

# Multilingual Education Information Meeting

Nov. 3, 2022

In the chat:

Share in the chat... I am thankful for...

Please rename yourself with your full name and school district.

# *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, Yakama, and Squaxin Island Tribes and honor with gratitude the land itself and these tribes.*

A photograph of a diverse group of children in a classroom setting. In the foreground, a young girl with dark hair and a yellow long-sleeved shirt is looking up with her hands raised. Behind her, another child with long hair is also raising their hand. The background is slightly blurred, showing more children and classroom elements.

# 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



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



# MTSS for Multilingual Learners



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



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



**Evidence-based practices** including ELD and accessible content



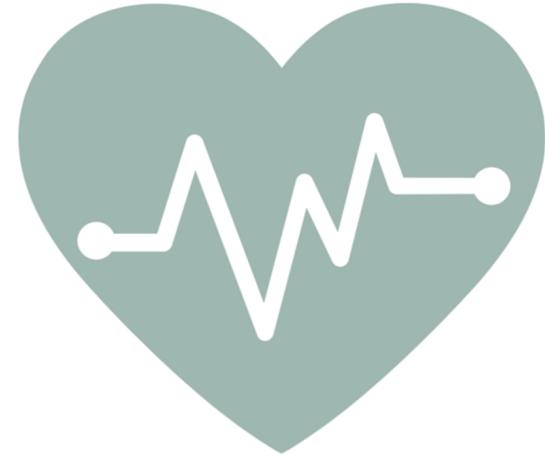
**Continuum of supports** for beginning MLs, intermediate MLs and LTELs



**Family, student & community engagement** including multilingual families and students

# Today's Agenda

- Alternate ACCESS Field Test
- Office of the Education Ombuds
- Student Data Clean-up
- WIDA Early Years
- Dual Language Updates





# Alternate ACCESS Field Test

# Advancing ALTELLA grant from USED

WIDA is using the Advancing ALTELLA grant to:

- Revamp Alternate ACCESS
- Include Kindergarten in the Alt ACCESS grade clusters
- Develop Alternate Screener



# *The Alternate ACCESS Field Test*

- The field test is a stand-alone field test.  
It is its own test, not part of the operational alternate ACCESS.
- It is required of all students who take the Alternate ACCESS in February/March 2023.  
This is important because we want a valid and reliable alternate assessment.

# *Field Test Basics*

## When?

- After the operational Alternate ACCESS
- Between February 14 and April 17

## • Who?

- Typically the test administrator for the operational and field test versions will not change.

## • How?

- The training for the field test is added to the training for the Alternate ACCESS test administrators.

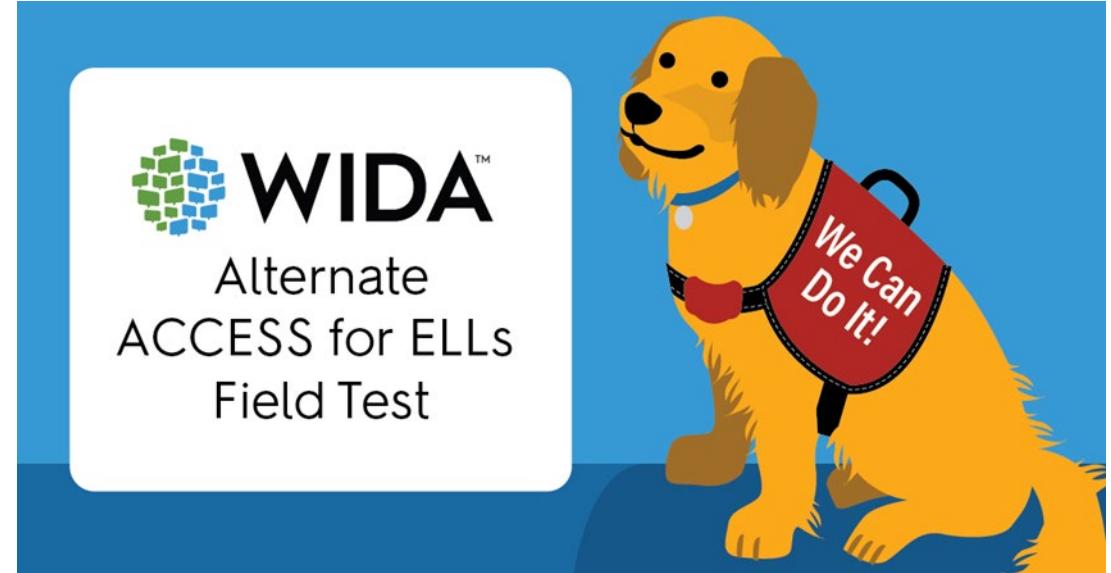
## *More Field Test Basics*

- The Field Test will be approximately the same duration as the operational Field Test. (for most students about 20 minutes per domain).
- Students will not receive scores for the field test.



# Field Test Materials

- Field Test materials will arrive for each student who receives operational Alternate ACCESS materials.
- Field Test materials will come in a separate box and all materials will be marked with a dog and the words “Field Test.”
- There are no materials that are used for both operational and field tests. Please keep them separate.



# OSPI Recommendations



- Create a team that includes your special education, Assessment and multilingual leads.
- Meet monthly to ensure everyone is on the same page.
- Look at the calendar of monthly tasks ([on this page](#)) to guide the preparation process.

# *Calendar to support district preparation*

## November

Questions	<ul style="list-style-type: none"><li>• Who will be taking the Alternate ACCESS?</li><li>• Does the IEP indicate the appropriate test?</li></ul>
Tasks	<ul style="list-style-type: none"><li>• Update the Pre-ID file (all students pre-identified for Alt ACCESS will be automatically identified for the Alt ACCESS Field Test).</li></ul>

## December

Questions	
Tasks	<ul style="list-style-type: none"><li>• TAs completes training for Alternate ACCESS (including additional 20 minutes for the Field Test)</li><li>• DAC ensures CEDARS pre-ID file is accurate and includes all students who will take the Alternate ACCESS. (<a href="#">deadline: 12/9</a>)</li></ul>



# *OSPI Priorities*

- OSPI is prioritizing participation in the WIDA Alternate ACCESS and Alternate ACCESS field test.
  - Participation in both is required in order to support the development of a valid, broad measurement of language development for this student population.
  - In order to have sufficient numbers to ensure valid and reliable test development, all Alt ACCESS testers need to also complete the Alt ACCESS Field test. (in WA that is approximately 100 students/grade level)



# Resources and Supports for Educators Working with English Learner Families

Washington State  
Governor's Office of the  
**Education  
Ombuds**

*We listen. We inform. We help solve problems.*  
Phone: 1-866-297-2597 Web: [www.oeo.wa.gov](http://www.oeo.wa.gov)

Visit [oeo.wa.gov/en](http://oeo.wa.gov/en)

There are several ways to access resources and publications when working with English Learner Families

- **Language Picker**
  - 22 Languages
- **Education Issues**
  - Enrollment
  - Language Access
- **About Us** - Publications and Resources for Families



The screenshot shows the homepage of the Washington State Governor's Office of the Education Ombuds (OEO) website. The top navigation bar includes links for Home, Welcome, Get Our Help, Education Issues, and About Us. A search bar is located in the top right corner. The main content area features a large banner with four diverse children smiling. Below the banner, the OEO logo is displayed with the text "Washington State Governor's Office of the Education Ombuds". A tagline "We listen. We inform. We help solve problems." is visible. The "What Is OEO?" section contains a video thumbnail titled "What is OEO EnglishwithSubtitle 02 11 2018 1" and an illustration of a person holding a document. The "Get Our Help" section contains text about the current response times and information on the "Online Intake Process".

Home | Washington State Governor +

oeo.wa.gov/en

Search

Washington State Governor's Office of the

**Education Ombuds**

We listen. We inform. We help solve problems.

WELCOME GET OUR HELP EDUCATION ISSUES ABOUT US English

What Is OEO?

What is OEO EnglishwithSubtitle 02 11 2018 1 Share

Get Our Help

Due to the large volume of calls, emails, and temporary staff shortages, it is currently taking up to one week to respond to calls. We will respond to all inquiries as soon as possible. We are hoping normal service levels will resume shortly. Please submit an [online intake](#) or [schedule an intake appointment](#) to speak to someone. Thank you for your patience.

Online – We encourage you to use our new [Online Intake Process](#). You will need to create an account with your name and a valid email address. After you create an account and complete the online intake process, someone will follow up with you as soon as possible to either provide information or schedule an appointment. Our online

Visit [oeo.wa.gov/en](http://oeo.wa.gov/en)

- **Language Picker:** Select from 22 languages in the language drop down list.
- The site navigation menus and main page content will display in the language selected.
- Not all content has been translated.

English ▾

አማርኛ

العربية

简体中文

繁體中文

Dari

Filipino

Français

Hindi

ភាសាខ្មែរ

한국어

Marshallese

Pashto

ਪੰਜਾਬੀ

Русский

Samoan

Somali

Español

Kiswahili

ଓଡ଼ିଆ

Ukrainian

Tiếng Việt

## Get Our Help

Due to the large volume of calls, emails, and temporary staff shortages, it is taking up to one week to respond to calls. We will respond to all inquiries as possible. We are hoping normal service levels will resume shortly. Please see [online intake or schedule an intake appointment](#) to speak to someone. Thank you for your patience.



**Online** – We encourage you to use our new [Online Intake Process](#).

need to create an account with your name and a valid email address. After you create an account and complete the online intake process, someone will follow up with you as soon as possible to either provide information or schedule an appointment. The online intake is available at all times, but someone will follow up during normal business hours.

### Business Hours

- Monday: 8:00 a.m. - 6:00 p.m.
- Tuesday: 8:00 a.m. - 4:00 p.m.
- Wednesday 8:00 a.m. - 4:00 p.m.
- Thursday 8:00 a.m. - 6:00 p.m.
- Friday 8:00 a.m. - 6:00 p.m.



**Schedule an Intake Appointment** - [Schedule a time for an intake specialist to contact you](#)

Visit [oeo.wa.gov/es](http://oeo.wa.gov/es)

- View **Education Issues** such as Language Access and Enrollment pages in the translated language.
- Content which has not yet been translated will display in English

EDUCATION ISSUES    ABOUT US

Home / Education Issues / School Enrollment

## School Enrollment

All children living in Washington State have the right to access public education.

Children can start kindergarten at age 5 and continue in school until they graduate or turn 21.

It starts with enrollment (or registration). Questions we get about school enrollment include:

- **What** information or paperwork is required for enrollment?
- **Who** can enroll a student?
- **Where** can a student enroll, or which school can a family choose?

Click on the questions below.

▼ **What information or paperwork is generally required for enrollment?**

▼ **Who can enroll a student?**

▼ **Where can a student enroll in school?**

English ▾

አማርኛ  
العربية  
简体中文  
繁體中文  
Dari  
Filipino  
Français  
Hindi  
ភាសាខ្មែរ  
한국어  
Marshallese  
Pashto  
ਪੰਜਾਬੀ  
Русский  
Samoan  
Somali  
Español  
Kiswahili  
ଓଡ଼ିଆ  
Ukrainian  
Tiếng Việt

OBTENGA NUESTRA AYUDA    TEMAS DE EDUCACIÓN    SOBRE NOSOTROS

Español ▾

Bienvenido(a) / Temas de Educación / Inscripción escolar

## Inscripción escolar

Todos los niños que viven en el estado de Washington tienen derecho a acceder a la educación pública.

Los niños pueden comenzar el jardín de infantes a los 5 años y seguir en la escuela hasta que se gradúen o cumplan 21 años.

El primer paso es la inscripción (o el registro). Entre las preguntas que recibimos sobre las inscripciones escolares, se encuentran las siguientes:

- **¿Qué** información o documentos son necesarios para la inscripción?
- **¿Quién** puede inscribir a un estudiante?
- **¿Dónde** puede inscribirse un estudiante, o qué escuela puede elegir la familia?

Pulse las preguntas a continuación.

▼ **¿Qué información o documentos son necesarios para la inscripción?**

▼ **¿Quién puede inscribir a un estudiante?**

▼ **¿Dónde puede inscribirse en la escuela un estudiante?**

Visit [oeo.wa.gov/en](http://oeo.wa.gov/en)

- Find all OEO publications in list format by selecting
  - About Us
    - **Publications and Resources for Families**
- Scroll down to view publications – translations will be listed alongside or below the English publication

## ABOUT US

English ▾

### Publications and Resources for Families

[News & Events](#)

[Webinars](#)

[Our Mission and Vision](#)

[Our Services and Policies](#)

[Frequently Asked Questions](#)

### Learn More About Our Policy Work

[Reports to Legislature](#)

[Our Staff](#)

[Job Opportunities](#)

[Privacy Notice](#)

[Public Records Requests](#)

### Specific Topics

*Use these short toolkits to get information on topics frequently brought to our office.*

- [Athletics and Activities](#)
- [Attendance and Truancy](#)
- [Back to School Planning for Remote Learning](#)
- [Communicating with Families Using an Interpreter: Tips for Educators](#)
- [Complaints Regarding Staff or Programs Quejas Relacionadas con el Personal \(español\)](#)

# Pages from Educator Toolkit:

---

## COMMUNICATING WITH FAMILIES WITH LANGUAGE ACCESS NEEDS

### TIPS FOR EDUCATORS WHEN USING A QUALIFIED INTERPRETER (TELEPHONIC OR IN-PERSON)

#### OVERVIEW

#### WHY SHOULD I, OR MY SCHOOL/DISTRICT, USE A QUALIFIED INTERPRETER?

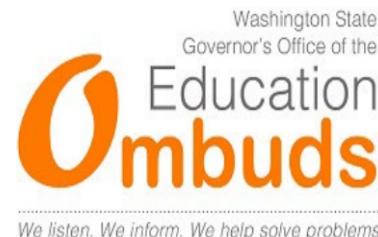
Communicating effectively with students and families is fundamental to your role as an educator and requires the assistance of a qualified interpreter when families speak a primary language other than English, sometimes referred to as Limited English Proficient (LEP) families, or are Deaf or Hard of Hearing (HOH) who might communicate using American Sign Language (ASL) or some other system of visual communication. Schools and districts have a civil rights obligation to ensure meaningful communication with families with language access needs. Qualified interpreters help educators strengthen family-school relationships while fulfilling these obligations.

#### Quick Resources to Learn More About:

Communication modes for Deaf/HOH families: See these resources from the National Deaf Center:

<https://www.nationaldeafcenter.org/resources>

<https://www.nationaldeafcenter.org/resource/sign-language-interpreters-introduction>



#### INTERPRETATION VENDORS ON CONTRACT WITH THE STATE OF WASHINGTON\*

WA State Contracts can be found at:

<https://des.wa.gov/services/contracting-purchasing>

- In-person, spoken interpreter services for languages other than English are listed in the master contract:
  - <https://apps.des.wa.gov/DESContracts/Home/ContractSummary/03514>
- Telephone based interpreter services for languages other than English are listed in the master contract:
  - <https://apps.des.wa.gov/DESContracts/Home/ContractSummary/02819>
- Phone interpretation vendor currently on contract with the state of Washington:
  - CTS Language Link <https://www.language.link/> 1 (360) 823-2287
- Contracts for in-person or video remote interpreters for Deaf/HOH families until 05/2026:
  - <https://apps.des.wa.gov/DESContracts/Home/ContractSummary/02120>
- Communication Access Real-time Transcription (CART):
  - <https://apps.des.wa.gov/DESContracts/Home/ContractSummary/03116>
- Communication facilitator services for Deaf/HOH families:
  - <https://www.dshs.wa.gov/altsa/odhh/communication-facilitator>

Visit [oeo.wa.gov/en](http://oeo.wa.gov/en)

- Find all OEO publications in list format by selecting
  - About Us
    - **Publications and Resources for Families**
- Scroll down to view publications – translations will be listed alongside or below the English publication

- **Interpretation Support Tips Card - Communicating Effectively with Interpretation**
  - [Amharic የተረጋገጫ ፍጊዜ ክፍል](#)
  - [Arabic بطاقة نصائح الترجمة الفورية](#)
  - [Chinese\\_Simplified\\_口译提示卡](#)
  - [Chinese\\_Traditional\\_口譯貼士卡片](#)
  - [Dari ياترجماني اړتیباط موټن را قایم کرین](#)
  - [French Carte de conseils pour l'interprétation](#)
  - [Hindi विवेचना के लिए सलाह कार्ड](#)
  - [Khmer ប័ណ្ណតំគែងមានស្ម័គ្រប់ការបក្សប្រា](#)
  - [Korean\\_통역 도우미 카드](#)
  - [Marshallese Card in jibañ jān Ri-ukok eo](#)
  - [Pashto د زياري لارېټونو کارت](#)
  - [Punjabi ਇੰਟਰਪ੍ਰੈਟੇਸ਼ਨ ਟਿਪਸ ਕਾਰਡ](#)
  - [Russian Карта с подсказками при устном переводе](#)
  - [Samoan Pepa Fesoasoani Faaliliuga](#)
  - [Somali Kaarka Tilmaamaha Turjumaada](#)
  - [Spanish Comunicación Eficaz con Interpretación](#)
  - [Swahili Kadi ya Vidokezo vya Fasiri](#)
  - [Tagalog Kard ng mga Tip sa Pagsasalin](#)
  - [Tigrinya መተረጋገጫ ክፍል](#)
  - [Ukrainian Картка підказок для перекладу](#)
  - [Vietnamese Thẻ Lời khuyên phiên dịch](#)

# Example of Interpretation Tip Sheet: Ukrainian

## Ефективне спілкування за допомогою перекладача

Картка підказок для перекладу

### Communicating Effectively with Interpretation

- Schools and districts must provide interpretation when needed to communicate effectively with families who request an interpreter.
- For interpretation to be effective, everyone involved in the conversation must cooperate and make time for interpretation.
- Use this card as needed during an interpreted conversation to receive a complete, accurate and understandable interpretation.
- Remember, if you do not understand something; ask the person you are talking with to explain. The interpreter can interpret your request for explanation but should not try to

### Ефективне спілкування за допомогою перекладача

- Школи та шкільні округи повинні забезпечувати послуги перекладача, коли це необхідно для ефективного спілкування з сім'ями, які просять надання таких послуг.
- Щоб переклад був ефективним, усі учасники розмови повинні співпрацювати та залишати час для перекладу.
- Під час розмови за участю перекладача користуйтесь цією карткою за потреби, щоб отримати повний, точний і зрозумілий переклад.
- Пам'ятайте: якщо ви чогось не розумієте, попросіть співрозмовника пояснити. Перекладач може перекласти ваше прохання пояснити, але не повинен намагатися самостійно

- If you believe the interpreter is not interpreting correctly, you can ask to re-schedule with another interpreter.
- Pardon me, I would like to ask...
- Please pause so the interpreter can tell me what you have said.
- Please repeat that, I am afraid it was not all covered in the interpretation.
- Could we slow down a bit to be sure the interpreter is able to give a full interpretation?
- Could you both repeat what you said, one at a time, so we can be sure the interpreter can cover everything?
- I do not understand the interpretation very well. Could we try to reschedule with another interpreter?
- Якщо ви вважаєте, що перекладач перекладає неправильно, ви можете попросити перенести розмову на інший час з іншим перекладачем.
- Перепрошую, у мене є запитання...
- Будь ласка, зробіть паузу, щоб перекладач встиг передати ваші слова.
- Будь ласка, повторіть фразу. Здається, вона перекладена не повністю.
- Ми можемо говорити дещо повільніше, щоб перекладач встигав повністю передавати смисл?
- Можна вас попросити повторити сказане поодинці, щоб ми були впевнені, що перекладач встигає за вами?
- Я не дуже добре розумію переклад. Чи можна буде задіяти іншого перекладача?

Interpretation Support Tips Card Printable PDF

Картка підказок для перекладу

Visit [oeo.wa.gov/en](http://oeo.wa.gov/en)

- Find all OEO publications in list format by selecting
  - About Us
  - **Publications and Resources for Families**
- Scroll down to view publications
- Learn more about OEO, or share OEO Awareness flyers in many languages

## OEO Promotional Materials

- "What is OEO" video in [English](#) and [Spanish/Español](#)
- [OEO Awareness SB 5376 Flyer English](#)
- [OEO Awareness SB 5376 Flyer English and Spanish](#)
- [OEO Awareness SB 5376 Flyer English and Amharic](#)
- [OEO Awareness SB 5376 Flyer English and Arabic](#)
- [OEO Awareness SB 5376 Flyer English and Chinese Simplified](#)
- [OEO Awareness SB 5376 Flyer English and Dari](#)
- [OEO Awareness SB 5376 Flyer English and French](#)
- [OEO Awareness SB 5376 Flyer English and Hindi](#)
- [OEO Awareness SB 5376 Flyer English and Khmer](#)
- [OEO Awareness SB 5376 Flyer English and Korean](#)
- [OEO Awareness SB 5376 Flyer English and Marshallese](#)
- [OEO Awareness SB 5376 Flyer English and Punjabi](#)
- [OEO Awareness SB 5376 Flyer English and Russian](#)
- [OEO Awareness SB 5376 Flyer English and Samoan](#)
- [OEO Awareness SB 5376 Flyer English and Somali](#)
- [OEO Awareness SB 5376 Flyer English and Tagalog](#)
- [OEO Awareness SB 5376 Flyer English and Tigrinya](#)
- [OEO Awareness SB 5376 Flyer English and Ukrainian](#)
- [OEO Awareness SB 5376 Flyer English and Vietnamese](#)

# OEO Awareness flyer in Dari/English:



Washington State  
Governor's Office of the  
**Education  
Ombuds**  
Mailing Address: 3518 Fremont Ave N. #349  
Web: <http://www.oeo.wa.gov/en>  
Toll-free: 1-866-297-2597  
We listen.

Seattle, WA 98103  
Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)  
Fax: 844-886-5196  
We help solve problems.



## Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds (OEO) is an independent state agency that helps to reduce educational opportunity gaps by supporting families, students, educators, and other stakeholders in communities across WA in understanding the K-12 school system and resolving concerns collaboratively. OEO services are free and confidential. Anyone can contact OEO with a question or concern about school.

OEO listens, shares information and referrals, and works informally with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO provides support in multiple languages and has telephone interpretation available. To get help or learn more about what OEO does, please visit our website: <https://www.oeo.wa.gov/en>; email [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov), or call: [1-866-297-2597](tel:1-866-297-2597) (interpretation available). (English)

OEO (Office of the Education Ombuds) دفتر حل مسائل های تعلیمی (Office of the Education Ombuds) که برای کاهش خلاهای تعلیمی از طریق حمایت فامیل ها، معلمان، آموزش دهنگان و سایر طرف های تیغه دار در جوامع در سرتاسر ایالت و اشتکن برای درک سیستم تعلیمی مکاتب 12-K- و حل نگرانی ها بصورت مسته جمیع کمک می کند. خدمات OEO را بگان و محترمه هستند. هر شخص میتواند به اطلاع سوال یا نگرانی در مورد مکتب با OEO تماس بگیرد. OEO تماس با نگرانی ها گوش می دهد، معلومات و ارجاعات را شریک می کند و بصورت غیر رسمی با فامیل ها، جوامع و مکاتب کار می کند تا به نگرانی ها رسیدگی کند تا هر مسئله بتواند بصورت کامل در برخیمه های تعلیمی بهم گرفته و در مکاتب دوایت ایالت ماموق شود. OEO حمایت های خود را به چندین زبان ارائه می کند و خدمات ترجمه از طریق تلفن را در سترس دارد. برای کمک گرفتن یا امور خود را به OEO چه کار می کند، لطفا از وب سایت ما: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov) دیدن کنید؛ یا اینمی کنید به: <https://www.oeo.wa.gov/en>، یا تماس بگیرید با: [1-866-297-2597](tel:1-866-297-2597) (خدمات ترجمه قابل دسترس است)

(Dari)

## View the Office of the Education Ombuds (OEO) online resources:

OEO Web page:



[Web: www.oeo.wa.gov](http://www.oeo.wa.gov)

- OEO YouTube Channel:
- <https://www.youtube.com/TheWAEdOmbudsman>

OEO Facebook



- <https://www.facebook.com/WAEducationOmbuds/>





# Student Data Clean-up

# Possible Eligible Not Reported: Clean-Up

- Ensure All Students are Properly Reported
- Ensure All Eligible Students are Served
- CEDARS data is used to create the Pre-ID file for WIDA ACCESS – December 9

WASHINGTON STATE  
**OSPI** Office of Superintendent  
of Public Instruction

**Limited English Proficiency**  
TBIP View

**Student** **Reports** **Admin**

-Student Lists- -Assessments- -Data Cleanup- -LEP Tables-

**TBIP**

**Data Cleanup -- TBIP**

Several bugs have been identified in Analysis tool. Students may be on the proficiency annual assessment in error level, was removed with Exit Reason enrolled in full-time Running Start and enrolled in multiple schools (for example as receiving services in one, exited 1 before. We are investigating these issues.

**Possible Eligible Not Reported**

# How to Run the Report

Login to EDS: Limited English Proficiency (LEP) Application

Go to:

- Reports
- Data Cleanup
- Possible Eligible Not Reported



WASHINGTON STATE  
OSPI Office of Superintendent  
of Public Instruction

Limited English Proficiency  
TBIP View

Student Reports Admin

-Student Lists- -Assessments- -Data Cleanup- -LEP Tables-

TBIP

> Possible Eligible Not Reported

> Possible Needs Withdraw

> Enrolled Less Than 5 Days

Data Cleanup -- TBIP

Several bugs have been identified in student: took an English language placement test in 2007 or before. V



# Getting the Data Cleaned Up!

After Running the Report:

- Save to Excel
- Review PENR by Group
  - Focus on Group 1
- Review CEDARS Errors File (from district data manager)
- Refer to [CEDARS Manual](#), pages 116-124
- Refer to [CEDARS Reporting Guidance](#), pages 111-115
- Run your Student Information System (SIS) update to CEDARS



# Data Clean-Up Tips

- Look for reporting errors – refer to CEDARS Manual and Reporting Guidance
- Make sure your SIS has updated to CEDARS – this is controlled locally
- Accuracy, Not Perfection – there will be instances when you cannot remove a student from the PENR. It is important to know WHY the student is on the PENR.
- Current CEDARS Errors:
  - Students Exited with WIDA ACCESS
  - TK Students



# WIDA Early Years

# WIDA Early Years

WIDA Early Years offers tools and resources to help educators plan equitable and engaging learning opportunities for young multilingual children.

- WIDA Early Years Secure Portal Accounts: Cut and past this link: [go.wisc.edu/44xz0I](https://go.wisc.edu/44xz0I) and follow the directions to create an account or link to your current Secure Portal account.
- [Washington and WIDA Early Years: Partnership Kick-Off](#) (recorded webinar)
- [Making Connections: Using the Washington State Early Learning and Development Guidelines and WIDA Early Years Resources to Plan for Instruction for Young Multilingual Children](#)
- WIDA website: [Early Language Development](#)
- Coming Soon: Clock hours for self-paced professional learning.





# Dual Language Updates

# 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)

# Dual Language Expansion

## OSPI Proposed Legislation

Increase Heritage  
& DL Grants

1.2 FTE Weighted  
TBIP Allocation for  
Students in DL  
Programs

Increase Language  
& Literacy  
Supports for AI/AN  
Students

Support for  
Residency Educator  
Prep Models

Stipends for  
Bilingual and Tribal  
Educators

Require Districts to  
Offer the Seal of  
Biliteracy

Increase Tribal  
Language Program  
Supports & Grants

# Building Public Interest & Support for DL

- [OSPI Explains: What Are Dual Language Programs? | Aug. 2022 | Medium](#) (DL plain talked)
- [Washington State Innovates](#) (25 min. recording of State Supt. Reykdal's press conference on dual language expansion)
- [Building a Multiliterate Washington through Statewide Dual Language Education: 2023-25 Biennial Operating Budget Request](#) ([www.k12.wa.us](http://www.k12.wa.us)) (Submitted to OFM)



Aidé Villalobos teaching science in Spanish with her 3<sup>rd</sup> grade students at Evergreen Elementary in Shelton SD.

Photo credit: OSPI

# Tribal & Heritage Language PLCs



Design by  
Roger Fernandes

## **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)

## **Heritage Language Educators' PLC**

2<sup>nd</sup> Tuesday of the month | 4–5 pm

Ema Shirk | [ema.shirk@k12.wa.us](mailto:ema.shirk@k12.wa.us)





# Dual Language PLCs



## Dual Language Leaders

### Dual Language Leaders' PLC

1<sup>st</sup> Tuesday of the month | 1–2 pm

### Small & Rural Dual Language Programs' PLC

2<sup>nd</sup> Tuesday of the month | 1–2 pm

### Planning & New Dual Language Programs' PLC

3<sup>rd</sup> Tuesday of the month | 1–2 pm

### ELL & Bilingual Educator Prep Programs' PLC

3<sup>rd</sup> Wednesday of the month | 3–4 pm

## Grade Band Specific Dual Language PLCs

### Elementary Dual Language Educators' PLC

2<sup>nd</sup> Thursday of the month | 4–5 pm

### Middle and High School Dual Language Educators' PLC (All Languages)

4<sup>th</sup> Thursday of the month | 3–4 pm

## Spanish Language PLCs (Current and Future Teachers)

### Elementary Spanish Dual Language Educators' PLC

**(Destrezas Fundamentales/ Foundational Skills)**

1<sup>st</sup> Tuesday of the month | 4–5 pm

### Lectoescritura: Literatura autentica para todos niveles PLC

**(Club de lectura con actividades)**

3<sup>rd</sup> Tuesday of the month | 4–5 pm

## Cafecito | Dual & Heritage Language Collaboration Space

4<sup>th</sup> Tuesday of the month | 3–5 pm



# Upcoming Events

## Multilingual Webinar Series

- Thursday, Nov. 17 | 1:00-3:00 p.m. | [Supporting Newcomers & Refugees](#)

## New PLCs:

- [Small/Rural Multilingual Programs PLC](#) | Tues. Nov. 8, 3:30-4:30 p.m.
- Virtual Schools PLC | Thurs. Dec. 8, 3:00-4:00 p.m. – pdEnroller link coming soon.

## WIDA Facilitated Workshops

- All sessions full – Waitlist available
- [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.

# Check-in Time

Please feel free to join a Breakout Room:

- Office of the Education Ombuds (Danielle)
- PENR/Data Clean-up (Sue & Shannon)
- WIDA Alt ACCESS & Early Years (Virginia)
- Dual Language (Patty)