

Multilingual Special Session

July 10, 2025

In the chat: Share one thing you have done to relax recently.
Please rename yourself with your full name and school district.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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 Puyallup, Squaxin Island, and Coast Salish Tribes and honor with gratitude the land itself and these tribes.



A background image showing a group of young children in a classroom. In the foreground, a young girl with dark hair and a yellow shirt has her hands raised high in the air, looking up with an excited expression. Behind her, another child is visible, also with hands raised. The image is slightly faded to allow text to be overlaid.

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.

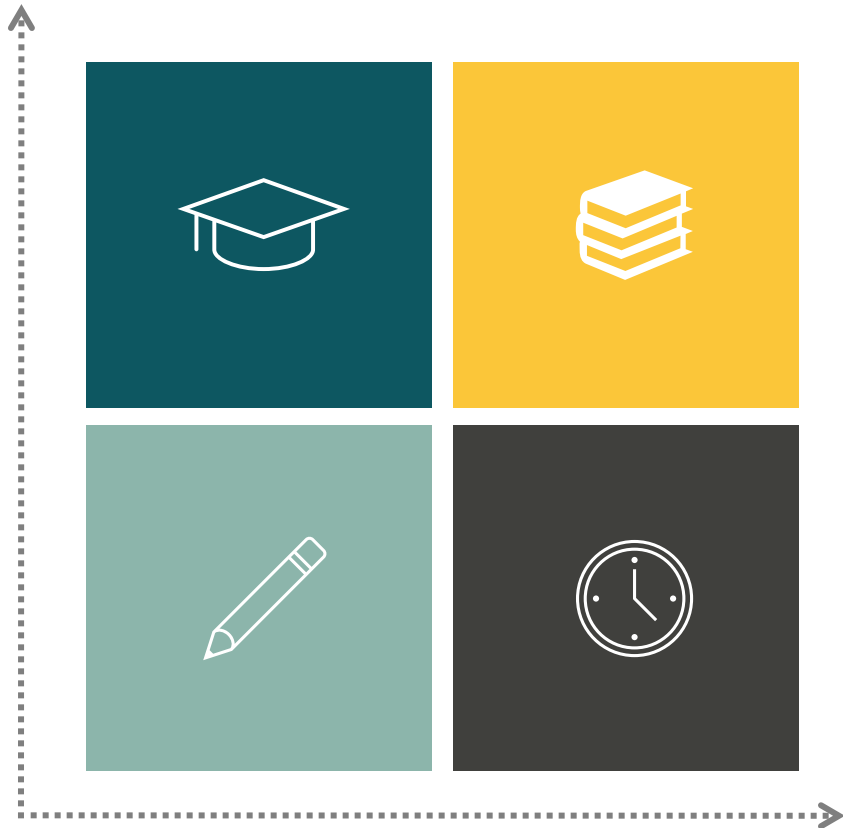
Values

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



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Today's Agenda



Title III, Part A Funding Update

Planning for 2025-26

Questions & Answers

Breakout Rooms



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Title III, Part A Funding Updates

The Bad News...

- Title III, Part A funds have not been released for the 2025-26 school year by the US Department of Ed. What this means...
 - Districts cannot count on having new Title III funds for the coming school year.
 - More information will be shared soon about how this will affect the Consolidated Grant Application and other Title programs.




The Good News...

- This does not affect the current 2024-25 Title III allocations which are still available to be spent through August 31, 2025.
- Title III carryover funds from the 2023-24 school year must be used by August 31, 2025.
- Any remaining Title III allocations from the 2024-25 school year will be available for the 2025-26 school year in late December or early January.



Title III & TBIP Funding

Keep in mind that Title III funding is the “sprinkles” or the “cherry on top” of significant state funding that we have to support ML services.

- Title III (~\$140) →
 - TBIP (~\$1700) →
 - Basic Ed (~\$10,000) →
- 
- **Title III** is primarily for extended day/year, PD, AI/AN services, and family engagement
 - **TBIP** is primarily for ML student services (supplemental ELD teachers/co-teachers, paraeducators, materials, specialists/coaches, PD, & other program costs)
 - **Basic Ed** is for ML students' teachers of record in core content and activities that are available to all students (including an “elective” ELD class)



Legal Obligations of Basic Education

RCW [28A.150.220](#) - Basic education—Minimum instructional requirements—Program accessibility—Rules.

- (3) The instructional program of basic education provided by each school district shall include:
- (e) Supplemental instruction and services for eligible and enrolled students and exited students whose primary language is other than English through the transitional bilingual instruction program under RCW [28A.180.010](#) through [28A.180.080](#);

English Language Development Services are a requirement of Basic Education.

TBIP provides supplemental funds to assist with additional costs of making basic education accessible while also teaching English to multilingual learners.



State TBIP Requirements ([RCW 28A.180.040](#))

Every school district board of directors shall:

- a) Make available to each eligible pupil **transitional bilingual instruction** to achieve competency in English, in accord with rules of OSPI.
- b) Ensure that **communications to parents** shall be appropriately bilingual;
- c) Determine, by administration of an **English test** approved by OSPI, the number of eligible pupils enrolled;
- d) Ensure that a student who is a **child of a military family** in transition and who has been assessed as in need of, or enrolled in, a bilingual instruction program, **honor placement** of the student into a like program.
- e) Before the conclusion of each school year, **measure** each eligible pupil's improvement in learning the English language **by means of a test** approved by OSPI;
- f) Provide **in-service training for teachers, counselors, and other staff**, who are involved in the district's transitional bilingual program (including instructional strategies, use of curriculum materials, and program models);
- g) Make available a program of **instructional support** for up to two years immediately **after pupils exit** from the program.



Title III Allowable Expenses

- **Professional Development**

- Coaches, PD Trainers, Courses, Tuition, Conferences, Travel, Extra hours

- **Extended Day/Year Support**

- Staffing, transportation, supplies/materials

- **Title III Family Engagement**

- Staffing, supplies/materials, translation & interpretation

- **Language & literacy services for AI/AN students**

Title III cannot fund the district's core ELD program or a student's only ELD services.



TBIP Allowable Activities

*TBIP funds are for supporting **student services** for qualified multilingual English learners.*

Teacher salaries

for ELL or Bilingual endorsed teachers to provide supplemental ELD services

Salaries for

administrative staff
who are supervising ELD instruction (admin, paraeducators, etc.)

Academic support

for exited TBIP students

Supplies/materials

that directly support language development

Instructional resources

designed for bilingual and/or ELD instruction

Additional costs

associated with providing ELD/bilingual education instruction



More TBIP Allowable Activities

Professional development

specific to second language acquisition

Translation & interpretation

related to ELD services

Travel expenditures

that are directly related to the TBIP

Technology

expenditures that are directly related to language acquisition

Printing costs

related to the TBIP program

Indirect costs

as per the indirect allocation established by OSPI (ideally under 10%)



Indirects & State Recovery Rate

Title III

Indirects

- Title III Indirects are taken up front
- Districts can claim up to the full amount of the indirect % in their budget but **DON'T HAVE TO**
- Funds are used for the "indirect" cost of the program such as fiscal and grant management, transportation, etc.

TBIP

State Recovery Rate

- TBIP uses the State Recovery Rate which is taken at the end of the fiscal year
- In an apportionment (like TBIP) the district gets the full amount of the funding
- At the end of the year, the state matches that apportionment against the district's reported program expenditures to calculate a "recovery rate" that can be claimed for indirect costs



Unlocking Federal and State Program Funds to Support Student Success

- **Part I:** Braiding, or coordinating federal and state funds to support specific programs, activities, and initiatives
- **Part II:** LEA ESSA Funding Flexibility
- **Part III:** Federal and State Programs Overview

Unlocking Federal and State Program Funds to Support Student Success



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Revised
January 2024

[Guide to Unlocking Funds](#)

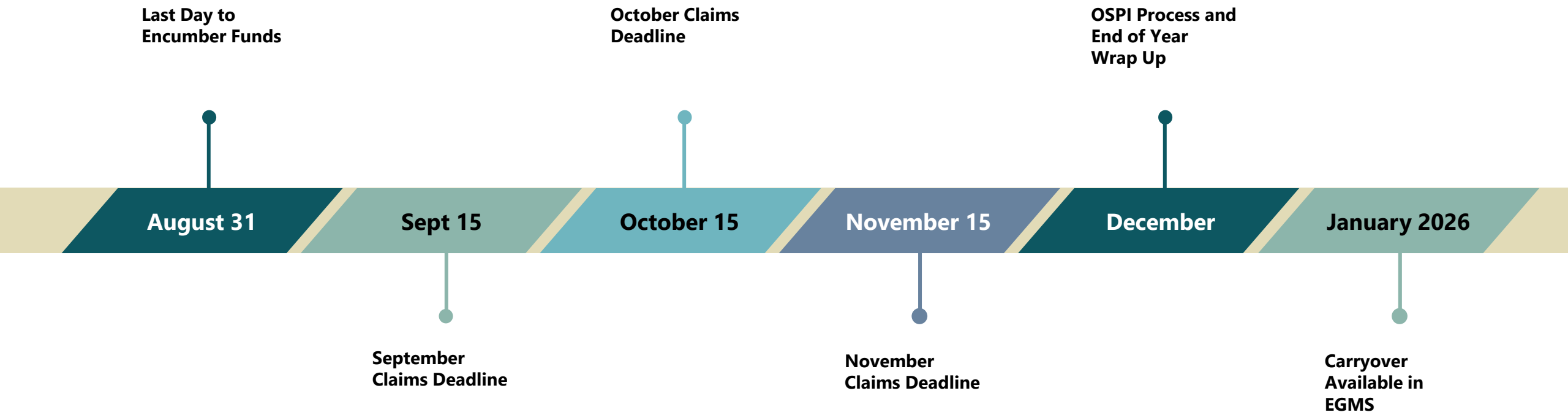


Planning for 2025-26

Planning Considerations

- What Title III, Part A, carryover funds will be available?
- What staffing may need to shift out of Title III?
- What professional development can replace more costly plans?
- What family engagement activities can be funded by Title I or other funding sources?
- What services for AI/AN students can be covered by Title VI or integrated into TBIP-funded services?

Title III Carryover Timeline



How does carryover work?

Scenario 1: This district has spent \$80,000 this year in total which will be credited to their carryover first (\$60,000), leaving \$70,000 for carryover in 2025-26.

	2023-24 Carryover Funds	2024-25 Title III Allocation	TOTAL
Amount Allocated	\$60,000	\$90,000	\$150,000
Amount Used so Far	-\$30,000	-\$50,000	-\$80,000
Amount Left	\$30,000	\$40,000	\$70,000 (available for carryover in 2025-26)

Scenario 2: This district has spent \$50,000 this year in total which will be credited to their carryover first (\$60,000) but will lose \$10,000 if they don't spend down by Aug. 31.

	2023-24 Carryover Funds	2024-25 Title III Allocation	TOTAL
Amount Allocated	\$60,000	\$90,000	\$150,000
Amount Used so Far	-\$20,000	-\$30,000	-\$50,000
Amount Left	\$40,000	\$60,000	\$90,000 (available for carryover in 2025-26)

Title III Carryover Funding

If you will have Title III carryover from 2024-25...

- For personnel, plan to fund from an alternate source from September through December.
- Determine other costs and plan to fund from any alternate source until January.
- Work with your fiscal office to move expenses into the correct fund after carryover arrives.

If you will not have Title III carryover from 2024-25...

- Look for alternate funding sources for critical needs such as personnel.



Staffing

What Title III staffing can shift to TBIP staffing?

- Are there TBIP staff who should be paid from Basic Ed? (Teachers of record for ELD classes)
- School or district coaches who are ELL endorsed can be paid by TBIP
- Other positions that can shift to Basic Ed, TBIP or other supplemental funding such as Title I or LAP?

Keep in mind that if teachers of record are paid from TBIP, they are supplanting Basic Ed funds that should fund that class. This is a time to either insist on use of Basic Ed for these courses or move to co-teaching with a TBIP-funded co-teacher.



Professional Development

What professional development plans did you make for Title III?

- Consider alternate funding sources such as TBIP and Title I
- Look for free or low-cost alternatives:
 - Use in-house coaches or specialists to lead work
 - Use WIDA Self-Paced Courses for free resources
 - Attend OSPI ML Director and ML Teacher Networks
 - Reach out to our team or your ESD partners for support



Family Engagement

- Consider low-cost and no-cost ways to engage families.
- Use alternative funding sources such as Title I, Part A, or Basic Ed.
- Use TBIP funds for required activities like Notification Letters.
- Use carryover funds, if available.



AI/AN Services

- Consider ways to serve currently eligible AI/AN students through alternate funding sources such as Title VI, Title I, Part A, LAP, and other MTSS services.
- Work with your local Tribe to determine additional ways to support these programs.
- Contact the Office of Native Education for support.



Check-in Time

Please feel free to join a Breakout Room for Q&A:

- **Northwest – ESD 121 (King) & 189** (Kristin)
- **Southwest – ESD 112, 113, 114, 121 (Pierce)** (Shannon)
- **Eastside - ESD 101, 105, 123 & 171** (Katie & Dr. Kad)





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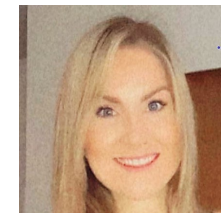
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