

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.



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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, Chelan, Yakama, and Coast Salish Tribes and honor with gratitude the land itself and these tribes.



Vision

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

Mission

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

Values

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



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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:

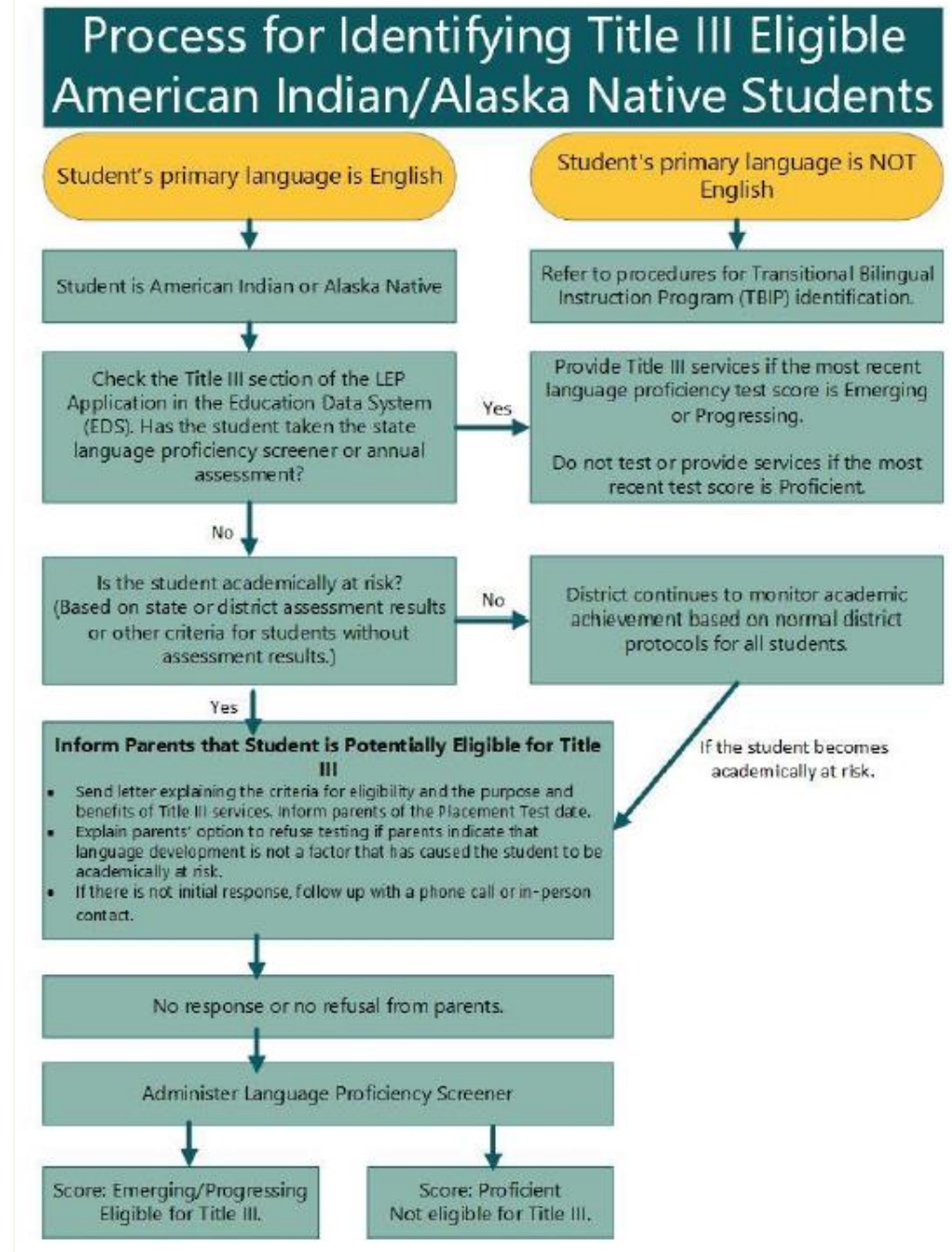


Chapter 2 of the Policies & Practices
Guide: Identification & Screening



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



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.

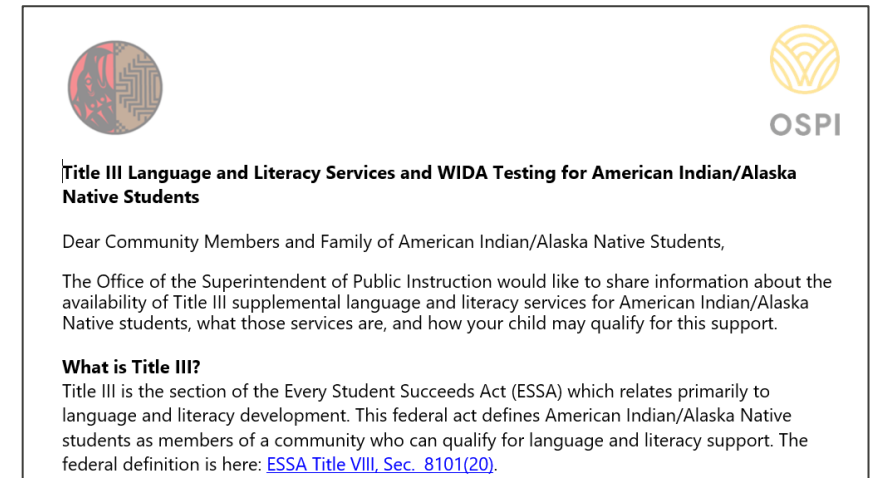


Inform Family of Potential Eligibility

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



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

	 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 <u>INSERT YEAR</u> 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](#)



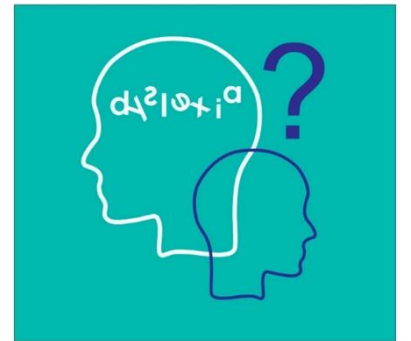
Early Literacy Screening, Instruction & Intervention

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



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Tribal, Heritage & Dual Language PLCs



Tribal Language Program PLCs

- Tribal Language Educators' PLC
1st and 3rd Thursdays of the month | 4–5 pm
Kayla Guyett | kayla.guyett@k12.wa.us



Design by
Roger Fernandes

Heritage & Dual Language Program PLCs

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



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Heritage & Dual Language PLCs



- [Small & Rural Dual Language Programs' PLC](#)
2nd Tuesday of the month | 1–2 pm
- [Heritage Language Educators' PLC](#)
2nd Tuesday of the month | 4–5 pm
- [Elementary Dual Language Educators' PLC](#)
2nd Thursday of the month | 4–5 pm
- [Planning & New Dual Language Programs' PLC](#)
3rd Tuesday of the month | 1–2 pm



Heritage & Dual Language PLCs



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





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ESD 112, 113, & 114



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