

# Multilingual Education Information Meeting

October 6, 2022

In the chat:

Share one of your “fall favorites.”

Please rename yourself with your full name and school district.



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# *Tribal Land Acknowledgement*



*We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.*

*We are presenting from the ancestral lands of the Puyallup, Chelan, Yakama, and Coast Salish Tribes and honor with gratitude the land itself and these tribes.*

A photograph of several children with their hands raised in the air, suggesting excitement or participation. The image is slightly blurred and has a greenish tint.

# Vision

# Mission

# Values

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

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.

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



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# Today's Agenda

- MTSS for Multilingual Learners
- Title III Identification & Services for AI/AN Students
- Language Learning Regional Network Plans
- Title III Grant Updates
- Early Literacy Screening & Professional Learning
- Dual Language Updates

# Multi-tiered System of Supports for MLs



**Team-driven shared leadership** including ML teachers and specialists



**Data-based decision making** using disaggregated academic and language assessment data



**Evidence-based practices** including both English language development and accessible content instruction



**Continuum of supports** including differentiated support for beginning, intermediate, and long-term English learners



**Family, student, and community engagement** including multilingual families and students with interpretation and community language brokers





# Title III Identification and Services for American Indian/Alaska Native Students

# Title 3 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:

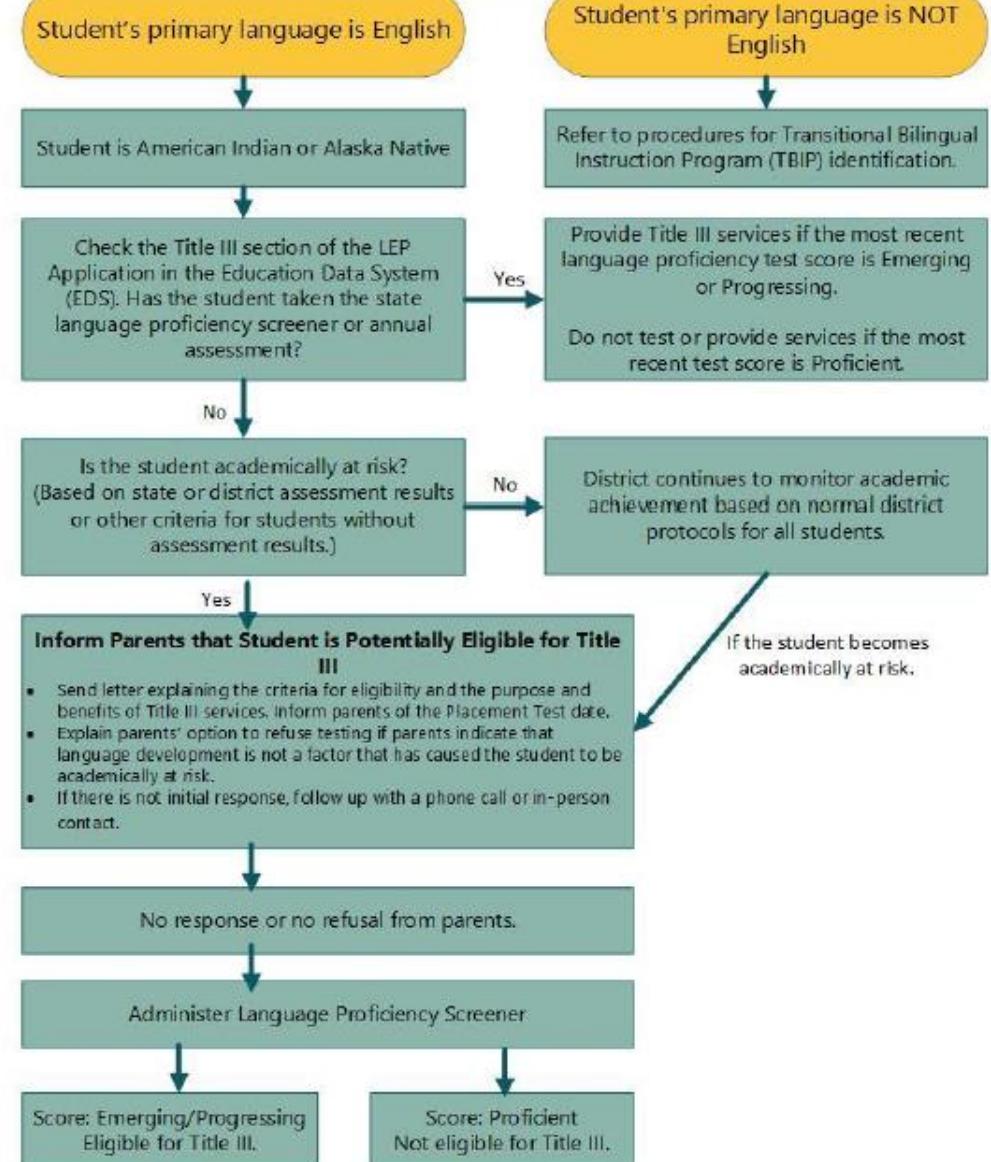


[Chapter 2 of the Policies & Practices Guide: Identification & Screening](#)

# 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 CEDARS database is checked for previous ELP assessment data

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



# 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



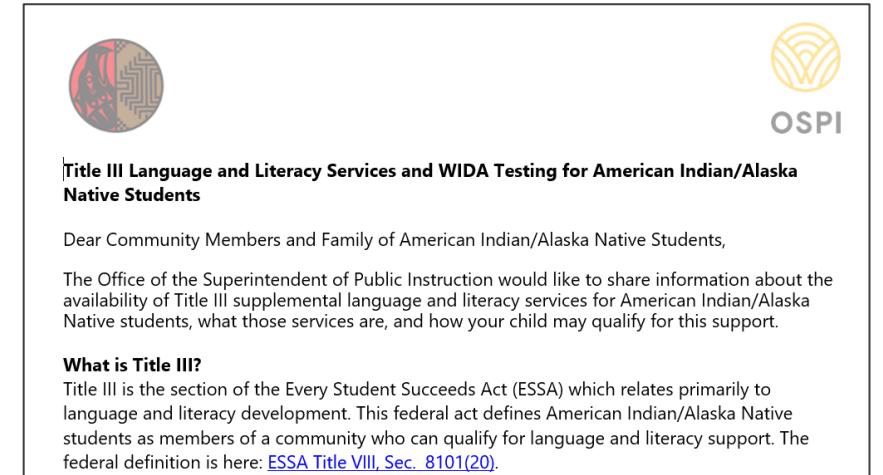
*For new students, allow sufficient time for adjustment and instruction before making determination of academically at risk.*

# 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



The image shows a rectangular document header. On the left is a circular logo with a red and black design. On the right is the acronym "OSPI" next to a yellow circular logo with a geometric pattern. Below the header, the text reads: "Title III Language and Literacy Services and WIDA Testing for American Indian/Alaska Native Students". The text continues with a message to "Dear Community Members and Family of American Indian/Alaska Native Students," followed by a paragraph about the availability of services. At the bottom, there is a section titled "What is Title III?" with a brief description of the act and a link to the "ESSA Title VIII, Sec. 8101(20)" definition.

**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 school days of determination of academically at-risk status
- Report all screener results and program enrollment in 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



**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 \_\_\_\_\_.

# 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).





# Language Learning Regional Network Plans

# Language Learning Regional Networks

What is a LLRN? A network of district and school leaders that engage in professional learning and collaboration to support strong programs for multilingual learners.

- Regional networks of district and/or school leaders (directors, specialists, etc.) who support multilingual learner services
- 7-8 virtual and/or in-person meetings across the year
- Discussion or PLC groups on district implementation
- Sessions co-planned and facilitated by OSPI and ESDs



# LLRN Topics for 2022-23

## Focus Areas:

- Multi-tiered System of Supports for Multilingual Learners
- WIDA ELD Standards Framework Implementation Roll-out Plans
- Supporting Collaborative Planning for Classroom & ML Teachers
- Data-based Program Evaluation and Continuous Improvement Planning at the District, School, and Classroom Level
- Understanding the Potential and Possibilities for Dual Language Programs

# LLRN Dates & Registration

## **Program Supervisor:** Virginia Morales

- ESD 189 | Mon, Oct. 10 - 10:30 AM
- ESD 121 | Tue, Oct. 11 - 10:00 AM

## **Program Supervisor:** Shannon Martin

- ESD 112 | Tues, Oct. 25 - 10:30 AM
- ESD 113/114 | Wed, Oct. 26 - 10:30 AM

## **Program Supervisor:** Katie Sperling

- ESD 101 | Mon, Oct. 10 - 8:30 AM
- ESD 171 | Mon, Oct. 10 - 12:30 PM

## **Program Supervisor:** Sue Connolly

- ESD 123 | Tue, Oct. 25 - 8:30 AM
- ESD 105 | Wed, Oct. 26 - 8:30 AM



# Title III Grant Application Support

- Title III Grant Data Table Update
- EGMS Title III Workshops – Registration through Alchemer
  - Thursday October 13 9:00 – 10:00 am
  - Wednesday October 19 3:00 – 4:00 pm
  - Thursday October 20 9:00 – 10:00 am
- EGMS Consolidated Application Office Hours
  - Breakout rooms by Title Program
  - Registration through PD Enroller



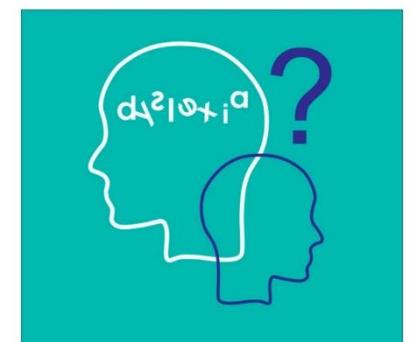
# Early Literacy Screening, Instruction & Intervention

## Professional Learning Opportunities from Glean Education

- Dyslexia, Literacy, and MTSS (18 hours of asynchronous courses)
- Literacy Expert Webinar Series (monthly one-hour webinars)

## Early Literacy Screening in Dual Language Programs

- Elementary Dual Language Educators' PLC  
Thursday, October 13 | 4–5 pm



# Upcoming Events

## Multilingual Information Session

- Thursday, Nov. 3 | 9:00 a.m. & 3:00 p.m.

## Multilingual Webinar Series

- Thursday, Nov. 17 | 1:00-3:00 p.m. | Supporting Newcomers & Refugees

## WIDA Facilitated Workshops

- Attending to Equity through Bilingual Instruction | Thurs., Oct. 20, 27 & Nov. 3, 4:00-5:30 p.m.
- Nurturing Speaking Growth–Session 2 | Mon., Dec. 5 & 12, 3:00-4:30 p.m.
- Nurturing Speaking Growth–Session 3 | Wed., Jan. 11 & 18, 3:00-4:30 p.m.

# District Dual Language Plan



## **District Dual Language Framework Template**

### **New requirement for 2023-24 TBIP Application**

- Planning for DL program
- Current DL program

Assistance and questions? Contact

[patty.finnegan@k12.wa.us](mailto:patty.finnegan@k12.wa.us)

# Tribal, Heritage & Dual Language PLCs



## Tribal Language Program PLCs

- Tribal Language Educators' PLC  
1<sup>st</sup> and 3<sup>rd</sup> Thursdays of the month | 4–5 pm  
Kayla Guyett | [kayla.guyett@k12.wa.us](mailto:kayla.guyett@k12.wa.us)



Design by  
Roger Fernandes

## Heritage & Dual Language Program PLCs

- Dual Language Leaders' PLC  
1<sup>st</sup> Tuesday of the month | 1–2 pm
- Elementary Spanish Dual Language Educators' PLC  
1st Tuesday of the month | 4–5 pm

# Heritage & Dual Language PLCs



- Small & Rural Dual Language Programs' PLC  
2<sup>nd</sup> Tuesday of the month | 1–2 pm
- Heritage Language Educators' PLC  
2<sup>nd</sup> Tuesday of the month | 4–5 pm
- Elementary Dual Language Educators' PLC  
2<sup>nd</sup> Thursday of the month | 4–5 pm
- Planning & New Dual Language Programs' PLC  
3<sup>rd</sup> Tuesday of the month | 1–2 pm



# Heritage & Dual Language PLCs



- [Lectoescritura: Literatura autentica para todos niveles PLC](#)  
3<sup>rd</sup> Tuesday of the month | 4–5 pm
- [ELL & Bilingual Educator Prep Programs' PLC](#)  
3<sup>rd</sup> Wednesday of the month | 3–4 pm
- [Cafecito | Dual and Heritage Language Collaboration Space](#)  
4<sup>th</sup> Tuesday of the month | 3–5 pm
- [Middle and High School Dual Language Educators' PLC \(All Languages\)](#)  
4<sup>th</sup> Thursday of the month | 3–4 pm



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