengthen and increase parent, family, and community engagement in programs that serve MLs.

Family Engagement Activities

Family engagement is an important and required component of programs for multilingual learners. Activities for family engagement can include a wide variety of opportunities for families of multilingual learners to develop their knowledge and skills in supporting their children to be successful academically and in their language development. These include activities such as:

- Parent trainings supplemental to trainings offered to all parents, such as ESL classes, technology, homework support, understanding the U.S. school system, and ways parents can help their children succeed academically.

- Family meetings or events that are specific to the TBIP program including academic enrichment activities for children during those meetings or events.

- Supplemental activities in situations where the LEA is already meeting its obligations to ensure meaningful communication with ML families in a language the families can understand.

- Other activities approved in Title III family and community engagement plans such as home visits.

All of these activities can be funded using Title III funds and provide increased engagement and connections between the family and the school. Title I, Part A, may also be a source for funding family engagement for families of multilingual learners.

Funding Restrictions

While Title III can be used for a wide range of family engagement activities, there are some specific activities that may not be funded using Title III or TBIP which include:

- Parent outreach coordinator or liaison whose duties are to communicate information specific to basic education (discipline, attendance, academic progress in core content areas, school procedures, graduation requirements)

- Family engagement activities, which are disassociated from the goals of 1) improving the English language skills of MLs and 2) assisting parents and families in helping their children improve their academic achievement and becoming active participants in the education of their children

- Childcare during family engagement activities

- Language access obligations to families for non-ML-specific messaging, as specified under Title VI and the EEOA

Food at Family Engagement Meetings

Generally, there is a very high burden of proof to show that paying for food and beverages with federal funds is a "reasonable and necessary cost" to meet the goals and objectives of a federal grant. When an LEA hosts a meeting, the LEA should consider the following options:

- Provide "light refreshments." Follow district guidelines to determine the amount allowable for light refreshments.

- Use Title I or other more flexible funds to provide meals/refreshments.

- Consider partnering with a school organization like the PTA to offer refreshments or low-cost food for purchase.

Family Engagement Resources

WIDA offers many useful resources for family engagement and for professional development of educators on working with multilingual families. These include:

- ABCs of Family Engagement – This short handout enumerates six key considerations for building relationships with families and strengthening family engagement practices including guiding questions to consider and use for discussion.

- Language-Focused Family Engagement – This WIDA Focus Bulletin includes a reflection tool for educators on the four pillars of language-focused family engagement as well as examples from schools and discussion questions for professional learning.

- Promoting Equity for Young Multilingual Children and Their Families – This WIDA Focus Bulletin is centered on the early learning environment and establishing positive relationships with multilingual families to encourage home language use and strong partnerships.

WIDA also offers shorter versions of family engagement materials called WIDA Snapshots. Many of these are focused on early learning and strong connections with families.

- Engaging with Families of Young Multilingual Children – This WIDA Snapshot uses the ABCs of family engagement with a focus on early learning.

- Gathering and Reflecting on Families' Language and Cultural Goals – This WIDA Snapshot focuses on conversations with families of young multilingual learners and can be used to prepare for family conferences.

- Multilingual Children and their Families – This WIDA Snapshot provides ideas for how to promote use of home languages with families of young multilingual learners.

OSPI offers additional tools for supporting family engagement as part of the Whole Child Initiative. These tools include:

- Introduction Module: Authentic Family and Community Engagement which is an introductory video that explains the purpose of the toolkit and videos.

- School Leader Toolkit which includes 10 family and community engagement modules.

- Learning Module Playlist which provides a series of videos to introduce each of the modules.

These tools can be used in schools to engage with all families, including multilingual students and their families.

Funds of Knowledge Toolkit

The Funds of Knowledge Toolkit provides resources for gathering information about students' "funds of knowledge," which is a term initially used by Vélez-Ibáñez and Greenberg (1992) to describe the historical accumulation of abilities, bodies of knowledge, assets, and cultural ways of interacting that were evident in U.S.-Mexican households in Tucson, Arizona. Although these

funds of knowledge were demonstrated as culturally, socially, and cognitively complex, it was pointed out that educators were not using them as a resource to enhance their students' academic progress.

Gonzalez, Moll, and Amanti's (2005) work on teachers engaging families outside of school contexts provided rich examples of recognizing and applying funds of knowledge in a school setting. In the past decade, many scholars have extended the funds of knowledge concept in various ways (see Hogg, 2011, and Rodriguez, 2013, for reviews of the literature).

Home Visits Toolkit

The Home Visits Toolkit provides practical tools to support classroom teachers and other educators in conducting home visits as a means of increasing collaboration with families of multilingual learners and engaging families to learn more about their funds of knowledge.

References

González, N., Moll, L.C., & Amanti, C. (2005). Funds of knowledge: Theorizing practices in households, communities, and classrooms. Mahwah, NJ: Lawrence Erlbaum Associates.

Hogg, L. (2011). Funds of knowledge: An investigation of coherence within the literature. Teaching and Teacher Education, 27, 666-677.

Rodriguez, G. (2011). Power and agency in education: Exploring the pedagogical dimensions of funds of knowledge. Review of Research in Education, 37(1), 87-120.

Vélez-Ibáñez, C.G., & Greenberg, J.B. (1992). Formation and transformation of funds of knowledge among U.S. Mexican households. Anthropology & Education Quarterly, 23(4), 313-335.

For more resources on ensuring meaningful communication with parents, see the U.S. Department of Education's EL Toolkit Chapter 10 and their English Learner Family Toolkit.

CHAPTER 8: TITLE III SERVICES FOR NATIVE AMERICAN STUDENTS

Identification

All districts are required to have procedures for the identification of American Indian and Alaska Native (AI/AN) students who qualify for Title III. It is the district's responsibility to ensure that office staff that assist with student enrollment are trained to identify potential eligible AI/AN students for supplemental Title III services.

Identify AI/AN Students	Determine academic risk	Inform family of potential eligibility	Assess student using ELP Screener	Notify family of services

AI/AN students whose first language is English may qualify for Title III supplemental instructional support through the following process:

1. **Identify AI/AN students:**

   - Use the district's race/ethnicity forms during enrollment. AND/OR

   - Review responses to the question "Do grandparent(s) or parent(s) have a Native American tribal affiliation?" on past versions of the Home Language Survey. Documented tribal affiliation is not a requirement for Title III eligibility.

   - Search for Native American students in the Title III section of the LEP Application to determine if the student has previously been tested for Title III eligibility.

   - Districts can access information in CEDARS for students transferring within the state using the Limited English Proficient application in the Education Data System (EDS). This application also includes a Title III Possible Eligible, Not Reported (PENR) list of students whose information may be incomplete and are therefore not being reported. It is important to check this report regularly to keep student records complete and ensure that all eligible AI/AN students are receiving services.

2. **Review data to determine if the student is academically at risk:**

   - Not meeting standard on state assessments.

   - Below grade level on district assessments.

   - In the absence of state and district assessment results, consider multiple indicators, such as classroom-based assessments, curriculum-based assessments, or teacher recommendations. For newly arrived students, allow sufficient time for adjustment and instruction to occur before determining that the student is academically at risk.

3. **Inform the family of potential eligibility:**

   - If a Native American student is academically at risk, inform parents/guardians that the student is potentially eligible for Title III. OSPI has developed a [template letter](#) for this purpose.

   - If there is no initial response to the written notification, follow up with a phone call or in-person contact and document the attempt to communicate with the parents/guardians.

   - Proceed with administering the screener if there is no response or refusal from the student's parents/guardians.

4. **Assess the student with the state language proficiency screener:**

   - The English language proficiency screener must be administered within 10 school days of the determination of academically at-risk status. Refer to the [English Language Proficiency Screeners](#) page for current eligibility requirements.

   - Report all screener results (including Proficient) and program enrollment to CEDARS through the district's student information system. Refer to the Student Limited English Proficiency File (J) of the [CEDARS Data Manual](#) for guidance.

5. **Notify the family of results and/or services:**

   - Notify parents/guardians of the student's initial identification within 30 days of the beginning of the school year, or within 15 days of administering the screener, if identified during the school year.

   - OSPI has developed a [template letter](#) for this purpose. The notification must include all required components of the Title III family notification letter. (See [ESEA Sec. 1112(e)(3)](#))
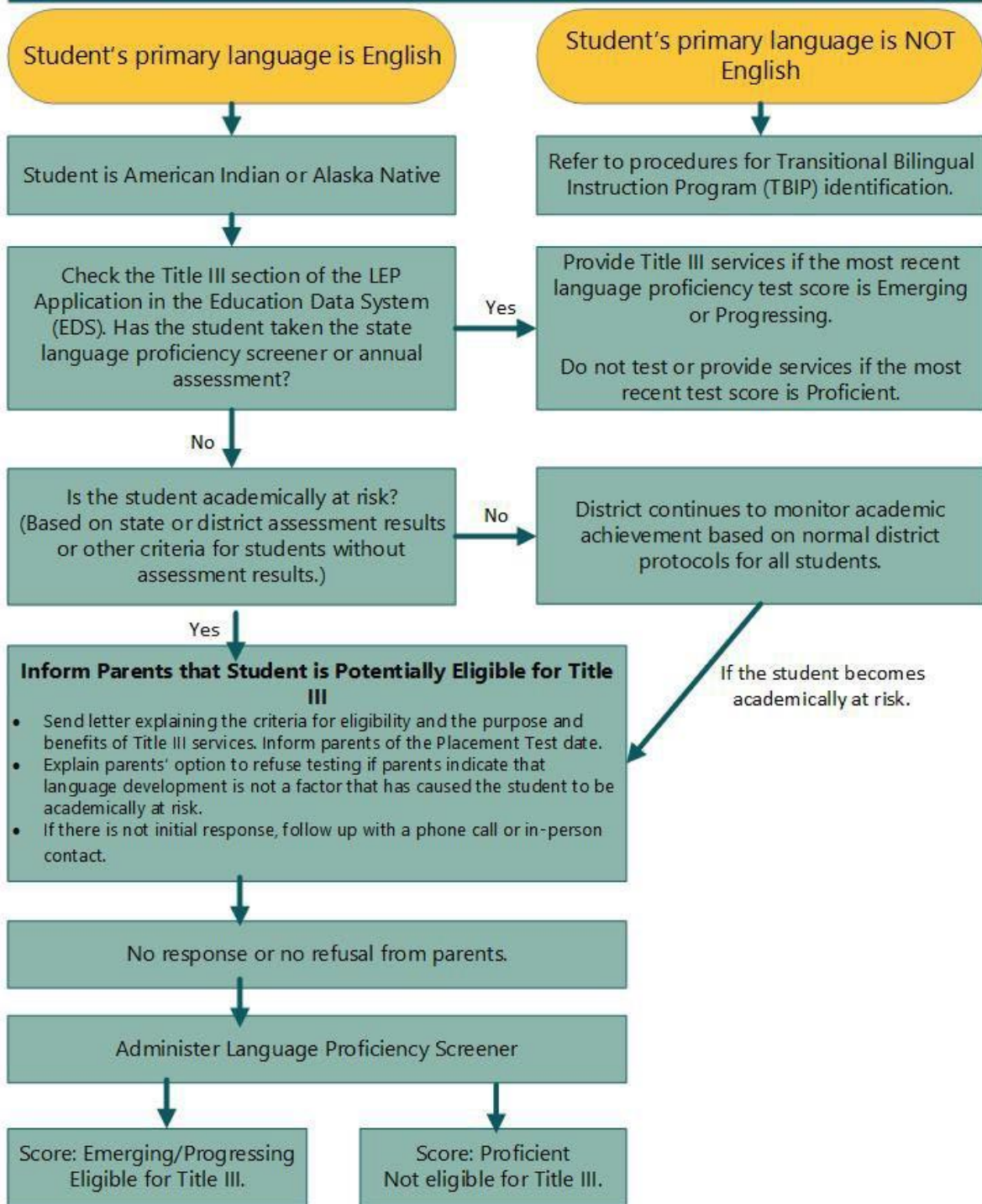
Family Engagement

It is important to engage families in the process of identifying, screening, and placing American Indian and Alaska Native students in Title III services. Schools can use [OSPI's Title III AI/AN parent notification letter templates](#) to:

- Inform families of AI/AN students who may qualify for Title III services

- Explain the screening process and eligibility criteria

- Provide information on the purpose, benefits, and services

- Inform families of their choices and provide contact information to answer questions

It is recommended that If there is no initial response to the written notification, a district staff with in-depth knowledge of Title III AI/AN services follow up with a phone call or in-person contact and document the attempt to communicate with the parents/guardians.

Process for Identifying Title III Eligible American Indian/Alaska Native Students

Student's primary language is English

Student's primary language is NOT English

Student is American Indian or Alaska Native

Refer to procedures for Transitional Bilingual Instruction Program (TBIP) identification.

Check the Title III section of the LEP Application in the Education Data System (EDS). Has the student taken the state language proficiency screener or annual assessment?

Yes →

Provide Title III services if the most recent language proficiency test score is Emerging or Progressing.

Do not test or provide services if the most recent test score is Proficient.

No

Is the student academically at risk? (Based on state or district assessment results or other criteria for students without assessment results.)

No →

District continues to monitor academic achievement based on normal district protocols for all students.

Yes

Inform Parents that Student is Potentially Eligible for Title III
- Send letter explaining the criteria for eligibility and the purpose and benefits of Title III services. Inform parents of the Placement Test date.
- Explain parents' option to refuse testing if parents indicate that language development is not a factor that has caused the student to be academically at risk.
- If there is not initial response, follow up with a phone call or in-person contact.

If the student becomes academically at risk.

No response or no refusal from parents.

Administer Language Proficiency Screener

Score: Emerging/Progressing Eligible for Title III.

Score: Proficient Not eligible for Title III.

In-State Transfer Students

Look for the student in the LEP Application in the EDS system to determine whether the student has already been identified for Title III services. If no results are found for the student in the LEP Application of EDS, review student data to determine if the student is academically at risk.

If a Title III eligible student has not been tested on the two most recent annual English proficiency assessments, the district may choose to administer an assessment to determine the current proficiency level and inform placement decisions. The following options are all acceptable options for this purpose.

- A local assessment that was designed to determine current proficiency and inform placement
- WIDA MODEL (district purchased)
- WIDA Screener (Please note that students who are already identified as eligible MLs may not exit ELD services using the Screener, regardless of their score.)

No screener is necessary for a student served previously through Title III in Washington who has not exited on the state annual language proficiency assessment. These students should be served upon enrollment.

Students in State Tribal Compact Schools

Students who attend state tribal education compact schools (STEC) can qualify for Title III funding for language and literacy supports. STEC schools are encouraged to identify, screen, and test students for eligibility which allows the school to access Title III funding to support tribal language programs and other language and literacy support services in the school.

Students in Alternative and Virtual Learning Environments

Students who attend virtual programs are served by the school they attend, not by the local school district. However, if the student needs to do WIDA Screening or WIDA ACCESS testing, the virtual school can contract with the local school district to conduct testing. Many virtual programs already have a Memorandum of Understanding (MOU) in place with the local district to allow for academic annual state testing, and English language proficiency testing can be added to that MOU, if needed.

Language Proficiency Testing

OSPI recognizes that language proficiency testing for Native American students who speak English as a first language can feel inappropriate and potentially harmful to Native students and families who have historically had a strained relationship with our education systems. Please keep in mind that the current federal requirements for Title III are designed to acknowledge the harm that has been done to Native American students' tribal languages and provide additional support to allow us to remove barriers that may be hindering their academic success.

Screening Tests

If a Native American student is determined to be academically at risk and their family does not opt-out after notification, the student must be assessed within 10 school days of the determination of academically at-risk status. Students must be tested using the WIDA Screener for Kindergarten, the WIDA Online Screener for students in grades 1-12, or the WIDA Paper Screener for students who require accommodations. For more information on preparing and training district staff to administer the WIDA Screener, district assessment coordinators can refer to OSPI's WIDA Quick Start Guide or *Policies and Practices Guide Chapter 1: Identification of Eligibility Multilingual Learners*.

Annual Assessment

All eligible Title III students in Washington are required to take an annual assessment to measure their proficiency in English. Washington State uses the WIDA consortium assessments to measure English proficiency for these students. The WIDA ACCESS assessment is an online annual assessment given to all students who qualify for Title III services. For more information on preparing and training district staff to administer the WIDA Annual Access and Alternative Access Assessment district assessment coordinators can refer to OSPI's WIDA Quick Start Guide or *Policies and Practices Guide Chapter 1: Identification of Eligibility Multilingual Learners*.

Students who score proficient on the state annual language proficiency assessment are eligible for follow-up academic support as exited students for two years after transitioning. More information on supporting exited students can be found in *Policies and Practices Guide Chapter 3: MTSS, Progress Monitoring and Tiered Supports*.

Test Refusal

OSPI does not provide a form to document parent refusal for annual ELP testing. If parents refuse to allow their child to be tested districts should consult with their district assessment coordinator to determine the locally based procedure for documenting refusal.

Requirements for Annual Parent/Guardian Notifications

Districts must also send parents/guardians their student's results on the annual state language proficiency assessment and notification of whether the student continues to qualify for services.

SEPTEMBER	ONGOING	JUNE
Notification of Continued Eligibility OR Notification of Placement (New Students)	Notification of Placement (New Students) OR Notification of Continued Eligibility (New Transfers)	Score Report & Score Report Letter OR Transition Letter (File Score Report in English in Student Cumulative Folder)
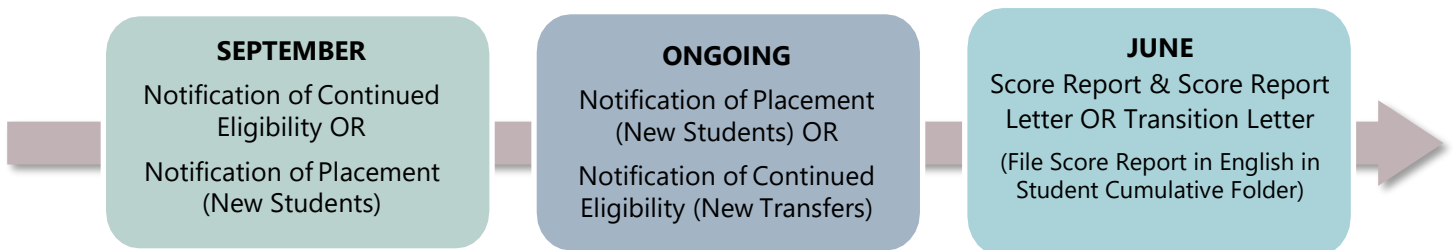
Parent/guardian notification of initial placement or continued eligibility must be sent to families no later than 30 days after the beginning of the school year or within two weeks of placement if the student qualifies for language and literacy support services during the school year. Previously

identified transfer students' families must receive written notification of program placement upon enrollment. Specific notification letters for AI/AN students are available on the [Family Communication Templates](#) webpage.

Notification	Required by Title III?
Title III AI/AN Initial Parent/Guardian Letter	Only when testing Native American students who are not eligible for TBIP.
Title III AI/AN Parent/Guardian Notification of Placement Letter	Yes (with all eight Title III- required components)
Title III AI/AN Testing Notification Letter	Not required but recommended
Title III AI/AN Score Report Letter	Not required but recommended
Notification of Continued Eligibility	Yes (with all eight Title III- required components)
Notification of Transition from Title III Services	Yes

Although Title III legislation does not specify the information to be included in the parent/guardian notification letter, Title I requires that the parent/guardian notification letter include specific components that can be accessed through the following link. ([ESEA](#) Title I Section 1112 (e)(3).

Notification of Placement and Notification of Continued Eligibility letters require data to be included on the district's 4 and 5-year graduation rates for multilingual learners and the median number of years that students remain in program in the district. These data can be found in the Tableau Server application in EDS in the TBIP Dashboard. (Note: This is a secure link. If you need access, please contact your district security manager for EDS.)

Parent/Guardian Waivers

Under Title III, parents/guardians have the right to opt their children out of Title III services. Such a waiver of services must be documented and kept on file by the district. Students who have been tested and determined to be eligible must still be tested annually.

Promising practice suggests an open and transparent conversation with parents/guardians about what Title III services look like for each student, including the benefits and supports students may not have access to without Title III. Having this conversation with and alongside your district's Title VI, Indian Education program, is strongly encouraged.

Student Data

All eligible Title III AI/AN students must be tracked in the district's student information system and reported to the state via the [Comprehensive Education Data and Research System](#) (CEDARS).

All students identified for Title III services must be reported in English Learners File (J), including:

- Native American students receiving Title III Language and Literacy Services

- Native American students who took the State English Language Proficiency screening test but did not qualify for Title III Language and Literacy Services

A student may have tested for TBIP and/or Title III and not be receiving services due to a parent/guardian waiver, and that information should be reported in this file as well.

When students first enroll in a school district, the district is required to use a Home Language Survey to capture information about the student's first language and language spoken most often at home. These two elements should be captured in CEDARS District Student File (B):

- B17 – *Student Primary Language Code*

- B18 – *Student Language Spoken at Home*

B17 corresponds to question 2: "What language did your child first speak or understand?" B18 corresponds to question 3: "What language does YOUR CHILD use the most at home?" More information is available on these two elements in the [CEDARS Data Manual](#). Most Native American students list English for both of these elements, unless they come from a family that speaks an additional language or languages.

Other important basic student information is captured in the English Learners File (J) including:

- J01 – *School Year*

- J02 – *Serving County District Code*

- J03 – *District Student ID*

- J04 – *State Student ID*

- J05 – *Location ID*

District Student Information Systems should be aligned to capture this information and report it directly to CEDARS. For more information, please refer to the [CEDARS Reporting Guidance](#).

LEP Application

Districts can access information in CEDARS for students transferring within the state using the LEP application in the EDS. This application also includes a Possible Eligible, Not Reported (PENR) list of students whose information may be incomplete and are therefore not being reported or receiving funding. It is important to check this report regularly to keep student records complete and ensure that all eligible multilingual learners are receiving services.

At the top of the application page is a toggle allowing the user to choose between TBIP and Title III Native American programs. Under each of these programs there are options to search individual students or reports that include all eligible students.

- Possible Eligible Not Reported (PENR)

- Detailed Student Lists

- Exited TBIP/Title III Students

Student Cumulative Files

Districts are required to retain documentation of identification, assessment, and parent notification as part of the Program Review and Support process (formally CPR).

Please review the required documents for student cumulative files. Note that cumulative files can be paper or electronic. Districts should retain documentation per district policies as they relate to state retention guidelines.

- Home Language Survey (HLS) or information on district enrollment forms that indicated student potential eligibility as an American Indian or Alaska Native

- Title III AI/AN Initial Parent/Guardian Letter

- State-approved English language proficiency screener score sheet with administration date

- Title III AI/AN Parent/Guardian Notification of Placement Letter

- State-approved English language proficiency annual test score sheet, for each year that the student has tested

- Annual Notification of Continued Eligibility letters for each year in program

- Parent/Guardian Waiver (If applicable)

- Notification of Transition from Title III services for students who exited services via the annual assessment

It is the district's responsibility to ensure that student cumulative files are updated regularly and that all required documents follow students when they transfer into new districts. Districts receiving transfer students should thoroughly review incoming cumulative files to identify any gaps or needs and reach out to the previous district to request any missing documents.

Instructional Services

Instructional services for American Indian and Alaska Native students who qualify under Title III must be culturally and linguistically appropriate. As many AI/AN students may speak English as their primary language, these services are inherently different than those provided for other eligible multilingual learners. Title III Services for AI/AN students must be planned by:

- ESSA Tribal Consultation with the nearest federally recognized Tribe(s) before submitting Title III plans and applications if 50% or more of the district's students are identified as American Indian/Alaska Native AND/OR if the district receives $40,000 or more through Title VI.

- Collaborating with the Title VI Coordinator.

- Selecting from the following Professional Learning Menu:

  o Supplemental implementation of the Since Time Immemorial curriculum or tribally developed history lessons with a language and literacy focus for Title III eligible students.

  o Professional learning for English language development educators to use the Since Time Immemorial or tribally developed history curriculum.

  o Hosting family nights and introducing the Since Time Immemorial and tribally developed curriculum as a resource to build language and literacy with their children.

  o Northwest Native American reading curriculum (available from OSPI Office of Native Education).

  o Literacy activities in preparation for the canoe journey or other tribally specific gatherings.

  o Other (must be approved by the OSPI Office of Native Education).

APPENDIX A: HIGH SCHOOL NEWCOMER ENROLLMENT

Intake, Assessment, and Placement

A welcoming and efficient intake process is an important way to encourage belonging, foster academic success, and establish effective language supports at the high school level.

Intake

Intake processes for newly arrived multilingual high school students traditionally require partnership between the student, their guardians, the student's high school counselor, their certificated ELD teacher or language services case manager, and their community-based advocate, if they have one. An interpreter can provide interpretation for the student and family but may not serve as a member of the decision-making team. If a student arrives at their new school with documentation of a diagnosed disability or records of special education services in their prior school, a member of the school's special education team should also be part of the intake process.

Newcomers may arrive with or without documentation of prior schooling. Strong high school counseling and language support programs have processes and procedures in place for both situations. The following considerations can assist in designing and refining multilingual student intake processes:

Students who Arrive with Transcripts	Students who Arrive without Transcripts
● Placement can be made in the grade-level that provides continuity of academic history. ● Official or unofficial transcripts* or grade reports can be reviewed by qualified staff if formal evaluation has not been completed. ● Students may be placed in the next course in a series based on successful prior completion of equivalent courses.	● Placement can be made in the age-aligned grade level until formal records are available. If improper placement is identified upon receiving formal records, locally determined district procedures for grade-level adjustment should be followed. ● Students should confer with their school counselor and/or transcript evaluator to determine placement testing needs and appropriate course placement. This process frequently requires collaboration between the student's high school counselor and a member of the school's or district's multilingual education team.

* More information on official vs. unofficial records and transcript evaluation procedures can be found in the section on Transcripts and Credit for Previous Coursework below.

Newcomer students at the high school level benefit from the following intake practices:

- **Enrollment/Intake Checklists-** Newcomer students and their families benefit from having a translated printed list of the forms that will need to be filled out, documents that need to be submitted and how they are used, and any meetings and placement testing that will take place.

- **Immediate Enrollment-** Regardless of whether high school newcomers arrive at the end of the school year or without transcripts, they should be placed in appropriate classes and be assisted with accessing English language development (ELD) and other school support services as soon as possible.

- **ELD Teacher Participation in Student Scheduling -** Coordination between the ELD teacher and school counselor makes it easier to place students in classes that meet their language development needs and move the student towards graduation. This collaboration also ensures that students can feel comfortable asking questions and receiving help from the ELD teacher or case manager and the student's counselor.

- **Requesting Middle School Transcripts-** In many countries, middle school includes the equivalent of 9th grade in the United States. In Washington, students are also able to earn high school credit as early as 7th grade for courses that meet high school-level course standards (RCW 28A.230.090(4)). Requesting middle school transcripts can help educators identify students' strengths and areas of interest and receive all credits eligible for transfer to their new school.

- **High School and Beyond Plan-** The High School and Beyond Plan is a useful tool that can assist school counselors and other student support staff in learning about a student's interests and goals to identify possible pathways to graduation. For more information on the High School and Beyond Plan, see OSPI's [Graduation Requirements](#) webpage.

- **Orientation and the First Week of School-** High school newcomers come to Washington schools with a wide variety of experiences. It is important to make sure that students have printed copies of school maps with their classes and teachers listed, a printed copy of their schedule, and a list of any log-in information they may need to access school technology. Students may also need instructions for purchasing school lunches, locating bus stops, understanding school behavior expectations, typical adult language (such as corrective vs. attention-getting language), bell systems, and using lockers. It is also possible that newcomers have not had access to computers or programs such as Canvas or Google Classroom and will need assistance navigating these programs.

- **Peer Language Connections-** Pairing a student with other students who speak their language, or a closely related language, can help students learn how to get to their classes, navigate the cafeteria, and most importantly, build connections with their peers. This is one of the most effective support practices for newcomers. Peer mentors also benefit from being in a leadership role that supports their growth and development.

Assessment

Proper assessment procedures ensure that newcomers are appropriately placed in language services and content classes. However, there are some assessments that should be avoided or that newcomers do not need to take. Newcomers and their families should be informed about which assessments they need to take and how the results of the assessments will be used.

English Language Proficiency Testing

The WIDA screener must be given within the student's first ten school days (WAC 392-160-015). The WIDA screener is the only approved way for a student to be identified as an Eligible Multilingual Learner and be enrolled in the Transitional Bilingual Instruction Program (TBIP) (See Chapter 2: Identification and Placement of this Policies and Practices Guide). The test can also give insight into a student's strengths in English and which instructional strategies would benefit them. Strong ELD programs also track how quickly a student demonstrates increased capacity and proficiency in English using the student's screener score as a baseline to determine if a student would benefit from highly capable identification testing and/or advanced learning opportunities.

While best practice is for students to complete the screener prior to scheduling classes, in some cases, that may not be possible. There may be time constraints, or a student may have experiences that make it unwise to be subjected to a standardized test prior to meeting peers and support staff. Students may also first need assistance navigating computer programs before engaging in computer-based testing. When a schedule must be created prior to ELP screening, it is recommended that a trained ELD teacher or language specialist attend the scheduling meeting to do an informal screening and collaborate with the student's school counselor for initial class placements. Once this process has been completed, the ELD teacher or language specialist should then schedule the test with the student as soon as possible. Once the screener is given, class schedules can be adjusted, as needed.

Content Area Testing

Math is the most common content area where a need for placement testing arises during intake for newcomer high school students. Math placement testing relies on the concept of threshold skills and mathematical practices and therefore, should be administered by a math teacher or a language specialist familiar with math testing and standards. Placement tests that are designed specifically for newcomer students often include limited English and instead rely on technical drawings, predictable formatting, and, when possible, are available in the student's primary language to eliminate linguistic barriers. These can be formal written tests or informal conversations to gauge math proficiency and problem-solving processes.

World Language Testing

It is also recommended that testing for World Language Competency and qualification for the Seal of Biliteracy be completed as soon as possible. World Language Competency testing not only creates an opportunity for students to earn additional credits but also provides valuable information on the student's primary language abilities. ELD and content area teachers can use this information to evaluate the effectiveness of providing primary language support and/or access to advanced class placement. Please visit OSPI's World Languages website for information on available assessments by language.

Recently Arrived English Learners (RAEL) can skip one administration of state ELA testing in their first 12 months in US schools. Newcomers must take state tests in math and science. Districts must plan to provide appropriate testing accommodations for the math and science assessments to ensure accessibility for students who need them. See the Washington State Test Coordinators Manual available on the [WCAP portal](#) for more information.

Course Placement

New student schedules are made based on prior academic experience and graduation requirements balanced by student interests and strengths. Placement in the appropriate multilingual education model and designated ELD is part of a student's language development plan and must be determined by a certificated ELD teacher or language services case manager. Newcomer students at the high school level benefit from the following placement practices:

- **Placement in Dual Language Programs when Available-** High school dual language programs support students with achieving high levels of academic success. Classes that meet graduation requirements and are accessed in the student's strongest language are critical for student success while they develop their English language skills. Dual language programs are especially impactful when they are taught in the student's primary language (such as Spanish or Vietnamese) or a language in which the student had prior schooling (such as students who were taught in Spanish in Mexico or Guatemala and have a primary language of Mixteco or K'iche').

- **Credit for Previous Coursework** – Students with previous high school-level coursework in their home country should have their transcripts evaluated to identify opportunities for transfer credits. Students may also qualify for mastery-based credits (also referred to as competency-based credits), including world language credit, as explained above. Each district has discretion over which courses to accept for transfer credit.

- **Individualized Schedules-** Students who arrive from other school systems may take classes outside of their grade level so that they do not repeat courses or so that they can meet graduation requirements regardless of when they enter Washington schools.

Transcripts and Credit from Other Countries

All high school students must have a transcript that contains the student's ***entire academic history*** (WAC 392-415-070), including those courses that a student did not complete, high school classes taken at the middle school level (RCW 28A.230.090(4)), and any high school-level courses taken within or outside of the United States.

There is no standardized process for transcript evaluation in Washington - the decision to accept credits is locally determined. Districts must decide how to award credit for prior coursework and should have clear policies and procedures to grant transfer credits for domestic and foreign transcripts. Because of the complex and technical nature of evaluating international transcripts, it is suggested that districts create procedures, including who will complete, coordinate, and oversee the evaluation process.

Official vs. Unofficial Documents

Official transcripts or school records are signed, sealed documents received directly from the sending school's registrar or obtained directly from the student and family. Documents that have been opened, are photocopies, or do not have a signature from the sending school's representative are not official documents. Unofficial documents can also include grade reports and printouts from online student or family access systems.

Many high school newcomers are unable to provide official transcripts. There is no law that states that a district cannot accept unofficial documents. However, districts should be sure that any unofficial documents are verified as authentic and accurately reflect the student's academic history. Districts should also state clearly in their policies and procedures if and how any unofficial documents will be used. If only unofficial, unverified transcripts are available, districts should consider adopting and implementing a competency or mastery-based crediting policy to reduce barriers to graduation. This policy should be applicable to all students.

Translation vs. Evaluation

Transcript translation and transcript evaluation are two different processes. Transcript translation is a word-for-word version of a non-English document rendered in English. Transcript evaluation is a process that results in a list of courses eligible for transfer credit by determining equivalency between courses taken outside the district and those offered within it.

Transcript Evaluation Process

While transcript evaluation can be a complex process, accurate transcript evaluations can ensure students are on the path toward on-time graduation and help staff members recognize the student's skills.

Since evaluation determines if foreign coursework meets state and locally determined graduation requirements, transcript evaluation should be completed by staff who are familiar with the district's course catalog and Washington state graduation requirements and have training in transcript evaluation and their district's transfer credit policies. These staff members are usually school counselors and/or school registrars but may also be district translators, migrant graduation specialists, or language specialists who have received specific training to be transcript evaluators.

The following table outlines the transcript evaluation process and includes sample resources and considerations to help school staff conducting the transcript evaluation process identify equivalencies and grant transfer credit.

Step 1: Verification of Records		
Resources Needed	**Process**	**Considerations**
Student transcripts or academic records

Sending school's contact information (This may be located within the header or footer of the transcript or may need to be located online.)

School staff familiar with the language in which the transcript is written or a professional interpreter | 1. Match the student's name on the transcript to the student's provided identification.

2. Verify that the sending school is a recognized/ accredited school through the school's website and/or governing body.

3. If transcripts are not received directly from a sending registrar, call or email to verify the authenticity of the transcript with the sending school. | Students frequently arrive with end-of-year documents rather than an official transcript. In these cases, it is helpful to have information from the sending school to assist in aligning local course requirements with the previous school's course timeline.

The student and their family cannot verify records themselves or serve as an interpreter when calling the school.

OSPI's webpage on Interpretation and Translation provides more information and resources that may assist districts that need support with minority languages or languages new to their schools. |
| Step 2: Translation | | |
| **Resources Needed** | **Process** | **Considerations** |
| Qualified translator

Student transcripts or academic records | 1. Identify a trained, qualified translator or transcription service. (Translation may not be completed by the student or a family member.)

2. Obtain an exact translation of the transcript or academic record, including headers and footers, charts as rendered in the original document, school names and addresses, and any handwritten comments. | Digital or machine translation, such as services like Google Translate, can only be used if a qualified translator reviews, edits, and verifies that the rendered document accurately reflects the source document. OSPI's webpage on Interpretation and Translation provides more information and resources that may assist districts that need translation support.

Creating a translated and similarly formatted copy of the transcript will ease the evaluation process. |

Step 3: Evaluation		
Resources Needed	**Process**	**Considerations**
Translated student transcripts or academic records

A guide to international school systems (i.e., UNESCO's National Education System Profiles)

Website for the sending school's governing body (i.e., Secretaría de Educación, Gobierno de Puebla).

Sending school's website.

OSPI's Learning Standards and Instructional Materials website

State Course Codes | Determine if the transcript is from a public, parochial, or international school.

For each block of courses, determine if transferring courses are year-long or are aligned with certain grading periods (i.e., quarters, trimesters, semesters) and assign a US grade level and grading period equivalent while maintaining the dates provided.

Then, for each course:

a. Using the school's or school governing body's website(s), identify the standards for each course.

b. Compare the standards covered in the foreign course to the WA state standards to determine areas of equivalency. If no equivalency exists, it is ineligible for transfer.

c. Using the Washington state course codes/descriptions, assign an equivalent course code.

d. Determine the grading scale used on the student's transcript and assign grades aligned with your local grading scale.

e. Determine the number of eligible transfer credits for | *Schooling Systems:*
Public schools in other countries may be part of a national or a regional system or be attached to large public universities.

Parochial and other schools may not follow the same grade level and term systems of public schools. Many follow a system that aligns to the religious order overseeing the school.

English and American international schools may follow a UK or US system of grade progression.

IB World Schools are all aligned with the IB educational program.

In some countries, even when in-person schools are managed regionally, virtual schools may be managed by the federal educational authority.

Grade Level Settings:
It is common for 9th grade to be the final year of "middle school" in many countries. In systems that include grade 9 equivalent courses in a middle school, course standards for 9th and 10-12th grade courses are usually found in different places.

In many other countries, students in grades 10 through 12 attend school in multiple settings, such as vocational schools or college preparatory programs. It is important to identify the setting in which a student took each course to identify which |

Step 3: Evaluation		
Resources Needed	**Process**	**Considerations**
	each course based on grades earned.	standards to use during the evaluation. *Grading Systems:* Schools using a 10-point grading scale have final grades that mirror the percentage earned in the course (i.e., 8.9= 89%). In some educational systems, an earned grade of "5.0" or "50%" is a passing grade but may not be the equivalent of a passing grade in a Washington school. If a student did not pass a course that has a local equivalent, it must still be included on the student's transcript. These courses would be evaluated with credits listed as "0.0."

Step 4: Transcription		
Resources Needed	**Process**	**Considerations**
Original and translated student transcripts or academic records Completed transcript evaluation OSPI's website on [High School Transcripts](#)	1. Verify that the translation and evaluation are complete. 2. Enter the evaluated courses into the student's official transcript. 3. Print three copies of the transcript– one for the student, one for the cumulative file, and one for the student's school counselor. 4. Document completion of transcription on the evaluation form (if applicable).	All academic history must be entered on the student's transcript in the order taken. Based on the transcript evaluation, follow your district's review process to ensure that the student is in the correct grade level based on their academic history.

Step 5: Retention		
Resources Needed	**Process**	**Considerations**
Completed transcript evaluation packet, including: • Original transcripts or academic records • Translation of original documents • Evaluation process forms (if applicable) • Completed Washington state transcript	1. File the student's original records, any translations, evaluation forms, and a copy of the updated transcript in the student's cumulative file. 2. Submit a copy of completed evaluation forms to the student's high school counselor to assist in class placement and graduation tracking. 3. Give a copy of the completed transcript to the student/ student's guardian for their records.	Some registrars also keep a copy of transcript evaluation packets completed by year for their own records or for auditing purposes. If a school's language support program has a case management model, the student's case manager may benefit from a copy of the packet. School counselors should review any current or future schedules when they receive a copy of the completed transcript to verify that no courses will be repeated.

Frequent Errors Made when Determining Equivalency

Error	Correct Equivalency	Reason for Equivalency
ELA credit given for English as a Foreign Language	01008 English as a Second Language	Foreign language classes do not meet CCSS grade level ELA standards
Assigning two semesters of study with the same grade for year-long courses	Transcribe as a year-long course	On final transcripts, all high school coursework must be listed with the duration of the course and grading periods listed in order, as taken.
No credit given for courses that have term grades or term exams but no final grade	Partial credit given with a correctly evaluated number of credits and grades earned if the course has a district-approved equivalency	Many districts award partial credit to students based on the following statutes: • RCW 28A.300.542 (Students experiencing homelessness) • Chapter 13.34 RCW (Definition of a dependent) • Chapter 13.32A RCW (At-risk youth or children in need of services)

Transfer Credit Policies

All decisions about which previous international coursework is eligible for transfer must be made based on the local district's policies and procedures. Districts may consider the following recommendations:

- **Mastery-Based or Competency-Based Crediting Policies and Procedures:** Strong master-based crediting policies and procedures can help districts with confusion that may arise from unofficial transcripts or school records that cannot be verified. These policies can help reduce barriers to graduation for newcomer and highly mobile students. Mastery- based crediting may be a critical process in awarding students with credit for their demonstrated proficiency in ELA and math if transcripts are not available.

- **Clearly Designated Transcript Evaluators:** When transcript evaluators are clearly identified in district policy, procedures, and job descriptions, it can reduce the confusion in a complicated process and help the transcript evaluation process move faster.

- **Databases of Identified Equivalent Courses-** Maintaining a list of commonly used course equivalencies can assist in the transcript evaluation process. If a district, or group of districts, maintains such a list, it is important that it be reviewed periodically to ensure that the list remains valid.

- **Manual Review of Transcripts for Students with International Academic History Who Transfer from Other US Schools-** Verifying previous translations and evaluations of international transcripts can ensure that students are receiving all the credits for which they are eligible.

APPENDIX B: MULTILINGUAL LEARNERS IN ALTERNATIVE LEARNING ENVIRONMENTS

Public schools must take affirmative steps to ensure that multilingual learners can participate meaningfully in their educational programs and services. Open Doors programs, non-traditional school settings, and online/virtual learning environments must take the same rigorous steps as traditional schools to meet these requirements.

Civil Rights Requirements

To comply with state and federal laws, the following civil rights obligations must be met for multilingual learners enrolled in Open Doors programs, non-traditional school settings, or online/virtual schools regardless of whether the school district receives Transitional Bilingual Instruction Program (TBIP) or Title III funding:

- Identify all eligible multilingual learners, including those with disabilities, using a home language survey and English language proficiency screening.

- Provide all multilingual learners with appropriate and effective English language development services and accessible content instruction.

- Ensure that qualified staff provide English language development services.

- Communicate with students and their families in a language they can understand.

- Send family notifications regarding program eligibility (or student notifications for students 18 and older).

- Avoid unnecessary segregation of multilingual learners from general education programs and services.

- Assess and progress monitor English language development for all eligible multilingual learners.

Identification and Testing

The District Assessment Coordinator (DAC) is responsible for oversight of TBIP eligibility testing using the state-approved English Language Proficiency (ELP) screener, as well as administering the WIDA ACCESS annual assessment to all eligible multilingual learners each spring. Following state procedures, the District Assessment Coordinator can also train staff from the alternative learning environments to administer ELP assessments.

Students who attend virtual programs are served by the school they attend, not by the local school district. However, if the student needs to do ELP screening or WIDA ACCESS testing, the virtual school can contract with the local school district to conduct testing. Many virtual programs already have a Memorandum of Understanding (MOU) in place with the local district to allow for academic annual state testing, and ELP testing can be added to that MOU if needed.

The school district must ensure that all eligible multilingual learners are identified and begin receiving English language development services within 10 school days of enrollment. The school district retains records of student eligibility in the student's cumulative file.

Newcomer Students in ALEs

All newcomer students, regardless of their prior schooling and age of entry, should be offered a pathway to complete a full high school diploma. However, some students who arrive at an older age may have unique needs and obligations outside of school, particularly if they are students with limited or interrupted formal education (SLIFE). These students may prefer to enroll in Open Doors or other alternative learning environments. School counselors and ELD teachers should be aware of these alternative options and work with newly arrived SLIFE to allow students and their families to make an informed choice and develop an individualized plan to meet their needs.

Providing English Language Support

Multilingual learners in Alternative Learning Environments (ALEs) are entitled to Transitional Bilingual Instruction Program (TBIP) services. The school district receives additional TBIP funding for their eligible multilingual English learners, including those enrolled in ALEs. The district also receives funding for Exited ML students who continue to receive monitoring and academic support for two years after the student reaches proficiency on the annual assessment.

The school district can send qualified staff to provide English language development services through the ALE or contract with the ALE program provider to deliver services. If the ALE program provider delivers TBIP services, the school district retains the responsibility of oversight. The agreement between the provider and the school district should include the percentage of funding that will flow through to the provider and the percentage of funding the district will retain for oversight, testing, and professional development.

It may be beneficial to utilize an individualized learning plan to target students' specific and unique needs, which can guide all teachers and support collaboration among teachers and with the student to reach the student's goals. More information on providing English language development and accessible content instruction in ALE settings can be found in *Policies and Practices Guide Chapter 2: Program Models*.

TBIP Grant Application

In order for a school district to receive TBIP funding for the ALE program, the district's program must be approved through an annual grant application. In the grant application, school districts will submit a description of TBIP services delivered through the ALE, including the following:

- Who will deliver services,
- Qualifications for providing English language development services,
- A description of the services and the district's oversight of these services,
- Professional development to staff delivering services,
- Who will be responsible for identification and annual testing, and
- How these services will be evaluated on an annual basis.

The program narrative submitted for approval of a multilingual learner pathway in the ALE can be used in the TBIP grant application.

P223 Count

Students who are TBIP-eligible and enrolled in an ALE program are claimed monthly on the P223 as one headcount in the TBIP field. The student's TBIP program would be reported at the ALE school. If the TBIP services are provided outside of the ALE program, the hours can be reported as partial FTE at the school where the services are provided, and the FTE claimed at the ALE program would be reduced so that no student's total FTE exceeds 1.0. Exited MLs can be claimed for two years after exiting services and are reported monthly on the P223 as one headcount in the Exited TBIP field at the Open Doors school or other ALE program.

Technology Supports for Eligible Students

Many districts recognize the potential of software applications to support the development of academic English in ALE programs. Districts may choose to use TBIP funds for technology for MLs provided:

- Software was specifically designed for English language development for MLs.

- Technology supports are NOT the sole designated ELD provided to the student.

- Technology may ONLY be used to supplement (never to replace) ELD planned and provided by a teacher with the appropriate endorsement and knowledge of language acquisition (paraeducators may provide supplementary instruction and must be supervised by an endorsed teacher).

TBIP funds may be used to purchase supplementary technology support tools ONLY if the above conditions have been met.

LEGAL NOTICE

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*All students prepared for post-secondary pathways,
careers, and civic engagement.*