

Multilingual Education Information Session

September 4, 2025

In the chat: What is one thing you want to celebrate about the start of this school year?

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



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 Coast Salish, Puyallup, Chelan, Squaxin Island, and Yakima Tribes 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.

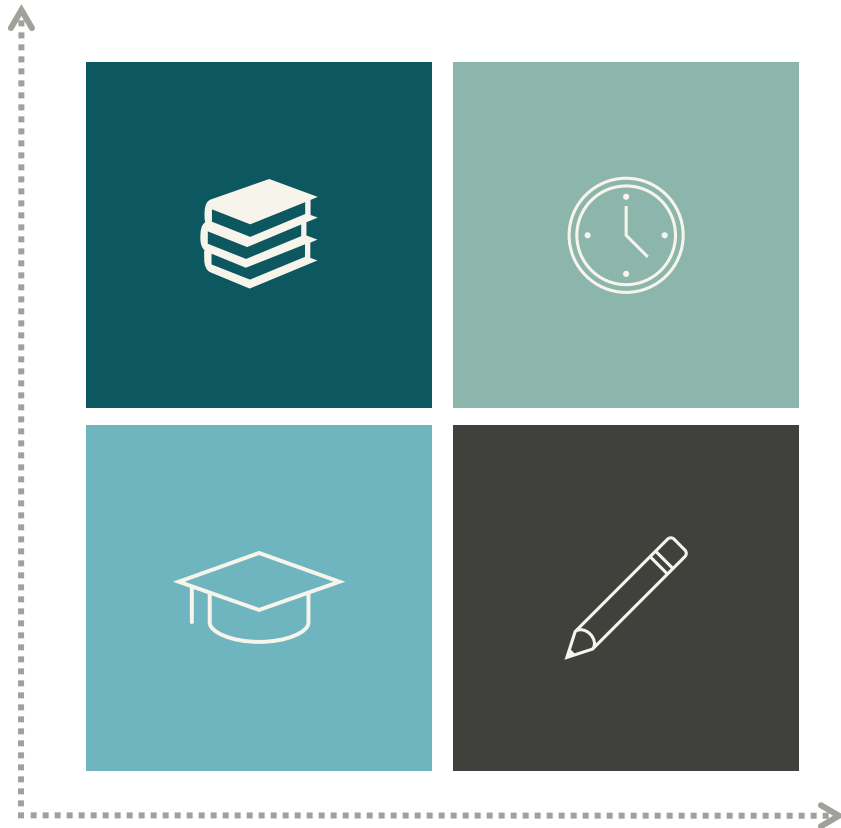
Values

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



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Agenda



State & Federal Guidance

Identification & Notifications

WIDA Updates

Grants, Data, & Opportunities

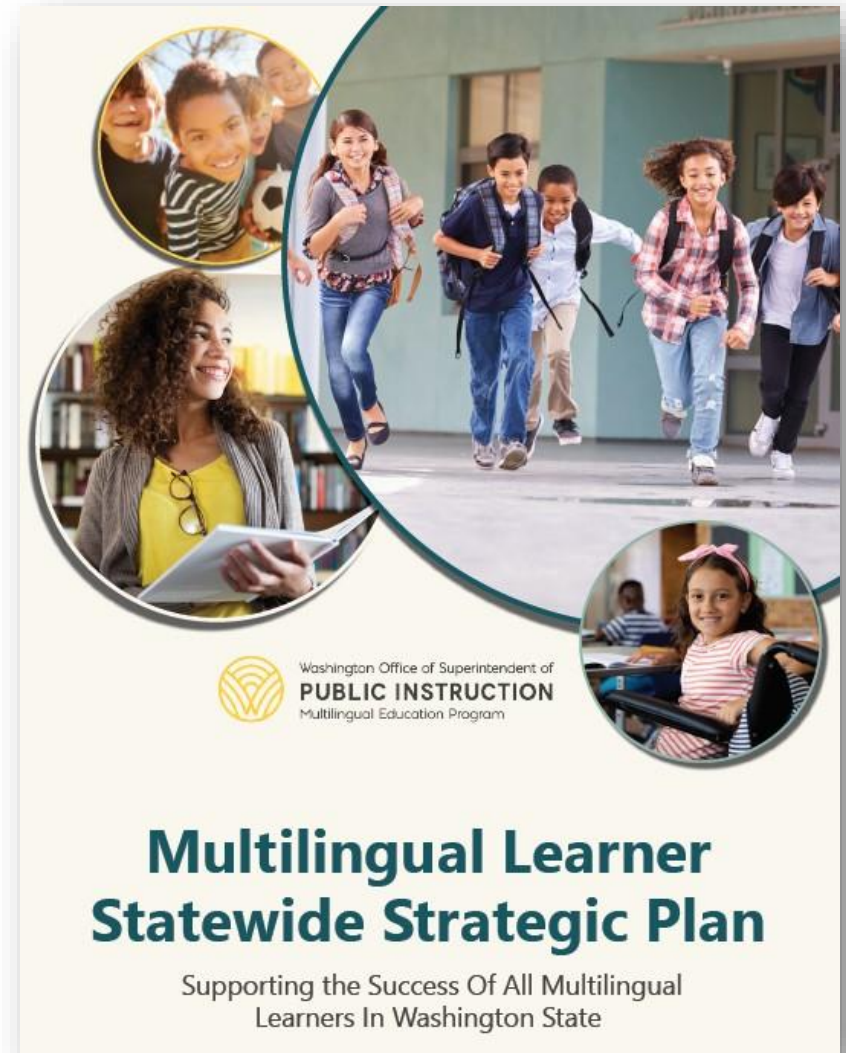
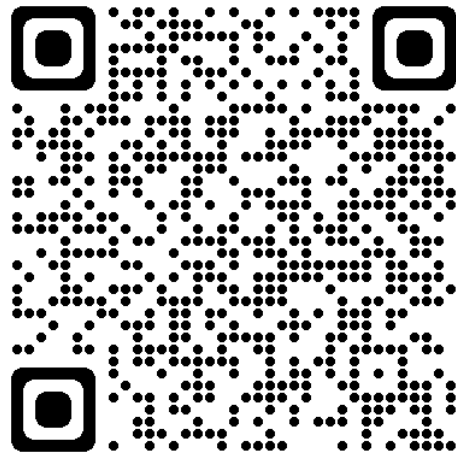


Multilingual Learner Statewide Strategic Plan

Core Principles:

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

[Download the Plan](#)





State and Federal Guidance

Foundation for Equity: Lau v. Nichols

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."

- Lau v. Nichols, 1974



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Castañeda Framework

The Castañeda framework (1981) articulates three standards for equitable language instruction educational programs. The program must be:

Based on **sound educational theory or research**

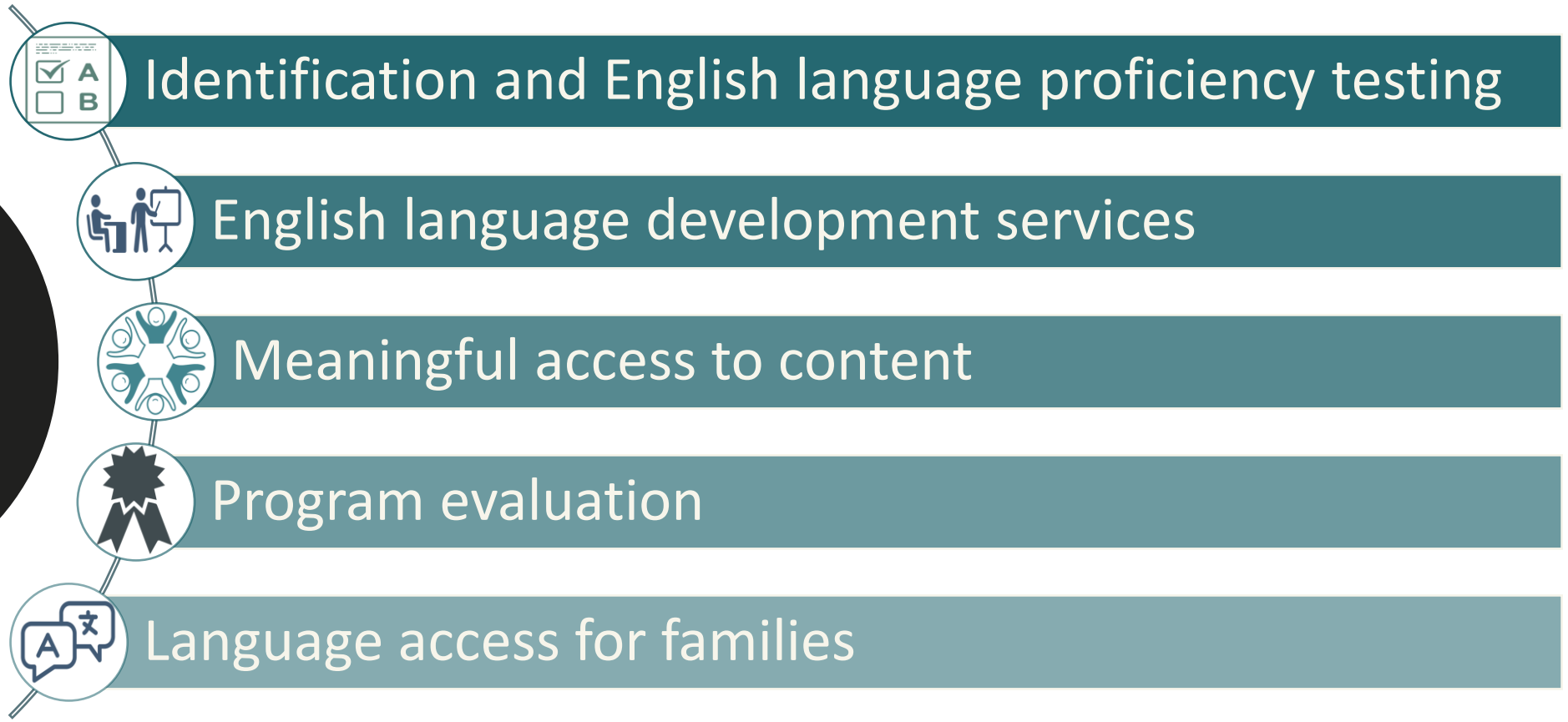
Implemented effectively with **adequate resources and personnel**

Evaluated as effective in overcoming language barriers



Civil Right Obligations

**All Schools
Must Meet
Civil Right
Obligations**



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.

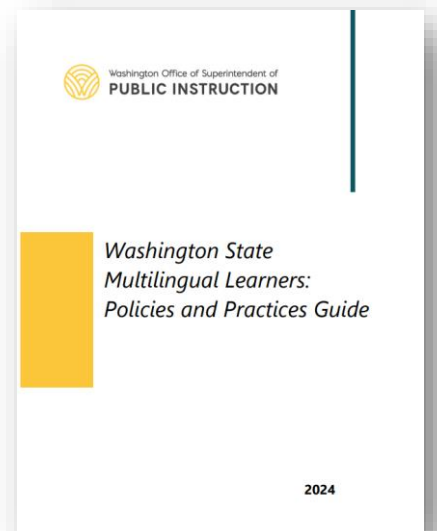




Identification & Notifications

Chapter 1: Identification of Eligible Multilingual Learners

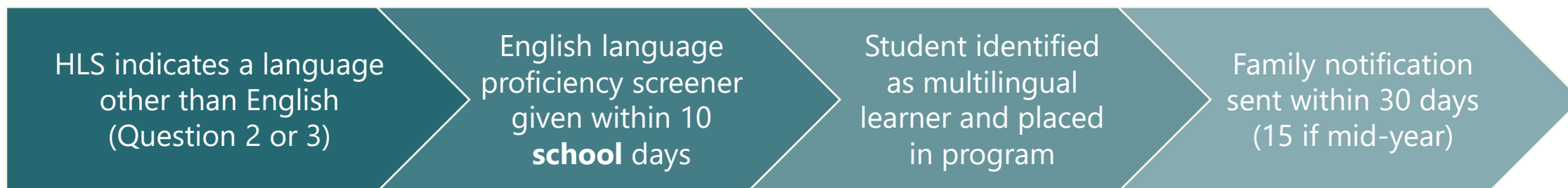
- Identification
 - Home Language Survey
 - Enrollment Guidance for Student Groups
- Language Proficiency Screening
- Placement
- Family Notification
 - Parent Waivers
- Annual Testing
- Student Data





Identification

- Use the [Home Language Survey](#) questions (updated version)
- Administer the WIDA Screener within 10 school days
- Identify and place students in program immediately
- Send [Notification Letters](#) of Placement or Continued Eligibility within 30 calendar days of school starting



Transitional Kindergarten Identification

Use the following procedure for screening students in Transitional Kindergarten (TK):

1. **Administer Home Language Survey** and review first language and most used language (questions 2 & 3)
2. **Provisionally qualify** students who are possibly eligible, following the guidance in the [ML Policies & Practices Guide](#), p. 21
3. **Screen TK students in the spring** starting May 1st using the WIDA Kindergarten Screener (listening & speaking only) before the end of the year

Provisionally-qualified TK students can be reported on the P-223 for TBIP funding. Services are best provided in the TK setting (not pull-out).



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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Updated Letters Available!

New and updated notification letters are now available for:

- Notification of Placement – WIDA Alternate Screener
- Notification of Continued Eligibility – WIDA Alt ACCESS
- Notification of Proficiency/Transition – WIDA Alt ACCESS
- WIDA Screener Notification for TK

Multilingual Learner Templates

The following templates may be used to notify families of multilingual learners.

[Expand all](#)

Notification of Placement



Notification of Placement for Transitional Kindergarten



Notification of Continued Eligibility



Notification of Proficiency/Transition from ELD Services



Notification of Tested Not Eligible



American Indian/Alaska Native Templates

The following templates must be used to notify families of American Indian/Alaska Native students.

Notification for Title III American Indian/Alaska Native Students



Alternate Assessment Templates

The following templates may be used for multilingual learners who qualify for alternate assessments due to a significant cognitive disability.

[Expand all](#)

Notification of Placement - WIDA Alternate Screener



Notification of Continued Eligibility - WIDA Alternate ACCESS



Notification of Proficiency/Transition - WIDA Alternate ACCESS



Multilingual Family Communication Templates



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Notification of Placement Letter

- Shows student scores & proficient scores
- May want to separate K from grades 1-12
- Include programs offered & check student's program
- Separate letter for TK

Family Notification of New Student Placement in an English Language Development Program

Student's Name: _____ Date: _____

School: _____ School District: _____

Dear Parent or Guardian,

When you registered your child for school, the home language survey you completed indicated your child first spoke a language other than English OR your child uses a language other than English most often at home. Based on this information, the law requires the school to give your child an English Language Proficiency Screener to determine your child's eligibility for English language development instruction to help your child acquire English.

Based on this screener, your child is eligible for English Language Development services for the INSERT YEAR school year. Your child will receive services until they reach proficiency on the state-approved English language proficiency assessment.

WIDA Screener	Overall	Listening	Reading	Speaking	Writing
Your Child's Scores					
For grade K before January 1, to be considered proficient, students must score:	5	5	-	5	-
For grade K after January 1, to be considered proficient, students must score:	4.5	4	4	4	4
For grade 1, to be considered proficient, students must score:	4.5	4	4	4	4
For grades 2-12, to be considered proficient, students must score:	5	4	4	4	4



Notification of Placement – WIDA Alt Screener

- Shows student Alt Screener score & proficient score
- Include programs offered & check student's program
- **Note:** Other Special Programs has been updated on this letter and may apply to self-contained Special Ed programs.

Alternate New Student Letter 2025 English

**Family Notification of New Student Placement
in an English Language Development Program**

Student's Name: _____ **Date:** _____

School: _____ **School District:** _____

Dear Parent or Guardian,

When you registered your child for school, the home language survey you completed indicated your child first spoke a language other than English OR your child uses a language other than English most often at home. Based on this information, the law requires the school to give your child an English Language Proficiency Screener to determine your child's eligibility for English language development instruction to help your child acquire English.

Based on this screener, your child is eligible for English Language Development services for the INSERT YEAR school year. Your child will receive services until they reach proficiency on the state-approved English language proficiency assessment.

WIDA Alternate Screener	Overall
Your Child's Scores	
For grades K-12, to be considered proficient, students must score:	5

The purpose of the English Language Development program is to provide language instruction for students in speaking, listening, reading, and writing in English. The program will also help your child meet grade level academic standards and requirements for promotion and graduation.



Notification of Continued Eligibility Letter

- Shows student scores & proficient scores
- Use SBA or district assessments for ELA and Math progress
- Include programs offered & check program
- May be set up for electronic “merging”

Family Notification of Continuing Student Placement in an English Language Development Program

Student's Name: _____ Date: _____

School: _____ School District: _____

Dear Parent or Guardian,

Your child continues to be eligible for English Language Development services for the **INSERT YEAR** school year. Your child will receive services until they reach proficiency on the state-approved English language proficiency assessment.

WIDA ACCESS for ELLs	Overall
Your Child's Most Recent Score	
For grades K-1, to exit services, students must score:	4.0
For grades 2-12, to exit services, students must score:	4.7

The purpose of the English Language Development program is to provide language instruction for students in speaking, listening, reading, and writing in English. The program will also help your child meet grade level academic standards and requirements for promotion and graduation. Here is how your child is progressing in meeting grade level academic standards, based on state and district assessments:

	Approaching Standard	Meeting Standard	Exceeding Standard
English Language Arts			
Mathematics			



Continued Eligibility Letter – WIDA Alt ACCESS

- Shows WIDA Alt ACCESS levels & exit criteria
- Include programs offered & check program
- Some components may not seem relevant but are federally required

Alt ACCESS Continuing Letter 2025

English

Family Notification of Continuing Student Placement
in an English Language Development Program
based on the WIDA Alternate ACCESS Assessment

Student's Name: _____

Date: _____

School: _____

School District: _____

Dear Parent or Guardian,

Your child continues to be eligible for English Language Development services for the INSERT YEAR school year. Your child will receive services until they reach proficiency on the state-approved English language proficiency assessment. Your child's English proficiency was measured on the WIDA Alternate ACCESS Assessment, and your child scored at this level:

WIDA Alternate ACCESS Assessment	Overall
Your Child's Most Recent Score	
For grades K-12, to exit services, students must score:	4

The purpose of the English Language Development program is to provide language instruction for students in speaking, listening, reading, and writing in English. The program will also help your child meet academic standards and requirements for promotion and graduation. The English language development program will coordinate with appropriate staff to meet the objectives of your child's Individualized Education or 504 Plan.



Notification of Tested, Not Eligible

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

Tested Not Eligible 2023

English

Student's Name: _____

Date: _____

School: _____

School District: _____

Dear Parent or Guardian,

When you registered your child for school, the home language survey you completed indicated your child first spoke a language other than English OR your child uses a language other than English most often at home. Based on this information, the law requires the school to give your child an English Language Proficiency Screener to determine your child's eligibility for English language development instruction to help your child acquire English.

Based on this screener, your child is not eligible for English Language Development services. Your child scored at the Proficient Level on the state-approved English language proficiency assessment.

WIDA Screener	Overall	Listening	Reading	Speaking	Writing
Your Child's Scores					
For grade K before January 1, to be considered proficient, students must score:	5	5	-	5	-
For grade K after January 1, to be considered proficient, students must score:	4.5	4	4	4	4
For grade 1, to be considered proficient, students must score:	4.5	4	4	4	4
For grades 2-12, to be considered proficient, students must score:	5	4	4	4	4

If you have any questions, please contact INSERT NAME at INSERT PHONE NUMBER. (Interpreter services are available.)

Sincerely,

INSERT NAME



Notification Letter Data

The letter must include:

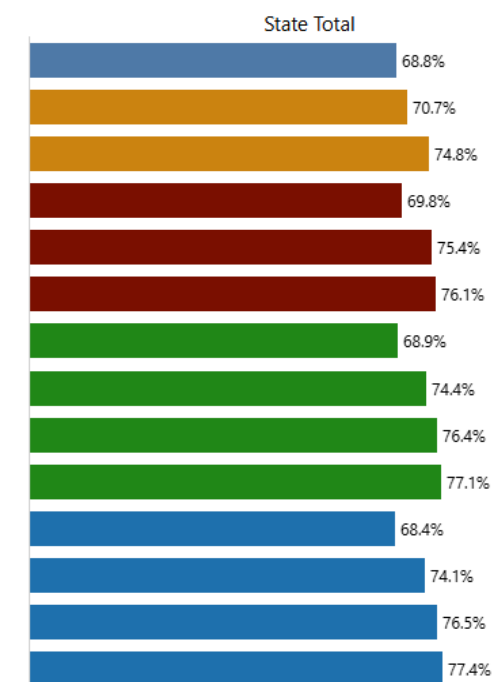
- Graduation Rate for Multilingual Learners
- Typical Time in Program (Average Years to Exit)

Data for these elements can be found in EDS in the Secure Tableau server in the TBIP and Letters Dashboard.

(Use local data or the state average if data are inaccurate or missing due to low numbers.)

Note: Average Years to Exit includes Long-Term English Learners who exit upon graduation

Notification Letter Information							
Avg Years Served	State Total		State Total				
	2023-24	2023-24	Class of 2024	Class of 2023	Class of 2024	Class of 2023	
	3.8	5.3	Four Year	76.4%	68.3%	68.8%	70.7%
			Five Year		74.7%		74.8%



State Total				
Class of 2024	Class of 2023	Class of 2022	Class of 2021	Class of 2020
68.8%	70.7%	69.8%	68.9%	68.4%
	74.8%	75.4%	74.4%	74.1%
		76.1%	76.4%	76.5%
			77.1%	77.4%



WIDA Updates

ELP Assessment Coordination in 2025-2026

- **OSPI ELP Assessment Office Updates**

- Office Hour returned with a new Zoom link and updated schedule of key topics. More information available on [OSPI's ELPA website](#).
- ELPA Newsletter sent weekly with updates. [Register here to receive newsletters](#).

- **WIDA Updates**

- Outlined on their website.
- Revised WIDA ACCESS and WIDA Kindergarten ACCESS.
- Rubric, training course, and accommodation changes.



WIDA Alternate Screener

Qualifications for Use: Student must have an IEP and already identified for alternate assessment and screened within ten days of attendance.

Criteria for ELD Services: Must score 5.0 to be ineligible for services.

CEDARS: WIDA Alternate Screener will be added as a screener option in CEDARS in the fall. It will be added as an option in local Student Information Systems and additional communication, including updated documents, will be shared by the Student Information team to district CEDARS administrators.

- Reporting Note: Because the WIDA Alternate Screener has a less-than-three scoring option, for the purposes of CEDARS data entry, the less-than-three option is mapped to a two. Other score options include three, four, and five.
- Until the updates are complete:
 - If you administer the Alternate Screener and the SIS doesn't have it as an option, keep the data locally until data entry is possible.
 - If SIS has it as an option but it produces CEDARS errors, it means that CEDARS isn't updated yet. You will continue to get CEDARS errors until CEDARS is updated. The data will go through when it is updated fully in the fall.



Key Tasks for August – September 2025

- **ELP Assessment Contact List**: Updated quarterly with the most recent update in September. Use for district to district communication regarding student enrollment and records.
- **Kindergarten Screener**: There is no new Kindergarten Screener. You can use last year's materials. If you need more materials, order and send invoice to ELPAssessments@k12.wa.us.
- **Process 2024-2025 Data**: With data now on LEP and WAMS, use [CEDARS Reporting Guidance](#) to exit students who met exit criteria (pages 100-104).
- **Pre-Identification Deadline**: Multilingual Learner information updated in CEDARS and WIDA Alternate ACCESS identified by December 5, 2025.



WIDA ACCESS Exit Criteria		WIDA Alternate ACCESS Exit Criteria
Grades K-1	Minimum Overall Score: 4.0 Score at least a 4.0 will exit ELD services.	Minimum Overall Score: 4.0 Score at least a 4.0 will exit ELD services.
Grades 2-12	Minimum Overall Score: 4.7 Score at least a 4.7 will exit ELD services.	Minimum Overall Score: 4.0 Score at least a 4.0 will exit ELD services.
SBA ELA 2025	Grades 2-12: Score between 4.3 - 4.6 AND earn a Level 3 or Level 4 on the SBA ELA will exit ELD services.	NA
Resources	English Language Proficiency Annual Assessments Alternate English Language Proficiency Assessment Multilingual Family Communication Templates	



Key Tasks for September 2025

Screening: Manage users, complete training, screen students, enter screener data into CEDARS.

- *User Management:* District Assessment Coordinators create user accounts and assign permissions. Suggestion to deactivate old user accounts in both WIDA Secure Portal and WIDA AMS.
- *Complete Training:* All training must be completed after July 1, 2025 to qualify for the 2025-2026 school year. Users must complete training before administering screeners. This includes scoring training. Re-certification is required annually. Full district reports to verify screening can be run on WIDA Secure Portal.
- *Screen Students and Enter Screener Data into CEDARS:* Potential screener incidents must be submitted in ARMS in the 24-25 SY. Requests for accommodated WIDA Screener Paper must be submitted using [Microsoft Forms](#).



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
 - CHANGE: Tuesday, June 10
- No office hour in July
- Returning August 4

ELP Assessment Office Weekly Newsletter

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





Grants & Data

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 world language, heritage language, or Tribal language courses.

DO:

Use for ALL dual language courses.

DON'T:

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



Dual Language Data Elements

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.

D15: Dual Language Instruction Language: Use the language codes from the [2024-25 CEDARS Appendix K](#)



Grant Updates



- FP 219 – TBIP – Open Now!
- FP 231 – Title III Consortia – launch date Sept 10
- FP 232 – Title III CGA – Open Now!
- FP 748 – Tribal Language Grants – Open Now!
- FP 978 – Dual & Heritage Language Grants – Open Now!
- FP 423 – Language Access Coordinator Grant – Open Now!



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 and 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



Did you miss the In-Person Directors' Convening?
Register now for the online mini-convening!

Date: September 11, 2025

Time: 9:00-11:00 am

Register on [pdEnroller](#)



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WIDA Self-Paced Courses

2025-2026 Offerings	
<u>Developing Language for Learning in Mathematics</u>	<u>Newcomers: Promoting Success through Strengthening Practice</u>
<u>Desarrollando el Español: las expectativas del lenguaje</u> (Developing Spanish: Language Expectations)	<u>Reading Comprehension Across Content Areas with Multilingual Learners</u>
<u>Engaging Multilingual Learners in Science: Making Sense of Phenomena</u>	<u>Reframing Education for Long-term English Learners</u>
<u>Exploring the WIDA PreK-3 Essential Actions</u>	<u>Teaching Multilingual Learners Social Studies through Multiple Perspectives</u>
<u>Let's Play! Multilingual Children's Joyful Learning in PreK-3</u>	<u>The WIDA Standards Framework: A Collaborative Approach</u>
<u>Making Language Visible in the Classroom</u>	<u>WIDA Español: Evaluaciones del desarrollo del lenguaje a nivel de salón</u> (Classroom Assessment for Language Development)

Access to 2025-2026 offerings begins on Sept. 1, 2025.



Register Now!



WIDATM
UNIVERSITY OF WISCONSIN-MADISON

Annual Conference
October 27-30, 2025 • Seattle, WA

Key Dates

Registration: Still Open!

In-Person Conference Registration

Washington Educators Rate: \$665

(Enter the code WATEACHER25 during registration to receive the discounted rate! Available until the conference sells out.)

Live Virtual Track Pricing

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](#).

Dates:

September 18, 2025

December 18, 2025

March 19, 2026

October 16, 2025

January 15, 2026

April 16, 2026

November 20, 2025

February 19, 2026

May 21, 2026

Time: 9:00 – 10:30 am

Register here: [25/26 Multilingual Directors' Network](#)



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



Audience: K-12 Teachers

Purpose: The ML Teacher Network is a welcoming space for educators across Washington State to come together, share ideas, and grow in their practice. We will learn the latest research, explore effective instructional strategies, and discover high-quality materials and tools to better serve our multilingual learners.

Dates:

September (Independent Work)	December 9, 2025	March 10, 2026
October 14, 2025	January 13, 2026	April 14, 2026
November 18, 2025	February 10, 2026	May 12, 2026

Time: 3:30 – 4:30 pm with optional breakout session 4:30 – 5:00 pm

Register on pdEnroller: [25/26 Multilingual Teacher Network](#)



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🌟 2025–2026 Dual Language School Visits 🌟

Join Us for the 2025–2026 Dual Language School Visits!

Observe Dual and Heritage Language programs in action. Connect with educators and leaders. Learn and share best practices.

📌 **Space is limited — Max 8** participants per district.
📄 **Registration required** for each attendee.

- **September 25 – Pasco School District** [Click here to register!](#)
- **October 23 - Franklin Pierce School District** [Click here to register!](#)
- **November 19 Vancouver School District** [Click here to register!](#)
- December 11 – Lake Washington School District
- January 29 – Puyallup School District
- February 26 – East Valley School District (Yakima)
- March 19 – Burlington School District
- April 23-Yakima School District
- May 14 – Shoreline School District



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2025-26 Dual & Heritage Language Professional Learning



Dual & Heritage Language PLC

Day: 2nd (or 3rd*) Tuesdays

Time: 12:00-1:00 pm

Dates: Oct. 14, Nov. 18*, Dec. 9, Jan. 13, Feb. 10, Mar. 10, Apr. 21*, May 12

Register on [pdEnroller](#)

Dual & Heritage Language Drop-in Office Hours

Time: 12:00-1:00 pm

Days: All Other Tuesdays (Sept. 9 through June 9)

Please Note: DL Office hours start September 9th!

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.](#)





Washington Office of Superintendent of
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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 – State & Federal Guidance, Identification & Notifications
- Oct. 2 – Title III AI/AN Services
- Nov. 6 – Shared Leadership & Accountability
- Dec. 4 – MTSS for MLs
- Jan. 8 – WIDA Standards Implementation
- Feb. 5 – Building Capacity of Content Teachers
- Mar. 5 – Secondary ML Programming
- Apr. 2 – Multilingual Family Engagement
- May 7- Program Evaluation & Review: Data Informed Decision-Making
- June 4– Program Planning & Grant Applications

Sign up in [pdEnroller](#) for clock hours.



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Washington Office of Superintendent of
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Multilingual Education Team



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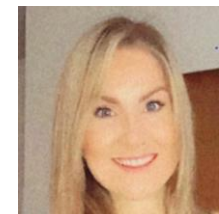
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Patricia.Venegas-weber@k12.wa.us



Kristiana Bundy
Administrative Assistant
Multilingual Education
360-878-0138
kristiana.bundy@k12.wa.us

Check-in Time

Please feel free to join a Breakout Room:

- Identification & WIDA (Kristin, Virginia, & Sharon)
- Grant Support (Katie & Kad)
- Dual Language (Teresa, Patricia & Elizabeth)

