

Multilingual Education Information Session

May 8, 2025

In the chat: Share something you are looking forward to in May.
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.



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.

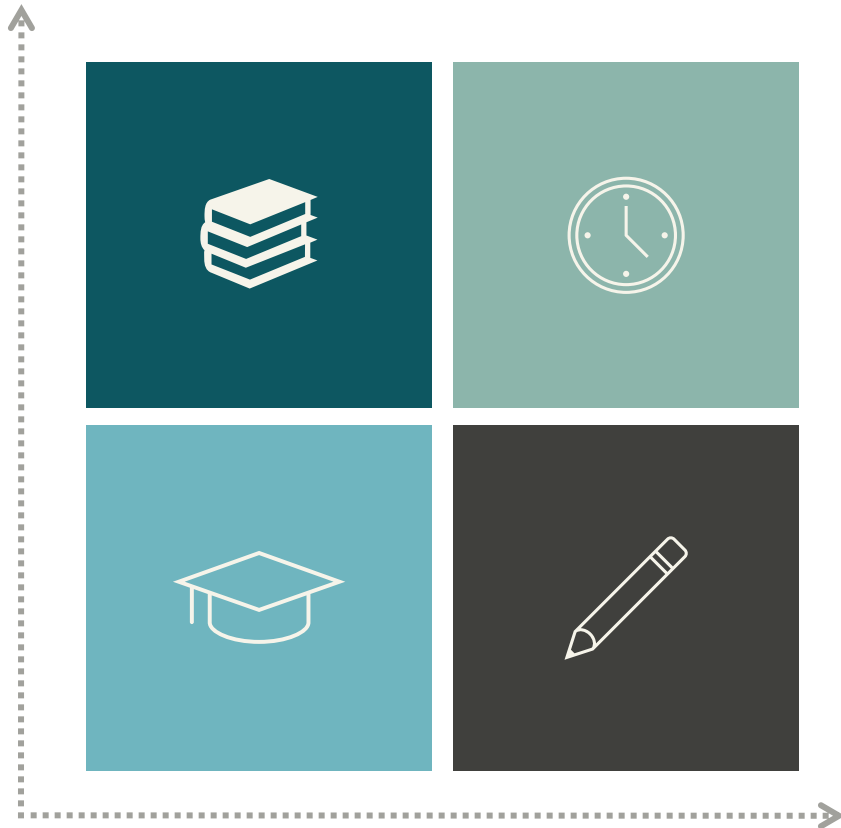
Values

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



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Agenda



TBIP/Title III Grant Applications

District Insights

WIDA & Grant Updates

Professional Learning

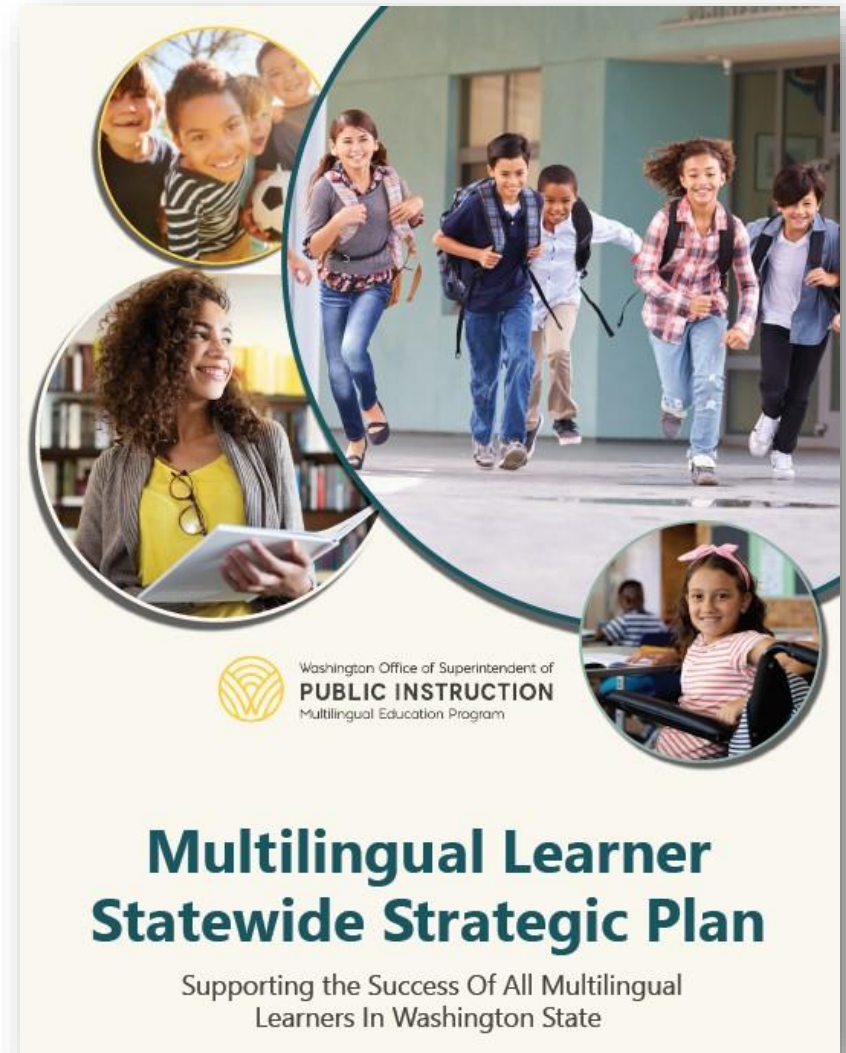
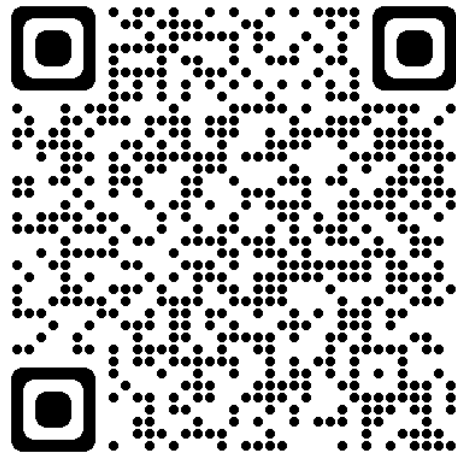


Multilingual Learner Statewide Strategic Plan

Core Principles:

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

[Download the Plan](#)










TBIP Grant Application

Multilingual Learner Statewide Strategic Plan

SMARTIE Goals

	Strategic and Specific: Establishing Goals for your application that target and reflect important dimensions of the ML Statewide Strategic Plan
	Measurable: TBIP/Title III Application includes both qualitative and quantitative measures to support the ML Statewide Strategic Plan
	Attainable and Ambitious: TBIP/Title III application includes achievable program details and goals that reflect the principles, goals, and key actions of the ML Statewide Strategic Plan
	Relevant: TBIP/Title III application includes achievable program details and goals that are relevant to the needs of ML students, parents, and school communities as envisioned by the ML Statewide Strategic Plan
	Time-Bound: TBIP/Title III application includes achievable program details and goals that set specific time frames and checkpoints to support the key actions of the ML Statewide Strategic Plan

Inclusive

Equitable

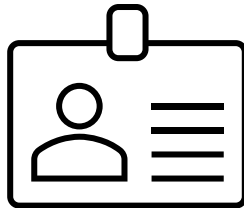


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TBIP/Title III Application Planning



Current: Reflect on current TBIP/Title III Program details to anticipate emerging practices in 25-26 SY



Clear: Identify specific individuals responsible for carrying out action steps before the due date



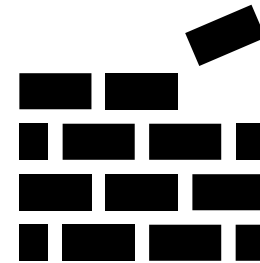
Complete: Fill out the grant application sections with contentment 😊



Preparing for the TBIP Grant Application

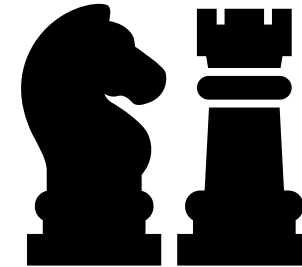
Tips to Complete:

- Read related federal & state regulations:
 - [English Learners DCL \(PDF\)](#)
 - [EL DCL Fact Sheet](#)
 - [WAC 392-160-029](#)
 - [RCW 28A.180.080](#)
- Ensure there is a process and plan for School Board Approval for 2025-26
 - [English RCW 28A.180.040: School board duties.](#)
- Review [Chapter 5: Grants and Use of Funds](#) in the ML Policies and Practices Guide
- Inform and include your district's Business Manager



TBIP: Assurances

- ❖ Validation
- ❖ Board Approval
- ❖ Submission Due Date
- ❖ Valid Use of Funds
- ❖ Acknowledgement



Home Planning Announcements Applications Grants Monitoring

Form Name
FP 219 - TBIP - Assurances

Back

FP 219 - TBIP - Assurances

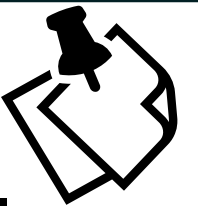


TBIP: Program Demographics

- ❖ **Student Demographics** – Prepare your student information in advance
- ❖ **Staffing** - All TBIP-funded certificated teachers must hold an ELL or Bilingual endorsement
- ❖ **Continuous Improvement Approach** – Include how Basic Ed, TBIP and Title III are used to layer and support your program
- ❖ **Action Plan for Workforce Development** – How are you supporting additional ELL/Bilingual endorsed teachers?
- ❖ **TBIP Budget Activity Details** - Complete the table with a detailed description of how TBIP grant funds will be used

IMPORTANT REMINDER

TBIP funds are to be used "to supplement the level of federal, state, and local public funds - "supplement" means "an addition"



Program Evaluation & Continuous Improvement

WAC 392-160-028, Sec 4 requires that all TBIP funded programs engage **in meaningful program evaluation each year and to implement the findings in the Continuous Improvement Plan**

- 1 Articulate how your TBIP reflects the ML Statewide Strategic Planning
- 2 Deliver intended TBIP through culturally responsive action plans
- 3 Collect data/reflections on TBIP outcomes to evaluate program effectiveness



TBIP: Program Evaluation and Improvement Plan

- ❖ **Program Evaluation** – Use data from the [TBIP Data Dashboard](#)
- ❖ **Action Steps** – Answer each question with specific plans for improvement – How will you implement something new or different?
- ❖ **Continuous Improvement Approach** – Explain your program evaluation process such as using the [ML Program Evaluation Template from OSPI](#)

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Numbers	Percent	Numbers	Percent	Numbers	Percent	Numbers	Percent	Numbers	Percent
All Student Count	22597		22615		21579		22155		22044	
Total MLs & Percent of District	3256	14.4%	3358	14.8%	3320	15.4%	3770	17.0%	4052	18.4%
MLs Reaching Proficiency (exiting)	518	15.9%	543	16.2%	361	10.9%	395	10.5%	432	10.7%
Former MLs (2 year exited) who met ELA standard on SBA	320	74.4%			200	54.6%	232	60.1%	194	80.8%
Former MLs (2 year exited) who met Math standard on SBA	259	60.1%			147	40.2%	200	51.4%	174	71.9%
Long-Term ELs (5+ years in program)	786	24.1%	800	23.8%	903	27.2%	1097	29.1%	1201	29.6%
Long-Term ELs (6+ years in program)	594	18.2%	624	18.6%	676	20.4%	817	21.7%	892	22.0%
MLs with IEPs (dual qualified)	605	18.6%	618	18.4%	598	18.0%	661	17.5%	689	17.0%
Avg Years Served	3.7		4.1		3.6		3.8		4.1	

Student Group

Total number and % of MLs in the district

MLs exiting TBIP services (indicator of program effectiveness)

Former/Exited MLs meeting standard on ELA assessment at 2 years exited

Former/Exited MLs meeting standard on Math assessment at 2 years exited

MLs who have not exited TBIP after 5 years

MLs dually qualified for Special Education Services



Professional Learning



**GLAD
SIOP
UDL**

**WIDA ELD
Standards
Framework**

**Co-
Planning**

**Co-
Teaching**

**Focus
Group PDs
(Ex: LTELs)**

**Access to
Content**



TBIP: Professional Learning Plan

- ❖ **Professional Learning Plan** – Check the topics and monitoring plans for all professional learning
- ❖ **Professional Learning Details** – Each topic checked in the PL Plan section should be described below



Complete this table with the **planned professional learning (PL)** selected above for the school year associated

Professional Learning Title Description

Description

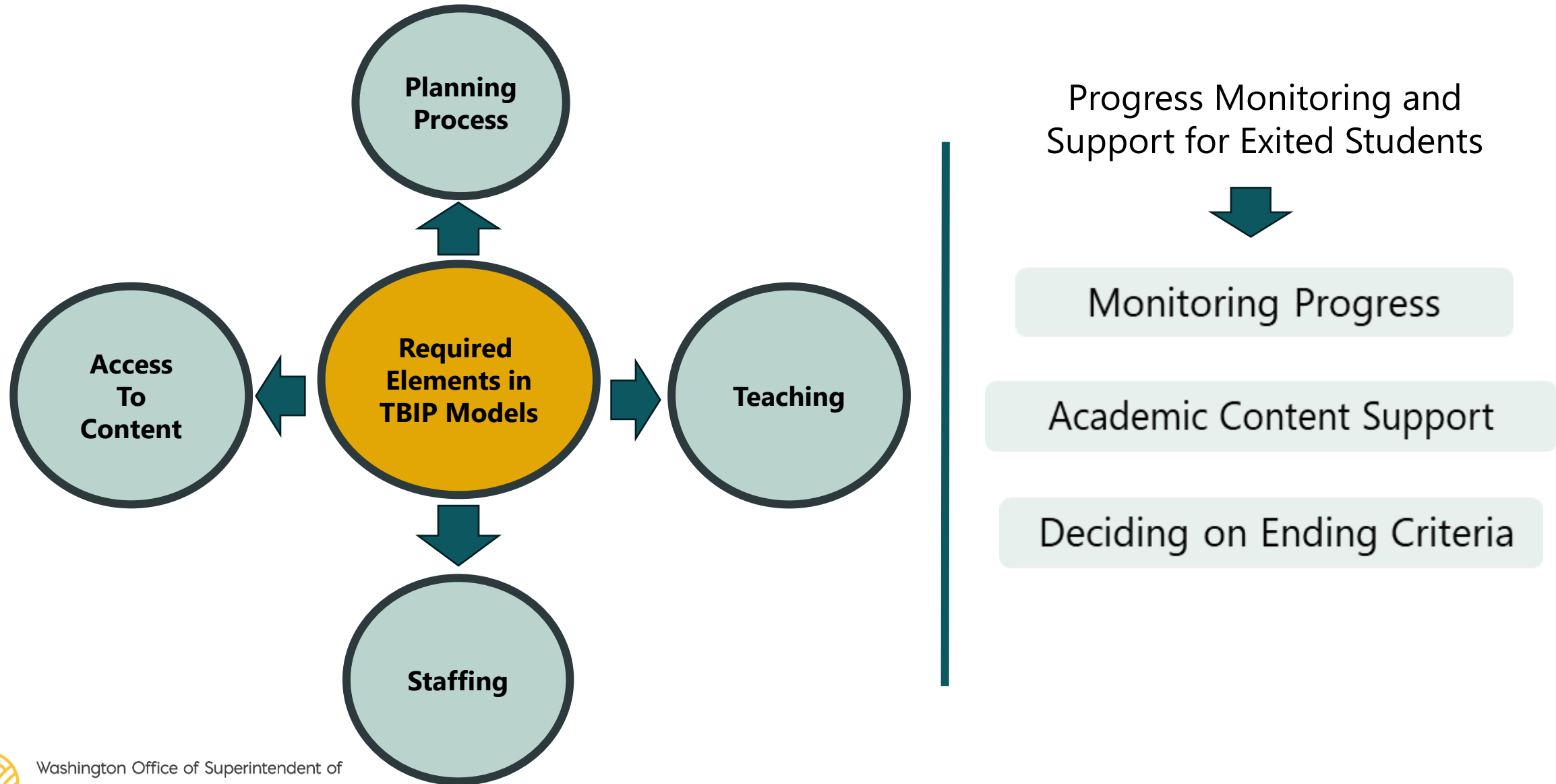
Targeted Outcomes

Proposed Dates

Targeted Audience (Gen Ed Teachers, EL coaches, Admin, Paras, Counselors etc)



Program Models and Progress Monitoring



TBIP: Program Models and Services

- ❖ **Definitions & Justifications** – Dual Language is the preferred model. If you aren't able to provide dual language, explain why and/or what steps you are taking to plan for dual or heritage language, if possible.
- ❖ **Program Models & Services** – Select all models used. For each model, provide student numbers and explain the planning process, teaching, staffing, and access to content. ([See Chp. 2 of the ML Policies & Practices Guide](#) for support.)
- ❖ **Continuous Improvement Approach** – Explain how you are aligning programs to the ML Statewide Strategic Plan.





Title III Grant Application

Title III Grant Application (FP 232)

The Title III Grant Application is part of the ESEA Consolidated Grant Application (CGA).

- Every district must complete forms 1-3.
- Complete the remaining forms for the Title programs this district participates in.

Reminders:

- The CGA is approved by multiple programs.
- Complete each form with clear and concise responses.
- Inaccurate responses will delay the approval process.



CGA Pre-Application

CGA – Intent to Participate

- District indicates which programs they will participate in.
- Provide transferability details.
- Tribal consultation
- Private school consultation

CGA – Substantially Approvable Status (SAS)

- Complete prior to June 30 to begin obligating funds as of July 1.
- Includes program assurances for all programs the district will participate in.



Family and Community Engagement (CGA Form 3)

Family & Community Engagement Strategies by Student Group

- ☐ District will identify family and community engagement strategies implemented with multilingual families.

▲ Family and Community Engagement in Development of the Consolidated Plan (LEAs receiving Title III and/or Title I, Part C funds only)

- Last section on Form 3
- Specifically asks for a summary of recommendations made by families of students receiving services through Title II and/or Title 1 Part C funds.



Make a plan:



How will the district gather recommendations from ML families?



Title III: Program Evaluation, Improvements, and Professional Learning (CGA Form 16)



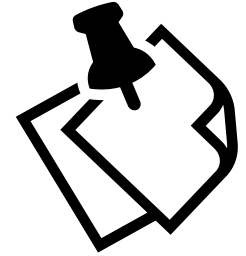
- ❖ **Program Evaluation** – Use details from TBIP application to complete and provide detailed information on how Title III funds will be used.
- ❖ **Districts with one or more buildings identified under WSIF**– Explain how buildings will improve EL services & outcomes with specific focus on measuring progress
- ❖ **Title III Budget Activity Details** – Complete the table with a detailed description of how Title III grant funds will be used to support the district's Title III services within each activity code. Use N/A if an activity code is not used.
- ❖ **Required Professional Learning Plan** – Explain professional learning plans that are both research-based and specifically designed for multilingual English/Al/AN learners



Title III: Eligible Native American Students (CGA Form 17)

- ❖ **Student Count** – Use the data from CEDARS regarding American Indian and Alaska Native (AI/AN) students
- ❖ **Types of Title III Collaboration**– Indicate the specific type Tribal collaboration
- ❖ **Language and Literacy Services** – Provide detailed description on what supplemental language and literacy services are provided to Title III eligible AI/AN students.

IMPORTANT REMINDER



If you selected "Other: from the drop-down list as language and literacy services; please provide detailed description and ensure that it meets requirements of Office of Native Education guidelines for appropriate language and literacy services based on whole-child, culturally appropriate support.



Title III: Eligible Native American Students

5 new questions have been added



- ❖ Describe the planning process for Title III AI/AN supplementary instructional language and literacy services.
- ❖ Describe how the district's Native American Education director/coordinator has been involved in the development of this application.
- ❖ Provide staffing details for Title III AI/AN supplementary instructional language and literacy services.
- ❖ Describe how meaningful access to grade level content is provided during Title III AI/AN supplementary instructional language and literacy services.
- ❖ Describe the culturally appropriate instructional methods used during Title III AI/AN supplementary instructional language and literacy services.



Title III: Equitable Services

- ❖ Update the information based on current data from consultation with the private school(s)
- ❖ Provide name, phone number and email of district Title III contact for equitable services.

The information on this form is being consolidated into one form that will include all federal programs private schools are eligible to participate in.



Title III Consortium Application (FP 231)

- Districts that generate an allocation of less than \$10,000 may apply as part of a consortium.
- Consortia consist of two or more districts that collectively generate over \$10,000 in allocated funding.
- 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.



Title III Grant Application Resources

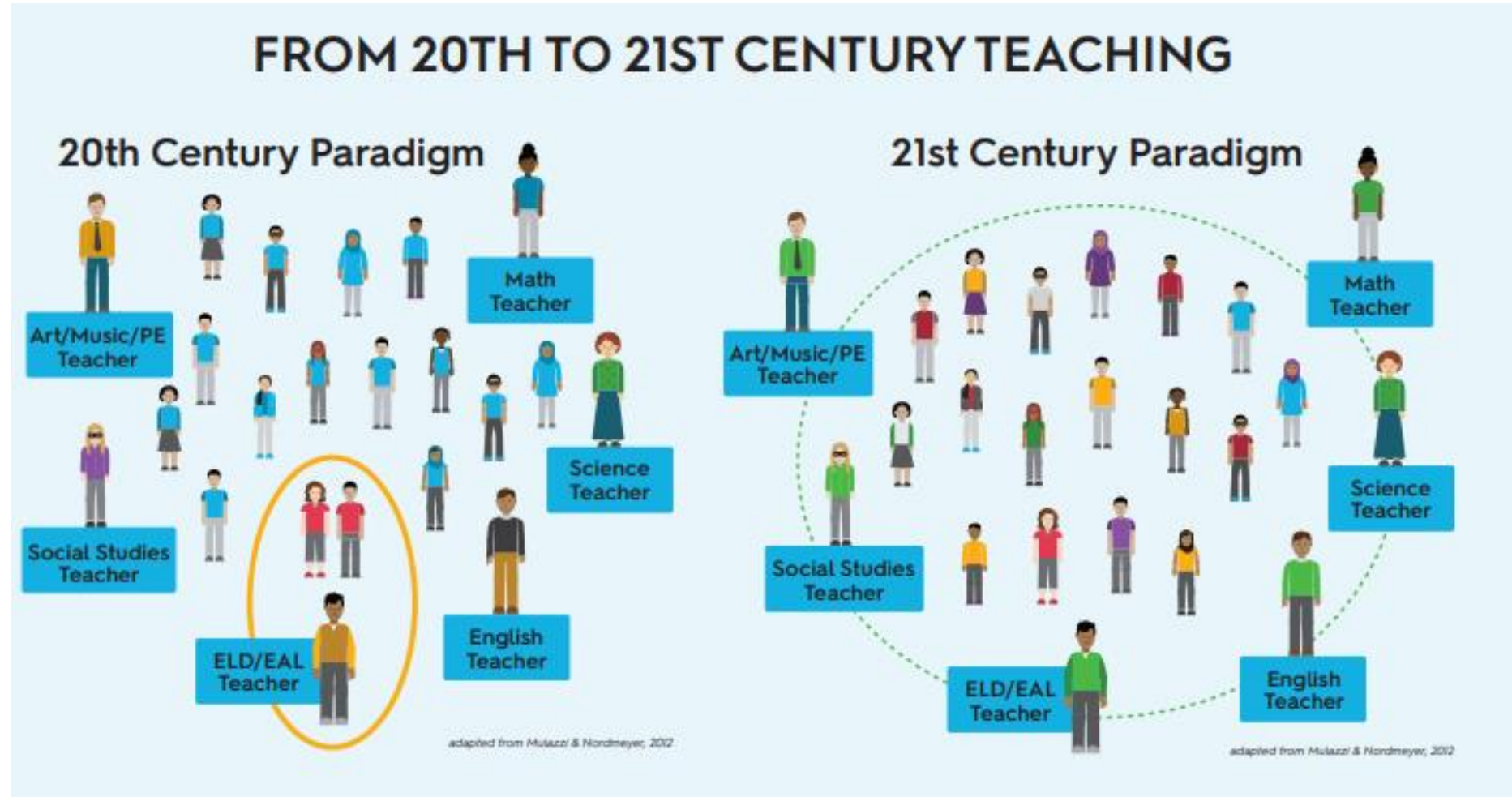
- [ESEA Consolidated Grant Application](#)
- [Consolidated Grant Application Cycle](#)
- [Unlocking Federal and State Program Funds to Support Student Success 2024](#)
- [ML Policies and Practices Guide 2024](#)





Tips for Successful Grant Applications

Shift to 21st Century Teaching



Recommendations

1

Deepen policy and practice knowledge with Growth Mindset

Plan for how your district/school will communicate effectively to complete the application. Collective Production Matters!

2

3

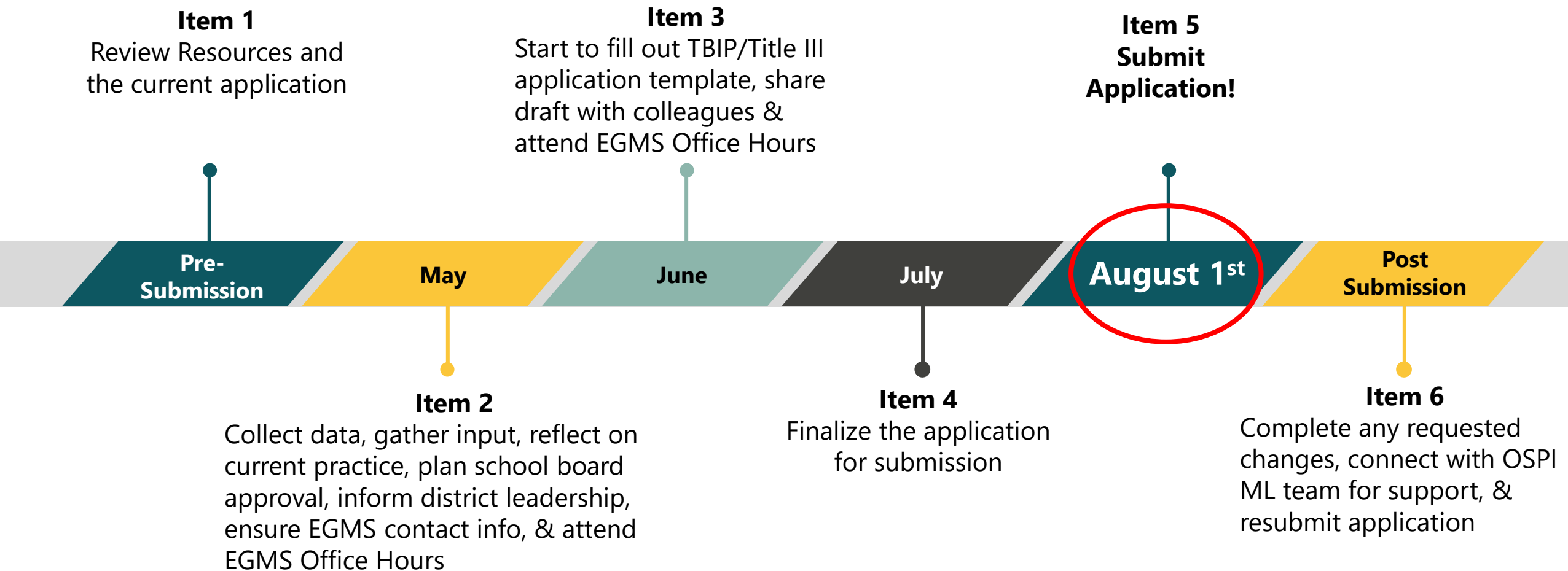
More descriptions on the details of TBIP/Title III programs (staffing, budget, evaluation, etc.), more opportunities for effective decision making

4

Let us help and support!



Grant Application Timeline





Grant Application: District Insight



Tips for writing your TBIP grant

HELLO

I am Sarah Del Toro

Kennewick School District Director of Learning Supports & Programs

Focus:

- Title I
- LAP/LAPHP
- ML education
- Dual language
- Title IV
- Migrant
- ECEAP
- Native American Education

Before

Ongoing Ideas/Notes

- Changes you're planning
- Responses to feedback
- New focus areas

Gather Data

- Staffing
- Total MLs
- # of exited
- # in each program model
(Elementary, Middle, High)

Feedback

- Parents - focus groups, survey
- Staff - ongoing throughout the year
- Data - WIDA, WISF, other assessments

During

Get help

- OSPI
- Colleagues
- AI (to polish your response, not to create it)

Pace yourself

- Start in the sections you have the most information on
- Review your notes
- Balance between rewriting and adapting last year's responses

Examples

[Link](#) to snips from my grant applications from 2024-2025





WIDA Updates

Key May Tasks

- *WIDA Screening for Transitional Kindergarten*

- The window to screen TK for ELD services begins May 1 through the end of the school year.
- Updated CEDARS reporting guidance will be available to address the new TK grade added to CEDARS.
- Order kindergarten screeners at WCEPS and forward the invoice to ELPAssessments@k12.wa.us for approval.

- *WIDA Screening*

- Submit any screener requests and/or incidents on ARMS for processing.
- Requests for paper screener materials must be submitted to ELPAssessments@k12.wa.us



Upcoming Dates

- **May 1:** Begin screening TK students with Kindergarten screener
- **May 19:** Districts receive reports and data in WIDA AMS.
- **June 10-11:** Districts receive printed reports.
- **June 12-26:** Post-Reporting Data Validation window.



CEDARS Updates for TK Students

Refer to *Reporting Guidance for TK Students* for instructions on how to:

- Exit TK students from provisional status
- Add new program record
- Update screener information

Family Notification

- Optional letters to notify families of screening are available now in English, Spanish, Russian, & Ukrainian.
- Families must receive the regular Notification of Placement after a TK student qualifies in the spring or at the start of the new school year.



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](#)





Grants & Data

Possible Eligible Not Reported: Clean-Up

5,090 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.

The screenshot shows the Washington State Office of Superintendent of Public Instruction (OSPI) Limited English Proficiency (LEP) TBIP View interface. The header includes the OSPI logo and the text 'Limited English Proficiency TBIP View'. Below the header is a navigation bar with tabs for 'Student', 'Reports', and 'Admin'. Under the 'Reports' tab, there are links for '-Student Lists-', '-Assessments-', '-Data Cleanup-', and '-LEP Tables-'. The 'Data Cleanup' link is selected, leading to a page titled 'Data Cleanup -- TBIP'. On the left side of this page, there is a list of categories: 'Possible Eligible Not Reported', 'Possible Needs Withdraw', 'Enrolled Less Than 5 Days', and 'English Proficient and Enrolled in Program'. The 'Possible Eligible Not Reported' category is highlighted. On the right side, there is a blue information box with a white 'i' icon and text stating: '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 for them.' Below the information box, the text 'Possible Eligible Not Reported' is displayed in orange.



TBIP & Letters Data Dashboard

- EDS Applications -> Tableau Server
- Updated data for 2023-24
- Can be used 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%



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



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.

Save the Date...



Key Dates

Registration: Opened 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 [Multilingual Learner Statewide Strategic Plan](#).

Dates:

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:

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:

- May 22 – Highline School District **Full**



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](#)

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: May 6

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

Time: 12:00-1:00

Dates: May 13

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

Time: 12:00-1:00

Dates: May 20, 27, June 3, 10

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

Time: 3:30-4:30

Dates: 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
- June 5 – Using Data for Improvement

Sign up here on [pdEnroller](#).



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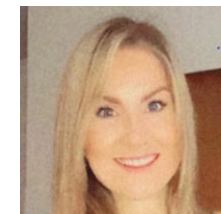
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Check-in Time

Please feel free to join a Breakout Room:

- TBIP & Title III Grants(Katie & Kad)
- PENR & Data Dashboard (Shannon & Kristin)
- WIDA Updates (Sharon & Virginia)
- Dual Language & PD (Teresa & Patricia)

