Multilingual Education Information Session

April 3, 2025

In the chat: Share your Spring Break plans.

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

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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.

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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.
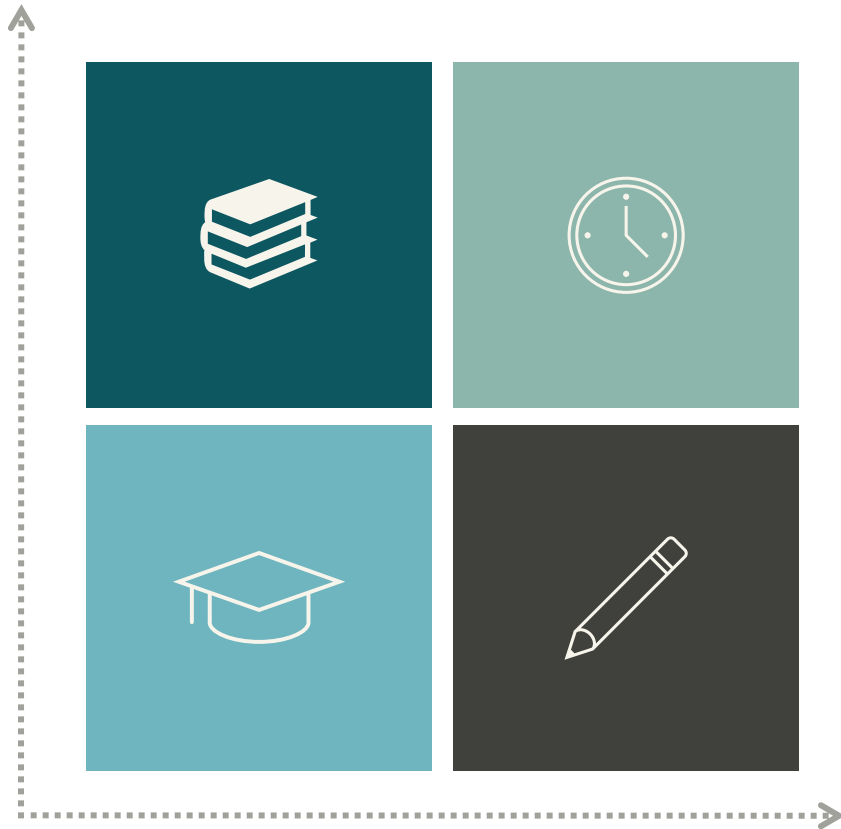
Values

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

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Agenda

- **ML Program Evaluation**
- **Language Access Updates**
- **WIDA & Grant Updates**
- **Professional Learning**

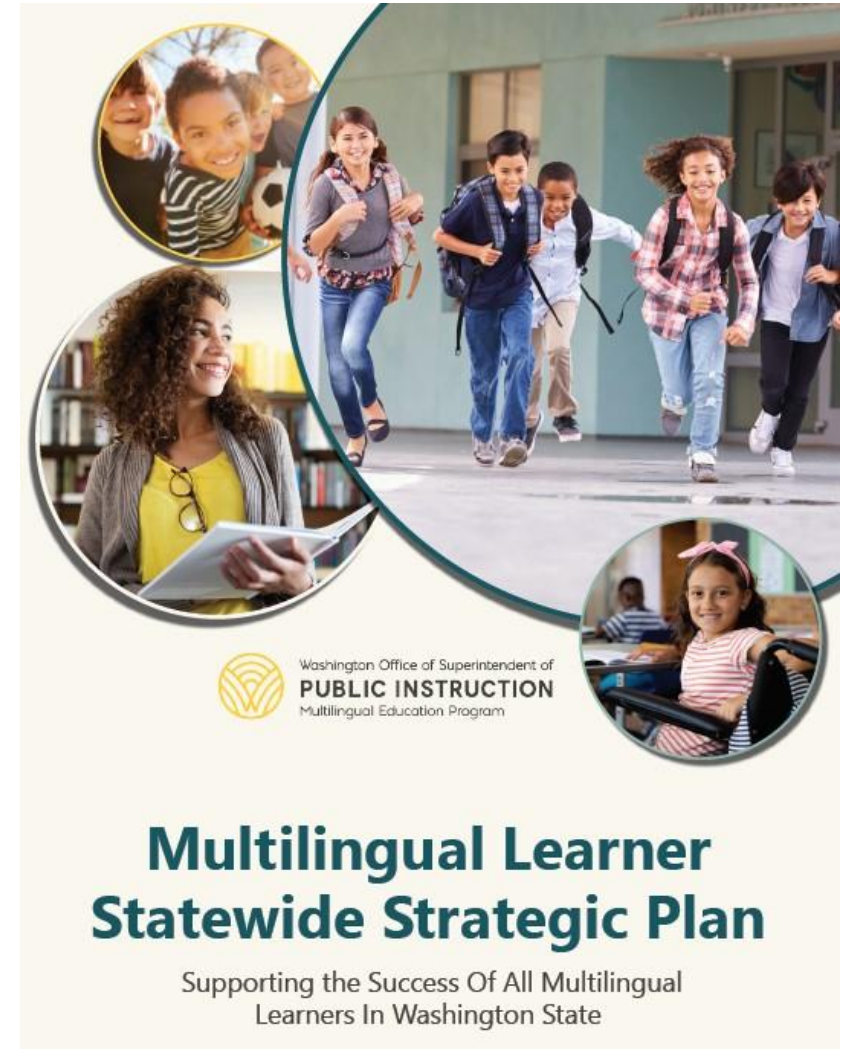Washington Office of Superintendent of
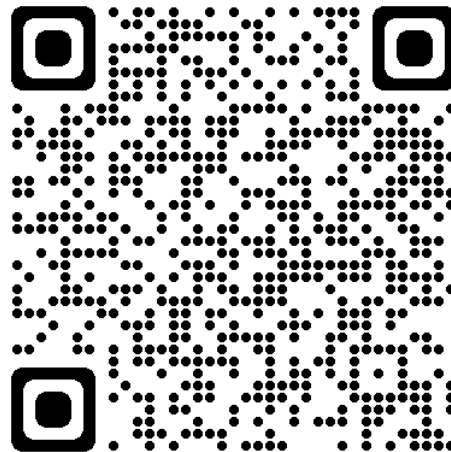**PUBLIC INSTRUCTION**

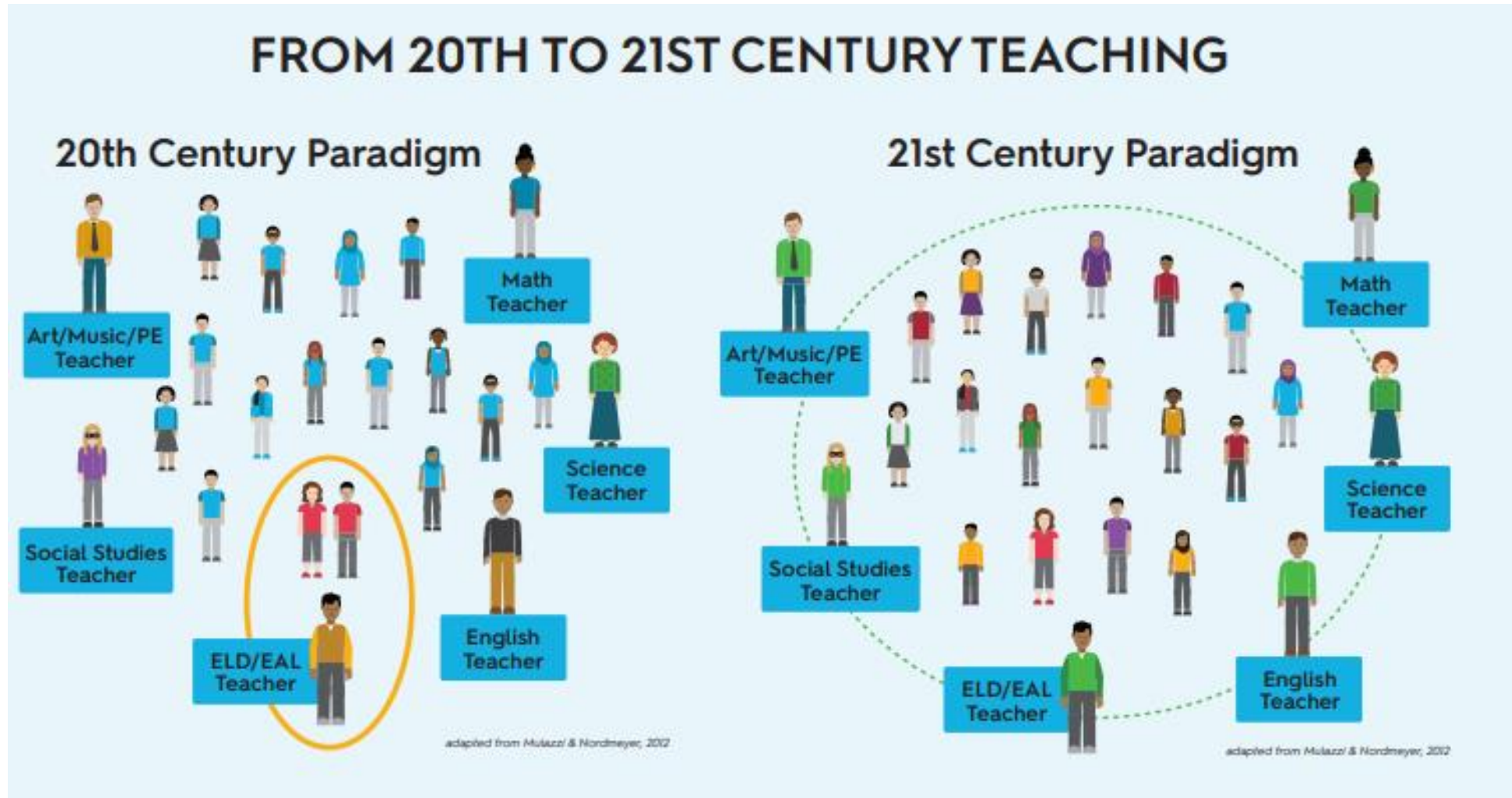# Multilingual Learner Statewide Strategic Plan

Core Principles:

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

Download the Plan

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Shift to 21st Century Teaching

FROM 20TH TO 21ST CENTURY TEACHING

20th Century Paradigm

Art/Music/PE Teacher
Math Teacher
Social Studies Teacher
Science Teacher
ELD/EAL Teacher
English Teacher

adapted from Mulazzi & Nordmeyer, 2012

21st Century Paradigm

Art/Music/PE Teacher
Math Teacher
Social Studies Teacher
Science Teacher
ELD/EAL Teacher
English Teacher

adapted from Mulazzi & Nordmeyer, 2012

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Program Evaluation

Purpose of Program Evaluation/Review

| **Program Evaluation** (District/School Level)	**Program Review** (State Level)
Annual evaluation of TBIP/Title III programs to ensure the programs are effective in supporting eligible multilingual learners to reach full proficiency in English and master grade-level standards.	OSPI oversight process of federal and state programs. The process determines if the district is meeting federal and state requirements for each program.

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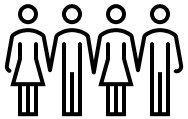
Asset Based Program Review
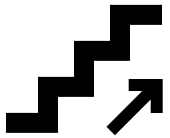
Growth Mindset Matters!
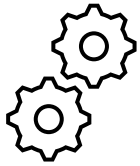
How can Program Review improve the ML services at our school/district?
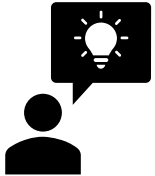
What can we learn from the Program Review?

How can Program Review findings help us shifting to 21st Century Teaching, growing as a school community?

What are our next steps in light of the Program Review?

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7.1 - Identification and Notification

Identifies the process the district uses to identify multilingual learners and how the district notifies families of identification and continued eligibility.

- Cumulative Files (Student File Coversheet)
  - Home Language Survey
  - Screener score sheet
  - Initial Placement Parent Notification Letter
  - Annual ELP test score sheet (past 3 years)
  - Continued Eligibility Parent Notification Letters for each year in program
  - Parent Waiver (If applicable)
  - Notification of Transition from ELD services
- Monthly PENR Checks for TBIP & Title III

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7.2 – English Language Development Services

Description and evidence that English Language Development and meaningful access to content are being provided for eligible multilingual students.

- Annual Board approval of TBIP Plan, which includes information on:
  - Program Demographics
  - Program Model(s)
  - Professional Learning
  - Family Engagement specific to Multilingual Families
  - Program Evaluation

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7.2 – English Language Development Services

For each building, describe ELD services and meaningful access to content for MLs, including MLs with disabilities.

Description should include:

- ELD instruction and meaningful access to content

- How it is planned

- Who delivers instruction

- Resources and strategies that are used to support MLs

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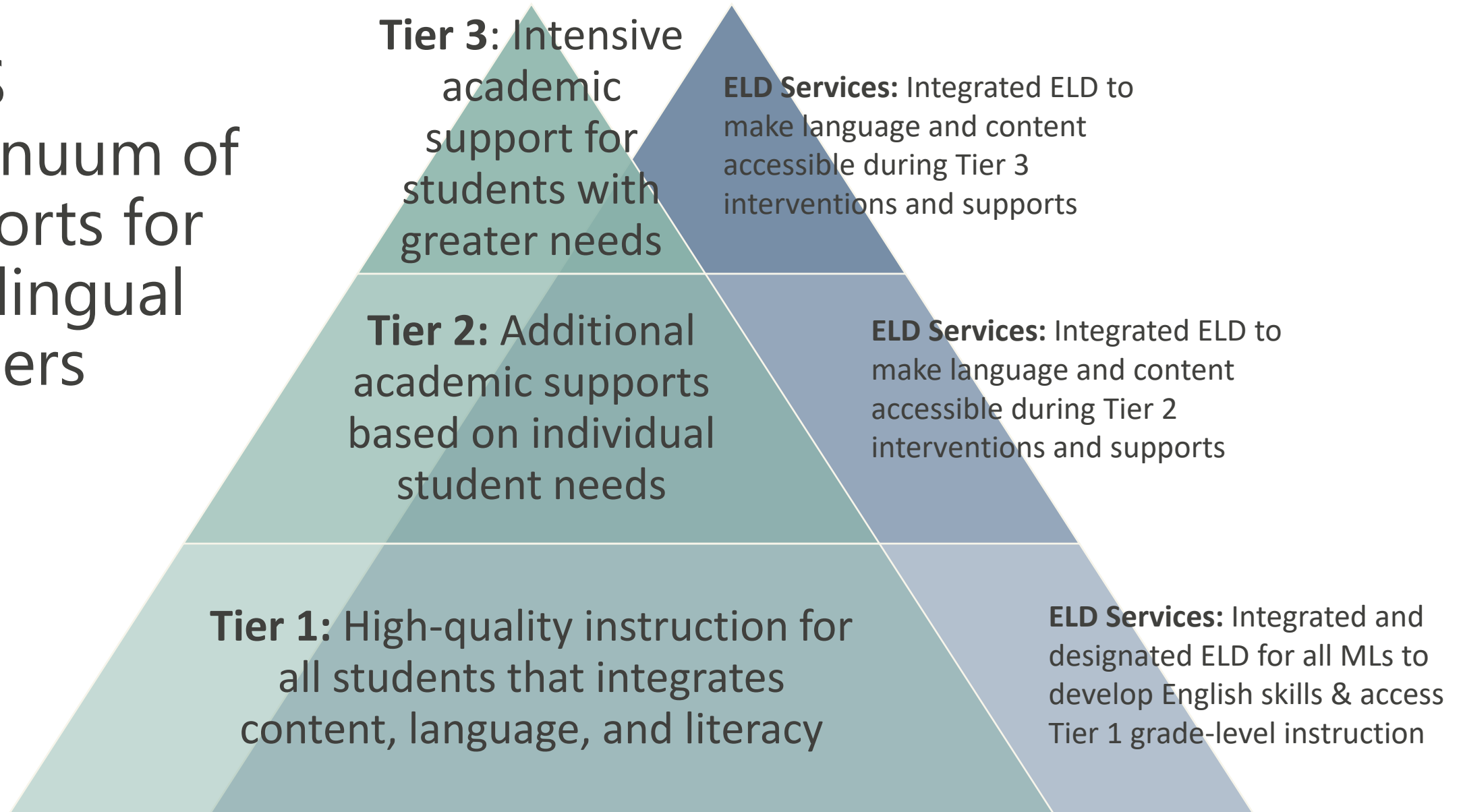
7.3 – Progress Monitoring

Description and evidence of MTSS System and how the system addresses the needs of MLs.

- Description should include:
  - How the MTSS team monitors the academic progress of MLs
  - What tools are used to academically screen MLs
  - Special education referral process for MLs
  - How interventions include ELD support

- Monitoring Exited Students
  - List of all students who exited within the past two years*
  - Data used to determine that the student is performing at grade level

*All exited students must be monitored for 4 years

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MTSS Continuum of Supports for Multilingual Learners

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

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7.4 - Staffing & Professional Development

Staffing

- Qualifications of teachers who design, oversee, and provide designated ELD services and qualifications of paraeducators who assist teachers in providing ELD services

Professional Development

- District/School Professional Learning Plan to address the needs of multilingual learners
- Must include WIDA ELD Standards Framework training and implementation

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7.5 - Grant Funds

Description and evidence of how funds are used *supplementally* to support the basic ed required services for MLs

- TBIP
- Title III
- Immigrant Grant

! This section is used to determine if the district is supplanting basic education obligations with TBIP/Title III funds.

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7.6 – Program Evaluation

Annual evaluation of TBIP/Title III programs to ensure the programs are effective in supporting eligible MLs to reach full proficiency in English and master grade-level standards.

- ML Director Network Tools – Canvas course
- Analysis of ML achievement data
- Staff/student surveys
- Graduation rate analysis
- WIDA ACCESS Analysis Tool

Strengthen Instructional Practices

Goal 4: Provide high-quality instruction and assessment for all MLs by...
a) Providing ELD and accessible content instruction through research-based program models.
b) Integrating content, language, and literacy using the state ELD standards.
c) Using instruction and assessment practices that develop academic language and literacy skills.
d) Using a Multi-tiered System of Supports to provide tiered interventions designed for MLs.

ML Action Planning Work:

Rate the extent to which educators in your school(s) who work with MLs do the following:

	1 Rarely	2 Sometimes	3 Often	4 Regularly
1. Develop vocabulary during content instruction.				
2. Develop oral and written academic language during content instruction.				
3. Provide visual and verbal aids (e.g. short videos, visuals, graphic organizers, bilingual glossaries) for content learning.				
4. Provide purposeful and diverse				

7.7 - Family Engagement

Description of parent, family, and community engagement activities and strategies that enhance or supplement ELD programs for MLs.

- Inform parents on how they can be active participants in:
    - Assisting their children to learn English,
    - Achieving high levels in core academic subjects, and
    - Meeting the state's academic content standards.

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7.8 – Title III AI/AN Language & Literacy Services

Evidence of process for the identification, screening, and services for AI/AN students in Title III services.

- Identification Procedures

- Family Notification

- Description of culturally and linguistically appropriate language and literacy services

Program Evaluation Resources

Tools available on the TBIP Guidance website:

- ML Policies & Practices Guide Chp. 6: Program Evaluation

- ML District Plan Template

- ML Program Evaluation Template

- Program Review Checklist

- WIDA ACCESS Analysis Tool

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State and Federal Program Review

Tips and Tricks

Jerilyn Ashbaugh
State and Federal Programs Director
West Valley School District, Yakima

"The goal is not to be perfect by the end, but to be better today than we were yesterday."

– Simon Sinek

What to do Before a Program Review (NOW!)

- In-house review of programs

- Know program checklist and evidence needed

- Know what to document and document even more...

- Grab agendas, flyers, etc

- Take a lot of pictures!

Prior to Introductory Meeting

- Collect evidence as soon as possible

- Block out chunks of time (so important)

- Work with team to upload into Google folders

- Set Deadlines

After Introductory Meeting

- Collect final pieces of evidence

- Evidence and narratives should align to checklist

- Write concise narratives

- Set deadlines

- Load evidence in EGMS **(color code google folders when done)**

Review Timeline West Valley

Introductory Meeting
1/13/25
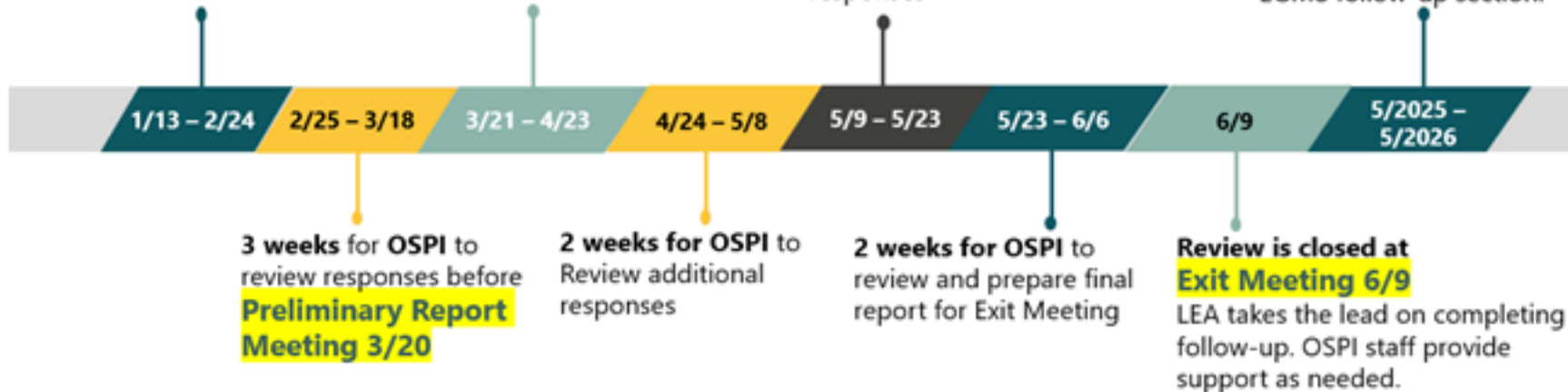- **6 weeks for LEAs** to address Checklist Items

4 weeks for LEA to address the remaining items.

2 weeks for LEA To submit *final* responses

Follow-Up
LEA may follow-up on any items not fully implemented. LEAs use EGMS follow-up section.

| 1/13 – 2/24 | 2/25 – 3/18 | 3/21 – 4/23 | 4/24 – 5/8 | 5/9 – 5/23 | 5/23 – 6/6 | 6/9 | 5/2025 – 5/2026 |

3 weeks for OSPI to review responses before **Preliminary Report Meeting 3/20**

2 weeks for OSPI to Review additional responses

2 weeks for OSPI to review and prepare final report for Exit Meeting

Review is closed at Exit Meeting 6/9
LEA takes the lead on completing follow-up. OSPI staff provide support as needed.
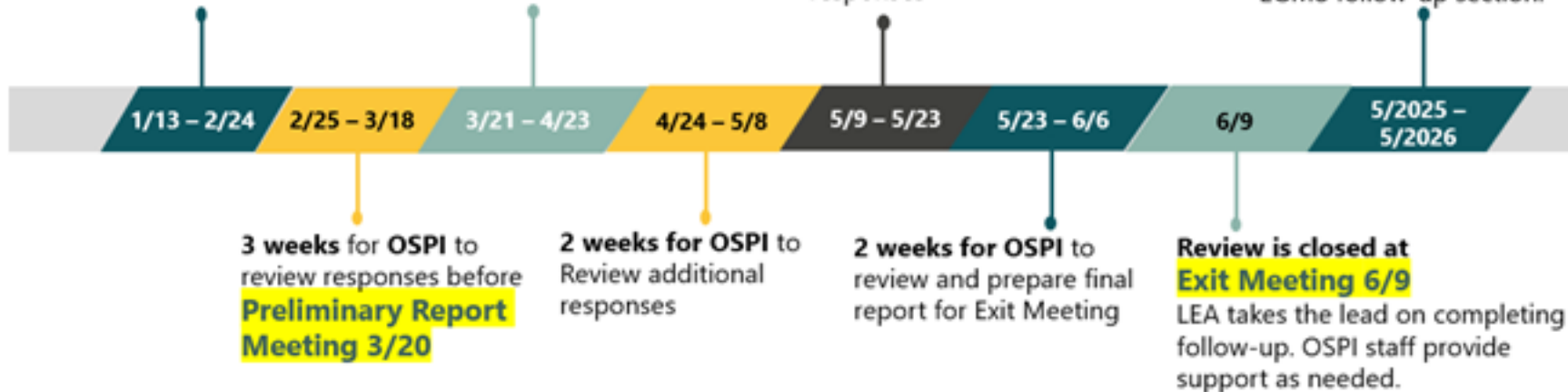
After Preliminary Report Meeting

- Meet 1:1/attend office hours with OSPI program supervisors regarding any clarification you need around partially implemented items

- Work on improvements to evidence within various programs

Review Timeline West Valley

Introductory Meeting
1/13/25
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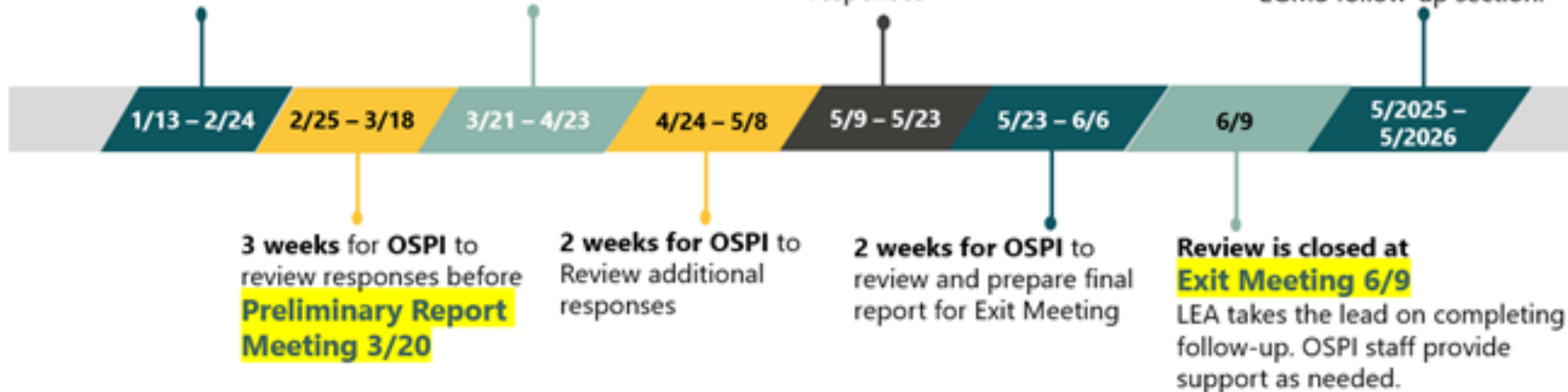
"Success is the result of perseverance - keep pushing, you're almost there"

- Unknown

Review Timeline West Valley

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After Exit Meeting

Relax!

Lessons Learned

- One person should review and upload all evidence

- Block out chunks of time

- Continue using checklist as foundation for programming

- Review evidence as a team - shared understanding

Language Access Updates

What is a **Language Access Plan**?

A Language Access Plan is a document that outlines how to provide services to parents or guardian who communicate in a language other than English or have other communication needs, such as those who are Deaf or hard of hearing, and those who are blind or visually impaired. The plan should be customized to the specific policy and procedures of the individual district and include the following minimum required components:

- needs assessment,
- resource allocation,
- **range of language services offered**,
- **communication of services to families**,
- **staff training**
- **community engagement**, and
- **regular feedback and evaluation**.

Service Evaluations

Beginning with the 2023-24 school year, school districts must provide an opportunity for participants in each interpreted meeting to provide feedback on the effectiveness of the interpretation and the provision of language access services. This template can be used for those purposes. It may be adapted as appropriate by the district.

Language Access Feedback Forms
(available in 39 languages)

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Language Access Technical Support

Michele Lovell, Language Access Program Supervisor

Email: michele.lovell@k12.wa.us or languageaccess@k12.wa.us

Phone: 360.972.0127

Resources

- OSPI Language Access Website
- Language Access Monthly Newsletter
- OSPI Interpreter Modules
- Liaison/Coordinator Contact List

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WIDA Updates

Post-Test Administration Window

- **The ELP Assessment Test Administration window has closed**.
  - o Thank you for all your hard work and diligence in ensuring all MLs completed their annual ELP assessments!
  - o Please consider completing the [Post-Administration Survey](#) for feedback to inform next year.

- **Key April Tasks**
  - o *Pre-Reporting Data Validation:* The window opens on April 23 and closes May 1. Use this window to verify data, make any demographic changes, and adjust duplicate and/or split records.
  - o *Screening Preparation:* Submit requests for kindergarten screening materials ahead of the May 1 opening for TK screening.

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ELP Assessment Support

- **Contact**
  - *Inbox*: ELPAssessments@k12.wa.us
  - *ELPA Coordinator*: Sharon Coward
  - *Phone*: 564-669-4777
  - *Email*: 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

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Grants & Data

Possible Eligible Not Reported: Clean-Up

5,195 students are on the PENR statewide!

- Clean up by **June 1st** so that students are properly identify for the 25/26 school year.

- Attend EGMS office hours or contact Multilingual Education staff for assistance.

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TBIP & Letters Data Dashboard

- EDS Applications -> Tableau Server

- Updated data for 2023-24 are being added

- There may be glitches for a few days

- Look for new data next week for...
  - Completing your TBIP Application
  - Sending required Notification Letters

Application
CEDARS
E-Certification
Education Data System
Education Data System Administration
Events Manager
iGrants
Limited English Proficiency
NBPTS Scholarship
pdEnroller
Private Participation in Federal Programs
Program Monitor
Special Education Reporting
Tableau Server

Transitional Bilingual Instruction Program (TBIP) Application Information

	School District 2022-23		State Total 2022-23	
	Numbers	Percent	Numbers	Percent
All Student Count	22044		1156257	
Total MLs & Percent of District	4052	18.4%	158965	13.7%
MLs Reaching Proficiency (exiting)	432	10.7%	8653	5.4%
Former MLs (2 year exited) who met ELA standard on SBA	194	80.8%	4673	58.7%
Former MLs (2 year exited) who met Math standard on SBA	174	71.9%	4015	50.0%
Long-Term ELs (5+ years in program)	1201	29.6%	65197	41.0%
Long-Term ELs (6+ years in program)	892	22.0%	51798	32.6%
MLs with IEPs (dual qualified)	689	17.0%	28297	17.8%

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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.

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Resources
2024 Private School Bulletin
2024 EDS Log-in Instructions
ML Policies and Practices Guide 2024
Title III Private School Consultation Form

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

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Professional Learning Opportunities

WIDA Self-Paced Courses pdEnroller Links

WIDA

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

Bringing Language Into Focus

This virtual facilitated workshop is designed for K-12 educators and focuses on intentional language instruction in the classroom using the WIDA English Language Development Standards Framework (2020 Edition).

Educators will take a closer look at:

- Key Language Uses
- Language Expectations,
- Language Functions
- Language Features.
- mentor text to make language visible to students

Dates: May 1 & 15, 2025
Time: 1:00 – 2:30 pm
Registration Link: will be posted in newsletter on 4/4/2025

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Save the Date...

Igniting innovation for multilingual learners

WIDA™ Annual Conference
October 27-30, 2025 · Seattle, WA
UNIVERSITY OF WISCONSIN–MADISON

Key Dates

Registration: Opens May 5, 2025

In-Person Conference Registration
Teacher Appreciation Week Rate: $665
Available May 5-11
Early Bird Rate: $700
Available May 12 – August 18
Regular Rate: $765
Available starting August 19

Live Virtual Track Pricing
2025 Teacher Appreciation Week Rate – Live Track: $195*
Available May 5-11
2025 Early Bird Rate – Live Track: $235*
Available May 12 – August 18
2025 Regular Rate – Live Track: $275*
Available August 19 – October 13
* Includes access to recordings

Recording Only Access
General Rate: $155
Available May 5 – November 10
Recordings available November 17, 2025

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 <u>Multilingual Learner Statewide Strategic Plan</u>.

Dates:
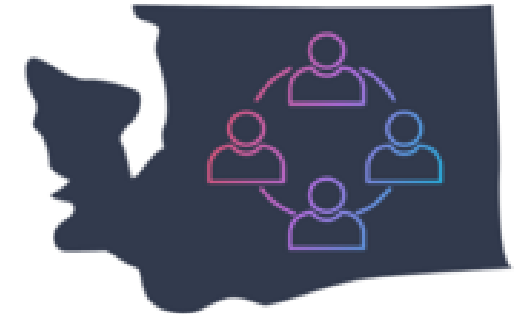
September 19	December 19	March 20
October 24	January 16	April 17
November 21	February 20	May 15

Time: 9:00 - 10:30 am

pdEnroller link

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	<mark>April 17</mark>
November 21	February 20	May 15

Time: 3:30 - 4:30 pm
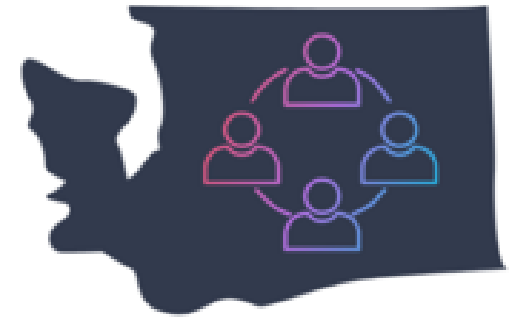
pdEnroller link

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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:

- 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!**

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News for Dual Language

<mark>OSPI Dual Language Newsletter!</mark>

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

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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

1st 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 8 – TBIP & Title III Grants – **NEW DATE!**
- June 5 – Using Data for Improvement

Sign up here on pdEnroller.

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Multilingual Education Team

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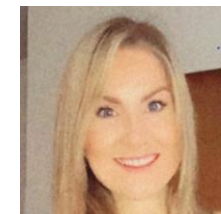
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Check-in Time

Please feel free to join a Breakout Room:

- Program Evaluation(Jerilyn, Katie, & Kristin)

- Language Access (Michele)

- Grant Updates & PENR (Shannon & Dr. Kad)

- WIDA Updates (Sharon & Virginia)

- Dual Language & PD (Teresa, Patricia, & Elizabeth)

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