

# Multilingual Education Information Session

March 6, 2025

In the chat: What is your favorite sign of spring?

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



Washington Office of Superintendent of  
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# ***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 Tribes of Umatilla, Coast Salish, Puyallup, Chelan, Upper Skagit, and Yakima 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.

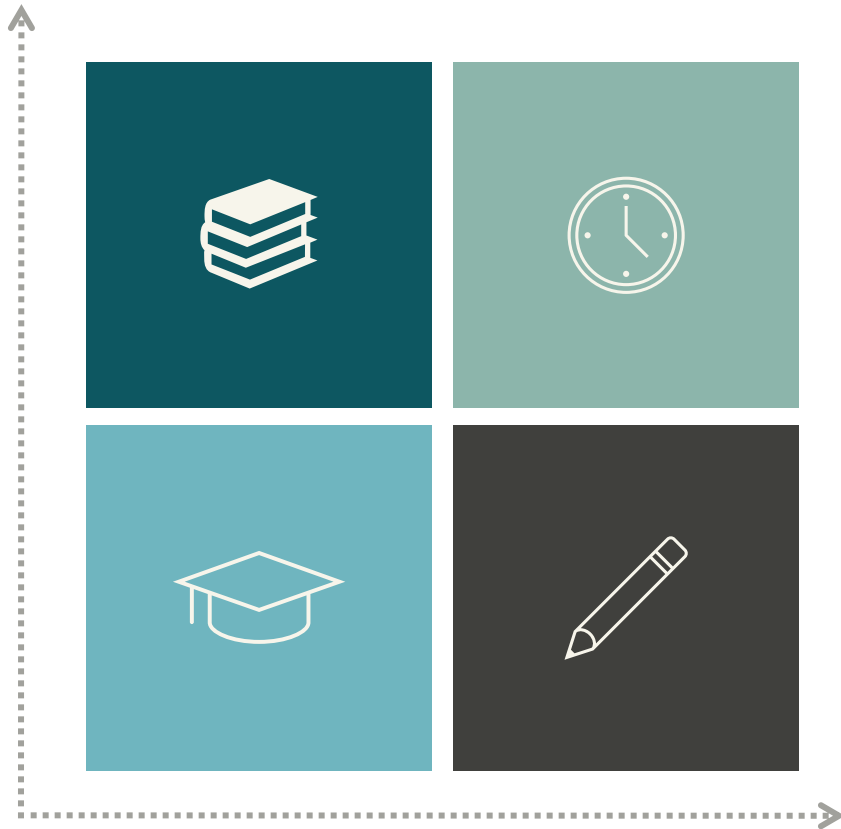
## Values

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



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# Agenda



**ML Staffing & Scheduling**

**Director Updates &  
Language Access**

**WIDA & Grant Updates**

**Professional Learning**



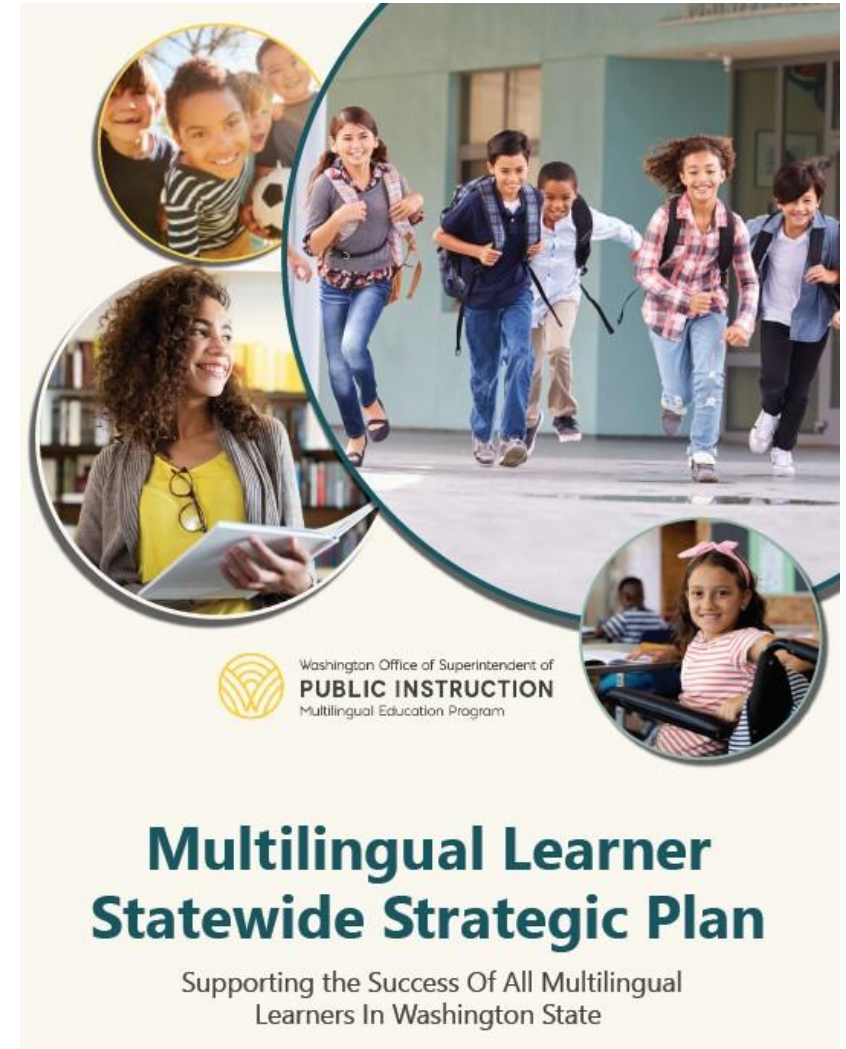
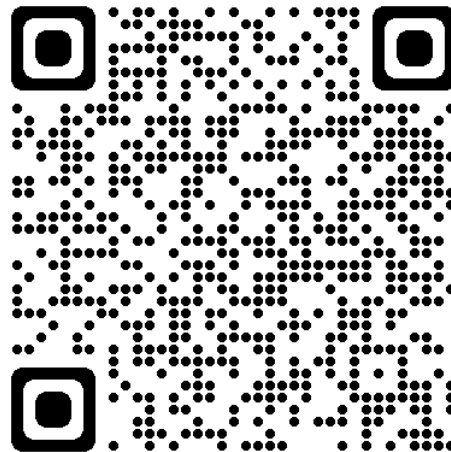
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# Multilingual Learner Statewide Strategic Plan

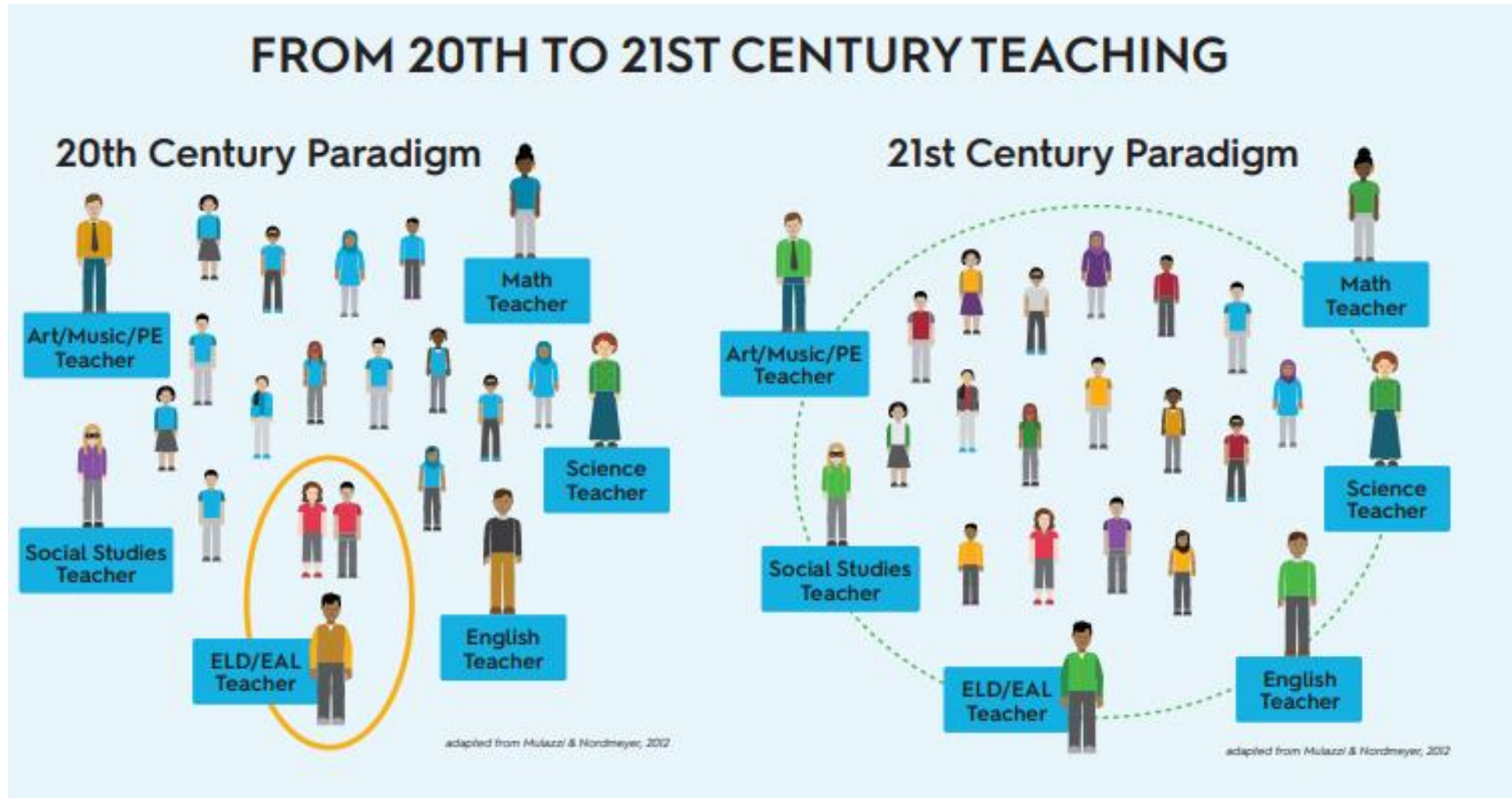
## *Core Principles:*

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

[Download the Plan](#)




# Shift to 21<sup>st</sup> Century Teaching





# Staffing and Scheduling to Support Multilingual Learners

# ML Funding

- Title III (~\$140) →
  - TBIP (~\$1600) →
  - Basic Ed (~\$10,000) →
- 

No supplemental funds can be used for anything to which a general education student would otherwise be entitled.

## Use of Funding:

**Basic Education** – Includes ML services such as teacher of record for ML classes

**TBIP** – Supplemental services for MLs such as extra staffing, materials, and professional learning

**Title III** – Supplemental to the core ELD program including extended day/year, professional learning, family engagement and AI/AN language & literacy services



# ML Staffing

- Each student generates Basic Ed funding.
- Staffing is designated by formulas (i.e. 30:1)
- Schools receive a Basic Ed staffing allocation based on the number of students.
- TBIP can be used to proportionally reduce the class size of a sheltered EL class taught by an ELL/Bilingual endorsed teacher but not the entire course.

When an EL class is paid for entirely from TBIP, it is replacing (or supplanting) the funding that student is entitled to for that class period.



# Highline Public Schools ML Program Funding



March 6, 2025

# Multilingual Learners who Qualify for ELL Services

## Elementary

School	Total Students	Total MLs	% ML
Midway	570	341	60%
Hazel Valley	499	297	60%
Madrona	359	201	56%
Bow Lake	558	303	54%
Parkside	509	268	53%
White Center	552	282	51%
Mt. View	458	232	51%
Hilltop	578	289	50%
Cedarhurst	422	197	47%
McMicken Hts	521	241	46%
Seahurst	460	180	39%
Beverly Park	401	148	37%
Shorewood	428	101	24%
Gregory Hts	504	116	23%
Des Moines	540	123	23%
Marvista	545	103	19%
North Hill	512	91	18%

## Middle School

School	Total Students	Total MLs	% ML
Glacier	830	364	44%
Cascade	683	296	43%
Chinook	622	258	41%
Pacific	618	242	39%
Sylvester	555	118	21%

## High School

School	Total Students	Total MLs	% ML
Tyee	620	274	44%
Evergreen	1072	417	39%
Highline	1356	485	36%
Highline Virtual	167	55	33%
Innovation Heights	164	46	28%
Big Picture	104	28	27%
Mt. Rainier	1843	438	24%
PSSC	358	67	19%
Choice	85	13	15%
Maritime	114	5	4%
Raisbeck	405	16	4%

# Highline School District Language Learning Programs



- Supportive Mainstream Model
  - Dual Language programs
  - World Language/Heritage Language
  - Title 3 Native
-

## Secondary TBIP Resources

Resource	Overview
ML Specialist FTE	ML Specialist FTE will be allocated based on the number of qualified ML students on Feb 1 based on 1.0 FTE = 150 students <b><i>ML Specialists must hold an ELL of Bilingual Education endorsement</i></b>
DL Specialist FTE	DL Specialist FTE are allocated for each school at 0.5 FTE in 25-26, but will be prorated to the size of the program starting <u>in</u> 26-27 <b><i>ML Specialists must hold an ELL of Bilingual Education endorsement</i></b>
Bilingual Paras	Bilingual Paras are allocated in <u>3.5 hour</u> increments based on the number of qualified ML students on Feb 1, with 3.5 <u>hrs</u> = 80 students
STBP per-pupil NFTE (Secondary)	A small allocation of \$15/student is provided per student to create an NFTE line item from which schools can purchase supplemental language learning materials and resources, and fund language learning focused extra hours

# Secondary BEA Staffing for ML Classes

## Key Ideas

- All students have the right to a full day of basic education funded classes
- Excluding ML students from basic education funded classes is a civil rights violation
- Schools and systems make choices to have lower class size with the BEA funds - example, small AP courses

ELL Basic Education Teacher FTE	<p>This FTE comes from schools' general education allocation and is generated at a <u>lower class</u> size (18). The purpose of providing lower class size is to ensure capacity throughout the year for newcomers who arrive throughout the school year.</p> <p>Based on late January enrollment, groups of Level 1 (Beginner/Newcomer) are projected, based on a class size of 18.</p> <p>For each group of Level 1, FTE is provided for 6 periods (1.2 FTE). Additionally, <u>a 2 periods</u> are supported for Level 2 (Intermediate), which allows for movement of ELA and ELD classes.</p>
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Contrary to popular belief, the purpose of lower ML class size **is not** to ensure smaller class size as an instructional practice

**Smaller class ≠ ELD Support**

The purpose of the lower ML class size is to ensure year-round capacity for arriving newcomers, and not negatively impact gen ed courses with higher class size

# Secondary BEA Staffing for ML Classes

					2024-25 Budgeted	2025-26 Budgeted
ADMIN	PRINCIPAL-HIGH SCHOOL				1.00	1.00
	PRINCIPAL ASSISTANT-SECONDARY				2.00	2.00
SUPPORT-CERT	SCHOOL COUNSELOR SECONDARY				5.00	5.00
	LIBRARIAN SECONDARY				1.00	1.00
	ATHLETIC-ACTIVITY DIRECTOR				1.00	1.00
	INTERVENTIONIST ISS				1.00	1.00
	SPECIALIST-SCHOOL BASED			SBI CADRE	0.10	0.10
	SPECIALIST-SCHOOL BASED			DL Coordinator	0.50	0.50
	SPECIALIST-SCHOOL BASED			ML Specialist	2.00	3.50
	ACADEMIC-STUDENT SUCCESS COACH				1.00	1.00
INSTRUCTIONAL-CERT	TEACHER SECONDARY				38.30	35.70
	TEACHER CTE				6.80	8.40
	TEACHER SECONDARY			ELL	7.20	6.40

The school system has to make a budgetary and staffing formula decision to use BEA at a lower class size for ML classes

Gen Ed, CTE and BEA/ML staffing are all part of the general allocation, but generated at a different class size

# Secondary BEA Staffing for ML Classes

	5 periods of teaching (6-period day with a planning period)					Total Student Hours	FTE Generated at 28.5
Gen Ed	28.5	28.5	28.5	28.5	28.5	142.5	1.0 FTE
ML	18	18	18	18	18	90	0.63 FTE

For every 1.0 of ML FTE, 90 hours are removed from the hours driving the General Education FTE.

This only remove .63 FTE from General Education, not 1.0 FTE.

Conclusion - for every 1.0 ML FTE, the school system invests an additional 0.37 FTE of BEA funds

# ML Schedules

	Language Development	Language Arts	Math	Science	Social Studies	Elective/ PE/Art/CTE
<b>Emerging Student</b> Mostly WIDA 1 and 2; <u>generally</u> less than 1 year in US	Language Development 1 EN2010	ML ELA 1 EN2050	Sheltered or Clustered Gen Ed	Sheltered or Clustered Gen Ed	Sheltered or Clustered Gen Ed	Sheltered or Clustered Gen Ed
<b>Intermediate Student</b> Mostly WIDA 2 and 3; up to 2 years in US	Language Development 2 EN2020*	ML ELA 2 EN2070 or Clustered Gen Ed	Clustered Gen Ed	Clustered Gen Ed	Clustered Gen Ed	Gen Ed
<b>Advanced Student</b> Mostly WIDA 3 and 4; up to 3 years in US	Language Development 3 EN2030*	Clustered Gen Ed	Gen Ed	Gen Ed	Clustered Gen Ed	Gen Ed
<b>Long-Term ML</b>	<i>(Integrated Support)**</i>	Gen Ed	Gen Ed	Gen Ed	Gen Ed	Gen Ed

Not all schools offer Level 2 and Level 3 classes

Schools can adjust actual assignment of staffing, but must maintain capacity

DL courses may be included if they are designed to hold capacity for newcomers

Blue – Basic Education ML classes funded at a lower-class size

# Supports for ML Programs

## People who Support

## Supportive Practices

Bilingual Paras	``	(2) Intentionally planned master
ML Facilitators		(2) schedule with ML and SPED classes
Newcomer ELD Teachers	(2)	prioritized first
“Cluster” Teachers	(4)	
GLAD Lead Teacher		(1) Hand scheduling of ML schedules
Counselors		(3)
Social Worker		(1) ML teacher co-teaching with
Registrar		(1) content area teachers

# Sample Schedule

1			Department	1st	2nd	3rd	4th	5th	6th
20	AJ Campanelli	Math 3	Math	Algebra 1 MT3500 (18)	^Facilitation	Cluster (co-teach - IAC) (15)	Algebra 1 MT3500 ML shelter (15)	PLAN	Geometry MT3600 ML Cluster (28)
21	Stephen McCord	Math 4	Math	Geometry MT3600	^UWHS PreCalc MT6700	^UWHS Astronomy 150 SC5730/ Astrnomy 101 SC5720	Geometry MT3600 ML Cluster	\$\$ Geometry MT3600 SPED Cluster	PLAN
22	Christine Lee	Math 5	Math	^BTC Math MT5300 SPED & ML Cluster	Geometry MT3600 ML Cluster	Geometry MT3600	^BTC Math MT5300	^BTC Math MT5300 ML Cluster	PLAN
23	Satprit Kaur	Sci 1	Science	Biology SC3100	Biology SC3100	Biology SC3100 ML Shelter	Biology SC3100 ML Clustered	PLAN	Biology SC3100
24	Karen France	Sci 2	Science	Chemistry SC5800	Physics SC5900	Physics SC5900 ML Cluster	PLAN	Physics SC5900 SPED/ML Cluster	Physics SC5900
25	Michelle Castillo	Sci 3	Science	Biology SC3100 SPED Cluster (co-teach - LRC)	^AP Coordinator	PLAN	Leadership	Biology SC3100 SPED Cluster (co-teach - IAC)	Chemistry SC5800
26	Alison Thomas	Sci 4	Science	PLAN	Chemistry SC5800 ML Cluster	Chemistry SC5800 SPED/ML Cluster (co-teach)	Chemistry SC5800 ML Cluster	Chemistry SC5800 SPED Cluster	Env. Sci SC5800 SPED Cluster (co-teach)



# Director Updates

# What does "English as the official language" mean?

- The E.O. states that “ *Executive Order 13166 of August 11, 2000 (Improving Access to Services for Persons with Limited English Proficiency), is hereby revoked; nothing in this order, however, requires or directs any change in the services provided by any agency.*”
- Title I and Title III still require family notifications in a language the family can understand.
- Washington state still requires schools to provide information to families in a language they can understand.

[Sign up](#) to receive OSPI News Releases from the Superintendent



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# Research Study



- Study of the Impact of English Learner Classification and Reclassification Policies
- This study has been CANCELLED due to federal budget cuts



# Immigrant Rights Resources



## Washington:

- OSPI: [\*Protections for Immigrant Students in Washington's K-12 Public Schools\*](#)  
*(Available in Spanish, Russian, & Ukrainian)*
- OSPI Civil Rights Webpage: [\*Immigrant Students' Rights to Attend Public Schools\*](#)
- Washington DSHS: [\*Planning for Changes in Federal Immigration Policies and Practices\*](#)

## Other Resources:

- California: [\*Promoting a Safe and Secure Learning Environment for All\*](#)
- U.S. Department of Education: [\*Dear Colleague Letter: Resources for Ensuring Equal Access to Education for Immigrant Students\*](#)
- Colorín Colorado: [\*Immigrant Students' Legal Rights: An Overview\*](#)





# Language Access Updates

Contact List identifying staff leading  
Language Access work

OSPI Addendum Bulletin 040-24 - 2024–  
25 Language Access Requirements  
(6/25/2024)



# Language Access Coordinator

- 26 districts
- Helps the district follow and meet language access (LA) legal requirements.
- Helps implement and establish LA policy and procedures.
- Puts in place a culturally responsive, two-way systemic family engagement LA program.
- Acts as the main point of contact on LA issues:
  - Families
  - community members
  - school district staff
  - OSPI, and
  - ombuds.
- Works with designated staff at each school to support LA efforts.
- Receives training and technical support.
- Provides training to staff.



# Language Access Liaisons

- 164 districts
- Helps the district follow and meet language access (LA) legal requirements.
- Helps implement and establish LA policy and procedures.
- Puts in place a culturally responsive, two-way systemic family engagement LA program.



# 130 Exempt Districts

- Not required to have a liaison or coordinator
- Not required to have a LA policy and procedures.
- Required to meet state requirements for non-discrimination.
- Required to collect language access data.
  - [RCW 28A.183.050: Service information collection—Feedback.](#)



# Chapter 28A.183 RCW: LANGUAGE ACCESS PROGRAM

- This law guides districts in “how” to do this work including adoption of board policy and procedures, naming a language access coordinator or liaison and collecting data.
- For more information, see [RCW 28A.183.040](#)



# Language Access Rights

Under state and federal law, all parents have the right to information about their child's education in a language they can understand. Denying access to such information can be a form of discrimination based on their protected class (national origin or disability).

**These State laws provide statewide protection based on a person's protected class (national origin or disability):**

- [Chapter 28A.642 RCW](#)
- [Chapter 49.60 RCW](#)
- [Chapter 392-190 WAC](#)
- District's responsibility to notify parents with their child's education information is established in [WAC 162-28-040](#)



# Language Access Technical Support

**Michele Lovell, Language Access Program Supervisor**

**Email:** [michele.lovell@k12.wa.us](mailto:michele.lovell@k12.wa.us) or [languageaccess@k12.wa.us](mailto:languageaccess@k12.wa.us)

**Phone:** 360.972.0127

## Resources

- [OSPI Language Access Website](#)
- [Language Access Monthly Newsletter](#)
- [OSPI Interpreter Modules](#)
- [TransAct ParentNotices](#)





# WIDA Updates

# ELP Annual Assessment Window Open

- Key March Tasks – Window Closes on March 21!
  - *Monitor Testing*: Use WIDA AMS to monitor completion of testing and communicate with DRC Customer Service and/or [ELPAssessments@k12.wa.us](mailto:ELPAssessments@k12.wa.us) with questions or issues.
  - *Test Appeals and Incidents*: Must be submitted to the Assessment Reporting Management System by the district assessment coordinator.
  - *Materials Management Reminders*: Use number two pencil, label and bubble booklets correctly, make sure the right student is testing on the right ticket, and label when the student is present and ready to test.
    - Last day to order additional materials: March 14
    - Deadline for returning materials: March 28



# ELP Assessment Support

- **Contact**

- *Inbox:* [ELPAssessments@k12.wa.us](mailto:ELPAssessments@k12.wa.us)
- *ELPA Coordinator:* Sharon Coward
- *Phone:* 564-669-4777
- *Email:* [Sharon.Coward@k12.wa.us](mailto:Sharon.Coward@k12.wa.us)

- **Resources**

- [OSPI ELPA Website](#)
- [WIDA Secure Portal](#)

## **ELP Assessment Office Hour**

- Mondays at noon
- [NEW Zoom link](#)
- [Updated Key Topics Schedule for 24-25](#)

## **ELP Assessment Office Weekly Newsletter**

- Monday afternoon
- [Link to subscribe](#)





# Grants & Data

# Home Language Survey – Data Security

- All student data is protected by the Family Education Rights and Privacy Act (FERPA)
- OSPI does not release student identifiable data
- Data collected via the Home Language Survey is used to...
  - Identify Language Access needs for families
  - Determine if a student should be screened for ML services
  - Provide information on previous schooling
  - Identify districts with a recent increase in newly arrived immigrants that may qualify for the Title III Immigrant Grant



# How Districts Can Support Families

- Explain how the information collected in each section of the Home Language Survey is used.
- Share with families that student identifiable information is never shared with outside entities.
- Inform families that information is not used to identify students' immigration status.
- Train office staff on how to answer questions related to the Home Language Survey.



# Possible Eligible Not Reported: Clean-Up

**5,672** students are on the PENR statewide!

- Run PENR **Monthly** for both TBIP and Title III
- Attend EGMS office hours or contact Multilingual Education staff for assistance.

WASHINGTON STATE  
OSPI Office of Superintendent of Public Instruction

Limited English Proficiency  
TBIP View

Student Reports Admin

-Student Lists- -Assessments- -Data Cleanup- -LEP Tables-

TBIP

Data Cleanup -- TBIP

- > Possible Eligible Not Reported
- > Possible Needs Withdraw
- > Enrolled Less Than 5 Days
- > English Proficient and Enrolled in Program

Several bugs have been identified in 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 before. We are investigating these issues with them.

Possible Eligible Not Reported



# Grant Support

## Grants:

- FP 219 -TBIP
- FP 232 -Title III in ESEA CGA
- FP 231-Title III Consortium
- FP 748 – Tribal Language Grant
- FP 978 – Dual Language Grant
- FP 979 – Heritage Language Grant



## 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>

Additional Funds for Dual and Heritage have been allocated



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# Private School Participation in Federal Programs

## School District Responsibilities

School districts must make initial contact with all private schools located **within district boundaries** either before or once the Private Participation in Federal Programs application opens in EDS. This contact should include:

- Notifying the private schools of the opening and closing dates of the Private Participation in Federal Programs application in EDS.
- Providing details about the specific federal programs available for participation (see [Attachment A](#) for detailed federal program descriptions).
- If needed, offering to assist in completing the application.

**NOTE:** Districts must document their attempts to contact private schools under the “Contact Log” tab in the application. This initial contact expectation is not required for private schools located outside the district’s boundaries.

### Resources

[2024 Private School Bulletin](#)

[2024 EDS Log-in Instructions](#)

[ML Policies and Practices Guide 2024](#)

[Title III Private School Consultation Form](#)



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# 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 Webinar Series

## When Language and Disability Meet: Planning Instruction to Support Dually Identified Students

In this workshop, participants will

- learn about the principles of Universal Design for Learning alongside instructional planning considerations from the WIDA ELD Standards Framework, 2020 Edition.
- explore specific considerations for instruction that support both language development and accessibility.
- examine how collaborative conversations framed around student intersections of language and disability positively impact the decisions educators make for instructional planning.
- **Cohort 1:** Wednesday March 12 & 19, 9:00 am - 10:30 am (note, webinar on 3/12 will end at 10:45 am) [registration link](#)
- **Cohort 2:** Thursday March 13 & 20, 3:30 pm - 5:00 pm (note, webinar on 3/13 will end at 5:15 pm) [registration link](#)

*Only register for one cohort.*



# Save the Date...



## Key Dates

**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](#)



# 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

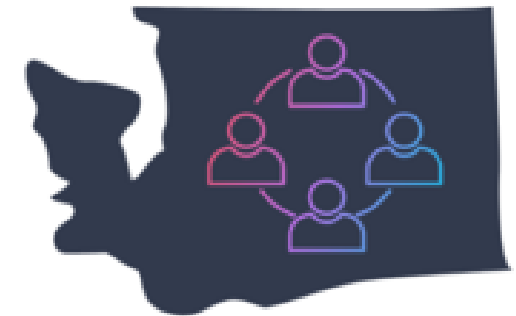
April 17

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

October 24

January 16

April 17

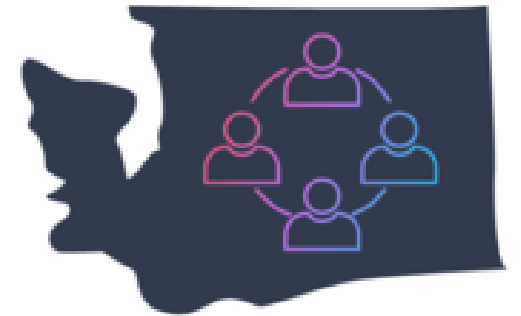
November 21

February 20

May 15

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

[\*pdEnroller link\*](#)



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# Dual Language School Visits

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

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

- March 14 – Walla Walla School District [Click here to register!](#)
- April 24 – Mount Vernon School District [Click here to register!](#)
- May 1 – Bellevue School District [Click here to register!](#)
- May 22 – Highline School District [Click here to register!](#)



# News for Dual Language

## OSPI Dual Language Newsletter!

- First Monday of every month
- Please **share** with DL staff: principals, teachers, coaches
- Subscribe to our newsletter by [clicking here.](#)



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Multilingual Education Program

**DUAL LANGUAGE**

**EDUCATION NEWSLETTER**



February 2025

- [Dual Language News and Updates](#)
- [Dual Language Strategies & Resources](#)
- [Dual & Heritage Language Monthly Professional Learning Communities](#)
- [Dual Language School Visits](#)
- [WIDA Updates & Resources](#)
- [Dual Language Education Professional Learning](#)

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**Welcome to our brand-new monthly  
Dual Language Newsletter!**

We are thrilled to connect with Dual Language educators across the state and build a vibrant community committed to advancing bilingual education. Together, we aim to share best practices, celebrate successes, and provide valuable professional learning opportunities for all.

**Dual Language Leaders:** Please **share** this newsletter with your Dual Language Teachers and staff!

# 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](#).



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# Multilingual Education Team

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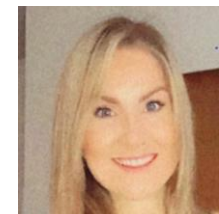
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# Check-in Time

Please feel free to join a Breakout Room:

- Staffing & Funding (Bernard, Bethany, & Kristin)
- Language Access (Michele)
- Grant Updates & PENR (Shannon & Dr. Kad)
- WIDA Updates (Sharon & Virginia)
- Dual Language & PD (Teresa, Patricia, & Elizabeth)

