Multilingual Learner Program Administration

OSPI Multilingual Education

September 8, 2022

In the Chat: What are you excited about for the new school year?

Note: Please rename yourself with your full name & district or organization.

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Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

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

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Our Multilingual Education Team Goals:

- Support the development of **dual language programs** and strong **research-based program models** for all multilingual learners.

- Support educators in using the **WIDA ELD Standards Framework**, assessments and professional learning resources.

- Provide **clear and consistent information** and support for transitional bilingual instruction programs.

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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 and Coast Salish tribes and honor with gratitude the land itself and these tribes.

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Topics for Today

- **Civil rights obligations** for multilingual learners
- **Identification** of multilingual learners & AI/AN students
- **Program models** and the Title III and TBIP grants
- **Effective services** for multilingual learners
- **Strengthening and improving programs** for multilingual learners
- **Language-focused family engagement** and required student records

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Topic 1: Civil Rights Obligations

Lau v Nichols, 1974

- Providing English language instruction to students who need it is a matter of **Equal Protection** under the US Constitution (Lau v Nichols, 414 US 563, 1974).

- "...there is **no equality of treatment** merely by providing students with the same facilities, textbooks, teachers, and curriculum..." (Justice Douglas)

- **Lau Remedies** – the purpose of language support is meaningful participation with academic content

- **Equal Education Opportunity Act of 1974**

Castañeda v Pickard, 1981

Another landmark ruling that helped schools avoid the pitfalls of poorly implemented English programs (648 F, 2d, 989)

The Castañeda Standards:

- Used to examine program **implementation** for multilingual learners

- Mandate that English language development programs must be robust enough to avoid the pitfalls of **disparate impact**

- Require programs to be:

  - Based on **sound educational theory**

  - **Implemented effectively** (adequate staffing & resources), and

  - **Evaluated as effective** in overcoming barriers

Dear Colleague Letter, 2015

"The dual obligation requires school districts and SEAs to design and implement English Learner (EL) programs that are reasonably calculated to enable EL students to attain **both English proficiency** and **parity of participation** in the standard instructional program within a reasonable period of time." (Dear Colleague, 17).
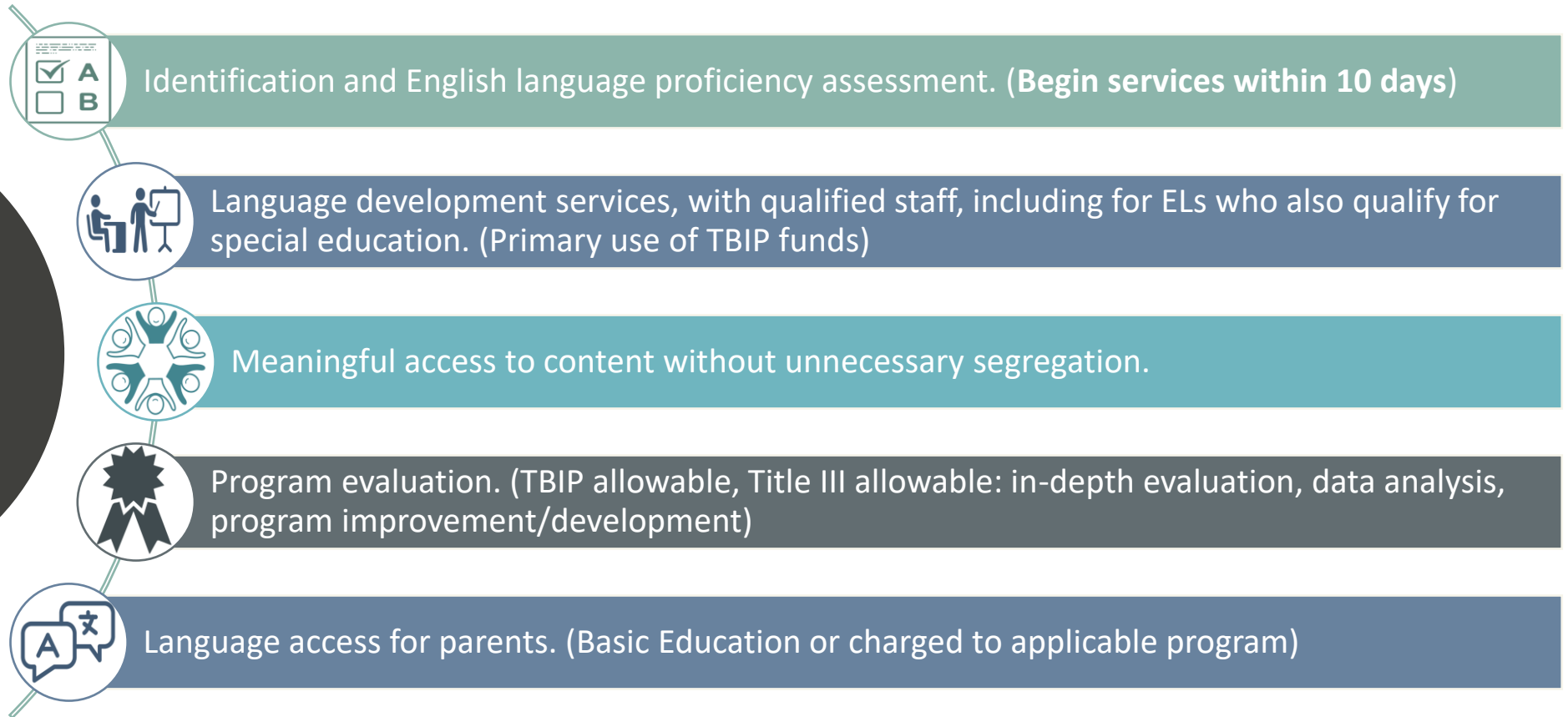
The Dear Colleague Letter lays out civil rights obligations including:

- Designated English Language Development
- Meaningful Access to Content

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Non-Negotiable Civil Right Obligations

All Schools Must Meet Civil Right Obligations

Identification and English language proficiency assessment. (**Begin services within 10 days**)

Language development services, with qualified staff, including for ELs who also qualify for special education. (Primary use of TBIP funds)

Meaningful access to content without unnecessary segregation.

Program evaluation. (TBIP allowable, Title III allowable: in-depth evaluation, data analysis, program improvement/development)

Language access for parents. (Basic Education or charged to applicable program)

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Crafting a Multilingual Learner Plan

Districts may use the [Multilingual Learner Plan](#) template to develop a comprehensive plan that includes:

- Identification, Screening, and Placement
- Program Models
- ELD Services & Accessible Content
- Monitoring Student Progress
- Program Evaluation
- Staffing & Professional Learning
- Family Engagement & Student Records

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Civil Rights Requirements Resources

OSPI offers various tools to support the understanding of civil rights requirements on our website including:

On the Transitional Bilingual Instruction Program Guidance webpage:

- WA State Policies & Practices (P&P) Guide

- Chapter 1: Definitions & Laws in the P&P Guide

- Chapter 9: Progress Monitoring & Program Evaluation in the P&P Guide

- Resources and Toolkits Section

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Topic 2: Identification of Multilingual Learners and AI/AN students

Identification, Screening, and Placement

- Home Language Survey
- ELP Screening
- Placement in TBIP
- Notifying families
- Handling parent waivers

Identification, **Screening, and Placement**	
Every district must have written procedures to identify multilingual/English learners. Districts must determine the primary language and eligibility of each newly enrolled student no later than the tenth day of attendance by using the state-approved language proficiency placement test.	
• How is the Home Language Survey (HLS) information collected? • What is the process for reviewing HLS information and ensuring that students are screened?	
• What is the process for screening and recording results of the screener?	
• What is the process for placing students into the TBIP program?	

• What is the process for notifying families for…
     o New student placement?
     o Continuing student programming?
     o Exiting students?	

• What is the process for handling requests to waive services?	

Identification, Screening, and Placement

Required steps in the identification process for multilingual/ English learners:

Home Language Survey → Complete ELP Screener → Determine eligibility → Determine appropriate placement → Notify family of eligibility and/or services

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Home Language Survey

- The Home Language Survey must be given to all new students as part of the enrollment process.

- If Questions 2 and/or 3 include a language other than English, the student must be screened for English language proficiency.

Home Language Survey

- How is the Home Language Survey (HLS) information collected in your district?
- What is the process for reviewing HLS information and ensuring that students are screened?

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English Language Proficiency Screening

New students with a first or primary language other than English must be screened **within 10 school days** using the approved ELP screeners:

- Kindergarten WIDA Screener
- Grades 1-12 Online WIDA Screener
- Grades 1-12 Paper WIDA Screener (available only for students who need for an accommodation)

Complete ELP Screener

- What is the process for screening?

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Determining Eligibility

Students must meet the minimum score in all 4 domains and the overall composite score to be determined ineligible for services.

Grade Level	Minimum Domain Score	Minimum Overall Score
Grade K before Jan. 1st	5 (speaking & listening only)	5 (oral language)
Grade K after Jan. 1st	4 (all 4 domains)	4.5 (overall composite)
Grade 1	4	4.5
Grades 2-12	4	5

Determine eligibility

- What is the process for recording results of the screener?

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Determining Appropriate Placement

- Eligible multilingual learners must be provided services that are appropriate based on their proficiency level and needs.

- Services must include designated **English Language Development** and **accessible grade-level content.**

- Consider the different needs of beginning students, intermediate students, and long-term English learners.

Determine appropriate placement

- What is the process for placing students into the TBIP program?

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Notifying Families

- Families must be notified of new or continued placement in TBIP services within 30 calendar days of the beginning of school or within 10 school days if they arrive mid-year.

- Districts may use the [Family Communication Templates](#) available in 40 languages on the OSPI website.

- Parent requests to waive services must be documented in writing.

Notify family of eligibility and/or services

- What is the process for notifying families for...
  - New student placement?
  - Continuing student programming?
  - Transitioning/exiting students?
- What is the process for handling requests to waive services?

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Family Notification Letters

- Available on the Family Communication Templates webpage

- Use Family Notification Data for 4 and 5-year graduation rates & average years in program

- May want to separate K from grades 1-12

- Include programs offered in district

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

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CEDARS Reporting

Information on multilingual learners must be recorded in the state database, CEDARS, including:

- Student's Primary Language and Language Spoken at Home (B17, B18)
- Program Model, Start Date, Exit Date and Reason (J06, J07, J08, J09)
- Placement Test Information (J18, J19, J20, J21, J22, J23)

Exit Reason Codes include:

- O – did not qualify (screened and met proficiency – dates must match)
- P – parent waiver (Parent waives services or changes info on the HLS)
- A –transitioned (when a student exits after reaching proficiency)
- T – transfer within district, between grades or between models
- E – transferred/moved out of district

See Chapter 12: Student Data & Reporting for more information on coding MLs

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Title III Identification of American Indian/ Alaska Native Students

Eligibility for Title III, Part A services for American Indian/Alaska Native students is based on ethnicity and academic risk

Identify AI/AN Students ▶ Determine academically at risk ▶ Inform family of potential eligibility ▶ Assess student using ELP Screener ▶ Notify family of results and/or services

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Identify Students

- Home Language Survey is used to identify primary language

- Enrollment data on race/ethnicity is used to identify American Indian/Alaska Native students

- State database is checked for previous ELP assessment data

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Process for Identifying Title III Eligible American Indian/Alaska Native Students

Student's primary language is English

Student's primary language is NOT English

Student is American Indian or Alaska Native

Refer to procedures for Transitional Bilingual Instruction Program (TBIP) identification.

Check the Title III section of the LEP Application in the Education Data System (EDS). Has the student taken the state language proficiency screener or annual assessment? — Yes →

Provide Title III services if the most recent language proficiency test score is Emerging or Progressing.

Do not test or provide services if the most recent test score is Proficient.

No

Is the student academically at risk? (Based on state or district assessment results or other criteria for students without assessment results.) — No →

District continues to monitor academic achievement based on normal district protocols for all students.

Yes

Inform Parents that Student is Potentially Eligible for Title III
- Send letter explaining the criteria for eligibility and the purpose and benefits of Title III services. Inform parents of the Placement Test date.
- Explain parents' option to refuse testing if parents indicate that language development is not a factor that has caused the student to be academically at risk.
- If there is not initial response, follow up with a phone call or in-person contact.

If the student becomes academically at risk.

No response or no refusal from parents.

Administer Language Proficiency Screener

Score: Emerging/Progressing Eligible for Title III.

Score: Proficient Not eligible for Title III.

Determine "Academically at Risk"

Criteria to determine if student is academically at risk:

- Not meeting standard on state assessments

- Below grade level on district assessments

- If no state or district data, use multiple indicators such as:
  - Classroom-based assessments
  - Curriculum-based assessments
  - Teacher recommendations

For new students, allow sufficient time for adjustment and instruction before making determination of academically at risk.

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Inform Family of Potential Eligibility

Schools can use the Title III Initial Parent Letter on the Title III webpage 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

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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).

What are Title III American Indian/Alaska Native student services?
Title III American Indian/Alaska Native student services provide your child with free, additional, professional language and literacy assistance. The goal is to support your child in achieving academic success to prepare for college and employment.

Assess Student Using ELP Screener

Schools are required to:

- Assess each student with the state-approved WIDA screener

- Assess within 10 school days of determination of academically at-risk status

- Report all screener results and program enrollment in state database

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WIDA™
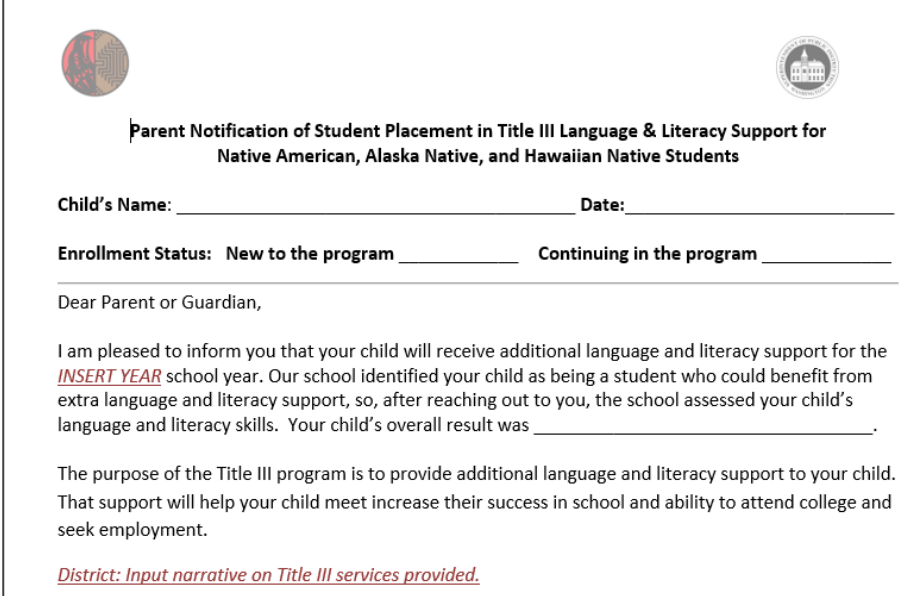
Notify Family of Results and/or Services

Schools can use the Parent Notification of Placement Letter on the [Title III webpage](#) 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 10 school days after administering the screener

- CONTINUING: within 30 days of the beginning of the year

Parent Notification of Student Placement in Title III Language & Literacy Support for Native American, Alaska Native, and Hawaiian 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 _____.

The purpose of the Title III program is to provide additional language and literacy support to your child. That support will help your child meet increase their success in school and ability to attend college and seek employment.

District: Input narrative on Title III services provided.

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Planning Title III Services for American Indian/Alaska Native Students

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 *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 *Since Time Immemorial* or tribally-developed history curriculum

- Hosting family nights and introducing the *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)

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Identification Resources

OSPI offers various tools to support identification, screening and placement on our website including:

- On the TBIP Guidance webpage:
  - Chapter 2: Identification & Screening in the P&P Guide
  - Chapter 7: Title III Services in the P&P Guide
  - Chapter 8: Newcomer Students in the P&P Guide
  - Chapter 12: Student Data & Reporting in the P&P Guide
- English Language Proficiency Screeners webpage
- Family Communication Templates webpage
- Title III Services webpage

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Breakout reflection time

- What is one thing you learned or clarified about civil rights or identification requirements?

- How does your district handle the identification process?

Topic 3: Program Models and Grants

Program Models

- Identify program models
- Name schools with each model

Program Models	
The following program models are allowable in Washington state. Identify which program models are used in each school.	
Program Model	**School(s)**
Dual Language Program (Two-way or one-way): Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.	
Transitional Bilingual Programs (Early or late exit): Transitional bilingual programs use the student's primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.	
Alternative Programs (Content-based Instruction): Content-Based Instruction (CBI) or "sheltered" instruction is used in classes comprised predominantly of multilingual/English learners. Explicit English language development (ELD) and grade-level academic content is delivered by specifically trained EL teachers.	
Alternative Programs (Supportive Mainstream): Students in the Supportive Mainstream model access grade-level academic content and English language development through participation in their mainstream classrooms with support provided either individually or in small groups by specifically trained educators.	

Bilingual Program Models

Two-Way Dual Language

Goals
- Bilingualism & Biliteracy
- High academic achievement
- Sociocultural competence

Student groups
- Balance of multilingual/English learners and English speakers

Instruction
- English & Partner language
- 90/10 or 50/50

One-Way Dual Language

Goals
- Bilingualism & Biliteracy
- High academic achievement
- Sociocultural competence

Student groups
- Traditionally underserved
- Multilingual/English learners and/or
- American Indian/Alaska Native

Instruction
- English & Partner Language
- 90/10 or 50/50

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Bilingual Program Models

Transitional Bilingual - Early Exit

Goals
- Literacy in English
- Use of primary language as foundation

Students
- Multilingual/English learners with same primary language

Instruction
- Begins 90% primary language and 10% English
- Gradual transition to all English (3 to 4 years)

Developmental Bilingual - Late Exit

Goals
- Bilingualism & Biliteracy

Students
- Multilingual/English learners with same primary language

Instruction
- Begins 90% primary language and 10% English
- Gradual transition to 50/50
- Lasts 5 to 6 years

Alternative Program Models

Content-Based Instruction (Sheltered)

Goals
- English proficiency and academic achievement

Students
- Classes predominantly multilingual/English learners

Instruction
- Explicit English language development **AND**
- Rigorous grade-level content
- Teachers specifically trained in SLA and instructional strategies for multilingual/English learners

Supportive Mainstream

Goals
- English proficiency and academic achievement

Students
- Mixed classrooms of multilingual/English learners and English speakers

Instruction
- Explicit English language development **AND**
- Rigorous grade-level content
- Teachers specifically trained in SLA and instructional strategies for multilingual/English learners

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Newcomer & Other Special Programs

Newcomer Program

Goals

- Familiarize students to American school systems
- **Prepare students for transition to TBIP program**

Students

- Beginning level English learners
- Newly immigrated and/or
- Limited or interrupted formal education (SIFE/SLIFE)

Instruction

- Basic English language skills
- Basic content instruction

Alternative Learning Environments

Goals

- Provide language and academic supports to multilingual learners in special programs

Students

- Multilingual leaners in alternative schools, Open Doors, Juvenile Detention, and Rehabilitation Facilities

Instruction

- Individualized ELD services
- Ensuring accessible content through individualized plans

Grants & Reports

May 1 — Title III Intent to Participate

June 30 — PD Report

July 1 — SAS Approval

Aug. 1 — TBIP Grant Due

Oct. 17 — Title III Grant Due

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Grant Application Systems

EGMS
(Education Grant Management System)

2022-23 New system for consolidated grants

- All Title grants in one application
- Title III Consortium separate application

iGrants
(EDS - Education Data System)

Old system for grants (will move in 2023-24)

- TBIP
- PD Report
- DL, Heritage, & Tribal grants

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Notice of Intent to Participate

- In the spring, complete the "Title III Intent to Participate" form.

- Respond by the required deadline (or we will assume your district does not intend to access Title III funding).

- If district generates <$10,000, you can participate in a Title III consortium.

- Note who the lead district is, and which other districts will be in the consortium.

- Report changes in private school eligible students (or funding will be based on previous year's numbers)

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Professional Development Report

- Due: June 30 in iGrants

- Provide information on PD completed for past school year

- Only include PD that was completed, not those that were planned but didn't take place

- Must be completed prior to applying for Title III funding

Substantially Approvable Status (SAS)

- Starting July 1 in EGMS

- Allows your district to begin using Title III funds before September 1

- Complete the "Pre-Application" in the Consolidated Grant Application in EGMS

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Transitional Bilingual Instruction Program Grant

- Due: August 1 in iGrants (moving to EGMS in 2023)

- Four pages including:

  - **Program Demographics -** student counts, program models, staffing

  - **Dual Language Instructional Program Models -** describe your program or how you are planning to explore or develop a program

  - **Alternative Instructional Program Models -** describe your program including ELD services, accessible content, and exited student services

  - **Program Evaluation and Continuous Improvement** – describe data and improvement plans for 4 student groups & professional development plans

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Title III and Title III Consortium Grant

- Due: October 17
- Part of the Consolidated Grant Application in EGMS
  - Form # 3 – **CGA Family and Community Engagement.** How is input from families/communities elicited and utilized?
  - Form #19 **– Program Evaluation, Improvements, and Professional Learning.** Data and reflections on student outcomes, budget details, plans for professional learning to support action steps for this year.
  - Form #20 – **Eligible Native American Students.** Tribal consultation and indication of how culturally responsive language and literacy services are provided.
  - Form #21**– Equitable Services.** Information and count of students attending private schools within LEA boundaries.

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Title III & TBIP Allocations

Title III:
- Initial allocation - Based on estimated ML student counts
- January – Allocation adjusted based on fall actual ML student counts

TBIP:
- Sept. to Dec. - Funding is based on estimated ML student counts (based on the previous year)
- Jan. to Aug. – Funding is based on average actual ML student counts from P-223 for October to June (adjusted for fall)

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Supplement vs. Supplant

- Title III Federal Funding (~$140) →
- TBIP State Funding (~$1620) →
- Basic Education Funding (~$9990) →

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 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

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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

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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.

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Program Models & Grants Resources

OSPI offers various tools to support program model development and grants on our website including:

- On the TBIP Guidance webpage:
  - Chapter 3: Program Models in the P&P Guide
  - Chapter 4: Dual Language in the P&P Guide
  - Chapter 10: Staffing, Professional Learning & Allowable Expenses
- Dual Language Education webpage
- Multilingual Education Webinars & Newsletters webpage
- Education Grant Management System webpage

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Breakout reflection time

- What program models do you use in your district?
- How are you using TBIP and Title III funds to supplement and not supplant?

Topic 4: Effective services for multilingual learners

ELD Services & Accessible Content

For each program model, describe:

- ELD Services
- Accessible Content

for each student group:

- Beginning (0-2 years)
- Intermediate (2-5 years)
- LTELs (5+ years)

for elementary, middle, and high school.

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ELD Services - Elementary			
Describe how English Language Development (designated and integrated ELD) is provided in each model for each group.			
	Beginning Level (0-2 years in program)	**Intermediate Level** (2-5 years in program)	**Long-Term English Learners (LTELs)** (5+ years in program)
Program Model:			

Accessible Content - Elementary			
Describe how meaningful access to content is provided in each model for each group.			
	Beginning Level (0-2 years in program)	**Intermediate Level** (2-5 years in program)	**Long-Term English Learners (LTELs)** (5+ years in program)
Program Model:			

ELD Services and Accessible Content

ENGLISH LANGUAGE DEVELOPMENT

- Designed to achieve English language proficiency in least amount of time
- Focused on ELD standards - all four domains
- Designed to target student's unique proficiency level
- Provided by teacher with EL expertise
- Provided for all eligible multilingual learners in all program models

MEANINGFUL ACCESS TO CONTENT

- Designed to support academic language learning in all core content classrooms
- Scaffolds access to rigorous grade-level content standards using sheltered instruction strategies
- Provided by trained and supported core content teachers and/or EL Specialists
- Involves co-planning and collaboration

Meeting the Civil Rights Requirements for Multilingual Learners

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English Language Development

Criteria for designated English Language Development (ELD) services:

- **Planning:** Designed by or with an ELL endorsed teacher

- **Instruction**: Targets ELD Standards

- **Resources:** Designed or adapted for multilingual learners

- **Domains:** Addresses all 4 domains of language

- **Grouping**: Based on student language needs and proficiency levels

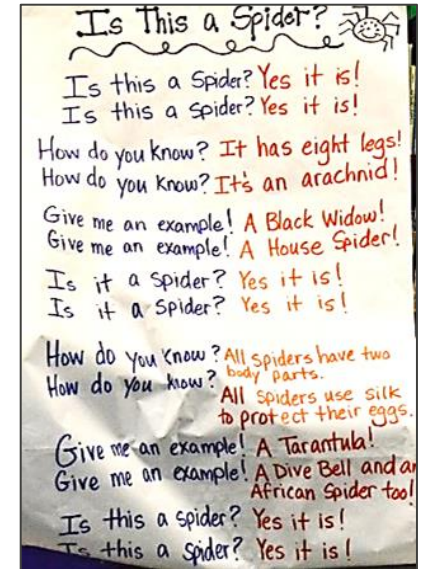- **Instructor**: Taught by or in consultation with an ELL endorsed teacher

English Language Development

Designated ELD

- Explicit language support (in all domains)

- Targeted small groups

- Specific to student's proficiency

- Teacher with EL expertise

Integrated ELD

- Sentence stems

- Vocabulary in meaningful context

- Chants, choral response

- Enhanced small groups

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English Language Development

Example or Non-Example?

- ML Teacher works with small group by proficiency level and teaches ELD lesson addressing 4 domains of language using resources specifically designed or adapted for multilingual/ English learners.

- ML Teacher works with small group and provides ELA support with reading intervention program.

- Paraeducator works with small group by grade level/classroom, uses ELA resources as preview or review.

- Classroom teacher with ML training plans and/or co-teaches ELA lesson with ML teacher using adapted materials to address the specific language needs of ML students in all 4 domains with differentiated support for different proficiency level groups.

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Meaningful Access to Content

Criteria for providing meaningful access to content:

- **Planning**: EL Teacher collaborates with content teachers to identify academic language expectations and scaffolds for multilingual learners.

- **Instruction**: Strategies such as OCDE Project GLAD®, Sheltered Instruction Observation Protocol (SIOP), and Universal Design for Learning (UDL) are used.

- **Focus**: Instruction addresses the most critical academic language functions and features.

- **Instructor**: ML Teacher co-teaches with content teacher or classroom teacher has ELL endorsement or training.

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Accessible Content

- Integrated content, language, & literacy
- Sheltered strategies:
  - GLAD (Guided Language Acquisition Design)
  - SIOP (Sheltered Instruction Observation Protocol)
  - UDL (Universal Design for Learning)
- Visuals, multimedia
- Modeling, interaction, movement
- Sentence stems
- Vocabulary in meaningful context
- Chants, choral response

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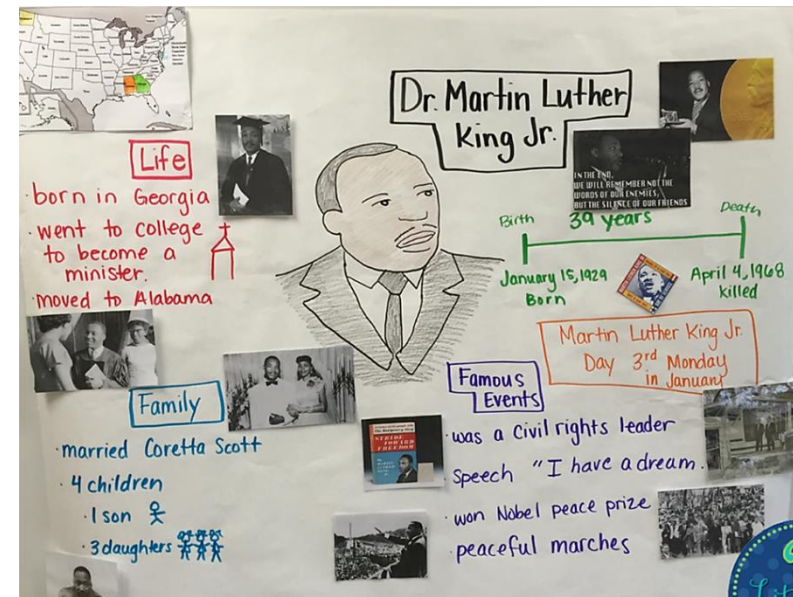
Meaningful Access to Content

Example or Non-Example?

- Simultaneous translation provided by bilingual paraeducator in content classes.

- Co-teaching model is used to provide specific academic language support by an ELL-certified teacher working with a content teacher.

- Classroom teacher with ML training uses GLAD strategies to scaffold academic language and grade-level content.

- Students receive same whole-class lessons as all students without attention to language proficiency levels or language demand of the lesson.

Integrated and Designated ELD
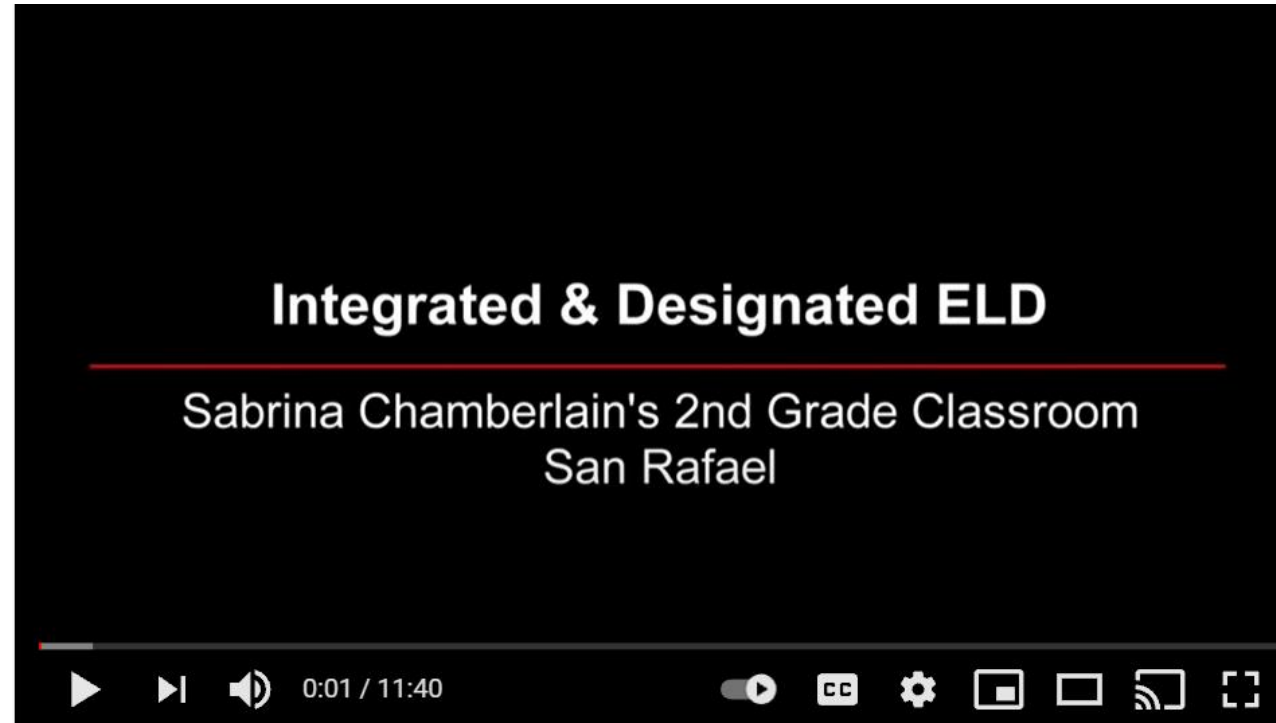
https://www.youtube.com/watch?v=u_-759uSCgY&t=76s

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ELD Services Resources

OSPI offers various tools to support ELD services and accessible content instruction on our website including:

- On the TBIP Guidance webpage:
  - Chapter 5: ELD Services in the P&P Guide
  - Chapter 6: MTSS & Special Populations in the P&P Guide
  - Chapter 8: Newcomer Students in the P&P Guide
  - Resources & Toolkits Section
- Multilingual Education Webinars & Newsletters webpage

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Breakout reflection time

- How do your schools meet the civil rights obligations to...
  - Provide designated English language development?
  - Provide meaningful access to content?

Topic 5: Strengthening & Improving Programs

District Improvement Planning

Conduct both a process and a summative evaluation:

- **Summative Evaluation** – reviews data on outcomes to determine *the extent to which* a program outcome was achieved.

- **Process Evaluation** – looks at strategies and overall implementation plan to determine *how* a program outcome was achieved.

Develop plans that include a focus on:

- **Systems** – How are multilingual learners included in district strategic plans and initiatives?

- **Structures** – How do ML educators and classroom teachers access professional learning, collaboration, and decision-making for MLs?

- **Resources** – How are resources (TBIP, Title III, Basic Education, Title I, and other funds) used to supplement and strengthen ELD services?

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Program Evaluation

- Review data on 4 required ESSA elements
- Describe continuous improvement plans for each
- When reviewing the data, reflect on:
  - How do your program's data compare to the state average?
  - How do these data look over time? What are the trends?
  - What are implications for how to address disparate outcomes?

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Program Evaluation		
TBIP programs must be evaluated annually in the following four areas. Using data from the previous year, describe the steps that will be taken to continuously improve the TBIP program in each area.		
ESSA Required Data Elements	**Data from School Year** _____	**Continuous Improvement Plans**
Number and % of ELs attaining proficiency and exiting EL services.		
Number and % of former ELs who met academic standards 2 & 4 years after exiting.		
Number and % of ELs who have not exited EL services after 5 years. (LTELs)		
Number and % of ELs who dually qualify for Special Education.		

Program Evaluation

ESSA Required Data Elements	District Data	Goals for Continuous Improvement Plan
Number and % of ELs attaining ELP and exiting EL services.	15% of ELs attained proficiency in 2021	Increase specific ELD services for intermediate students in grades 3-5
Number and % of former ELs who met standard academic assessments 2 and 4 years after exiting.	50% of exited ELs met standard after 2 years 60% of exited ELs met standard after 4 years	Provide after-school academic support for exited students who are not meeting standard.
Number and % of ELs who have not exited EL services after 5 years.	25% of ELs have not exited after 5 years	Add AVID Excel classes at middle school for LTELs
Percent and performance of English learners who dually qualify for Special Education.	10% of ELs qualify for SpEd 65% of these students are making progress	Improve referral process to reduce over-representation & provide GLAD training for SpEd teachers

Staffing & Ratios

- How many ELL-endorsed teachers are currently serving students?

- How many teachers without an endorsement are trained to support MLs?

- How "healthy" is your ratio of trained staff to ML students?

- How are you using paraeducators?

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Staffing			
Staffing for ELD and accessible content services should be provided through various funding sources including basic education, TBIP, and Title III. **All teachers funded by TBIP must hold an ELL or Bilingual Endorsement.**			
Position	TBIP Funded FTE	Basic Ed Funded FTE	Other Funded FTE (list source)
ELL/Bilingual Endorsed Teachers			
Teachers without an ELL/Bilingual Endorsement providing ELD services			
Content/General education teachers trained to support MLs			
Administration			
Paraeducators			

Staffing Ratios			
Staffing for ELD and accessible content services should be proportional with the number of multilingual learners in the district.			
	# of Staff Members	# of ML Students	Total Ratio (Students/Staff)
ELL/Bilingual Endorsed Teachers (serving in any role)			
Classroom Teachers without endorsement but with EL training			
EL/Bilingual Trained Paraeducators			

Professional Learning

What professional learning are you planning for next year?

- Specific to multilingual learners
- Focus on WIDA Standards
- Long-term, not "one & done"

How will you monitor implementation?

- Feedback
- Implementation
- Student outcomes

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Professional Learning			
List planned professional learning activities that will support both ELL/Bilingual endorsed teachers and all classroom teachers and paraeducators who work with multilingual learners.			
Professional Learning Activity (including title, dates & presenters)	**Participants** (ELL-endorsed staff, classroom teachers, paraeducators, administrators, etc.)	**Focus** (Instructional strategies for multilingual learners, ELP assessments, ELP standards, etc.)	**Funding Source** (TBIP, Title III, Other)
Monitoring Implementation from Professional Learning			
Describe how professional learning provided through TBIP and Title III funding is monitored to verify that new learning is implemented and has a positive impact on the achievement of multilingual learners.			

WIDA Professional Learning Focus Areas

2022-23 Goals:

- Provide professional learning for all staff on how to use the WIDA ELD Standards Framework to **identify Key Language Uses and plan Language Expectations** for content-based instruction.

- Collaborate among language specialists and content teachers to utilize the WIDA ELD Standards Framework to **support multilingual learners' development of academic oral language**.

WIDA ELD Standards Roll-out Plan

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WIDA™

WIDA Self-Paced Workshops

2022-2023 Offerings
The WIDA Standards Framework: A Collaborative Approach
Classroom Teachers: Classroom Teachers: Engaging Multilingual Newcomers
Engaging Multilingual Learners in Science: Making Sense of Phenomena
Developing Language for Learning in Mathematics
Social Studies: Engaging Multilingual Learners through Inquiry
Home Languages in the Classroom
Making Language Visible in the Classroom **(NEW!)**
Reframing Education for Long-term English Learners **(NEW!)**

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WIDA

WIDA Workshops 2022-23

Teacher Leaders: Planning with the WIDA ELD Standards Framework

- By invitation to members of the ML Teacher Leader Cohort

Attending to Equity through Bilingual Instruction

- Thursdays, Oct. 20, 27 & Nov. 3, 4:00-5:30 p.m.

Nurturing Speaking Growth

- Tuesdays, Nov. 8 & 15, 10:00-11:30 a.m.

- Mondays, Dec. 5 & 12, 3:00-4:30 p.m.

- Wednesdays, Jan. 11 & 18, 3:00-4:30 p.m.

To register, visit the WIDA Standards, Assessments, and Professional Learning webpage

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WIDA™

School Improvement Planning for MLs

1. **Select at least two key goals** from the SIP to develop a specific plan for MLs.

2. **Develop specific strategies** to support MLs for each goal including strategies for:

    - Accessible content
    - English language development

3. **Plan professional learning** to support educators with the strategies.

4. **Monitor ML student progress** on the goals by looking at disaggregated data.

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Step 1: Select two key goals

AAP Goal 2: By 2023 Students will meet or exceed benchmark in reading and math on the following assessments:

- 60% of 3-5 grade students will meet or exceed benchmark in reading and math on SBA.
- 60% of K-2 students will meet or exceed benchmark in reading measured by IRLA/iReady and in math measured by iReady through the continued development of school-wide academic vocabulary instruction and co-teaching.

*What instructional approaches will support language learners in reaching this AAP Goal? Specify strategies in at least **two** areas.*

Strategy 1: _____ Accessible Content	Strategy 2: _X__ Accessible Content
__X_ Language Development	_____ Language Development
_____ Peer Interaction	_____ Peer Interaction
_____ Language Connections	_____ Language Connections

Step 2: Develop specific strategies for MLs

Language Development plan includes:
- Academic vocabulary,
- Oral language, and
- Writing strategies.

Accessible Content plan includes:
- Vocabulary and content strategies.

Plans include specific strategies teachers will use to support these goals.

Language Development	Accessible Content
Plan for Implementation: • Students will develop understanding of tiers 2 and 3 vocabulary through supports such as word walls, interactive notebooks, and multilingual charts. Students will utilize learned vocabulary during discussions voluntarily and when prompted. • Staff will implement math journals, enhanced shared writing, conferring and strategy groups in order to address specific writing needs of language learners during literacy and math.	**Plan for Implementation:** • Staff will implement co-teaching in 3 grade levels with a focus on differentiation and creating access to literacy and math content. • Staff will use graphic organizers, visuals, and GLAD strategies (pictorials, narrative input charts, observation charts, cognitive content dictionaries) at least once per week during literacy and math instruction in order to support students' ability to make meaning of literacy and math vocabulary and content.

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Step 3: Plan professional learning

Learn
- Initial professional learning on vocabulary & content strategies
- EL teacher does 15-minute strategy review in monthly staff meeting & sends follow-up email

Practice
- PLCs plan and review strategies to use in lessons
- EL teacher demonstrates strategies during co-teaching and supports teachers with use

Share
- Teachers reflect on strategy use at monthly staff meetings
- Teachers share strategies with students and families to reinforce

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Step 4: Monitor Student Progress

Schools need to identify tools to regularly assess MLs'

- Academic progress
- Language development

These should include oral language as well as literacy and content and be disaggregated for MLs.

Assessment & Monitoring of Student Progress		
Name the assessment tools that are used to monitor eligible multilingual learners' academic and linguistic progress and describe any processes for administration of progress monitoring including, but not limited to, annual WIDA assessments.		
Grade Levels	**Academic Assessments**	**Language Assessments**

Classroom-level Planning

- Review data from the Progress Monitoring table at least 3 times per year

- Use the WIDA Proficiency Level Descriptors to review student work samples

- Partner with students and families to develop individual goals using the [Multilingual Learner Individual Learning Plan](#)

- Utilize student data and plans to select WIDA Language Expectations, Functions, and Features while planning instruction

Using the WIDA PLDs for Progress Monitoring

The WIDA Proficiency Level Descriptors (PLDs) are a powerful tool for formative assessment. They can be used to:

- Examine student work and determine students' current performance levels

- Set goals for language development, aligned to Language Expectations

- Determine student needs and develop scaffolding and supports

- Track student progress over time

Grades 4–5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	Understand how coherent texts (spoken, written, multimodal) are created...					
DISCOURSE Organization of language	around specific topics (*clean water*) with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
	Understand how ideas are connected across a whole text through...					
DISCOURSE Cohesion of language	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
	Understand how ideas are elaborated or condensed through...					
DISCOURSE Density of language	multi-word noun groups with connectors (*mean and nasty bullies*)	expanded noun groups with classifiers (*mean and nasty fourth grade bullies*)	expanded noun groups with prepositional phrases (*my favorite character in this book*)	expanded noun groups with embedded clauses (*my favorite character who stood up to the bullies*)	expanded noun groups with a variety of embedded clauses (*my favorite character who stood up to the bullies and hardship*)	expanded noun groups with a wide variety embedded clauses and compacted noun groups (nominalization: *she stood up to bullies = her courage*)
	Understand how meanings are extended or enhanced through...					
SENTENCE Grammatical complexity	simple sentences (*Strong winds blow through the forest.*)	related simple sentences (*Winds blow through the forest. The trees sway and shake.*)	multiple related simple sentences (*Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.*)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: *The trees sway and shake, and dead branches fall off to the ground.*)	compound sentences with frequently used ways of combining clauses (*Strong winds blow through the forests, but the mighty oaks stand tall and proud.*)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (*When strong winds blow through the forests, the trees sway and shake.*)
	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
WORD, PHRASE Precision of language	situation-specific words and phrases (*between those two black wires*)	an increasing number of words and phrases (*Over there on the board?*)	a growing number of words and phrases in a variety of contexts (*lightbulb went off, the electric circuit*)	an expanding number of words and phrases including idioms and collocations (*push and pull, quit pulling my leg*)	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns (*the invisible force between two magnets*)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (*electric shock versus I'm shocked*)

136   WIDA English Language Development Standards Framework, 2020 Edition

Resources for Strengthening Programs

OSPI offers various tools to support strengthening and improving programs on our website including:

- On the TBIP Guidance webpage:
  - Chapter 9: Progress Monitoring & Program Evaluation in the P&P Guide
  - Chapter 10: Staffing, Professional Learning & Allowable Expenses in the P&P Guide
  - Language Learning Regional Networks Section
  - Resources & Toolkits Section
- WIDA Standards, Assessments, and Professional Learning webpage
- Multilingual Education Webinars & Newsletters webpage

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Breakout reflection time

- What tools does your district use to engage in continuous improvement or school improvement planning?

- What are ways you can ensure that the needs of multilingual learners are addressed in these processes?

Topic 6: Family Engagement & Student Records

Family Communication & Engagement

Describe how families are engaged with:

- Student progress & assessment

- Sharing funds of knowledge

- Screening and referral processes

- Title III and TBIP planning

And how translation & interpretation is provided

Family Communication and Engagement	
Families are critical partners in supporting multilingual learners. Describe how families are engaged in their children's learning and in ongoing continuous improvement of the transitional bilingual instruction program.	
How are families informed about student progress and assessments?	
How do educators learn more about families' funds of knowledge?	
How does the district ensure that families are consulted when screening or referring multilingual learners for Special Education?	
How does the district ensure that families have access to translation and interpretation services for effective communication?	
How are families consulted in the process of developing continuous improvement plans for TBIP and Title III Programs?	

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Language-Focused Family Engagement

- Awareness
- Advocacy
- Brokering
- Building trust
- Communication
- Connect to learning

ABCs of Family Engagement

Family Language Practices and Goals

School Language Practices and Goals

Affirming Asset-Based Approach

- Relatively private goals and decisions by families about the language of their children
- Key in home language maintenance and multilingual development

- Key concepts in second language acquisition and bilingualism
- School-based language programs, practices and goals

- Funds of knowledge
- Can Do Philosophy

Student Records

Describe how records are kept for:

- Home language surveys
- Test score sheets
- Notification letters
- Parent waivers

And how the district tracks students' ELD services:

- Type of service
- Time & frequency

Student Records	
Districts are required to maintain copies of the following student records for multilingual learners. Describe the processes used to ensure maintenance of these required records.	
Home language surveys	
Individual test score sheets for… • English language proficiency placement (screening). • Annual English language proficiency testing.	
Parent notification letters for… • Initial placement • Continued eligibility • Transition from services (exiting)	
Parent requests to waive services	
Roster of ML students including type, amount, and frequency of ELD services	

Resources for Family Engagement and Student Records

OSPI offers various tools to support family communication and engagement and student records on our website including:

- On the TBIP Guidance webpage:

  - Chapter 11: Family Engagement & Communication in the P&P Guide

  - Chapter 12: Student Data & Reporting in the P&P Guide

- Family Communication Templates webpage

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Questions?

Use the chat box or raise your hand.