Multilingual Education Information Session

October 1, 2026

In the chat: Share one of your favorite things about fall!

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

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CC BY NC SA

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 Squaxin Island and Puyallup 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.

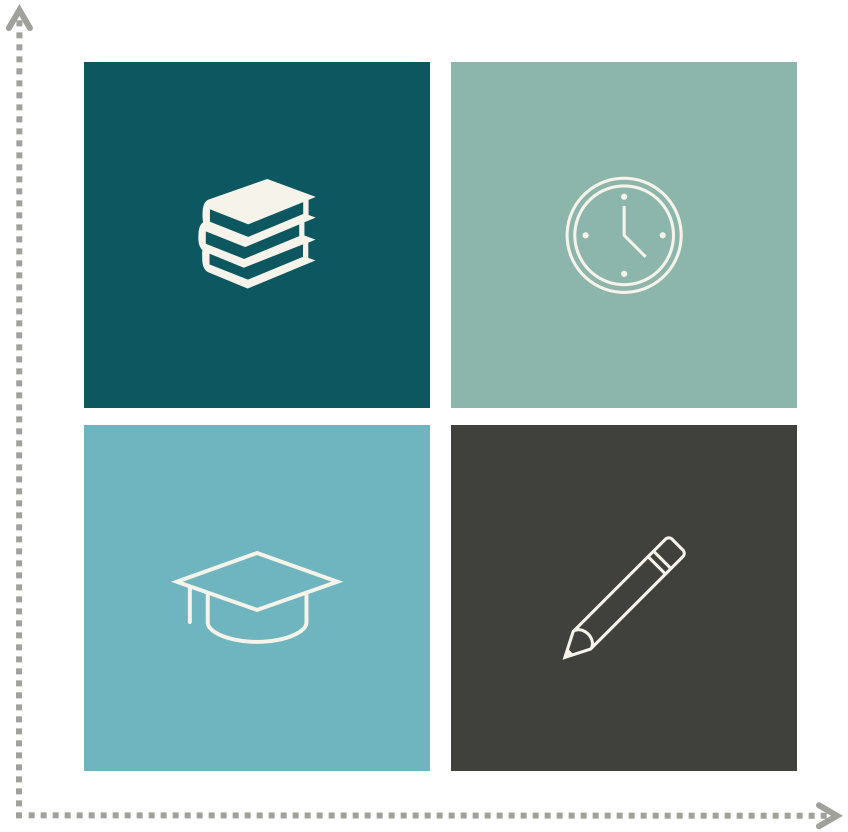
Values

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

*With a focus on OSPI's vision, mission and values, the **Student Engagement and Special Programs** division strives to create an equitable education system that provides whole-child supports in partnership with communities to ensure every student is safe, supported, and equipped to thrive and learn.*

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Agenda



Native Literacy Services

WIDA Assessment Updates

Grant Updates

Professional Learning Opportunities

Multilingual Learner Statewide Strategic Plan

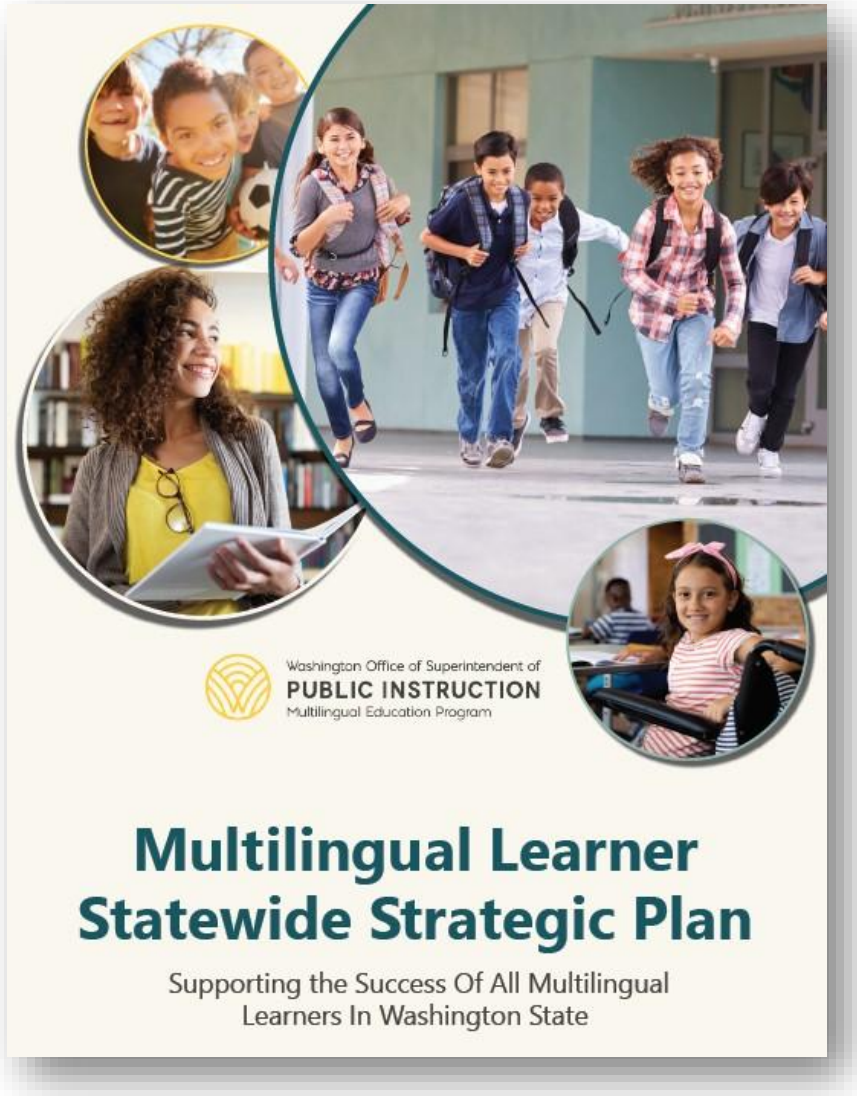
Core Principles:

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

[ML Statewide Plan]

[ML Action Plan Toolkit]

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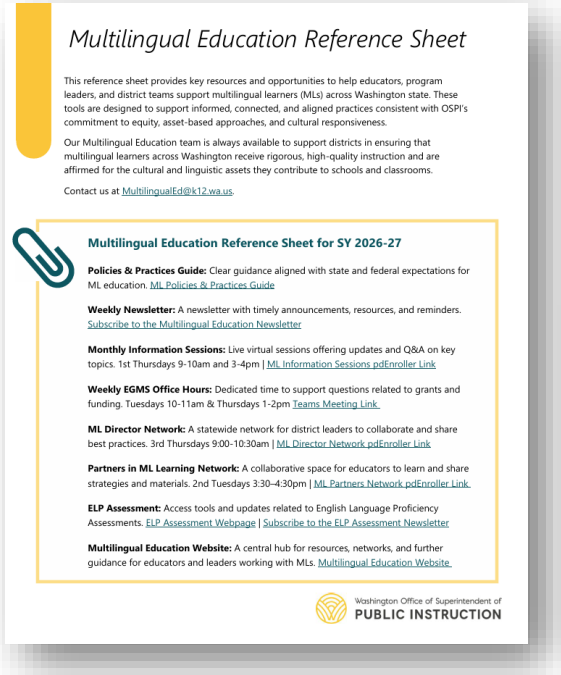


One-Page Reference Sheets

Includes links to resources, PD, office hours, and key webpages

Available on the OSPI Multilingual Education Website

- ML Reference Sheet
- DL Reference Sheet



Multilingual Education Reference Sheet

This reference sheet provides key resources and opportunities to help educators, program leaders, and district teams support multilingual learners (MLs) across Washington state. These tools are designed to support informed, connected, and aligned practices consistent with OSPI's commitment to equity, asset-based approaches, and cultural responsiveness.

Our Multilingual Education team is always available to support districts in ensuring that multilingual learners across Washington receive rigorous, high-quality instruction and are affirmed for the cultural and linguistic assets they contribute to schools and classrooms.

Contact us at MultilingualEd@k12.wa.us.

Multilingual Education Reference Sheet for SY 2026-27

Policies & Practices Guide: Clear guidance aligned with state and federal expectations for ML education. ML Policies & Practices Guide

Weekly Newsletter: A newsletter with timely announcements, resources, and reminders. Subscribe to the Multilingual Education Newsletter

Monthly Information Sessions: Live virtual sessions offering updates and Q&A on key topics. 1st Thursdays 9-10am and 3-4pm | ML Information Sessions pdEnroller Link

Weekly EGMS Office Hours: Dedicated time to support questions related to grants and funding. Tuesdays 10-11am & Thursdays 1-2pm Teams Meeting Link

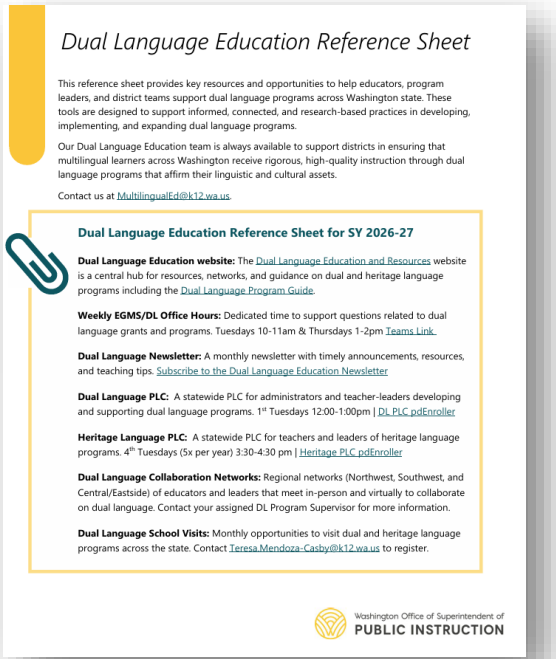
ML Director Network: A statewide network for district leaders to collaborate and share best practices. 3rd Thursdays 9:00-10:30am | ML Director Network pdEnroller Link

Partners in ML Learning Network: A collaborative space for educators to learn and share strategies and materials. 2nd Tuesdays 3:30–4:30pm | ML Partners Network pdEnroller Link

ELP Assessment: Access tools and updates related to English Language Proficiency Assessments. ELP Assessment Webpage | Subscribe to the ELP Assessment Newsletter

Multilingual Education Website: A central hub for resources, networks, and further guidance for educators and leaders working with MLs. Multilingual Education Website

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Dual Language Education Reference Sheet

This reference sheet provides key resources and opportunities to help educators, program leaders, and district teams support dual language programs across Washington state. These tools are designed to support informed, connected, and research-based practices in developing, implementing, and expanding dual language programs.

Our Dual Language Education team is always available to support districts in ensuring that multilingual learners across Washington receive rigorous, high-quality instruction through dual language programs that affirm their linguistic and cultural assets.

Contact us at MultilingualEd@k12.wa.us.

Dual Language Education Reference Sheet for SY 2026-27

Dual Language Education website: The Dual Language Education and Resources website is a central hub for resources, networks, and guidance on dual and heritage language programs including the Dual Language Program Guide.

Weekly EGMS/DL Office Hours: Dedicated time to support questions related to dual language grants and programs. Tuesdays 10-11am & Thursdays 1-2pm Teams Link

Dual Language Newsletter: A monthly newsletter with timely announcements, resources, and teaching tips. Subscribe to the Dual Language Education Newsletter

Dual Language PLC: A statewide PLC for administrators and teacher-leaders developing and supporting dual language programs. 1st Tuesdays 12:00-1:00pm | DL PLC pdEnroller

Heritage Language PLC: A statewide PLC for teachers and leaders of heritage language programs. 4th Tuesdays (5x per year) 3:30-4:30 pm | Heritage PLC pdEnroller

Dual Language Collaboration Networks: Regional networks (Northwest, Southwest, and Central/Eastside) of educators and leaders that meet in-person and virtually to collaborate on dual language. Contact your assigned DL Program Supervisor for more information.

Dual Language School Visits: Monthly opportunities to visit dual and heritage language programs across the state. Contact Teresa.Mendoza-Casby@k12.wa.us to register.

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Native Literacy Guidance

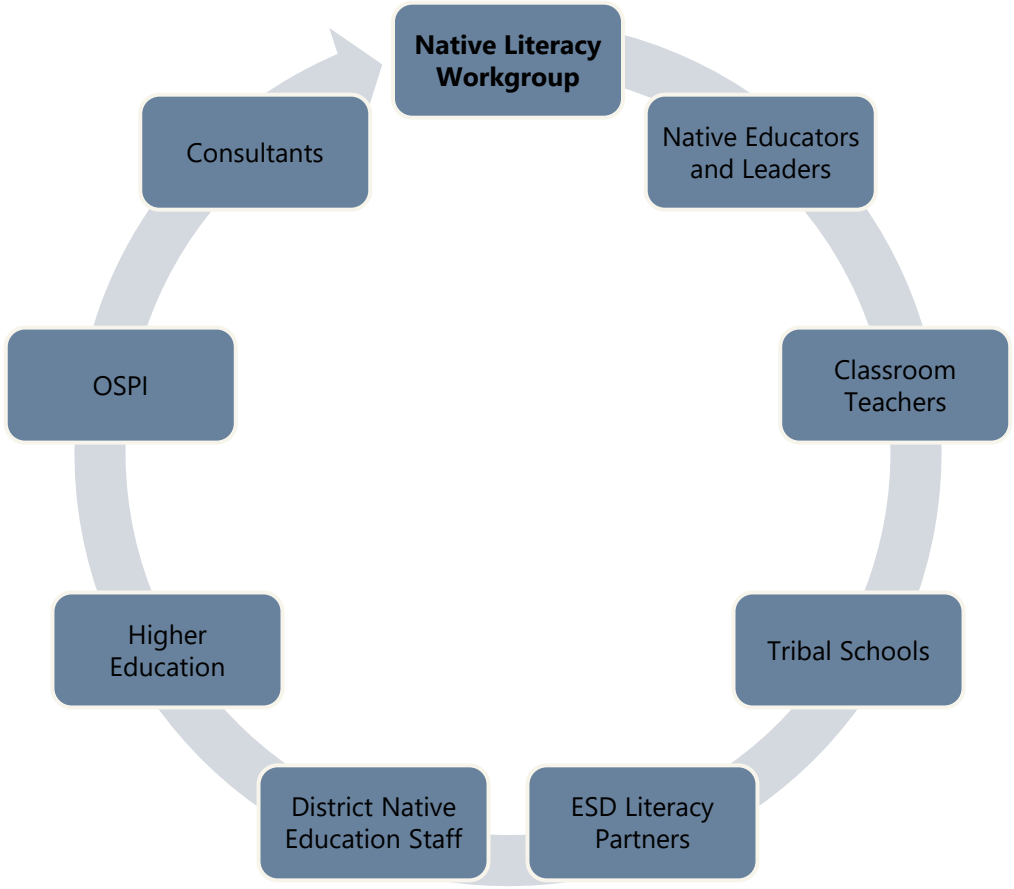
Why Native Literacy Guidance?

The Invitation: Washington's Legislature asked the Office of Native Education to offer guidance on how educators can best support American Indian/Alaska Native learners in developing strong literacy skills.

The Need: The work responds to literacy outcomes without defining Native learners by deficit. It centers cultural identity, language, community, and Indigenous ways of knowing as strengths.

The Offering: The Guidance supports reading, writing, speaking, and listening while broadening literacy to include oral tradition, storytelling, land-based learning, Indigenous language, relationships, and identity.

How the Guidance was Created



Think of a child you love.

Not a student.

A child you love.

I invite you to hold that child in your heart and consider:

What would literacy need to feel like, sound like, and make possible for that child?

A Broader Definition of Literacy

**“Literacy is more than reading and writing.
It is a cultural practice and an act of survivance.” -NLG**

- Oral tradition & storytelling
- Symbolic & visual literacy
- Land-based & experiential literacy
- Indigenous languages & linguistic literacy
- Relational & community-based literacy
- Cultural & spiritual literacy

**Native Literacy does not ask us to abandon what we know about literacy.
It asks us to expand our understanding of what literacy can be.**

Seven Principles for Native Literacy Success

1. Trust and Belonging: Foster trust and belonging through relationships and community.
2. Strength-Based Approach: Build from the assets, knowledge, talents, and needs students bring from family and community.
3. Identity Development: Center identity as a pillar of literacy development, including connections to family, community, land, and ancestors.
4. Oral Language and Storytelling: Develop oral language and storytelling as foundations for literacy.
5. Indigenous Excellence: Ground curricular and instructional choices in Indigenous excellence.
6. Culturally Respectful Engagement: Engage students in deliberate, multifaceted, and culturally respectful ways.
7. Criticality: Integrate criticality into reading, writing, and community engagement.

Native Literacy Principles Create Conditions

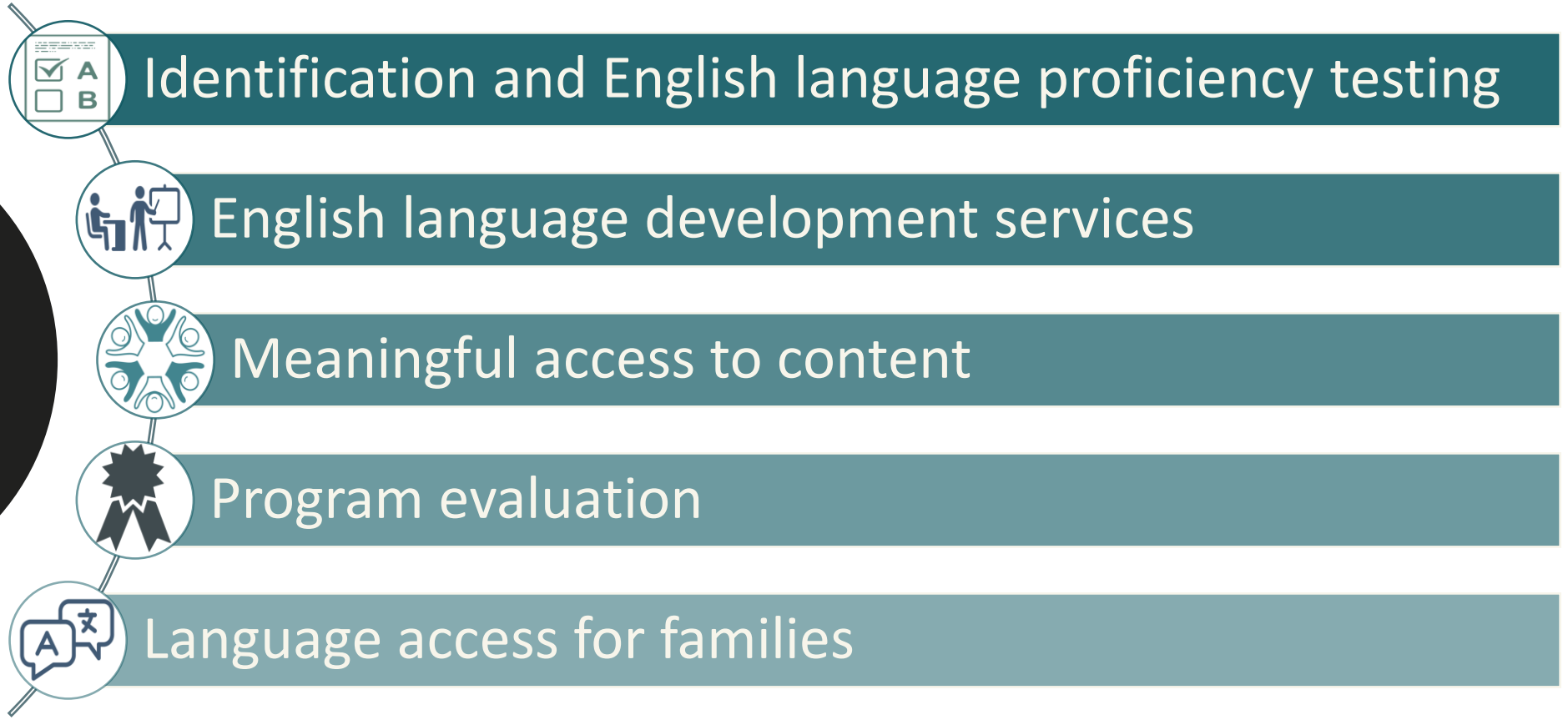
Principle	**Condition Being Created**
Relationships & Belonging	Psychological and cultural safety
Strength-Based Approaches	Recognition and affirmation
Identity Development	Visibility and validation
Oral Language & Storytelling	Voice and meaning-making
Indigenous Excellence	High expectations and possibility
Respectful Engagement	Participation and agency
Criticality	Reflection, inquiry, and action



Title III AI/AN Identification & Services

Civil Right Obligations

All Schools Must Meet Civil Right Obligations



Title III Identification of American Indian & Alaska Native Students

Washington state's process to determine initial eligibility for Title III, Part A services for American Indian/Alaska Native students:



Chapter 8: Title III Services of Native American Students

Native Student Learner Identification

Native Student Learner Identification Training Video



- Native student learner identification is based solely on enrollment data on race/ethnicity
- Title VI enrollment is ***not*** required to be eligible for Title III services.
- If a Native language is listed on the Home Language Survey, screening for TBIP services may be an option.
- Identification as a Native student learner (student demographic/enrollment data) does **not** automatically make a student eligible for Title III AI/AN Services.

Determine "Academically at Risk"

- Districts must ***monitor*** Native student learner data to determine if the student is "academically at risk.
- For new students, allow sufficient time for adjustment and instruction before making determination of academically at risk.

Evidence	Indicator of Academic Risk
State Assessments	Not meeting standard
District Assessments	Performing below grade level
When State for District Data are unavailable	Use *multiple sources* of data, including: • Classroom-based assessments • Curriculum-based assessments • Teacher Recommendations

Sample District Data

Grade	Student	StudentID	SSID	Last SBA ELA Level	SBA Year	iReady Fall Overall Placement	iReady Fall Overall Relative Placement	ELA Class Grade SLC Report Card	Math Class Grade SLC Report Card
4	[redacted]			Level 1	Spring 24-25	Grade 1	3 or More Grade Levels Below		
5				Level 1	Spring 24-25	Grade 1	3 or More Grade Levels Below		
5				Level 1	Spring 24-25	Grade 3	2 Grade Levels Below		
9				Level 1	Spring 24-25				
12				Level 1	Spring 24-25				
12								Algebra 1-1 - NC	Eng Lang Arts 9-1 - NC
9				Level 2	Spring 24-25			Eng Lang Arts 9-1 - F	Algebra 1-1 - C
9				Level 1	Spring 24-25				
10				Level 1	Spring 23-24				
10				Level 1	Spring 23-24				
10				Level 1	Spring 23-24				
10				Level 1	Spring 23-24				
11								Eng Lang Arts 11-1 - B	Algebra 2-1 - F
12								Eng Lang Arts 12-1 - C	Geometry 1-1 - F

Sample District Data

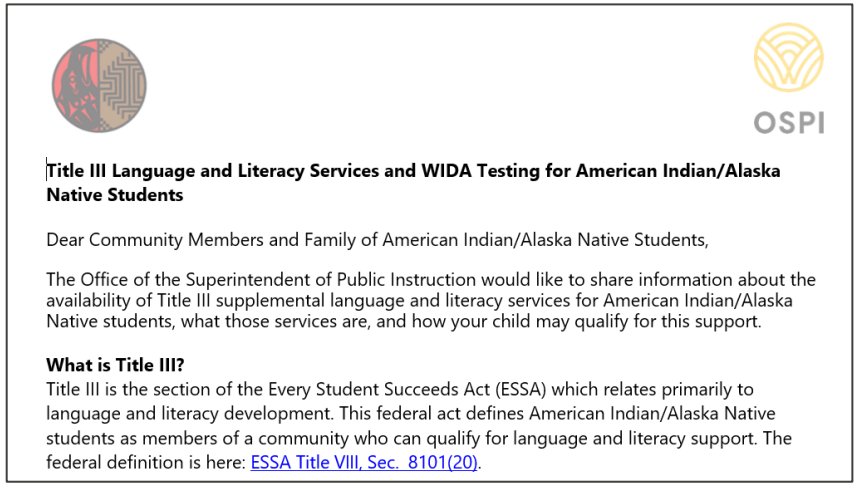
Grade	Student	StudentID	SSID	Last SBA ELA Level	iReady Fall Overall Placement	iReady Fall Overall Reading Scale Score	ELA Class Grade SLC Report Card	Math Class Grade SLC Report Card
4	[redacted]			Level 4	Late 4	Mid or Above Grade Level		
4				Level 3	Grade 3	1 Grade Level Below		
5				Level 4	Grade 4	1 Grade Level Below		
5				Level 4	Early 5	Early On Grade Level		
5				Level 4	Early 5	Early On Grade Level		
5				Level 3	Grade 4	1 Grade Level Below		
5				Level 4	Early 5	Early On Grade Level		
5				Level 4	Early 5	Early On Grade Level		
6					Grade 5	1 Grade Level Below		
5				Level 3	Late 5	Mid or Above Grade Level		
5				Level 3	Grade 4	1 Grade Level Below		
5				Level 3	Grade 4	1 Grade Level Below		
5				Level 4	Late 5	Mid or Above Grade Level		
6					Early 6	Early On Grade Level		
6				Level 3	Grade 5	1 Grade Level Below		
6					Mid 6	Mid or Above Grade Level		
6				Level 4	Mid 6	Mid or Above Grade Level		
6				Level 3	Grade 5	1 Grade Level Below		
6				Level 3	Mid 6	Mid or Above Grade Level		
6				Level 4	Mid 6	Mid or Above Grade Level		
6					Early 6	Early On Grade Level		

Inform Family of Potential Eligibility

Schools can use the Title III American Indian/Alaska Native Initial Parent Letter to:

- Inform families of AI/AN students who may qualify for Title III services
- Explain the screening process and eligibility criteria
- Provide information on the purpose, benefits, and services
- Inform families of their choices and provide contact information to answer questions

Schools are encouraged to follow up with families who don't respond or opt out



OSPI

Title III Language and Literacy Services and WIDA Testing for American Indian/Alaska Native Students

Dear Community Members and Family of American Indian/Alaska Native Students,

The Office of the Superintendent of Public Instruction would like to share information about the availability of Title III supplemental language and literacy services for American Indian/Alaska Native students, what those services are, and how your child may qualify for this support.

What is Title III?

Title III is the section of the Every Student Succeeds Act (ESSA) which relates primarily to language and literacy development. This federal act defines American Indian/Alaska Native students as members of a community who can qualify for language and literacy support. The federal definition is here: ESSA Title VIII, Sec. 8101(20).

Assess Student Using ELP Screener

Schools are required to:

- Assess each student with the state-approved WIDA screener
- Assess within 10 days of determination of academically at-risk status
- Report all screener results and program enrollment in the state database

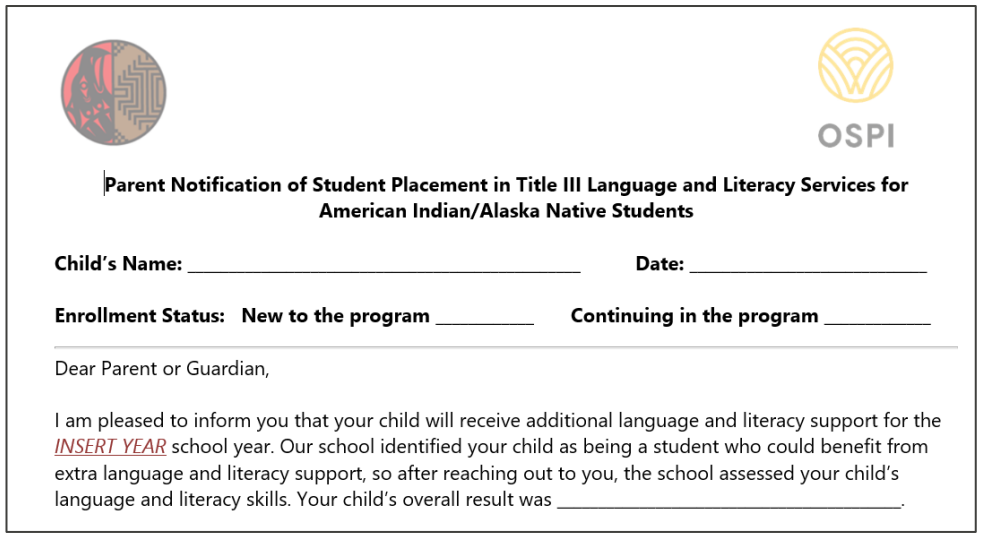
Notify Family of Results and/or Services

Schools can use the Title III American Indian/Alaska Native Parent Notification of Placement Letter to:

- Inform families of AI/AN students who have qualified for Title III services
- Provide additional information about Title III services

Schools are required to notify families of students' eligibility:

- NEW: within 15 days after administering the screener OR
- CONTINUING: within 30 days of the beginning of the year



OSPI

Parent Notification of Student Placement in Title III Language and Literacy Services for American Indian/Alaska Native Students

Child's Name: _____ **Date:** _____

Enrollment Status: **New to the program** _____ **Continuing in the program** _____

Dear Parent or Guardian,

I am pleased to inform you that your child will receive additional language and literacy support for the *INSERT YEAR* school year. Our school identified your child as being a student who could benefit from extra language and literacy support, so after reaching out to you, the school assessed your child's language and literacy skills. Your child's overall result was _____.

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]

Notification Letter Data

Notification Letter Information

	Bellevue School District	State Total
	2023-24	
Avg Years Served	3.8	5.3

		Bellevue School District		State Total	
			of 2023	Class of 2024	Class of 2023
Grad Rates	Four Year	76.4%	68.3%	68.8%	70.7%
	Five Year		74.7%		74.8%

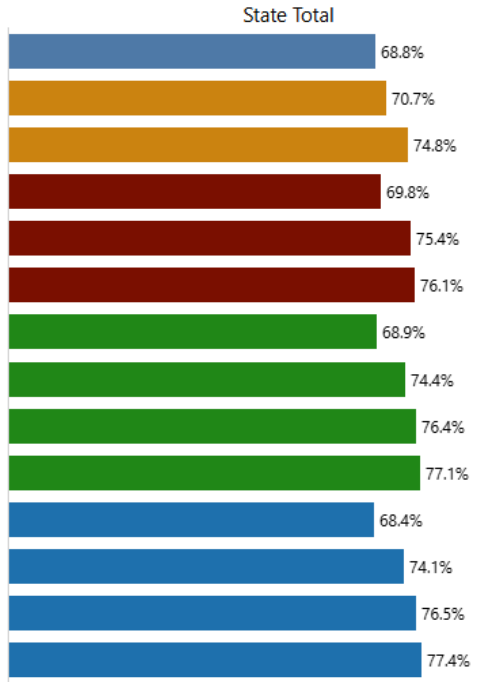
The letter must include:

- 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



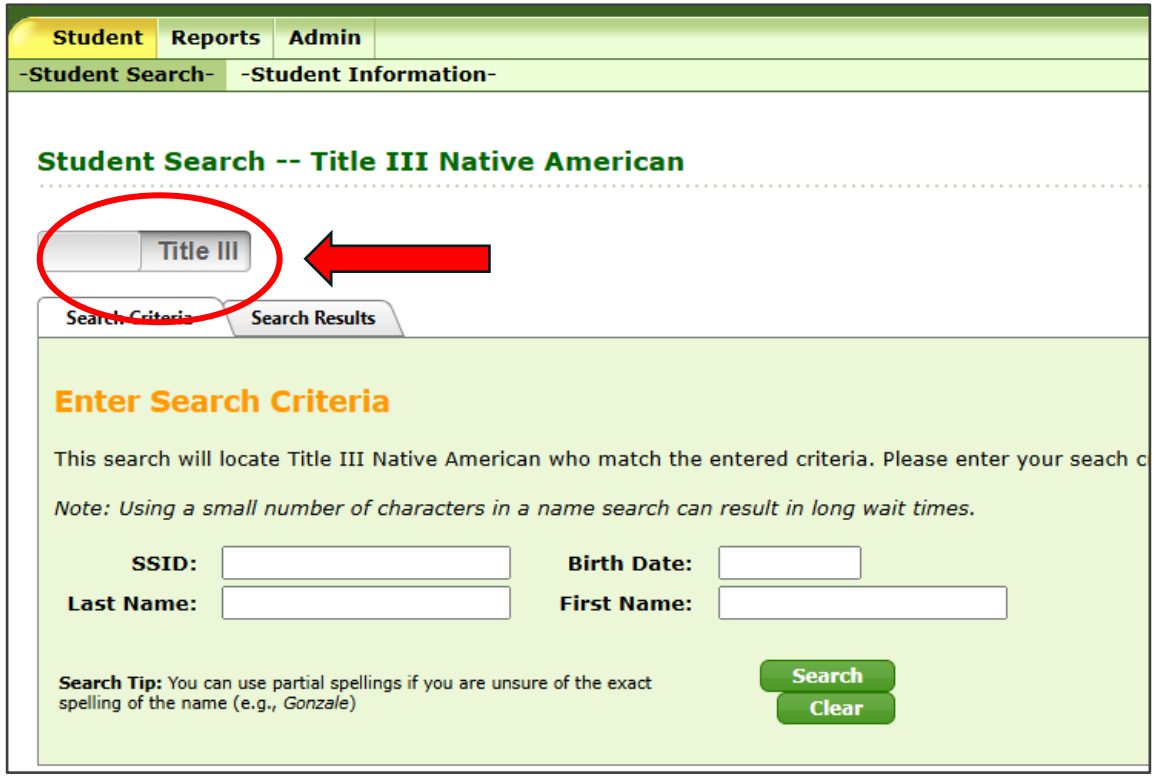
State Total

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%

Students with previous Title III AI/AN Services Identification

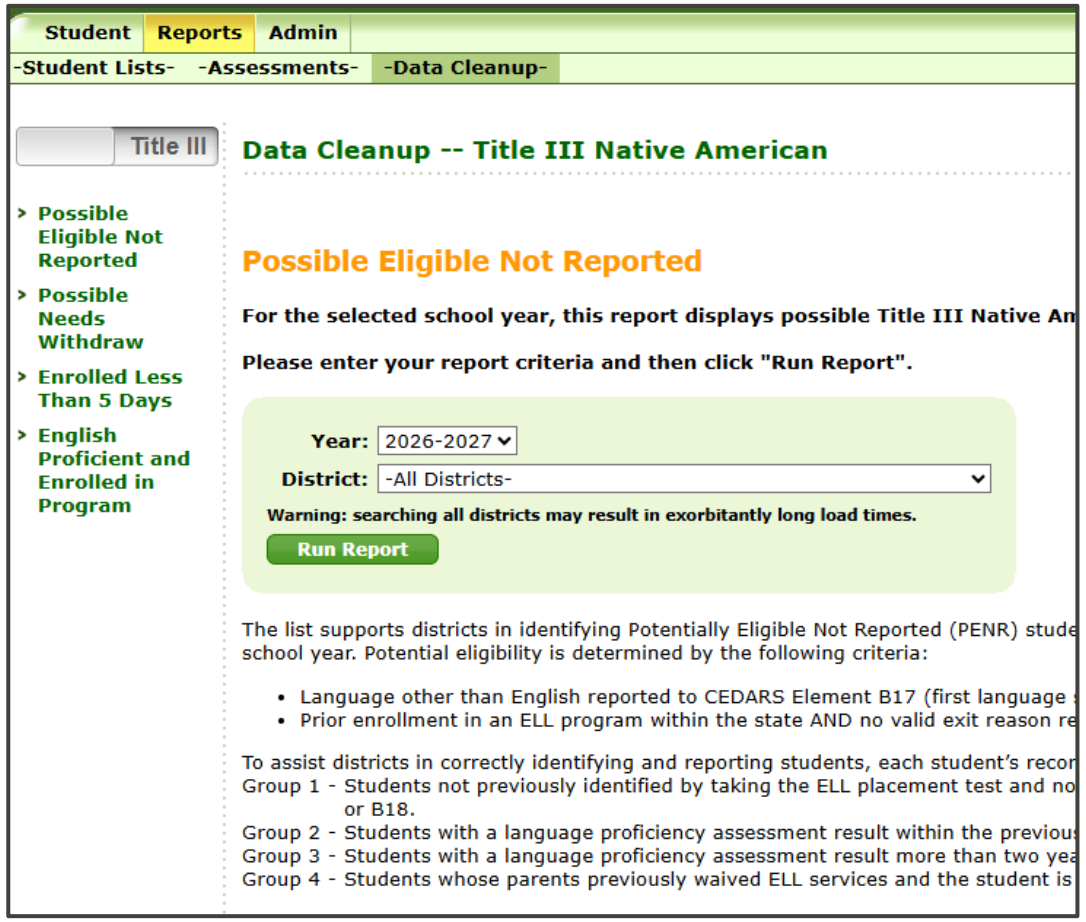
Once a student qualifies for Title III AI/AN services, the identification is active until the students meets the proficiency requirements for the WIDA ACCESS assessment.

- Look up newly enrolled Native student learners in the Limited English Proficiency (LEP) application in EDS. Make sure you are searching in the Title III Native American section.



Title III AI/AN PENR

- Currently there at 1,297 Title III students on the PENR
- Districts should run the Possible Eligible Not Reported report for Title III in the LEP application monthly.



Planning Title III Services for American Indian & Alaska Native Students

- Instructional services must be *culturally* and *linguistically* appropriate.
- Title III Services for AI/AN Students should be based on the OSPI Native Literacy Guidance.

1. ESSA Tribal Consultation

   Consultation is required with the nearest federally recognized Tribe(s) before submitting plans and application…

   - For districts where 50% or more of the district's students are identified as American Indian/Alaska Native AND/OR
   - If the district receives $40,000 or more through Title VI

2. Collaboration with Title VI Coordinator
3. Selection from Professional Learning Menu



Approved Title III Services for American Indian & Alaska Native Students



- Supplemental implementation of the *John McCoy (lulilaš) Since Time Immemorial curriculum* or tribally-developed history lessons with a language and literacy focus for Title III eligible students.
- Professional learning for English language development educators to use the *John McCoy (lulilaš) Since Time Immemorial* or tribally-developed history curriculum.
- Hosting family nights and introducing the *John McCoy (lulilaš) Since Time Immemorial* and tribally-developed curriculum as a resource to build language and literacy with their children.
- Northwest Native American reading curriculum (available from OSPI Office of Native Education.)
- Literacy activities in preparation for the canoe journey or other tribally specific gatherings.
- Other (must be approved by the OSPI Office of Native Education).

See the Title III Services Webpage for more information.

Title III AI/AN Services Resources

- OSPI Office of Native Education website
- National Indian Education Association
- Native Ways of Knowing Virtual Book Club & Webinars
- Culturally Responsive Practices to Support American Indian English Learners' Success

National Indian Education Association

IES Institute of Education Sciences



WIDA Assessment Updates

Key Tasks for October

October kicks off planning for the ELP annual assessment:

- *User Management*: WIDA ACCESS user rollover for 2026-27 will occur on October 30. Plan for user training of the WIDA ACCESS.
- *Test Administration Management:* Plan test administration schedules, test security systems, and management of secure test materials.
  - *Technology:* Prepare technology systems for test administration: Use WIDA resources, including recent webinars, to support updates: WIDA ACCESS Software Updates and Tech Readiness Checklist | WIDA Secure Portal.
  - *Test Readiness:* Prepare students and staff for test administration: Use WIDA resources to support test readiness: Preparing for ACCESS Testing | WIDA.

Key Tasks for October

October is also time to begin preparing for the Pre-Identification deadline by reviewing student data and selecting student accommodations.

- *What:* The Pre-Identification for the WIDA ACCESS and Spring Registration for the WIDA ACCESS.
- *When:* December 4, 2026.
- *Where:* CEDARS for student data and WAMS for Spring Registration.
- *How:* Prepare by conducting a review of internal records to confirm ML student lists and compare internal lists to records on CEDARS in EDS.
  - LEP Student Enrollment List: Shows every student enrolled at any point in 2026-27. Separates TBIP and Title III.
  - WAMS WIDA Pre-ID Student List: Shows only currently-enrolled ML students based on most recent CEDARS submission. Combines TBIP and Title III.
- *Why:* Accuracy in student data by the Pre-Identification deadline ensures correct student profiles created in WIDA AMS and accurate initial materials order in January.

Student Management Updates in WIDA ACCESS Spring Registration

- WAMS is now updated with the revised Spring Registration pages for the following tasks:
  - Identifying WIDA ACCESS Mode of Administration for WIDA Alternate ACCESS and WIDA ACCESS Paper.
  - NEW: Identifying WIDA ACCESS Accommodations, including WIDA ACCESS Braille and WIDA ACCESS Large Print.
    - Two options to identify students: individually by student group or using a bulk upload template.
  - Identifying WIDA ACCESS Domain Exemptions.
- WAMS will be open for Spring Registration the first week of October. Directions for use will be located on the OSPI ELPA website: English Language Proficiency Assessment Resources.
  - You can continue identifying students for these three things past the Pre-Identification deadline through the end of the test window, but materials ordering will look different after December 4.

Upcoming Dates and Resources

- **Upcoming Learning Opportunity:**
  - October 7, 2026: Fall Webinar on Student Management in ELP annual assessments. Designed for district users who coordinate ELP assessments, this webinar provides background information on the types of WIDA ACCESS assessments, accommodations available for the WIDA ACCESS assessments, and changes to documentation of accommodations in 2026-27 for the upcoming WIDA ACCESS test administration window.
  - Register for your preferred time session at the link below:
    - *9:00 – 10:00 a.m. Registration Link: Student Management in ELP Assessments*
    - *3:00 – 4:00 p.m. Registration Link: Student Management in ELP Assessments*
- **For more information about ELP Assessments:**
  - Visit the weekly office hour on Monday at 12:05. Access the link and schedule here: English Language Proficiency Assessments.
  - Subscribe to the weekly ELP Assessments newsletter: Washington Office of Superintendent of Public Instruction.



Grant Updates

Grant Application Due Dates

TBIP Grant Application – Past due. Submit ASAP!

CGA/Title III Grant Application – Submit now!

Dual & Heritage Language Grant – Due now!



Less Commonly Taught & Assessed Languages Grant (FP 601)

Districts may request up to $10,000 in reimbursement for assessments that meet the following criteria:

- taken in the 2026-27 school year,
- priced at $100 or more for an individual language,
- language is not available for a cheaper cost by another provider/assessment, and
- approved for use for Category 1 Language Assessments
  - (Washington State Seal of Biliteracy **and** Competency-based Credit)

Eligible Providers and Assessments include:

- ALTA Language Services
- Language Testing International (LTI)
  - OPI/OPIc and WPT
  - OPI and WPT for SOBL
- Avant
  - SuperLanguage Test

Grant Support

Grants:

- FP 219 -TBIP
- FP 232 -Title III in ESEA CGA
- FP 231-Title III Consortium
- FP 228- Immigrant Grant
- FP 264 – Title II Grant
- FP 601 – LCTL Testing Grant
- FP 978 – DL/HL Grant

EGMS Office Hours:

- Tuesdays 10:00 – 11:00 am
- Thursdays 1:00 – 2:00 pm
- Teams meeting link
  - Meeting ID: 213 357 798 729 651
  - Questions? Passcode: Wd7MZ7kz



Professional Learning Opportunities

WIDA Self-Paced Courses

2026-2027 Offerings	
Developing Language for Learning in Mathematics	Reading Comprehension Across Content Areas with Multilingual Learners
Desarrollando el Español: las expectativas del lenguaje (Developing Spanish: Language Expectations)	Reframing Education for Long-term English Learners
Engaging Multilingual Learners in Science: Making Sense of Phenomena	Supporting Multilingual Learners with Disabilities in Language and Communication
Exploring the WIDA PreK-3 Essential Actions	Teaching Multilingual Learners Social Studies through Multiple Perspectives
Let's Play! Multilingual Children's Joyful Learning in PreK-3	The WIDA Standards Framework: A Collaborative Approach
Making Language Visible in the Classroom	WIDA Español: Evaluaciones del desarrollo del lenguaje a nivel de salón (Classroom Assessment for Language Development)
Newcomers: Promoting Success through Strengthening Practice	

Access to 2026-2027 offerings begins on Sept. 1, 2026.

WIDA On-Demand Videos

- All WIDA On-Demand Videos are in the Professional Learning Section of the WIDA Secure Portal.
- Clock hours are not available from OSPI for watching on-demand videos
- Each video has a video guide with reflection questions.

Available Now	Coming Soon
Introduction to the Marco DALE	Exploring WIDA ACCESS for Kindergarten (11/9/26)
Introduction to the WIDA English Language Development Standards Framework	Exploring WIDA ACCESS Online 1–12 (11/9/26)
Understanding WIDA Alternate ACCESS Score Reports 2026	Understanding WIDA Alternate ACCESS Score Reports 2027 (4/12/27)
WIDA ACCESS Score Reports for Instruction 2026	WIDA ACCESS Score Reports for Instruction 2027 (4/12/27)
WIDA Standards Frameworks for Bilingual Educators	

WIDA Professional Learning

Title	Dates
Writing with Multilingual Learners in the Elementary Grades	Workshop: 10/26-27 Location: Seattle
Writing with Multilingual Learners in the Elementary Grades	Workshop: 10/29-30 Location: Richland (Tri-Cities)
Actionable Approaches for Centering Newcomers	Webinars: 1/26 & 2/2, 3:30-5pm PT
Expanding Reading Instruction with Multilingual Learners	Webinars: 4/21 & 4/28, 3:30-5pm PT
When Language and Disability Meet: Planning Instruction to Support Multilingual Learners Who Are Dually Identified	Webinar options: • 5/3 & 5/10 • 5/4 & 5/11 • 5/5 & 5/12 • 5/6 & 5/13

Statewide **ML Directors**' Network 2026-2027



Audience: District Multilingual/Federal Program Directors

Purpose: Deep Dive into the Program Review Checklist

Dates:

September 17, 2026 - ML Director Convening Review

October 15, 2026	January 21, 2027	April 15, 2027
November 19, 2026	February 18, 2027	May 20, 2027
December 17, 2026	March 28, 2027	

Time: 9:00 – 10:30 am

Register on pdEnroller

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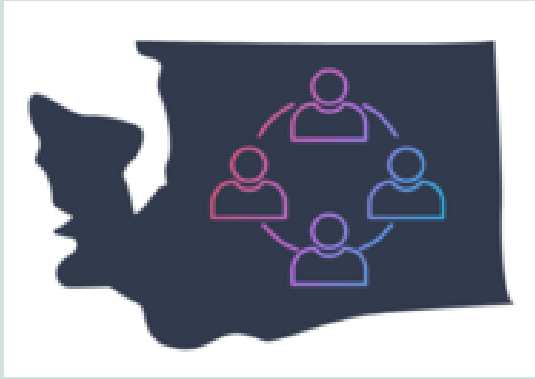
Partners in Multilingual Learning Network 2026-2027

Proposed Dates:

September (Independent Work)	December 8, 2026	March 9, 2027
October 13, 2026	January 12, 2027	April 13, 2027
November 10, 2026	February 9, 2027	May 11, 2027

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

Register on pdEnroller



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2026-27 Information Sessions



- **Days:** 1st Thursdays
- **Time:** 9:00-10:00 am & 3:00-4:00 pm

- Sept. 3 – Enrollment & Identification
- Oct. 1 – Title III Native Literacy
- Nov. 5 – ELD Strategies
- Dec. 3 – MTSS
- Jan. 7 –Content & WIDA Standards
- Feb. 4 – Braiding Funding
- Mar. 4 – Family Engagement
- Apr. 1 – Dual & Heritage Language
- May 6 – Grant Applications & Program Planning
- June 3 – Use of WIDA Data

Register for Clock Hours on pdEnroller

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Language Access & World Language Open Office Hours

Language Access

- 2x a month on Tuesdays from 11:00 am - 12:00 pm
- 2026 Dates
  - September 8 & 22
  - October 6 & 20
  - November 3 & 10
  - December 1 & 15
- Teams Link

World Language

- 2x a month on Wednesdays from 11:00 am – 12:00 pm
- 2026 Dates
  - September 16, 23
  - October 7, 21
  - November 4 (1x due to holidays)
  - December 2, 16
- Teams Link

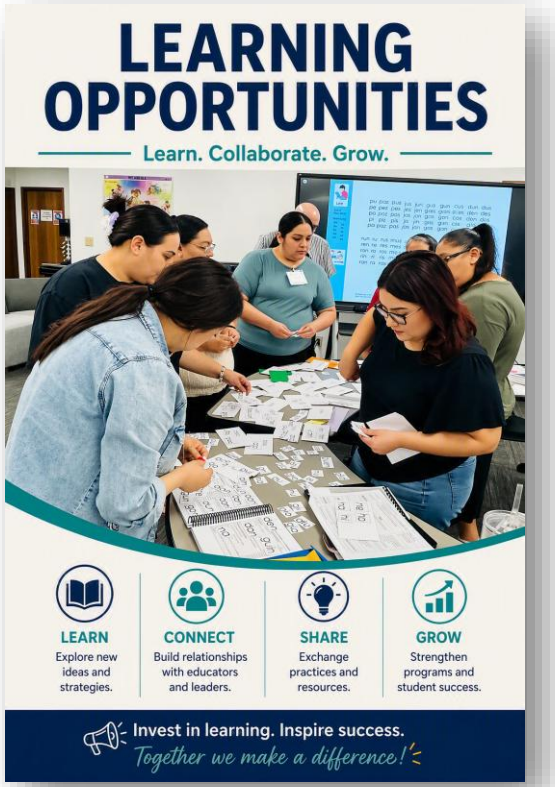
Dual & Heritage Language Professional Learning

Dual Language Professional Learning Community

- **Days:** 2nd Tuesdays – Oct. 6, Nov. 3, Dec. 1, Jan. 5, Feb. 2, Mar. 2, Apr. 6, May 4
- **Time:** 12:00-1:00 pm
- **Register on** pdEnroller

Heritage Language Professional Learning Community

- **Days:** 4th Tuesdays – Oct. 27, Jan. 26, Mar. 23, May 25
- **Time:** 3:30-4:30 pm
- **Register on** pdEnroller



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Dual Language School Visits 2026–27

1. **Wahluke School District** – Oct. 15, 2026
2. **Federal Way School District** – Oct. 20, 2026
3. **Edmonds School District** – Nov. 6, 2026
4. **Selah School District** – Dec. 1, 2026
5. **Kent School District** – Jan. 28, 2027
6. **Bethel School District** – Mar. 4, 2027
7. **Kennewick School District** – Mar. 26, 2027
8. **Bellevue School District** – Apr. 29, 2027
9. **Grandview School District** – May 21, 2027



Join educators and leaders from across Washington to observe Dual Language programs in action, exchange promising practices, and strengthen support for multilingual learners and their families.

Clock Hours available!
Register in pdEnroller

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2026-27 Central/Eastern DL Network

Hosting Districts

1. Kennewick— November 6, 2026
2. Pasco— February 19, 2027
3. Selah— April 23, 2027
4. Yakima— June 4, 2027

✅ Clock Hours Available- Register - Click here

Save the date!

Complete the survey →

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Survey -Central/Eastern Network

Conferences and Workshops

Multilingual Learner Conferences & Workshops

- WABE Fall Institute – Oct. 16-17, 2026 | Wenatchee, WA
- WAESOL Conference – Oct. 24, 2026 | Renton, WA

Dual Language Conferences

- La Cosecha Conference– Nov. 10-14, 2026 | Santa Fe, NM
- WABE Dual Language Institute – Jan. 29-30, 2027 | Seattle, WA
- ATDLE Conference– June 16-18, 2027 | Sacramento, CA

World Language Conferences

- WAFLT Fall Conference – Oct. 17-18, 2026 | Yakima, WA

Breakout Rooms

1. Native Literacy Framework– Kristin & Guests
2. DL Program Planning – Patricia, Teresa, & Elizabeth
3. WIDA Assessments – Virginia
4. Funding/Grants – Veronica, Katie, Shannon & Kad

Washington Office of Superintendent of
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Multilingual Education Team

Office of the Superintendent of Public Instruction
600 Washington St. SE | Olympia, WA 98504-7200



Katie Sperling
ML & DL Program Supervisor
ESD 101 & 171
katie.sperling@k12.wa.us



Shannon Martin
ML Program Supervisor
ESD 113, 114, & 121 (Pierce)
shannon.martin@k12.wa.us



Dr. Kadriye El-Atwani
ML Program Supervisor
ESD 105, 112, & 123
kadriye.el-atwani@k12.wa.us



Anna Fraser
Administrative Assistant
Multilingual Education
anna.bibik@k12.wa.us



Dr. Kristin Percy Calaff
Director of Multilingual Education
kristin.percycalaff@k12.wa.us



Virginia Morales
Assistant Director of Multilingual Education, ESD 121 (King) & 189
virginia.morales@k12.wa.us



Teresa Mendoza-Casby
Dual Language
Program Supervisor
ESD 105, 112, & 123
teresa.mendoza-casby@k12.wa.us



Elizabet LaFever
Dual Language
Program Supervisor
ESD 121 (King) & 189
elizabeth.lafever@k12.wa.us



Dr. Patricia Venegas-Weber
Dual Language
Program Supervisor
ESD 113, 114, & 121 (Pierce)
patricia.venegas-weber@k12.wa.us



Dr. Veronica Trapani-Huebner
World Languages & Language Access Program Supervisor
veronica.trapani@k12.wa.us