

Multilingual Education Information Session

March 5, 2026

In the chat: We will be “springing forward” this week. How will you adapt to the new time or extra sunlight in the afternoon/evening?

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



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.

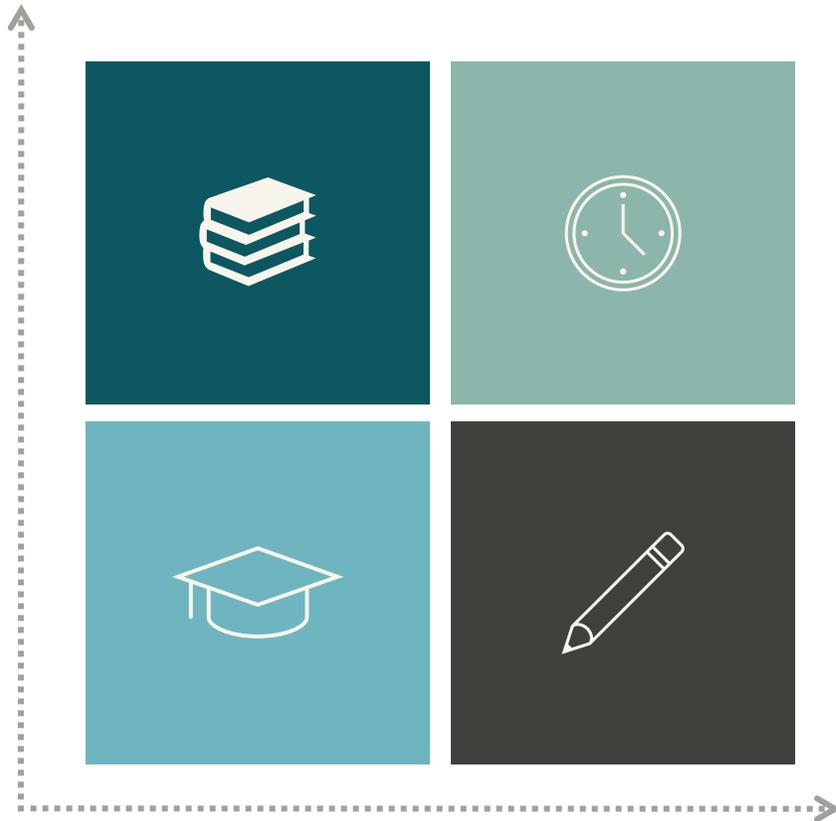
Values

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Agenda



ML Content Course Access

Pasco Secondary ML Programs

Grants & WIDA Assessment

**Professional Learning
Opportunities**



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 and Puyallup Tribes and honor with gratitude the land itself and these Tribes.



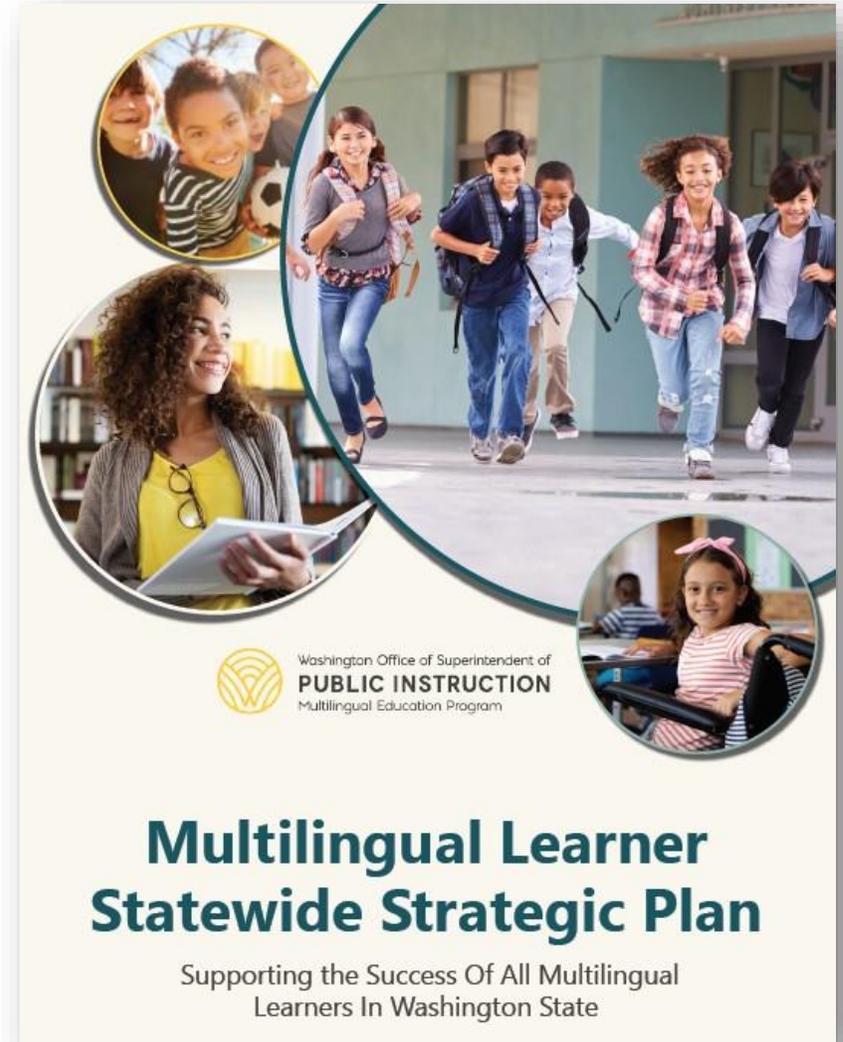
Multilingual Learner Statewide Strategic Plan

Core Principles:

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

[ML Statewide Plan](#)

[ML Action Plan Toolkit](#)





ML Content Course Access

ML Statewide Strategic Plan Connection

Goal 6: Increase high school graduation rates of current and former multilingual learners by...

- a) Developing course pathways and supports that provide access to grade-level appropriate content.
- b) Ensuring access for multilingual learners to all electives, activities, and high-level courses.
- c) Delivering responsive instruction and supports for long-term English learners (LTELs).
- d) Establishing services that meet the needs of newcomers and students with limited or interrupted formal education (SLIFE).





National Research & Development Center to Improve
EDUCATION FOR SECONDARY ENGLISH LEARNERS

WestEd 

Improving Content Course Access for Middle and High School English Learners



PRESENTER

Karen Thompson
Oregon State University



PRESENTER

Ilana Umansky
University of Oregon

Our Big Questions

1. What are the *course-taking patterns* of secondary-level students classified as English learners? How does course-taking access differ for different subgroups of students and in different contexts?
2. How can *malleable factors*, specifically levers that are under the control of state and local education agencies and families, influence course access and downstream outcomes for this group of students?





Dr. Ilana Umansky
University of Oregon



Dr. Karen Thompson
Oregon State University



Dr. Katherine Bromley
University of Oregon



Mari Muraki
Independent Consultant



Dr. Nami Shin
University of Kansas



Dr. Taiyo Itoh
University of Alaska Anchorage



Dr. Lorna Porter
Annenberg Institute



Dr. Manuel Vazquez Cano
Education Northwest



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Oregon State University



Janette Avelar, PhD Candidate
University of Oregon



Havisha Khurana, PhD Candidate
University of Oregon



Nafisul Huq, MS Student
University of Oregon

Typology of Tracking for EL-Classified Students

• **Exclusionary Tracking**

- Occurs when students classified as ELs are less likely than other students to be enrolled in any course in a given content area.
- Examples:
 - No English language arts (ELA) course
 - No social studies course

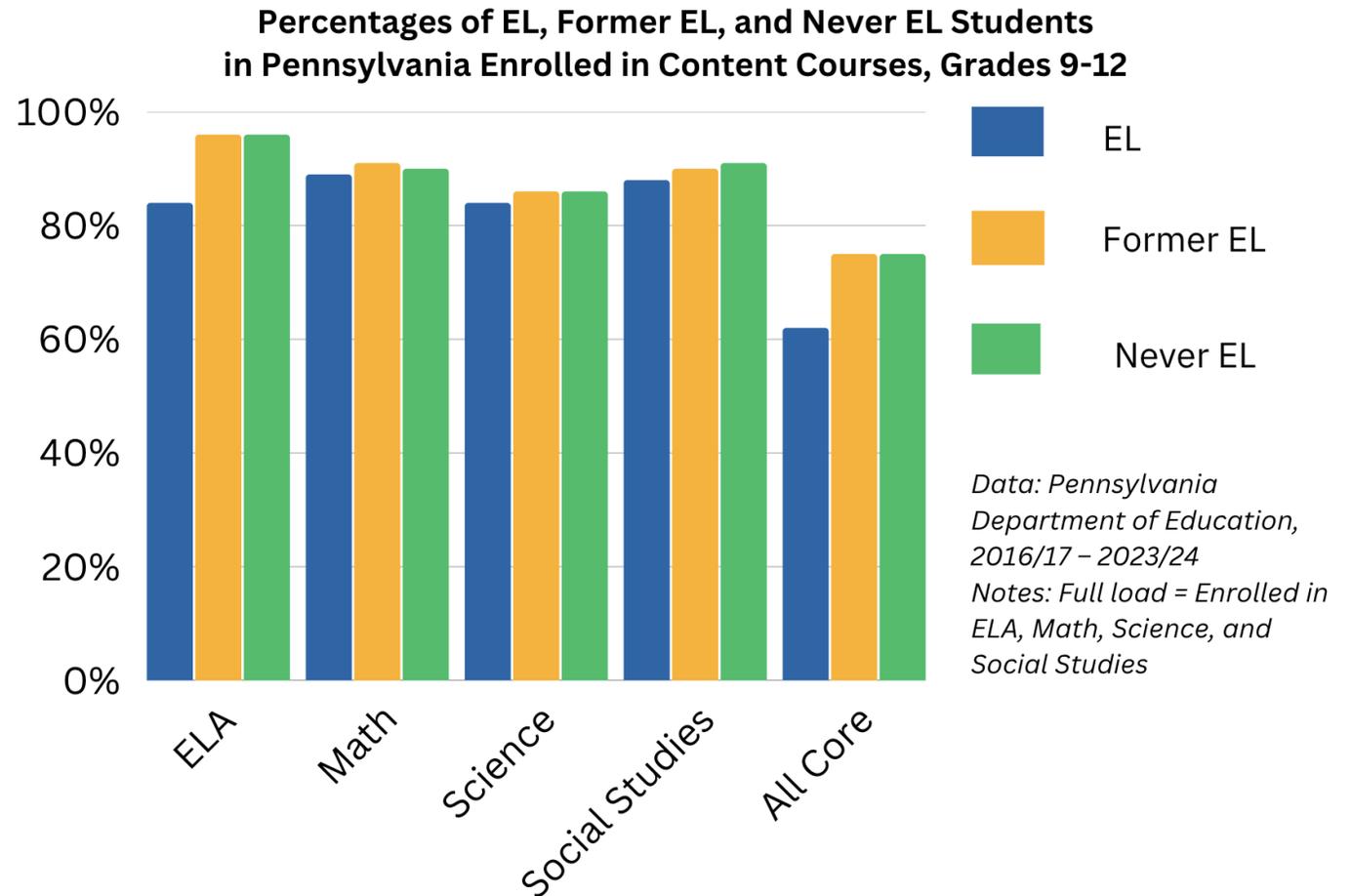
• **Leveled Tracking**

- Occurs when students classified as ELs are placed in lower levels of courses within a particular content area.
- Examples:
 - No AP/IB/Honors courses
 - Developmental reading
 - No higher-level math or science



New Analysis of Exclusionary Tracking in Pennsylvania

- As in prior analysis in Oregon and Michigan, exclusionary tracking is most pronounced in English language arts (ELA).
- 62% of current ELs are enrolled in all four content areas (ELA, math, science, and social studies), compared to about 75% of former and never ELs.



Why Is Exclusionary Tracking in ELA a Problem?

- Nearly all states require four years of ELA for high school graduation.
- *Lau* requires ELs have equitable and meaningful access to grade-level content.
 - Some states (CA, PA) have related state laws. Does WA?
- States and districts are working to find creative solutions:
 - Oregon's new Access to Linguistic Inclusion law (HB 2056) enables districts to award language arts credit for:
 - Language arts courses taught in non-English languages
 - Language arts courses completed in other countries
 - Advanced ELD courses that address the state language arts standards



Structural, Demographic, and Organizational Factors Shape Exclusionary Tracking

- **Structural factors**

- Large-scale forces that shape the educational experiences of all students
- Examples:
 - Grade
 - Year
 - District

- **Demographic factors**

- Student characteristics that shape students' educational experiences due to bias and unequal access to resources
- Examples:
 - Race/ethnicity
 - Socioeconomic status
 - Gender

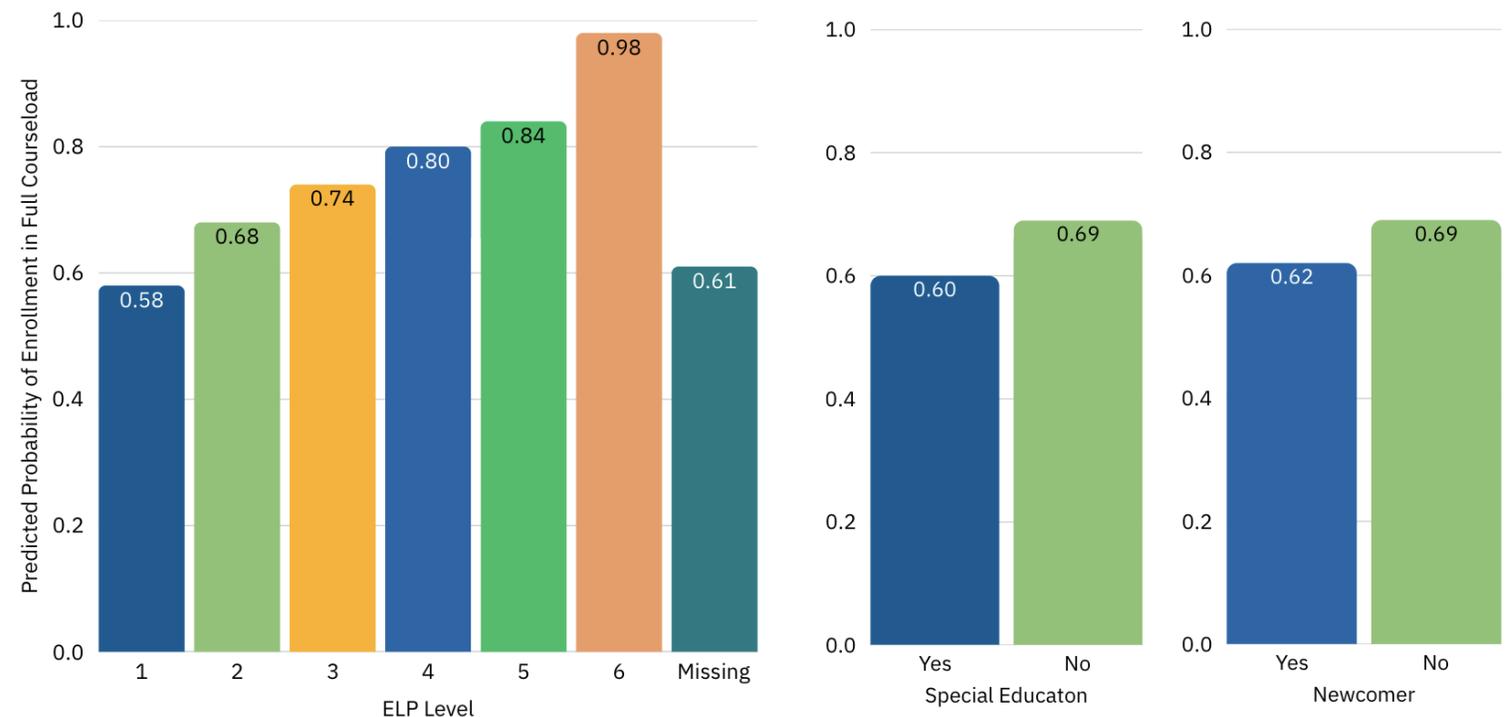
- **Organizational factors**

- Factors that educators may use to make course placement decisions
- Examples:
 - English language proficiency (ELP) level
 - Newcomer status
 - Special education status

Organizational Factors Play a Major Role in Shaping Access to Core Content

- Students at lower ELP levels, students in special education, and newcomer students were significantly less likely to be enrolled in all core content areas.
- This mirrors findings in Oregon and Michigan.

Predicted Probability of EL Students' Enrollment in All Core Content Areas in Pennsylvania, by Organizational Factors



Data: Pennsylvania Department of Education, 2016/17-2023/24



Levers to Expand Content Course Access for EL-Classified Students

- How can malleable factors, specifically levers that are under the control of state and local agencies and families, influence the course access and downstream outcomes of secondary students classified as ELs?

Specialized
Teacher
Preparation

Bilingual
Program
Participation

School
Counselor
Availability

Peer
Composition

Integrated
English Language
Development

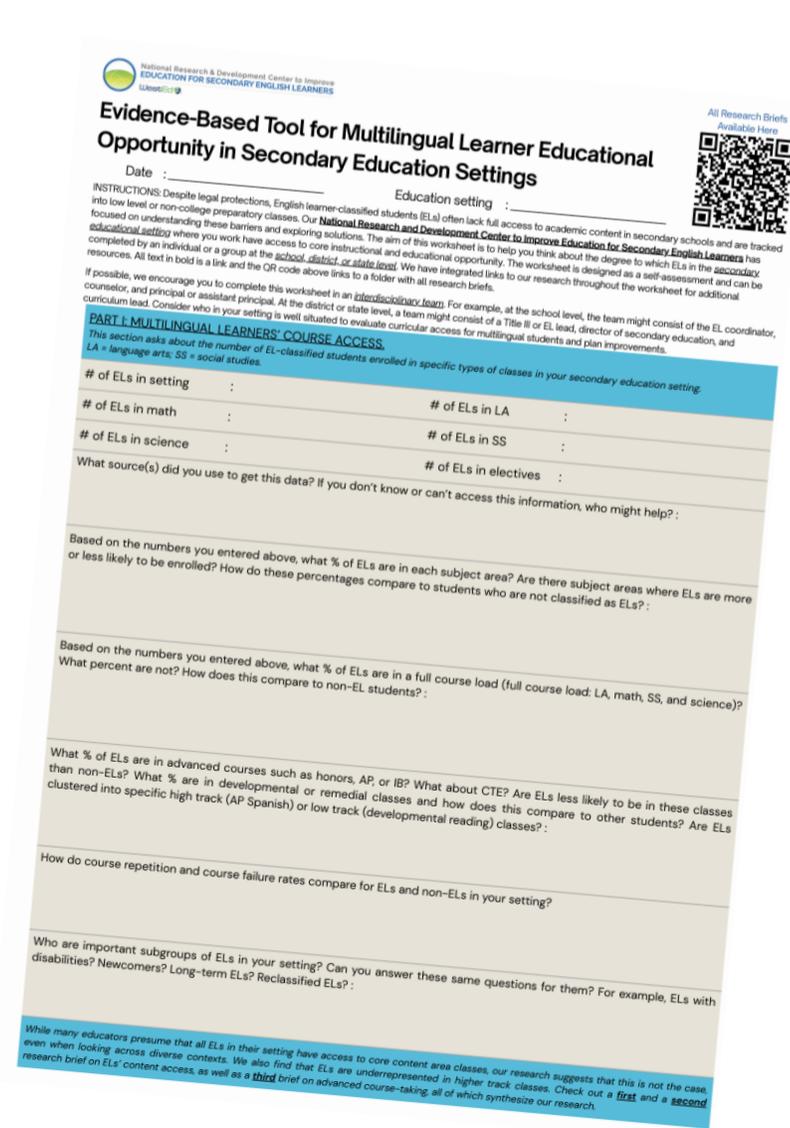
Extra
Instructional
Time

Waiving EL
Services



A Tool to Evaluate Course Access and Develop Levers

- Scan to [download the tool](#) and access our policy briefs



Thank You!

For more information, please contact:



- **Ilana Umansky**
- ilanau@uoregon.edu
- **Karen Thompson**
- karen.thompson@oregonstate.edu



Here's the QR code again to:

- View our research briefs; and
- Access to self-evaluation tool



Pasco's ML Secondary Programs



PASCO
SCHOOL DISTRICT #1

Secondary ML Programs

March 5, 2026



www.psd1.org



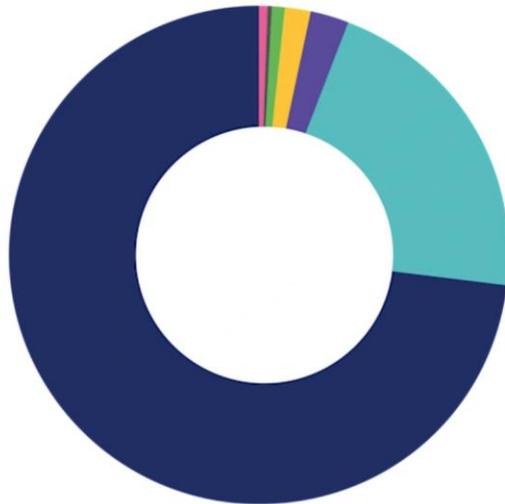
Pasco School District #1



@WeArePasco

Who are we?

18,876 Students



● Hispanic	73.5%
● White	21.2%
● Two or More Races	2.5%
● Asian	1.5%
● African American	0.9%
● American Indian/Alaskan Native	0.2%
● Native Hawaiian/Other Pacific Islander	0.3%



12.8% Special Education



32.7% English Language Learners (ELL)



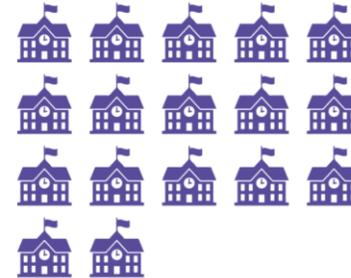
71.2% Free & Reduced Lunch



5.6% Migrant

27 Schools

17 Elementary Schools



6 High Schools



4 Virtual Learning Opportunities



4 Middle Schools

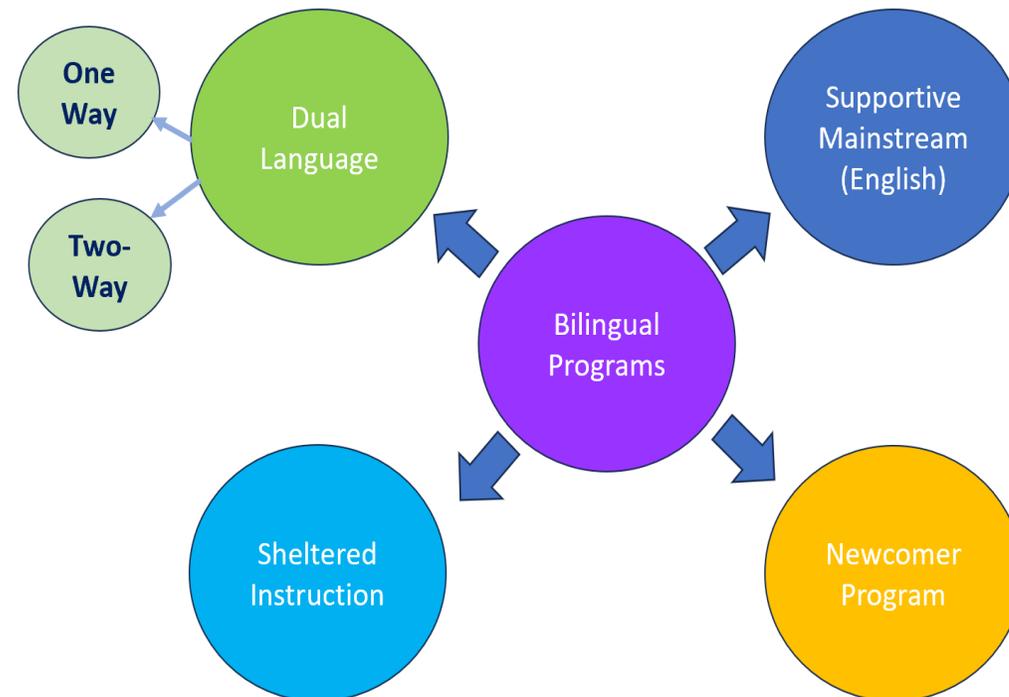


1 Early Learning Center



Program Services

48 Total Languages Spoken	
Languages Spoken	Number
English	9696
Spanish	8262
Ukrainian	241
Russian	179
Karen	64
Mam	62



Gabriela Whitemarsh

- Former graduate of PHS
- Teaches 9th -12th College in the High school in Spanish at PHS
 - Precalculus
 - Algebra 1
- Daughter of immigrant parents
- 2025 PSD's Crystl Apple Winner
- 2026 ESD 123 Regional Teacher of the Year
- 2026 WA State Teacher of the Year

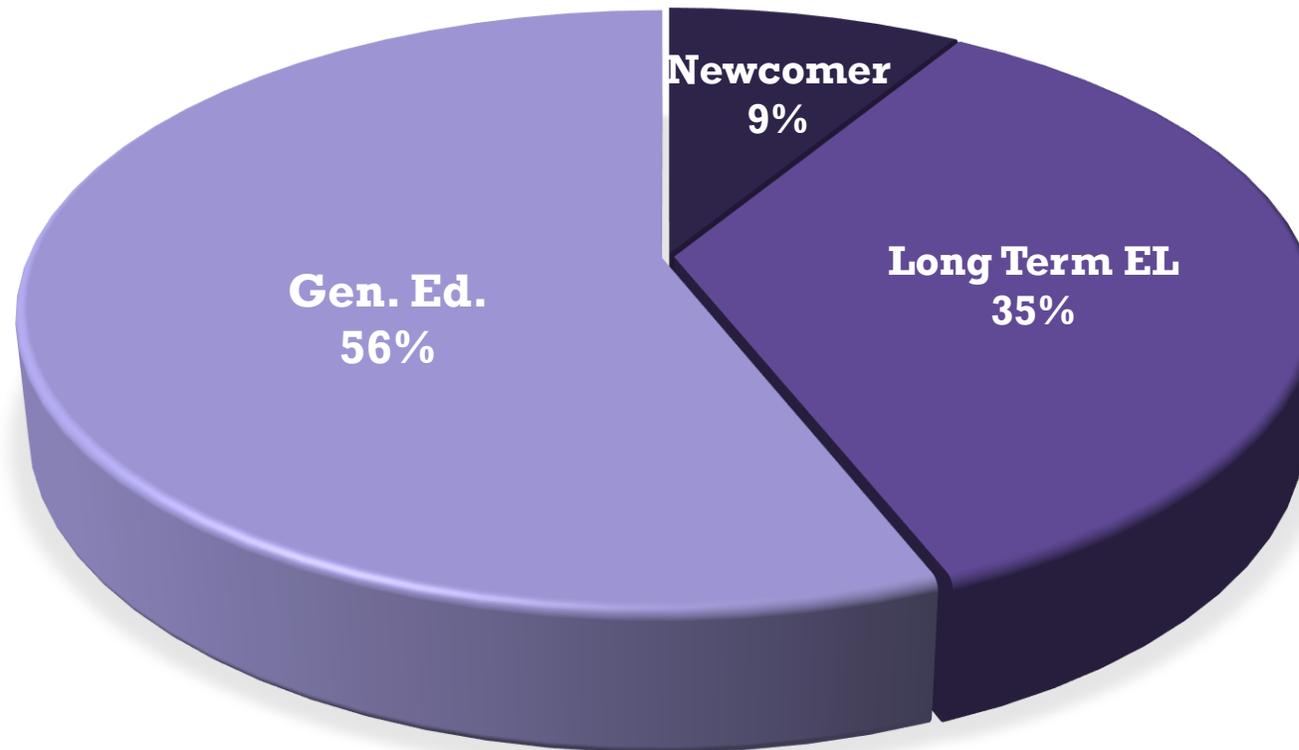


A stylized graphic in the background consisting of three overlapping faces. Each face has a large, dark star above its eyes and a circular shape representing a mouth or nose. The faces are rendered in a dark blue color against a lighter blue background.

Pasco High School

Pasco High School Multilingual Programs

LINGUISTICALLY GIFTED* POPULATION



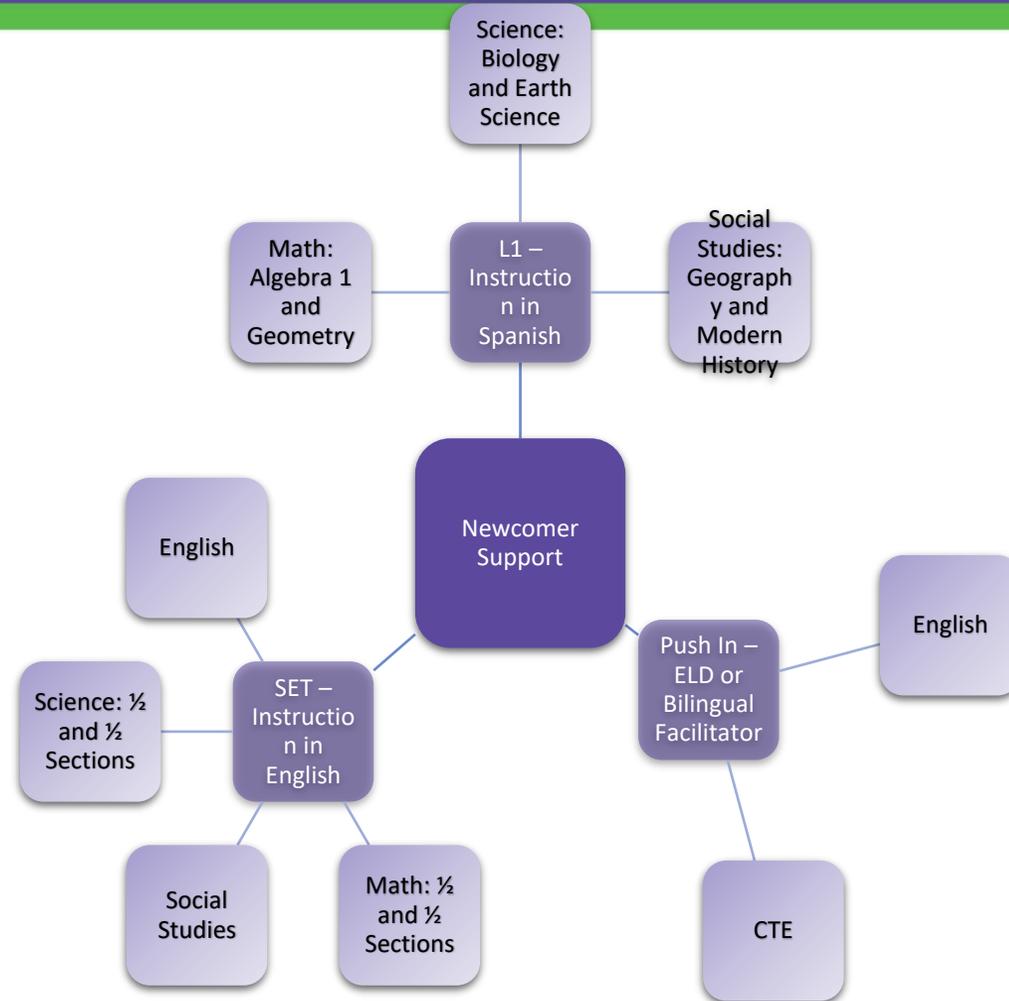
*Juliana Urtubey, 2021 National Teacher of the Year

Pasco High School Multilingual Programs

Home Languages in our Newcomer Program:

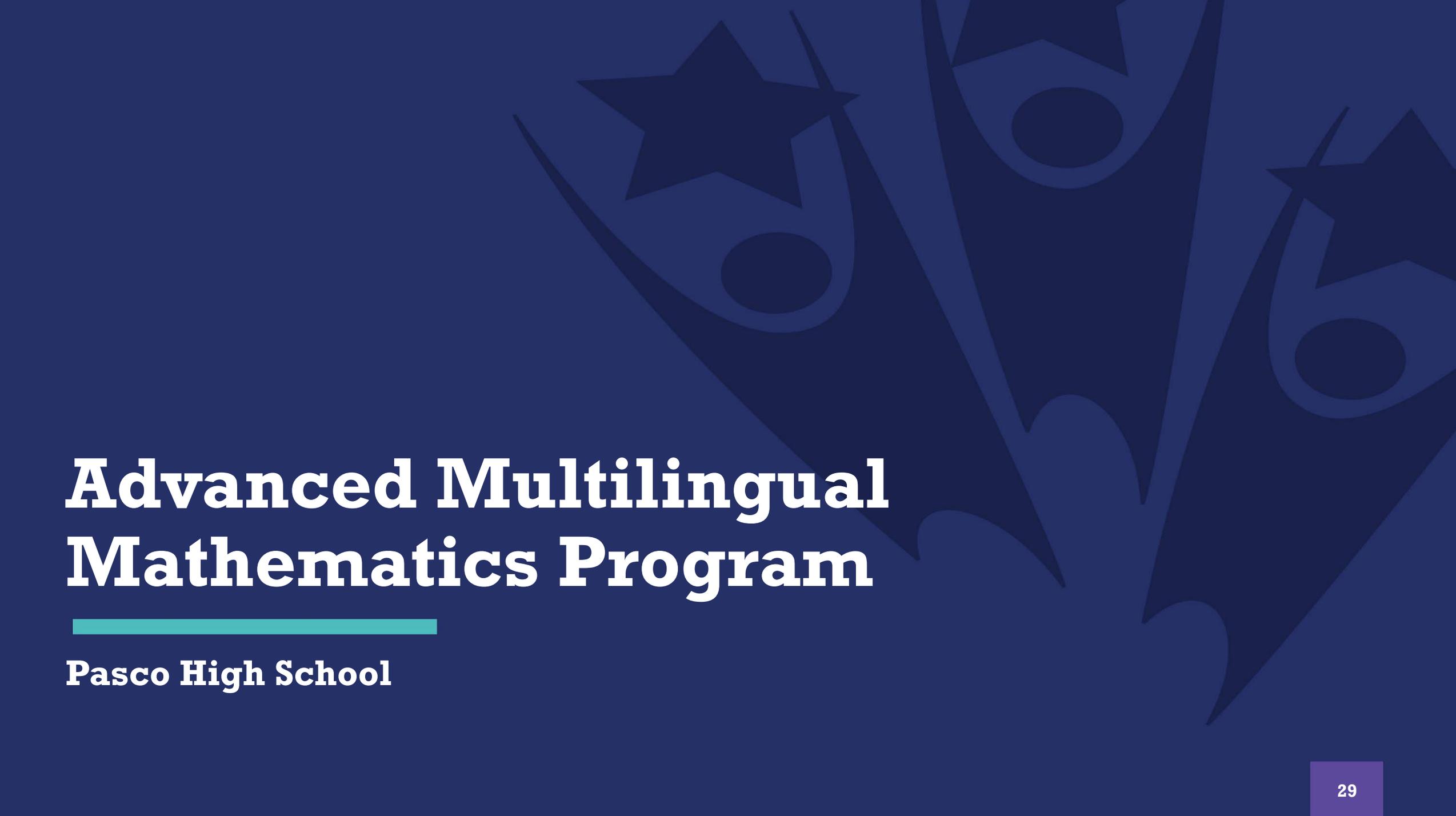
- Mam
- Mixteco
- Nahuatl
- Spanish
- Zapoteco

Pasco High School Multilingual Programs



Multilingual Support





Advanced Multilingual Mathematics Program

Pasco High School



Program Goal

To create access to *college-credit mathematics courses* for multilingual students who are newcomers to the United States.





Why is it necessary?

- Advanced math pathways begin in middle school: **Highly Capable Tracking**.
- Newcomers arriving in high school prevented from access to advanced mathematics courses.
- The program creates a pathway for access and a structure for success.



Program History

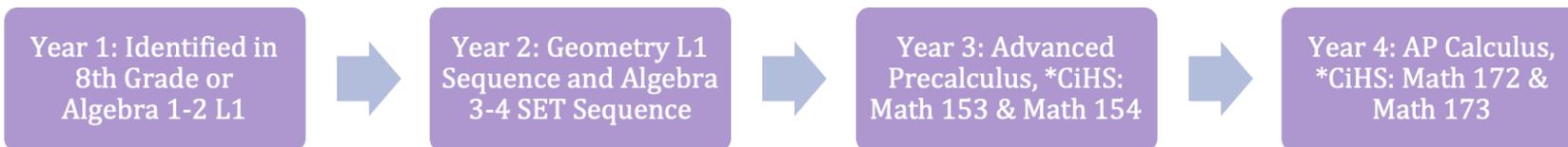
- Took 2 years to get approval
- Newcomer students were identified in partnership with:
 - Pasco High School
 - Stevens Middle School
- Officially began in 2018 – 2019 Academic Year
 - First cohort: 27 students
 - 18 persisted through graduation
 - 2020 – 2021 many dropped due to COVID
 - 2020 – 2021 first year of college Precalculus



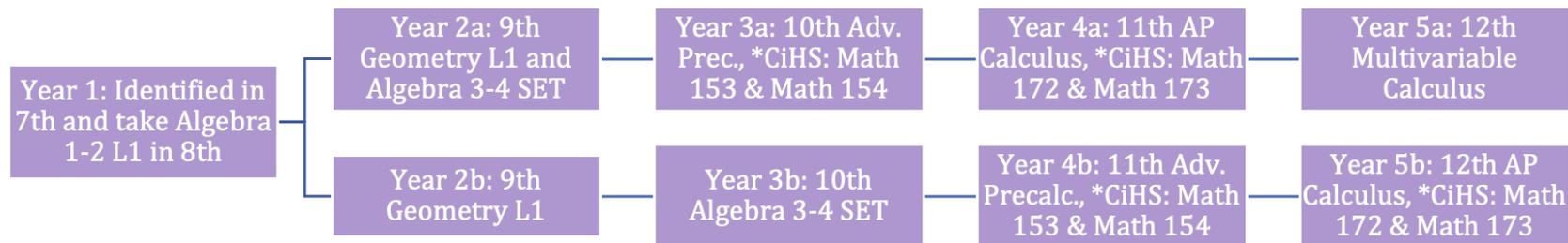


How do students access it?

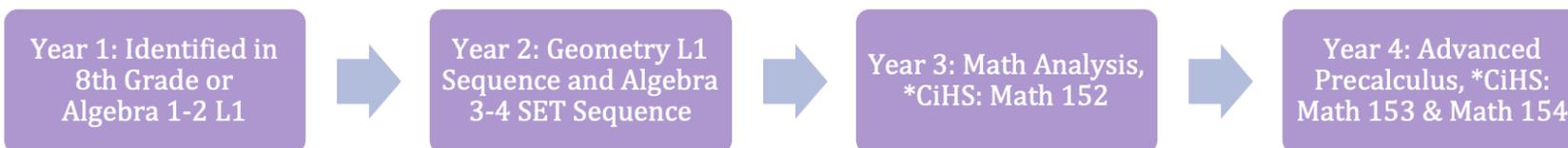
Option 1:



Option 2:



Option 3:



*CiHS: Central Washington University College in the High School Course



Quick Program Data

Through 2024 – 2025 Academic Year:

- More than 126 students have participated.
- 61 students have earned from 5 to 20 college math credits.

Through 2025 – 2026
Academic Year:

- At least 76 students will have earned from 5 to 20 college math credits.

Prior to this program: 1 student earned 10 college math credits.*



This is ME at PSD



Este soy YO en PSD



Grant Updates

FP 264 Increasing Educator Capacity in Multilingual Programs

Updated Information for SY26-27

- FP 264 will not open for SY26-27.
- Instead, the funds have been reallocated to each LEA directly along with any carryover which was uploaded to the CGA budgets on 2/26/26.
 - The reallocated amount is based on the LEA's percentage of the Title IIA allocation.
- This funding may be used for any Title IIA allowed activity, including tuition reimbursement (coded to activity 31-7).

To date, **242 educators** have added an ELL or bilingual education endorsement!



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Need further assistance? coleen.putaansuu@k12.wa.us

Grant Support



Grants:

- FP 219 -TBIP
- FP 232 -Title III in ESEA CGA
- FP 231-Title III Consortium
- FP 264 – Title II Grant
- FP 359 – Afghan Grant
- FP 601 – LCTL Testing Grant
- FP 978 – DL/HL 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>





WIDA Assessment Updates

Key Tasks for March 2026



- Happy WIDA ACCESS Testing! Thank you for ALL your hard work during these eight weeks of test administration!
- Key Tasks for March 2026:
 - **During Testing:** Manage test administration, including administering the WIDA ACCESS, monitoring test completion using Student Status in the Reporting Services on WIDA AMS, managing incident reports, and maintaining test security.
 - **After Testing:** Return test materials using the Secure Materials Tracking Report (SMTR) in WIDA AMS, complete post-testing tasks, and prepare for data validation.



A Few March Reminders

- Student Management: Ensure that students receive their correct accommodations before testing begins, ensure booklets are labeled and bubbled with a number two pencil, and if there is a need to add a new student immediately, contact OSPI.
- Test Administration: Ensure the right student takes the right test, ensure that technology is working for the speaking and listening domains (headphones), and ensure that students do not retain access to electronic devices.
 - Test Incident? Submit an ARMS report in EDS for OSPI processing. Please include as much information as possible and specify the request you are making in the comments.



Upcoming 2026 Dates



- **January 26 – March 20:** ELP Annual Assessments Test Administration Window.
- **March 13:** Additional Materials Window Closes.
- **March 20:** Student Management Closes.
- **March 27:** Deadline to ship materials to DRC.
- **April 22 – 30:** Pre-Reporting Data Validation.
- **April 24:** Deadline to Pre-Identify Domain Exemptions in WIDA AMS.

- Annual feedback survey on ELP annual assessments due Friday, April 3. Access the [link here](#).

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](#)
 - New resources now available.
- [WIDA Secure Portal](#)

ELP Assessment Office Hour

- Mondays at noon
- [Key Topic Schedule for 2025-2026](#)

ELP Assessment Office Weekly Newsletter

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





Professional Learning Opportunities

WABE Annual Conference

Important Information:

- Conference Dates: April 23-25, 2026, in Yakima, WA
- Keynote Speakers: Dr. Ann Ishimaru, Dr. Adeyemi Stemberge, & Valentina Gonzalez
- Registration (until 2/13):
 - Two-Day Conference \$425
 - Pre-Conference Workshops \$200



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 11, 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](#)



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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](#)

🌟 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.

- **March 19** – Burlington-Edison School District [Register!](#)
- **April 23** – Yakima School District [Register!](#) **Limited space. Register soon!**
- **May 14** – Shoreline School District [Register!](#)



2025-26 Dual & Heritage Language Professional Learning



Dual & Heritage Language PLC

Day: 2nd Tuesdays (*except April)

Time: 12:00-1:00 pm

Dates: Mar. 10, Apr. 21*, May 12

Register on [pdEnroller](#)

Dual & Heritage Language Drop-in Office Hours

Time: 12:00-1:00 pm

Days: 1st & 3rd Tuesdays

[Join here- Zoom Link](#)

NEW! Secondary Dual Language Book Study

Day: 4th Tuesdays

Time: 12:00-1:00 pm [Zoom Link](#)

Dates: Mar. 24, Apr. 28, May 26

Reading:

March 24- Chapters 4-13

[PdEnroller](#)



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.

Breakout Rooms

1. Secondary ML Programing –Kristin & Guests
2. WIDA Assessments – Sharon & Virginia
3. Grants – Shannon & Kad
4. Dual Language – Teresa, Patricia & Katie





Washington Office of Superintendent of
PUBLIC INSTRUCTION



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