

# Multilingual Education Information Session

November 7, 2024

In the chat: Share what family means to you.

Please rename yourself with your full name and district/organization.

# ***Tribal Land Acknowledgement***



*We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.*

*We are presenting from the ancestral lands of the Coast Salish, Puyallup, and Chelan Tribes and honor with gratitude the land itself and these tribes.*



## Vision

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

## Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by **developing equity-based policies** and supports that empower educators, families, and communities.

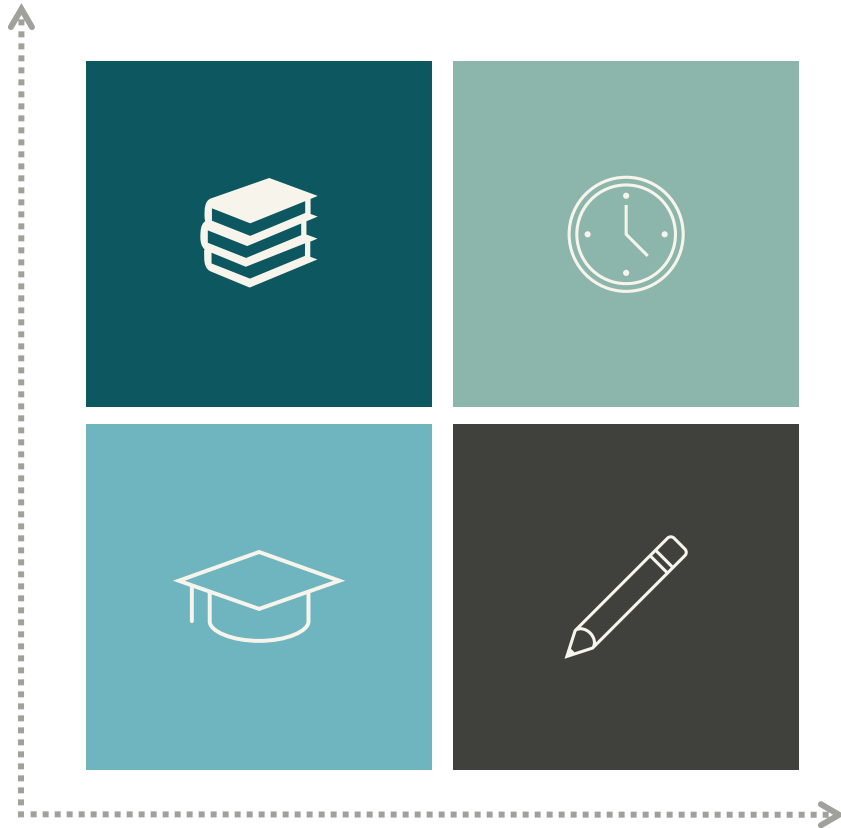
## Values

- **Ensuring Equity**
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Agenda



**Title III AI/AN Literacy Services**

**WIDA Updates**

**Grant Updates**

**Professional Learning**

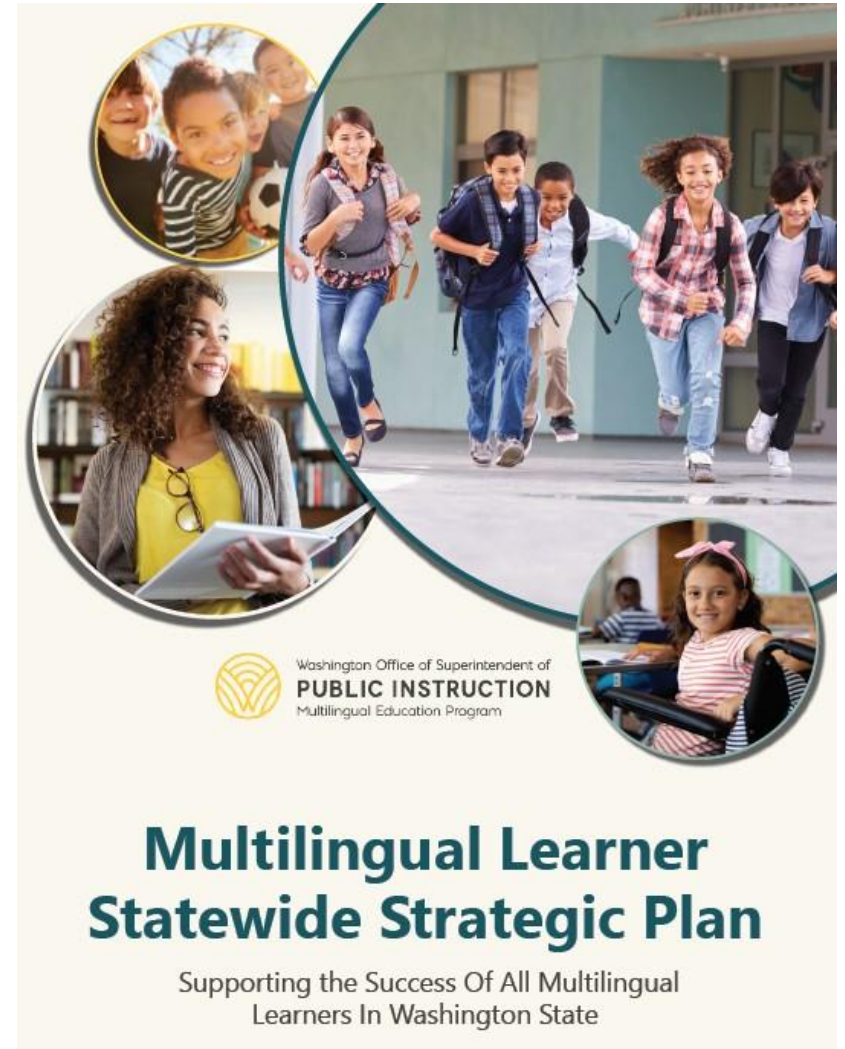
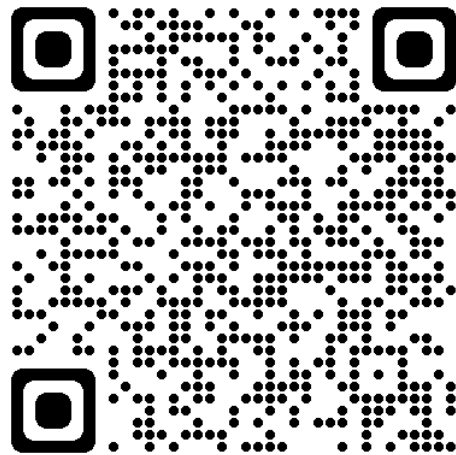


# Multilingual Learner Statewide Strategic Plan

## *Core Principles:*

- Promote Asset-Based Mindsets
- **Strengthen Instructional Practices**
- Provide Support for Educators
- Engage Students and Families

[Download the Plan](#)





## Title III: AI/AN Identification and Literacy Services

# Title III Identification of American Indian/ Alaska Native Students

Washington state's process to determine initial eligibility for Title III, Part A services for American Indian/Alaska Native students:

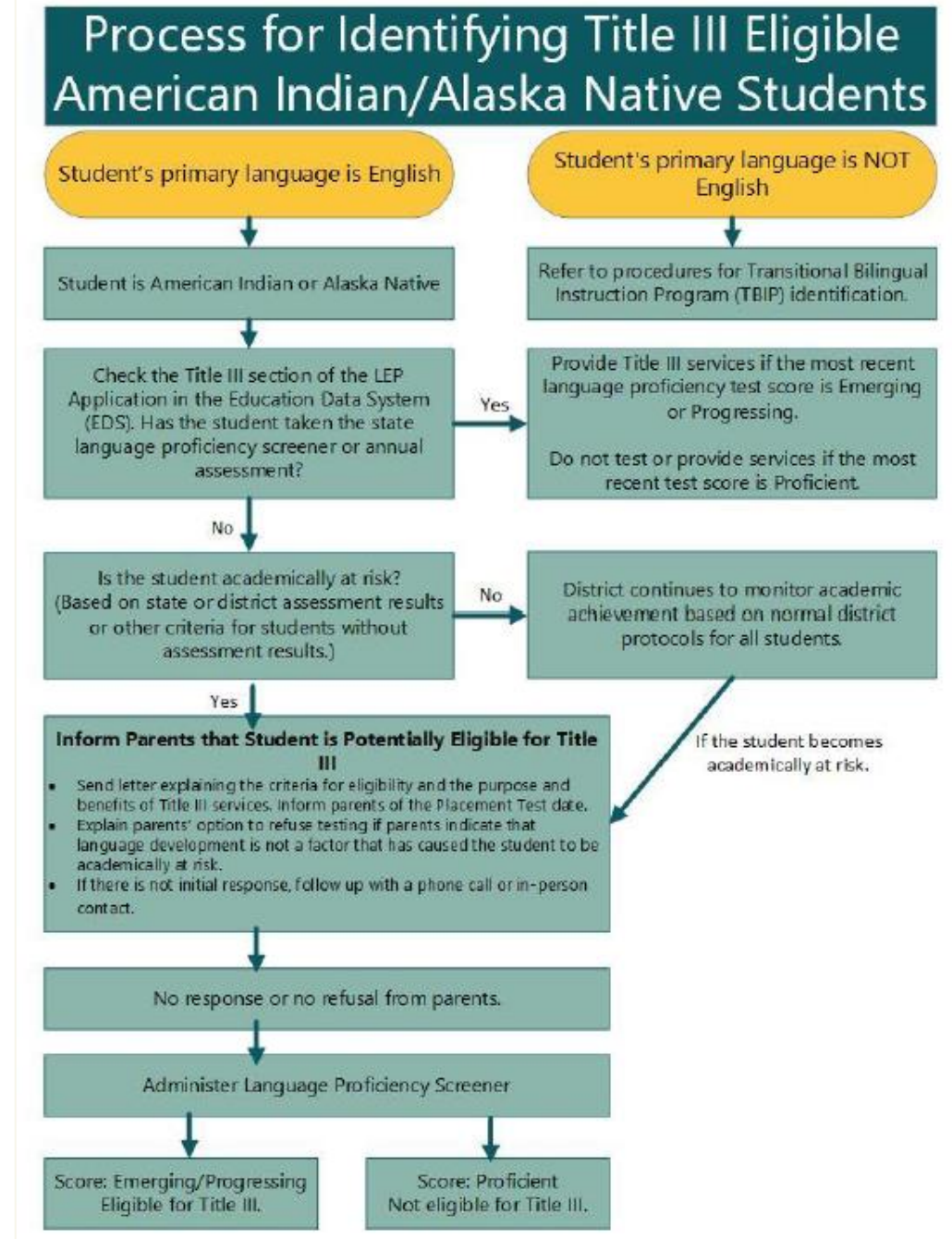


[Chapter 8: Title III Services of Native American Students](#)



# Identify Students

- Home Language Survey is used to identify primary language
- Enrollment data on race/ethnicity is used to identify American Indian/Alaska Native students
- State CEDARS database is checked for previous ELP assessment data





# Determine “Academically at Risk”

Criteria to determine if student is academically at risk:

- Not meeting standard on state assessments
- Below grade level on district assessments
- If no state or district data, use multiple indicators such as:
  - Classroom-based assessments
  - Curriculum-based assessments
  - Teacher recommendations





*For new students, allow sufficient time for adjustment and instruction before making determination of academically at risk.*

# Inform Family of Potential Eligibility

Schools can use the [Title III American Indian/Alaska Native Initial Parent Letter](#) 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

Schools are encouraged to follow up with families who don't respond or opt out



**Title III Language and Literacy Services and WIDA Testing for American Indian/Alaska Native Students**

Dear Community Members and Family of American Indian/Alaska Native Students,

The Office of the Superintendent of Public Instruction would like to share information about the availability of Title III supplemental language and literacy services for American Indian/Alaska Native students, what those services are, and how your child may qualify for this support.

**What is Title III?**

Title III is the section of the Every Student Succeeds Act (ESSA) which relates primarily to language and literacy development. This federal act defines American Indian/Alaska Native students as members of a community who can qualify for language and literacy support. The federal definition is here: [ESSA Title VIII, Sec. 8101\(20\)](#).

# Assess Student Using ELP Screener

Schools are required to:

- Assess each student with the state-approved WIDA screener
- Assess within 10 days of determination of academically at-risk status
- Report all screener results and program enrollment in the state database





# Notify Family of Results and/or Services

Schools can use the [Title III American Indian/Alaska Native Parent Notification of Placement Letter](#) to:

- Inform families of AI/AN students who have qualified for Title III services
- Provide additional information about Title III services

Schools are required to notify families of students' eligibility:

- NEW: within 15 days after administering the screener OR
- CONTINUING: within 30 days of the beginning of the year



**Parent Notification of Student Placement in Title III Language and Literacy Services for American Indian/Alaska Native Students**

**Child's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Enrollment Status:** **New to the program** \_\_\_\_\_ **Continuing in the program** \_\_\_\_\_

Dear Parent or Guardian,

I am pleased to inform you that your child will receive additional language and literacy support for the *INSERT YEAR* school year. Our school identified your child as being a student who could benefit from extra language and literacy support, so after reaching out to you, the school assessed your child's language and literacy skills. Your child's overall result was \_\_\_\_\_.

# Planning Title III Services for American Indian/Alaska Native Students

## 1. ESSA Tribal Consultation

Consultation is required with the nearest federally recognized Tribe(s) before submitting plans and application...

- For districts where 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

## 2. Collaboration with Title VI Coordinator

## 3. Selection from Professional Learning Menu



# Approved Title III Services for American Indian/Alaska Native Students

- Supplemental implementation of the [\*Since Time Immemorial\* curriculum](#) or tribally-developed history lessons with a language and literacy focus for Title III eligible students.
- Professional learning for English language development educators to use the *Since Time Immemorial* or tribally-developed history curriculum.
- Hosting family nights and introducing the *Since Time Immemorial* and tribally-developed curriculum as a resource to build language and literacy with their children.
- Northwest Native American reading curriculum (available from OSPI Office of Native Education.)
- Literacy activities in preparation for the canoe journey or other tribally specific gatherings.
- Other (must be approved by the OSPI Office of Native Education).







# FWPS Title III Native Program

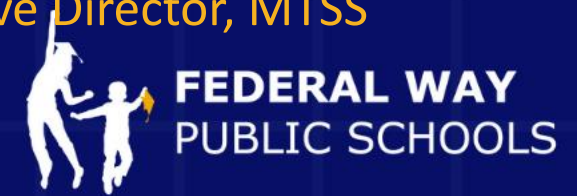
**Amanda Rambayon** (Little Shell/ Turtle Mountain Chippewa)- Native Education Coordinator

**Amy DeSimone** (Oglala Sioux) – ML Specialist

**Cienai Wright-Wilkins** – Executive Director, Dept of Equity for Scholar & Family Success

**Diana Kasube** - Coordinator of Equity and Scholar Achievement

**Sonia Nicholson** – Executive Director, MTSS



# Demographics



Title III Native – 130 Scholars

Title VI Native – 411 Scholars

Self-identified American Indian/  
Alaska Native – 515 scholars



# Identifying Scholars



1) Identify AI/AN scholar – work with Native Education Coordinator

2) Review Academic Data – SBA, iReady Scores, district assessments, teacher input

3) Invitation Letters Sent

4) Scholars Screened



# Culturally Responsive Services

Washington State legislation requires that these supports include only activities as described in our government to government agreements with local tribes. For this reason, FWPS consults annually with our tribal partner, the Puyallup Tribe. While these funds do come through ML Services, and our Multilingual Specialist are the teachers who will provide these tribally sectioned supports, instruction for AI/AN scholars who are eligible for Title III is not English Language Development.

**Professional Development & Learning**

- Native Education Conferences
- OSPI and PSESD Trainings

**Family Engagement Efforts & Events**

- Monthly Native Family Nights
- Support at Multicultural Nights

**Supplementary Instructional Materials**

- Tutoring Clubs & Materials
- Graduation Supports

**Instructional Supports**

- Partnering with the Puyallup tribe to create Units of study with imbedded cultural practices and Lushootseed language
- Lushootseed books for libraries and curriculum supports

**Extended Learning Opportunities**

- Saturday/ Summer School
- Field Trips & College Visits



**Native Family Storytelling Night**

**Tuesday March 26, 2024**  
**5:30 -7:30 pm**

Potluck, bring a dish to share.  
**Free! Everyone is welcome!**

For more info, contact Amanda at 253.797.0843 or arambayo@fwps.org

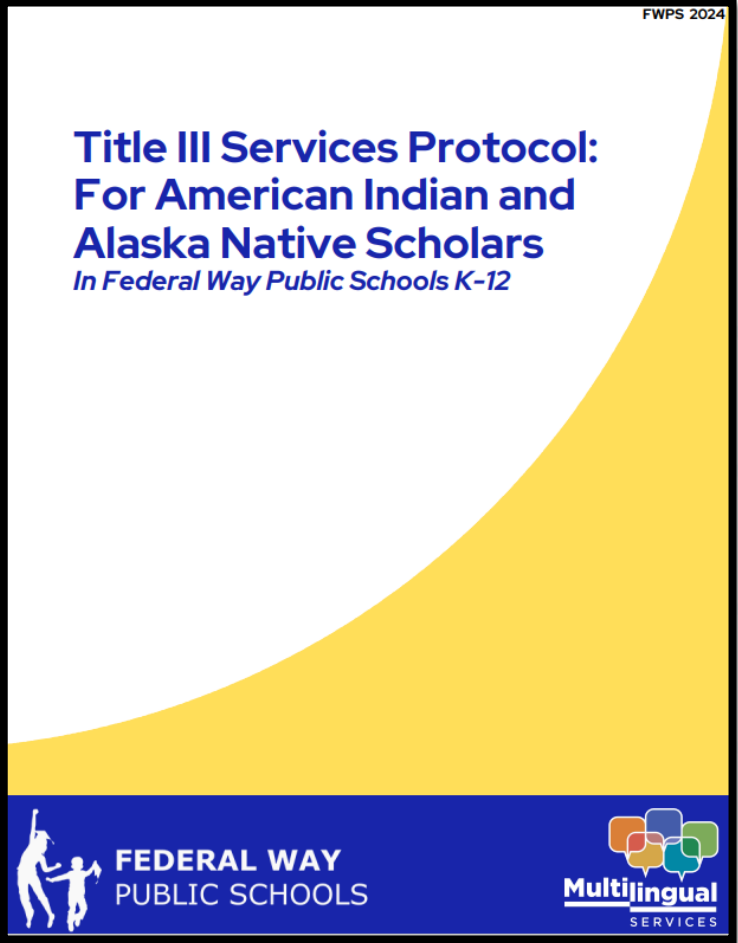
Truman Campus  
 31455 28th Ave S  
 Federal Way, Wa





# Family Communication

# Relationships











# Language Access Updates

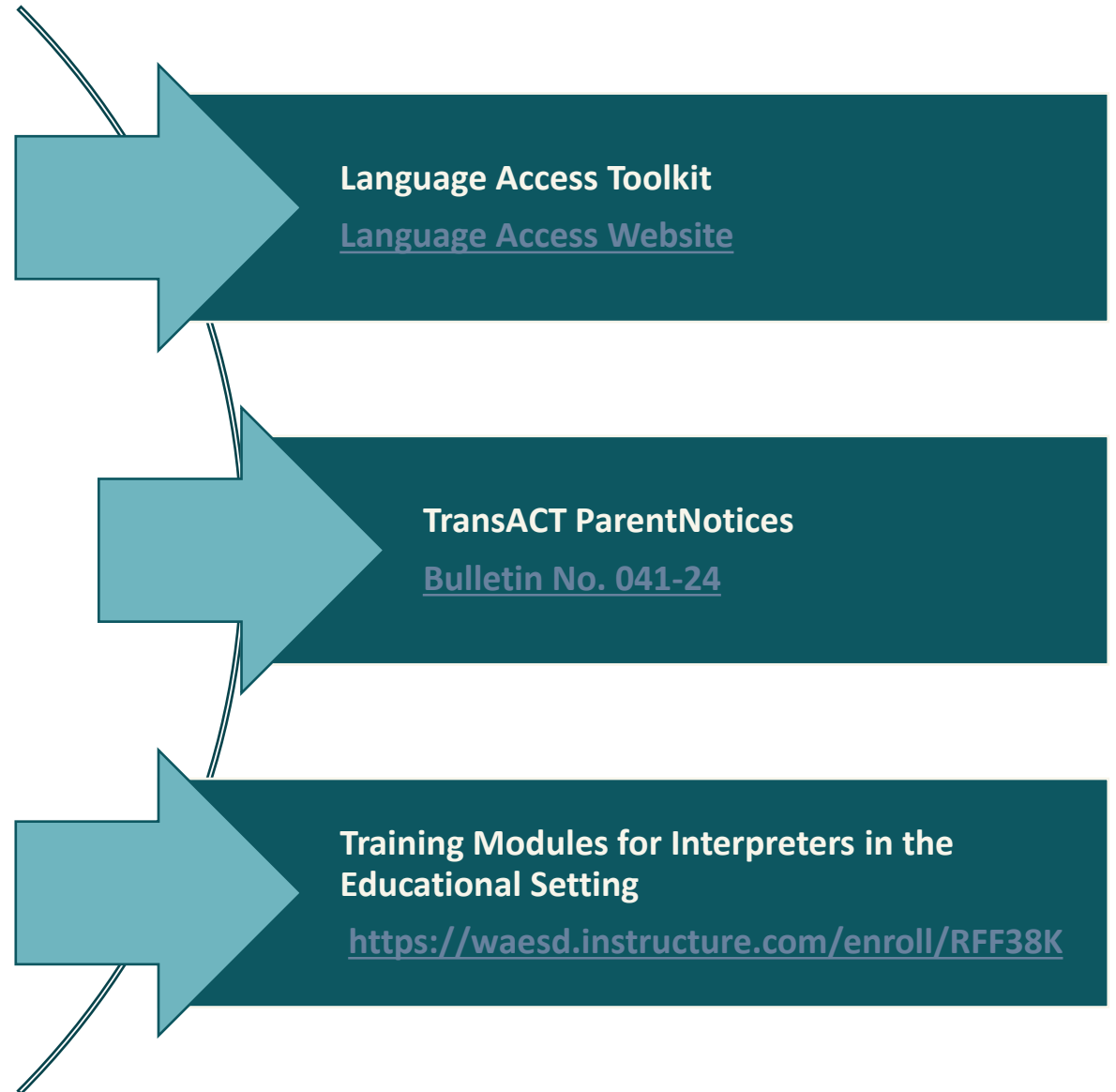
# Language Access

**MICHELE LOVELL**  
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[languageaccess@k12.wa.us](mailto:languageaccess@k12.wa.us)

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360.972.0127

[RCW 28A.183](#) Language Access Program



# Language Access Coordinators and Language Access Liaisons



Liaison

- (1) Facilitates district compliance
- (2) Assists with adoption of a policy and procedures (regarding the LAP)
- (3) Implements a LAP that is ***culturally responsive*** and has ***systemic family engagement***
  - a. Adopted LAP outlines how a school district:
    - i. Identifies language need (Comprehensive Needs Assessment)
    - ii. Allocates resources
    - iii. Establishes standards for providing language access services
    - iv. Monitors effectiveness



Coordinator

- b. Administers a self-assessment for evaluation (part of the toolkit)
- c. Language Access Coordinators
  - i. Serve as a primary contact for families, community members, school district staff responsible for compliance 28A.642.RCW, OSPI, and ombuds on issues related to language access
  - ii. Collaborate with building points of contact
  - iii. Receive training and technical assistance
  - iv. Deliver access training to staff

## Language Access Coordinators and Language Access Liaisons

Auburn	Anacortes	Eastmont	Kettle Falls	Nine Mile Falls	Prosser	Sumner-Bonney Lake
Bellevue	Arlington	Eatonville	Kiona-Benton City	Nooksack	Pullman	Sunnyside
Bethel	Bainbridge Island	Ellensburg	La Center	North Franklin	Quillayute Valley	Tahoma
Bridgeport	Battle Ground	Elma	La Conner	North Kitsap	Quincy	Tenino
Clover Park	Bellingham	Entiat	Lake Chelan	North Mason	Rainier Prep	Tonasket
Edmonds	Blaine	Enumclaw	Lake Quinault	North Thurston	Richland	Toppenish
Everett	Bremerton	Ephrata	Lake Stevens	Oak Harbor	Ridgefield	Touchet
Evergreen (Clark County)	Brewster	Ferndale	Lakewood	Ocean Beach	Riverside	Tumwater
Federal Way	Burlington-Edison	Fife	Lind	Ocosta	Riverview	Union Gap
Highline	Camas	Finley	Longview	Okanogan	Rochester	University Place
Issaquah	Cascade	Franklin Pierce	Lynden	Olympia	Rooted School Vancouver	Valley
Kent	Cashmere	Goldendale	Mabton	Omak	Royal	Vashon Island
Lake Washington	Castle Rock	Grand Coulee Dam	Manson	Orchard Prairie	Sedro-Woolley	Walla Walla
Mukilteo	Central Kitsap	Grandview	Marysville	Orondo	Selah	Wapato
Nespelem	Central Valley	Granger	Mead	Oroville	Sequim	Warden
Northshore	Centralia	Granite Falls	Medical Lake	Orting	Shelton	Washougal
Puyallup	Chehalis	Great Northern	Mercer Island	Othello	Pinnacles Prep	Wellpinit
Renton	Cheney	Highland	Meridian	Palisades	Port Angeles	Wenatchee
Roosevelt	Clarkston	Hockinson	Monroe	Pasco	Soap Lake	West Valley (Yakima)
Seattle	College Place	Hoquiam	Montesano	Pateros	South Bend	Whatcom Intergenerational HS
Shoreline	Columbia (Walla Walla)	Impact   Black River Elem.	Moses Lake	Paterson	South Kitsap	White River
Spokane	Colville	Impact   Puget Sound Elem	Mossyrock	Peninsula	South Whidbey	White Salmon
Tacoma	Coupeville	Impact   Salish Sea	Mount Adams	Pinnacles Prep	Stanwood-Camano	Why Not You Academy
Tukwila	Deer Park	Inchelium	Mount Baker	Port Angeles	Steilacoom Hist.	Woodland
Vancouver	Dieringer	Kalama	Mount Vernon	Port Townsend	Sultan	Yakima
Wahluke	East Valley (Spokane)	Kelso	Naches Valley	Prescott	Summit Public School: Atlas	Yelm
Aberdeen	East Valley (Yakima)	Kennewick	Newport	PRIDE Prep Charter	Summit Public School: Sierra	Zillah





# WIDA Updates



# Pre-ID for WIDA ACCESS

- Update CEDARS with current student information to ensure correct materials are ordered for WIDA ACCESS by December 11.
- For students taking the WIDA Alt ACCESS, identify those students in WAMS.





# WIDA Alt ACCESS Updates

- WIDA Alt ACCESS scores from 23-24 SY are available only in WIDA AMS.
- No exit criteria for 23-24 SY.
- Exit criteria being established for 24-25 SY. OSPI currently recruiting interested educators to be part of the process scheduled for January/February 2025.
  - [Microsoft Form for Recommendations](#)



# Key Topics at ELP Assessment Office Hour

Beginning in November 2024, the ELP Assessment Office Hour, Zoom at Noon, will feature a key topic related to WIDA ACCESS.

- Led by DRC representative Andrew Lenn
- Informal opportunity to learn more about WIDA ACCESS test administration
- Access the schedule of key topics at the [OSPI ELPA website](#), along with the Zoom link.



# ELP Assessment Resources

- [ELP Assessments](#)
  - WIDA Assessment Guidance
  - District Contact List
  - ELP Assessment Updates
- [Screener Page](#)
  - Screener Training
  - Eligibility Criteria
  - K and TK Screening Policy
  - Quick Start Guide
  - Screener FAQs

## Zoom at Noon

- Mondays at noon
- [Zoom link](#)



# Student Data Clean-up

# Possible Eligible Not Reported: Clean-Up

- Ensure All Students are Properly Reported
- Ensure All Eligible Students are Served
- CEDARS data is used to create the Pre-ID file for WIDA ACCESS – December 11

The screenshot shows the 'Limited English Proficiency TBIP View' interface. At the top, it says 'WASHINGTON STATE OSPI Office of Superintendent of Public Instruction' and 'Limited English Proficiency TBIP View'. Below this is a navigation bar with 'Student', 'Reports', and 'Admin' tabs. Under 'Reports', there are sub-tabs: '-Student Lists-', '-Assessments-', '-Data Cleanup-', and '-LEP Tables-'. The 'Data Cleanup' sub-tab is selected, and a 'TBIP' dropdown menu is visible. A list of categories is shown on the left, including 'Possible Eligible Not Reported', 'Possible Needs Withdraw', 'Enrolled Less Than 5 Days', and 'English Proficient and Enrolled in Program'. A blue information box on the right contains the following text: 'Several bugs have been identified in the Analysis tool. Students may be on the proficiency annual assessment in error level, was removed with Exit Reason, enrolled in full-time Running Start and enrolled in multiple schools (for example as receiving services in one, exited TBIP before. We are investigating these issues with them.' Below the information box, the text 'Possible Eligible Not Reported' is displayed in orange.

# How to Run the PENR Report

1. Login to EDS: Limited English Proficiency (LEP) Application
2. Go to:
  - Reports
  - Data Cleanup
  - Possible Eligible Not Reported
3. Select Year and District
4. Run Report

WASHINGTON STATE  
OSPI Office of Superintendent of Public Instruction

Limited English Proficiency  
TBIP View

Student Reports Admin

-Student Lists- -Assessments- -Data Cleanup-

TBIP

> Possible Eligible Not Reported

> Possible Needs Withdraw

> Enrolled Less Than 5 Days

> English Proficient and Enrolled in Program

Data Cleanup -- TBIP

**Possible Eligible Not Reported**

For the selected school year, this report displays possible TBIP students who are

Please enter your report criteria and then click "Run Report".

Year: 2024-2025

District: -All Districts-

Warning: searching all districts may result in exorbitantly long load times.

Run Report

# Getting the Data Cleaned Up!

After Running the Report:

- Save to Excel
- Review PENR by Group
  - Focus on Group 1
- Review CEDARS Errors File (from district data manager)
- Refer to [CEDARS Manual](#), pages 113-122
- Refer to [CEDARS Reporting Guidance](#), pages 113-117, for additional guidance.
- Run your Student Information System (SIS) update to CEDARS





# Data Clean-Up Tips

- Look for reporting errors – refer to CEDARS Manual and Reporting Guidance
- Make sure your SIS has updated to CEDARS – this is controlled locally
- Accuracy, Not Perfection – there will be instances when you cannot remove a student from the PENR. It is important to know WHY the student is on the PENR.
- Current CEDARS Errors:
  - Students Exited with WIDA ACCESS





# Grant Updates

# Multilingual Grant Updates



2024-2025 Grants are past due! Please initiate, complete and submit ASAP!

- FP 219 -TBIP
- FP 232 -Title III in ESEA CGA
- FP 231-Title III Consortium



# Dual, Heritage, and Tribal Language Grants

2024-25 Grants were due by October 18 and are currently being reviewed and approved.



- FP 748 – Tribal Language Grant
- FP 978 – Dual Language Grant
- FP 979 – Heritage Language Grant



# Support Opportunities

## EGMS Office Hours:

**Tuesdays 10:00 – 11:00 am**

<https://us02web.zoom.us/j/88033044818>

**Thursdays 1:00 – 2:00 pm**

<https://us02web.zoom.us/j/82230019925>





# Professional Learning Opportunities

# WIDA Self-Paced Courses pdEnroller Links



## 2024-2025 Offerings

[The WIDA Standards Framework: A Collaborative Approach](#)

[Engaging Multilingual Learners in Science: Making Sense of Phenomena](#)

[Developing Language for Learning in Mathematics](#)

[Teaching Multilingual Learners Social Studies through Multiple Perspectives \(Updated!\)](#)

[Making Language Visible in the Classroom](#)

[Reframing Education for Long-term English Learners](#)

[Exploring the WIDA PreK-3 Essential Actions](#)

[Newcomers: Promoting Success through Strengthening Practice](#)

## 2024-2025 Offerings

[Let's Play! Multilingual Children's Joyful Learning in PreK-3](#)

[Reading Comprehension Across Content Areas with Multilingual Learners](#)

[Desarrollando el Español: las expectativas del lenguaje](#) (Developing Spanish: Language Expectations)

**WIDA Español: Evaluaciones del desarrollo del lenguaje a nivel de salón (New for Spring!)**  
(Classroom Assessment for Language Development)

Access to 2024-2025 offerings began on Sept. 1, 2024.



# WIDA Self-Paced Course Highlight: **Teaching Multilingual Learners Social Studies Through Multiple Perspectives**

*This self-paced workshop features concepts, theory, terminology, and approaches that promote thinking and discourse through a global lens. The course also addresses literacy across multimodal text types, the integration of content and language learning, and increased accessibility of materials through the use of technology, inquiry, and translanguaging practices.*

*This course contains 6 modules:*

- Module 1: Welcome & Introduction
- Module 2: Inquiry-Based Approaches for Student Discourse
- Module 3: Text Types and Text Analysis in Social Studies
- Module 4: The Power of Storytelling Through the Human Experience
- Module 5: Multimodalities and Technology in the Social Study Classroom
- Module 6: Conclusion and Resource Gallery



# Save the Date...

## 2025 WIDA Annual Conference is Coming to Seattle!



### Key Dates

**Call for proposals:** Nov. 18, 2024 – Jan. 21, 2025

**Call for reviewers:** Nov. 18, 2024 – Jan. 21, 2025

**Proposal acceptance notifications:** Starting March 14, 2025

**Registration:** Opens Spring of 2025

[Join the WIDA Annual Conference email list](#) to stay up-to-date on the WIDA Annual Conference.

[WIDA Annual Conference Website](#)



# Dual Language School Visits

Join us for free Dual Language School visits! Hosting districts will provide light refreshments and lunch. DL grant funds can be used to cover travel costs for districts that have a grant.

Here are the dates and locations of visits planned for this year:

- **November 19 – Kennewick School District** --> [Click here to complete the survey](#)
- **December 13 – Franklin Pierce, School District** --> [Click here to complete the survey](#)
- January 23 – Seattle School District
- February 27 – Evergreen School District
- March 14 – Walla Walla School District
- April 24 – Mount Vernon School District
- May 1 – Bellevue School District
- May 22 – Highline School District



# New for 2024/25

## Statewide **ML Directors'** Network

**Audience:** District Multilingual/Federal Program Directors

**Purpose:** Monthly virtual meetings with OSPI ML staff for guidance and support for the implementation of the [Multilingual Learner Statewide Strategic Plan](#).

### Dates:

September 19

December 19

March 20

October 24

January 16

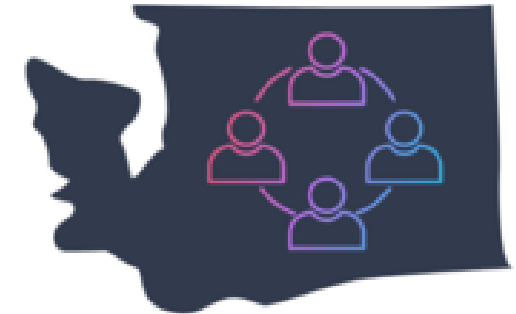
April 17

**November 21**

February 20

May 15

**Time:** 9:00 - 10:30 am



[\*pdEnroller link\*](#)



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# New for 2024/25

## Statewide **ML Teachers'** Network

**Audience:** K-12 Teachers

**Purpose:** Monthly virtual meetings with OSPI ML staff to share best practices for WIDA ELD Standards implementation and effective instructional strategies for MLs.

### **Dates:**

September 19

December 19

March 20, 2025

October 24

January 16

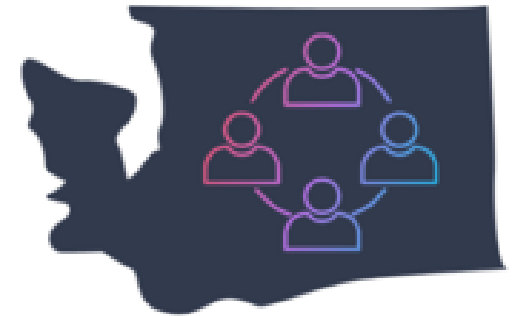
April 17, 2025

**November 21**

February 20

May 15, 2025

**Time:** 3:30 - 4:30 pm



[\*pdEnroller link\*](#)



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# Dual & Heritage Language Professional Learning



## **DL Leaders' Elementary PLC** [pdEnroller Link](#)

**Time:** 12:00-1:00

**Dates:** October 1, November 5, **December 3**, January 7, February 4, March 4, April 1, May 6

## **DL Leaders' Secondary PLC** [pdEnroller Link](#)

**Time:** 12:00-1:00

**Dates:** October 8, **November 12**, December 10, January 14, February 11, March 11, April 8, May 13

## **DL Drop-in Office Hours** | [Zoom Link](#)

**Time:** 12:00-1:00

**Dates:** October 15, 22, 29, **November 19, 26**, December 17, January 21, 28, February 18, 25, March 18, 25, April 15, 22, 29, May 20, 27, June 3, 10

## **DL Spanish Teacher Leader Cohort:** [pdEnroller Link](#)

**Time:** 3:30-4:30

**Dates:** October 15, **November 19**, December 17, January 21, February 18, March 18, April 15, May 20

# 2024-25 Information Sessions

1<sup>st</sup> Thursdays, 9:00am & 3:00pm



- Sept. 5 – Multilingual Perspectives
- Oct. 3 – Supportive Mainstream Programs
- Nov. 7 – AI/AN Language & Literacy Services
- Dec. 5 – Co-Planning & Co-Teaching
- Jan. 9 – Progress Monitoring
- Feb. 6 – ML Family Engagement
- Mar. 6 – ML Staffing & Scheduling
- Apr. 3 – Program Evaluation
- May 1 – TBIP & Title III Grants
- June 5 – Using Data for Improvement

Sign up here on [pdEnroller](#).



Washington Office of Superintendent of  
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# Multilingual Education Team

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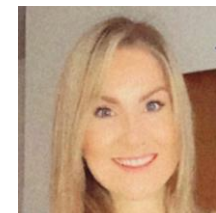
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# Check-in Time

Please feel free to join a Breakout Room:

- Title III AI/AN Identification & Services (Federal Way Team)
- All Things Grant Related (Shannon, Katie & Dr. Kad)
- WIDA Updates (Virginia & Sharon)
- Language Access (Michele)
- Dual Language & PD (Kristin, Teresa, Elizabeth, & Patricia)

