Multilingual Education Information Session

June 5, 2025

In the chat: Share your plans for summer.

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 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.
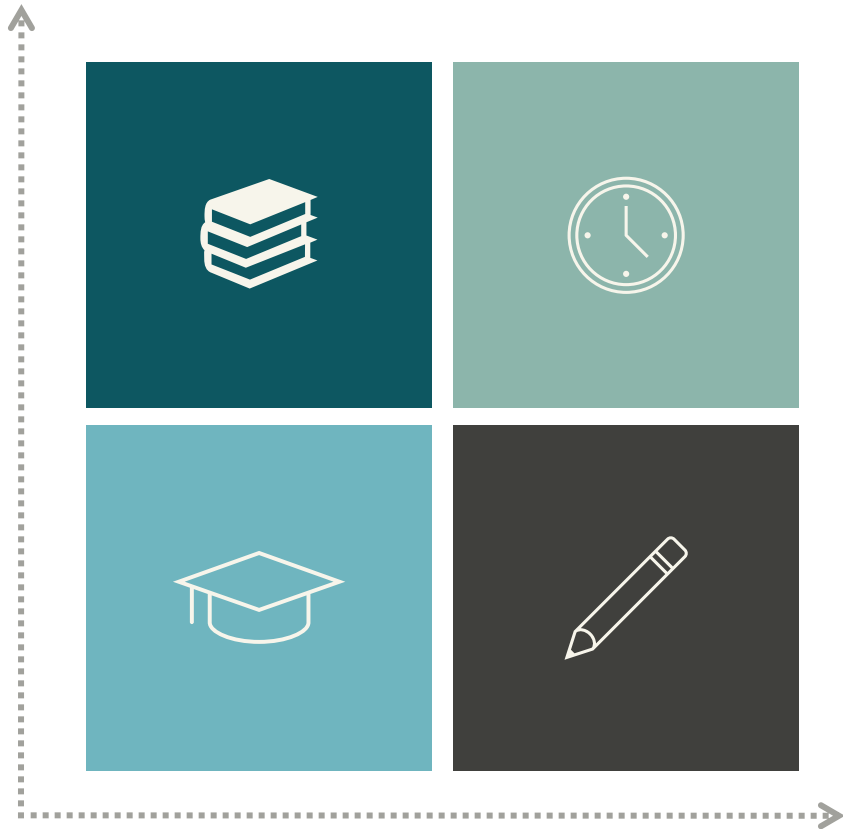
Values

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

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Agenda

- Using Data for Improvement
- WIDA Updates
- Grants & DL Data
- Plans for 2025-26

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Multilingual Learner Statewide Strategic Plan

Core Principles:

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

Download the Plan

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Multilingual Education Program

Multilingual Learner Statewide Strategic Plan

Supporting the Success Of All Multilingual Learners In Washington State
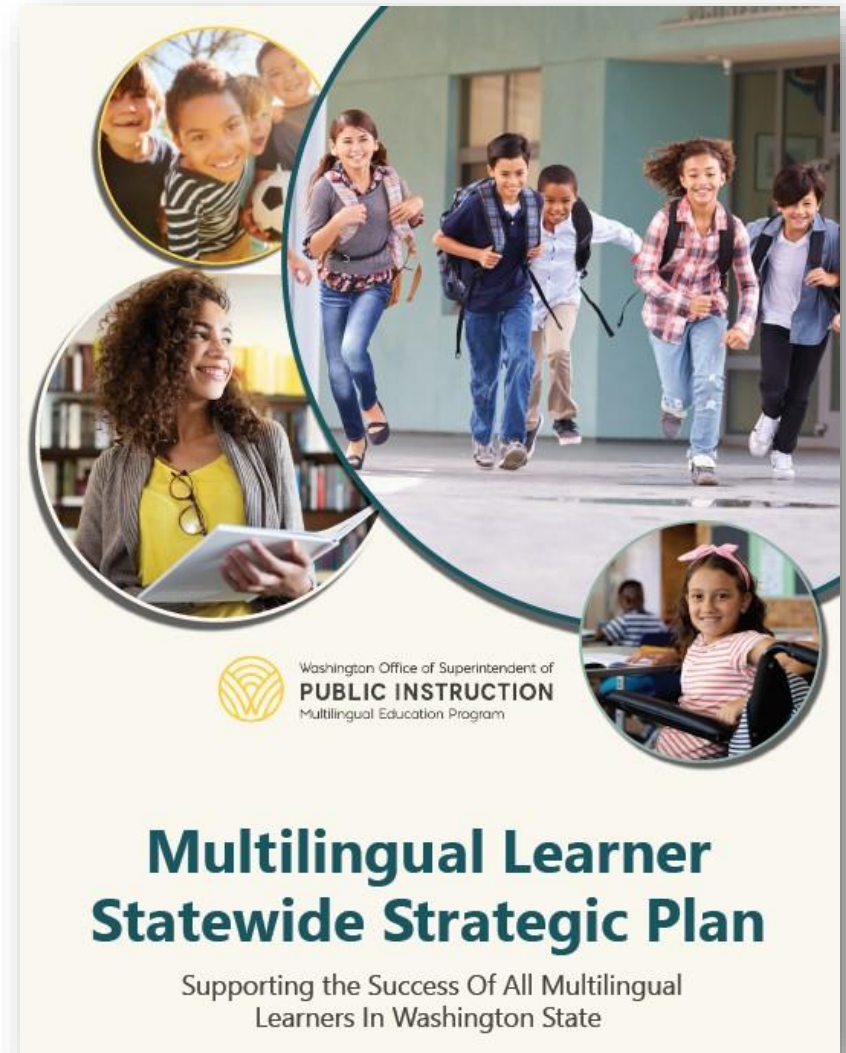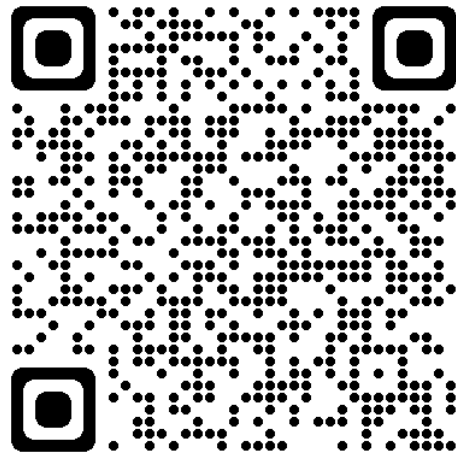
Using the WIDA ACCESS Analysis Tool for Program Improvement

Step 1: Access WIDA Frequency Reports

Use DRC Insights/WIDA AMS

- My Application
- Report Delivery
- Test Results
- "Reporting Services" in blue box
- Published Reports

Available Reports:

- Summative District Student Response File
- District Summative Frequency Reports
- School Summative Frequency Reports
- Summative School Roster Report

WIDA | **ACCESS for ELLs®**
English Language Proficiency Test

District: WIDA Use Only - Sample District
Grade: 01
Cluster: 1

District Frequency Report — 2024

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	5	33%	6	40%	5	33%	0	0%	6	40%	0	0%	5	33%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	5	33%	1	7%	5	33%	0	0%	1	7%	0	0%	5	33%	0	0%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	0	0%	5	33%	0	0%	0	0%	3	20%	0	0%	0	0%	0	0%
4 – Expanding Knows and uses social English and some technical academic language	0	0%	3	20%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5 – Bridging Knows and uses social and academic																

Step 2: [WIDA ACCESS Analysis Tool](#)

WIDA ACCESS Analysis Tool

The Data – Domains: Reading, Writing, Speaking, Listening

Grade Level	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12
21-22 - Asset Domains													
21-22 - Instructional Focus Domains													
22-23 - Asset Domains													
22-23 - Instructional Focus Domains													
23-24 - Asset Domains													
23-24 - Instructional Focus Domains													

| What do the WIDA ACCESS data say about the needs of your Multilingual Learners?	

Data Analysis - Spring 2022, 2023 and 2024

Working as a school or district team:

Look at each grade level frequency report for each year.

- **Asset Domain** - Determine the domain that has the most proficiency.

- **Instructional Focus Domain** - Determine the domain that has the least proficiency.

WIDA — ACCESS for ELLs
English Language Proficiency Test
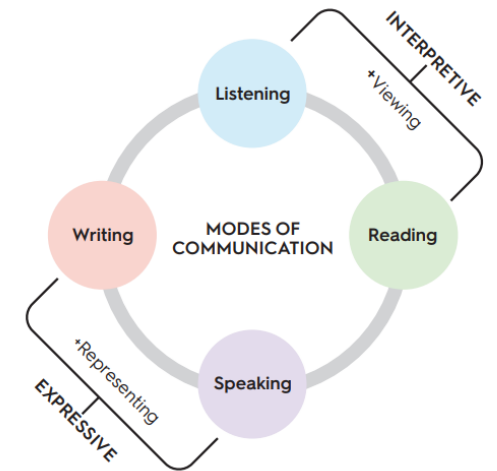
District:
Grade: 08
Cluster: 6-8

District Frequency Report — 2024

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	12	6%	48	26%	52	28%	24	13%	31	17%	34	18%	24	13%	32	17%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	12	6%	24	13%	46	25%	28	15%	17	9%	37	20%	45	24%	30	16%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	40	22%	79	43%	43	23%	100	54%	54	29%	71	38%	36	19%	67	36%
4 – Expanding Knows and uses social English and some technical academic language	24	13%	33	18%	15	8%	32	17%	58	31%	37	20%	29	16%	48	26%
5 – Bridging Knows and uses social and academic language working with grade level material	15	8%	0	0%	17	9%	0	0%	19	10%	4	2%	28	15%	5	3%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	82	44%	0	0%	12	6%	0	0%	5	3%	1	1%	23	12%	2	1%
Highest Score	514		432		472		413									
Lowest Score	271		148		273		188									
Total Tested	185															

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Step 3: Reflection and Goal Setting

WIDA ACCESS Analysis Tool

The Data – Domains: Reading, Writing, Speaking, Listening

Grade Level	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12
21-22 - Asset Domains													
21-22 - Instructional Focus Domains													
22-23 - Asset Domains													
22-23 - Instructional Focus Domains													
23-24 - Asset Domains										L			
23-24 - Instructional Focus Domains									S R				

What do the WIDA ACCESS data say about the needs of your Multilingual Learners?	The WIDA Access data for this 8th grade cohort indicates the students have stronger listening skills. The instruction focus for the next school year will be on building Speaking and Reading proficiency.

Determined by data on the previous slide's frequency report

Step 3: Reflection and Goal Setting (cont.)

- What trends do you see within or across grade levels?

- What trends do you see within or across domains?

- What implications does this have for instructional focus areas and/or professional learning?

Goal Setting

List your district/school's goals for Multilingual Learners based on your School Improvement Plan or District Strategic Plan.	
Identify the specific strategies you will use to support MLs for each of these goals.	*Possible Strategies: WIDA Standards Framework aligned units, GLAD, SIOP, UDL*

Step 4: Professional Learning Cycles

- **Initial Learning:** Educators learn a new instructional strategy.

- **Implementation Support:** A coach or colleague models or assists with implementing the strategy in the classroom.

- **Safe Practice:** Teacher teams plan and practice using the strategy in their lessons.

- **Classroom Observations:** Ensures consistent use across classrooms and provides accountability.

- **Review and Reflect:** Educators review and reflect on use of the new strategy during staff meeting or PLC.

- **Follow-up Readings**: Provides reminders or examples of how to use the strategy.

- **Sharing with Families:** Helps students and families use the strategy both in the classroom and at home.

Professional Development Cycle Plan

PD Activity	Dates	Description of Professional Development Activity
Initial Learning		
Implementation Support		
Safe Practice		
Classroom Walkthroughs		
Review & Reflect		
Professional Reading		
Sharing		

What data will you use to track progress towards meeting continuous improvement goals for MLs?	*Consider the domains selected for improvement. What data do you have? What data do you need?*
When will you monitor the implementation of new professional learning?	*Classroom walkthroughs, follow-up coaching, self-reporting of strategy use, student feedback, PLC observations*

WIDA Updates

WIDA Score Release: May 19

- *WIDA ACCESS Exit Criteria*

  o SBA ELA scores posted in the CRS on June 1.

  o Reminders about using SBA ELA to determine exit:

    ▪ Grades 3 – 12 only. Grade 9 cannot use Grade 8 SBA ELA scores to exit. Grades 11 and 12 can use Grade 10 SBA ELA scores to exit.

- *WIDA Alternate ACCESS Exit Criteria*

  o OSPI is developing WIDA Alternate ACCESS Exit Criteria with plans to release more information soon.

  o Exit Criteria will be applicable to the Spring 2025 scores.

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Key June 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.

- *Post-Reporting Data Validation*
  - Final opportunity to review WIDA ACCESS data opens on June 12-26.
  - Specifically, look for split records or duplicate records. These can be corrected with updated information available in WIDA AMS on July 10.
  - Finalized data will be posted to WAMS in August.

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Upcoming Dates

- **June 10-11:** Districts receive printed reports.

- **June 12-26:** Post-Reporting Data Validation window.

- **July 1:** Last day to send scorable materials to DRC. Scores reported August 4.

- **July 1:** Training for 25-26 WIDA Screener opens.

- **July 10:** Updated scores available in WIDA AMS.

- **August 4:** Data corrections posted to WIDA AMS.

- **August:** Finalized data posted to WAMS.

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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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Family Notification Letters

Notification Timeline

SEPTEMBER

Notification of Continued Eligibility OR

Notification of Placement (New Students)

ON-GOING

Notification of Placement (New Students) OR

Notification of Continued Eligibility (New Transfers)

JUNE

Score Report (in Home Language)

Score Report Letter OR

Transition Letter

File Score Report in English in Cum Folder

Multilingual Family Communication Templates

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WIDA Score Report Letter

LETTER (Optional):

- Explains purpose of the Score Report
- Shows proficient scores for WA State

SCORE REPORT (Required):

- 1 copy sent in English
- Other languages can be printed from WIDA AMS to send home
- File copy in cum folder

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WIDA Score Report Letter 2024   English

Dear Parent or Guardian,

Each year, students in English learner programs take the ACCESS for ELLs language proficiency test. The test measures academic English language proficiency for students learning English in our school and throughout our state.

With this letter is an Individual Student Report. This report provides information about test results for your child. This information is for you to review and keep.

Teachers in our school use this information to help them make decisions about instruction for your child. Teachers also use these test scores to monitor the progress your child makes toward English proficiency.

For students to demonstrate proficiency and exit from English language services in Washington state, they must reach these levels:

WIDA ACCESS for ELLs	Overall
For grades K-1, to exit services, students must score:	4.0
For grades 2-12, to exit services, students must score:	4.7
For grades 3-12, students who score a 3 or 4 on the Smarter Balanced English Language Arts test can also exit services if they score:	4.3-4.6

Notification of Proficiency/Transition

LETTER (Required):

- Informs family that student has exited services

- Shows proficient scores for WA state

SCORE REPORT (Required):

- Send home with letter

- File copy in cum folder

Transition Letter 2024   English

Date: INSERT DATE

To the Parents/Guardians of: INSERT STUDENT'S NAME

Congratulations! INSERT STUDENT'S NAME has reached proficiency on the WIDA ACCESS for ELLs assessment, which measures students' ability to read, write, speak, and listen in English. With this score, your child will no longer require English language development services at school.

For students to demonstrate proficiency and exit from English language services in Washington state, they must reach these levels:

WIDA ACCESS for ELLs	Overall
For grades K-1, to exit services, students must score:	4.0
For grades 2-12, to exit services, students must score:	4.7
For grades 3-12, students who score a 3 or 4 on the Smarter Balanced English Language Arts test can also exit services if they score:	4.3-4.6

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Notification of Transition from Title III Services for AI/AN Students

- New specialized letter for AI/AN students
- Send home score report and transition letter (required)
- File copies in cum folder

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Notification of Tested, Not Eligible

- Can be used for TK students who were provisional and then tested and did not qualify

- Can be used for new students who test and do not qualify

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Grants & Data

Form Package 264 - Supporting Multilingual Education

Total amount available: $180,000

LEAs may apply for up to $20,000

Funds may be used to **reimburse tuition, WEST-E and ACTFL test fees/preparation materials, and E-Certification fees** for:

- Paraeducators in a state-approved teacher preparation program leading to a bilingual and/or ELL endorsement.

- Teachers and principals in a state-approved add-on endorsement program leading to a bilingual and/or ELL endorsement.

- Teachers and paraeducators holding or earning a bilingual endorsement to add additional content endorsements.

- Paraeducators, teachers and principals completing courses toward a First Peoples' language, culture, and oral traditions certificate or adding tribal language on a First Peoples' certificate.

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Form Package 264 Application Questions

- Educator Name

- Cert Number or Personnel Number

- Role (teacher, principal, para)

- Endorsement(s) Needed

- Educator Preparation Program Name (educator *must have applied* to a program in order to be included in the grant application)

- Course Start Date (cannot be prior to 7/1/25)

- Course End Date (cannot be after 11/15/26)

- Courses that will be completed during the grant funding period

- Expected Endorsement Completion Date

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Ineligible Costs and Roles
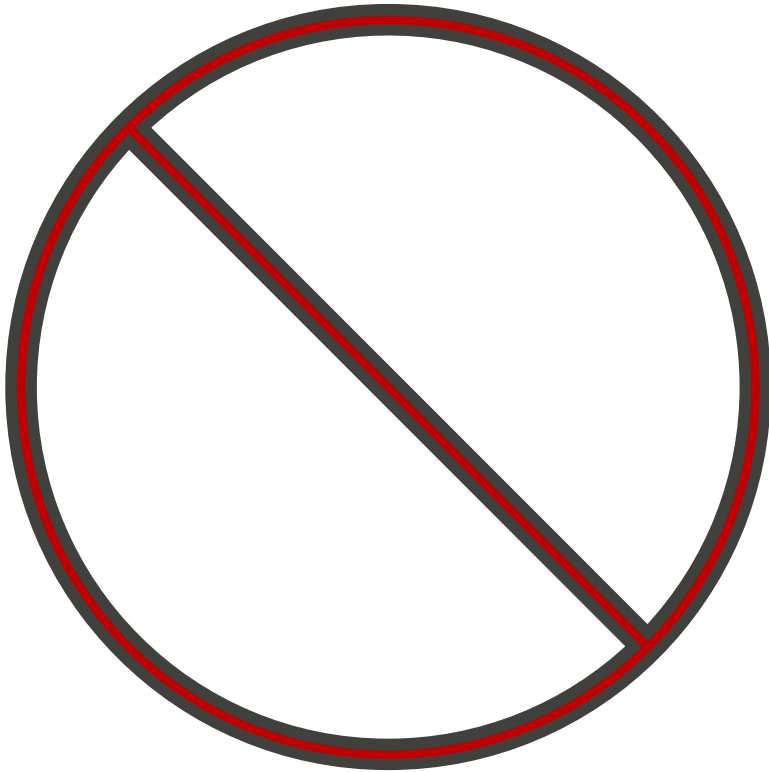
- Stipend to the educator
- Paraeducator ELL Subject Matter Certificate
- Courses paid for or started prior to 7/1/25 or completed after 11/15/26
- Funding for district-level administrators: superintendents, assistant superintendents, program directors, program managers, and other district-level staff
- Funding for educational staff associates: school counselors, school psychologists, school social workers, school speech-language pathologists, school behavior analysts, school nurses, school occupational therapists, school orientation and mobility specialists, school physical therapists, and school audiologists
- Funding to Educational Service Districts (ESDs)

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Timeline

May 1, 2025

FP 264 Opens in EGMS

June 10, 2025

FP 264 Due Date "Round 2"

Aug. 31, 2026

Obligation End Date

FP 264 Due Date "Round 1"

May 22, 2025

Obligation Start Date

July 1, 2025

Courses must be completed & final claims deadline

Nov. 15, 2026

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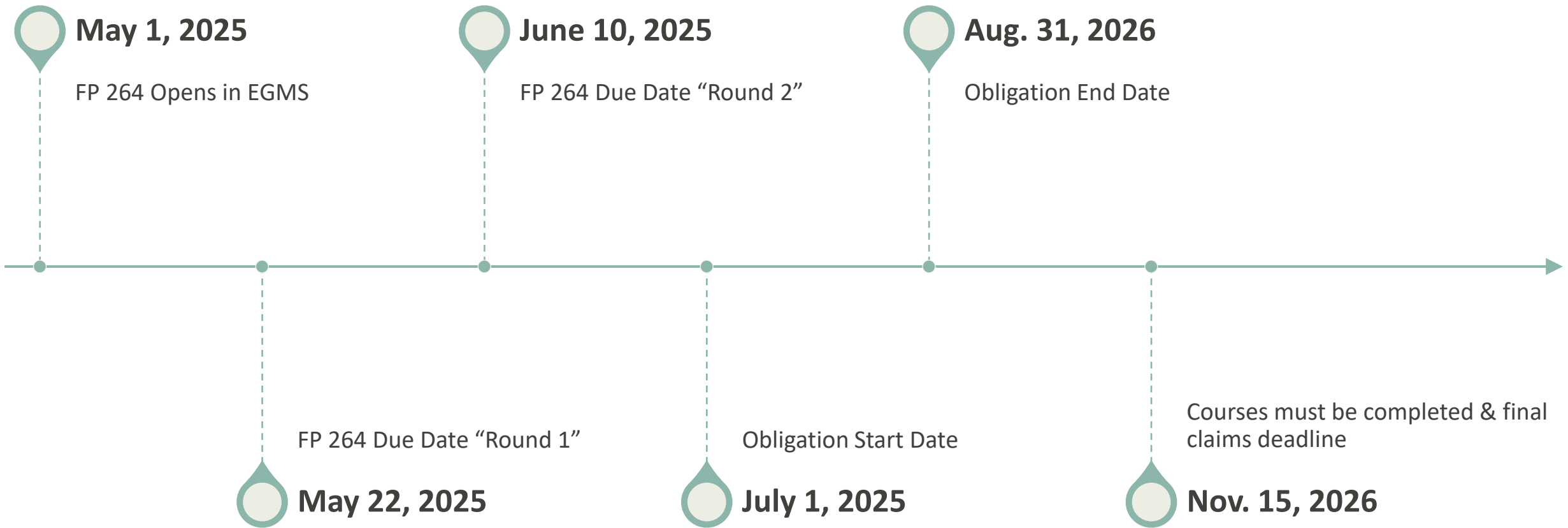
Eligible LEAs

Criterion To apply, the LEA must be eligible based on all four criteria.
Did the LEA **accept their Title IIA funds for the current school year**? Yes (eligible); REAPed (eligible); received Title IIA funds from BIE (eligible); did not apply for SY24-25 funding (not eligible); transferred 24-25 Title IIA funds (not eligible).
Did the LEA **spend at least 85% of the previous school year's Title IIA funds**? Yes (eligible); No (not eligible); REAPed (eligible); received Title IIA funds from BIE (eligible); did not apply (not eligible); transferred Title IIA funds (not eligible).
For LEAs who received SY23-24 FP 264 funding, did the **LEA spend at least 85% of previous year's FP 264 funds**? Yes (eligible); NA (eligible), No (not eligible).
For LEAs who received SY23-24 FP 264 funding, did the LEA **submit the SY23-24 FP 264 EOY Report** by 2/10/24? Yes (eligible); NA (eligible), No (not eligible).

Rank Order

Criterion
Based on the OSPI Report Card for 2023-24, what percentage of the LEA's K-12 student population are **English language learners**? 0-35% (0 pts); >35%-50% (5 pts); >50%-75% (8 pts); over 75% (10 pts).
Based on the OSPI Report Card for 2023-24, what percentage of the LEA's K-12 student population are **Students of Color**? 0-35% (0 pts); >35%-50% (5 pts); >50%-75% (8 pts); over 75% (10 pts).
Based on the OSPI Report Card for 2023-24, what percentage of the LEA's K-12 student population are **low-income**? 0-35% (0 pts); >35%-50% (5 pts); >50%-75% (8 pts); over 75% (10 pts).
What is the **ratio of EL/BE endorsed teachers to EL students**? No EL students and/or fewer than 1:50 (0 pts); above or equal to 1:50 (4 pts); above or equal to 1:100 (8 pts); above or equal to 1:150 (12 pts); above or equal to 1:200 (16 pts); above or equal to 1:250 or no EL/Bilingual endorsed teachers but at least 10 ELL students (20 pts). This criterion is not cumulative, e.g., a ratio of 1:185 is 12 pts, not 36 pts.

Coleen Putaansuu
Title II, Part A
Lead Program Supervisor
coleen.putaansuu@k12.wa.us
360-725-6362

Dual Language Data Clean-up

Reporting Dual Language Instruction is required for Dual Language Courses reported to CEDARS in Elements D14 and D15.

These codes are for dual language programs only and should not be added for other world language courses, heritage language courses, or Tribal language courses.

DO:

Use for ALL dual language courses

DON'T:

Use for world language, heritage language, or Tribal language courses

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Data Element D14

Dual Language Instruction Type:

- 1 – One-Way Dual Language Program

- 2 – Two-Way Dual Language Program

- ~~3 – World Language Enrichment Program~~

- 4 – World Language Immersion Program

Please note that code 3 (World Language Enrichment Program) will be phased out in the 2026-27 school year and should not be used when reporting for the 2025-26 school year.

Data Element D15

Dual Language Instruction Language use the language codes from the 2024-25 CEDARS Appendix K

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Grant Updates

- FP 219 – TBIP – Coming soon . . .
- FP 231 – Title III Consortia – Late Summer
- FP 232 – Title III CGA – Late Summer
- FP 748 – Tribal Language Grants – Still awaiting final allocations. Hope to launch in June.
- FP 978 – Dual & Heritage Language Grants – Still awaiting final allocations. Hope to launch in June.
- FP 979 – (Eliminated & combined with FP 978)

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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

Multilingual Directors' Convening

Register Now!

August 11, Bellevue School District

[2025-2026 Westside Multilingual and Federal Program Directors and Superintendents' Convening](#)

August 13, ESD 105, Yakima

[2025-2026 Eastside Multilingual and Federal Program Directors and Superintendents' Convening](#)

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 offerings will continue through the summer and end on August 31, 2025. Courses must be completed by this date in order to receive clock hours.

Register Now!

Key Dates

Registration: <mark>Opened May 5, 2025</mark>

In-Person Conference Registration
Washington Educators Rate: $665
<mark>**(Enter the code WATEACHER25 during registration to receive the discounted rate! Available until the conference sells out.)**</mark>

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

Statewide **ML Directors'** Network 2025-2026

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](#).

Proposed Dates:

September 25, 2025	December 18, 2025	March 19, 2026
October 23, 2025	January 15, 2026	April 16, 2026
November 20, 2025	February 19, 2026	May 21, 2026

Time: 9:00 – 10:30 am

pdEnroller link coming soon!

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Statewide **ML Teachers'** Network 2025-2026

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.

Proposed Dates:

September 25, 2025	December 18, 2025	March 19, 2026
October 23, 2025	January 15, 2026	April 16, 2026
November 20, 2025	February 19, 2026	May 21, 2026

Time: TBD

pdEnroller link coming soon!

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Dual Language School Visits 2025-2026

🎉 **Thank you to all the participants and the school districts** who hosted our school visits!

🏫 ✨ 🙌 💙

🚀 Now, we're gearing up for our **2025–2026 Dual Language School Visits**!

🗓️ Stay tuned for updates — exciting things are on the horizon!

¡Gracias! 谢谢！
Дякую! Спасибо!
ありがとう！

धन्यवाद! ! شكراً! Thank you!

2024-2025
1. Selah School District
2. Kennewick School District
3. Franklin-Pierce School District
4. Seattle School District
5. Evergreen School District
6. Walla Walla School District
7. Mount Vernon School District
8. Bellevue School District
9. Highline School District

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Multilingual Families Needed!

The **Multilingual Family Advisory Committee** advises the Office of the Superintendent of Public Instruction (OSPI) on programs and services for multilingual students in Washington State.

We invite applications from:

- Parents or guardians of current or former multilingual learners
- Current or former multilingual students
- Immigrant, refugee, and migrant community members
- Native American community members
- Multilingual educators
- Multilingual local business owners

[2025-26 Multilingual-Family-Advisory-Committee-Application](#)
Click on the "globe ⊕ " for translations.

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MEAC & DL Steering Committee

We are seeking new applicants for:

- **Multilingual Education Advisory Committee (MEAC)** which advises the OSPI Multilingual Education team and state superintendent on policy and supports for multilingual learners.

- **Dual Language Steering Committee** which provides input and leadership on developing dual language programs in WA state.

To apply, please send a resume and cover letter indicating why you want to serve on this committee to MultilingualEd@k12.wa.us by June 30.

2025-26 Dual & Heritage Language Professional Learning

Dual & Heritage Language Leadership PLC

Day: 2nd Tuesdays
Time: 12:00-1:00
Dates: Sept. 9, Oct. 14, Nov. 11, Dec. 9, Jan. 13, Feb. 10, Mar. 10, Apr. 14, May 12

Dual & Heritage Drop-in Office Hours

Time: 12:00-1:00
Days: All Other Tuesdays (starting Sept. 2 through June 9)

Please Note: No Dual Language Office Hours Next Week (June 10)

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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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!

2025-26 Information Sessions

1st Thursdays, 9:00am & 3:00pm

- Sept. 4, 2025
- Oct. 2, 2025
- Nov. 6, 2025
- Dec. 4, 2025
- Jan. 8, 2026

- Feb. 5, 2026
- Mar. 5, 2026
- Apr. 2, 2026
- May 7, 2026
- June 4, 2026

Topics and pdEnroller link coming soon!

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Multilingual Education Team

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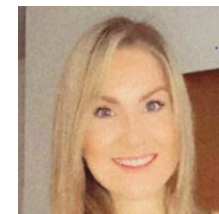
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Check-in Time

Please feel free to join a Breakout Room:

- TBIP & Title III Grants (Shannon)

- Using Data for Program Improvement (Katie & Kad)

- WIDA Updates (Sharon)

- FP 264 – (Coleen)

- Dual Language & PD (Teresa & Patricia)

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