

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.



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, Yakama, and Squaxin Island 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



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



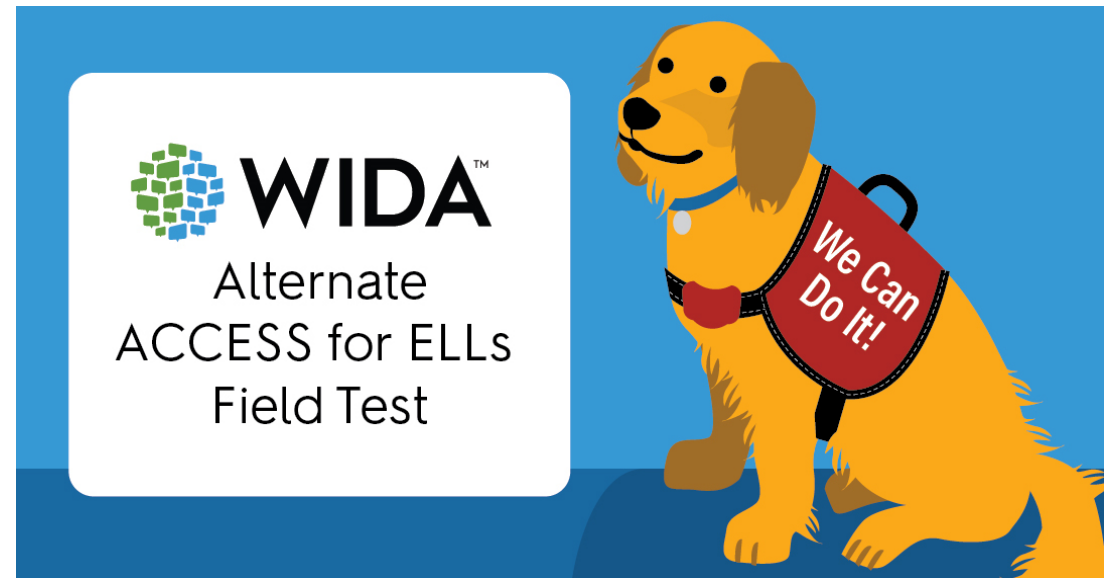


Alternate ACCESS Field Test

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.

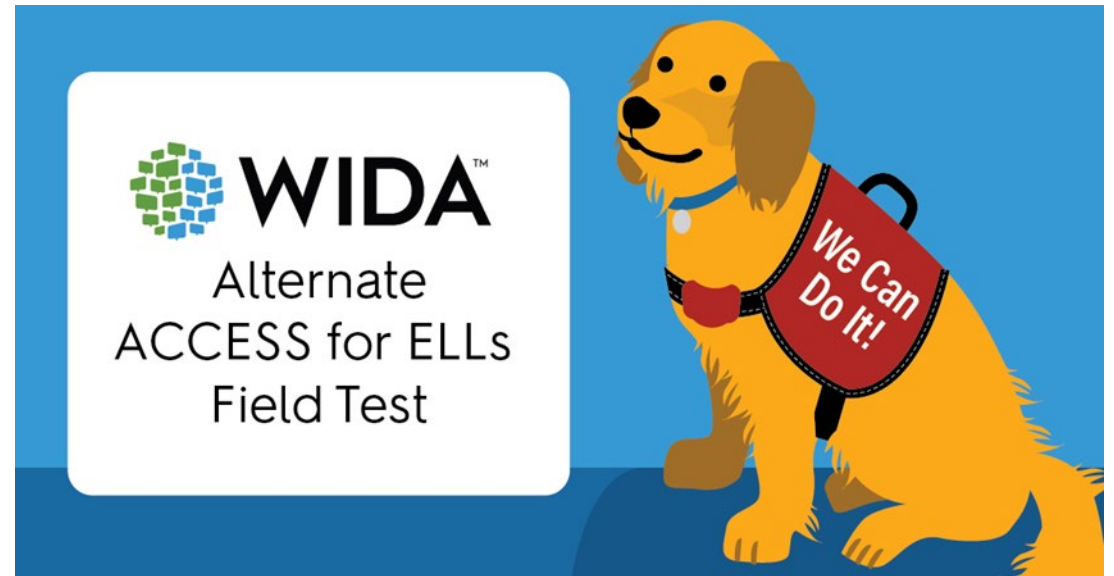


More Field Test Basics

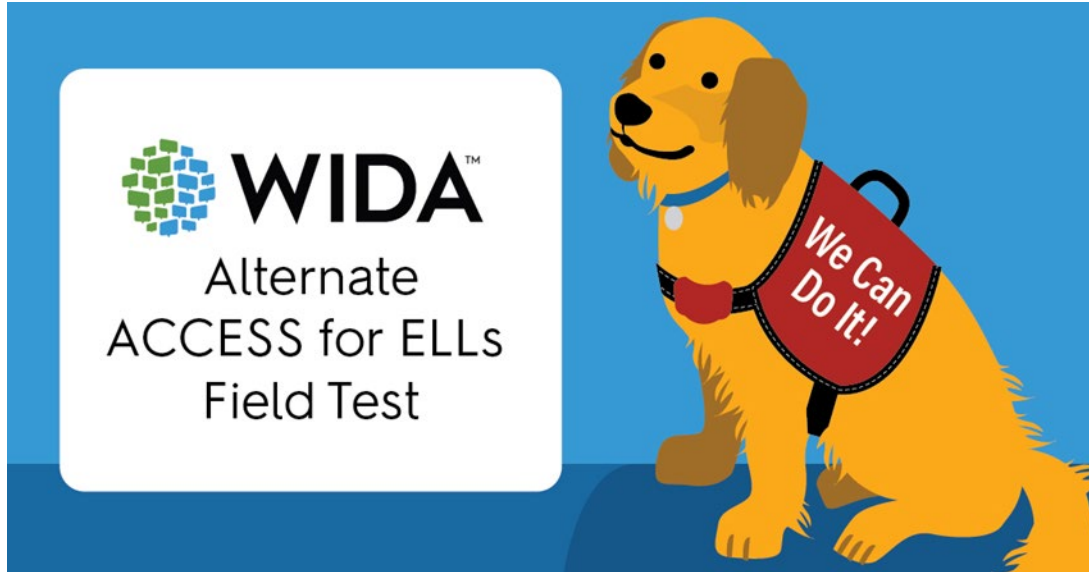
- The Field Test will be approximately the same duration as the operational Field Test. (for most students about 20 minutes per domain).
- Students will not receive scores for the field test.

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

December

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

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

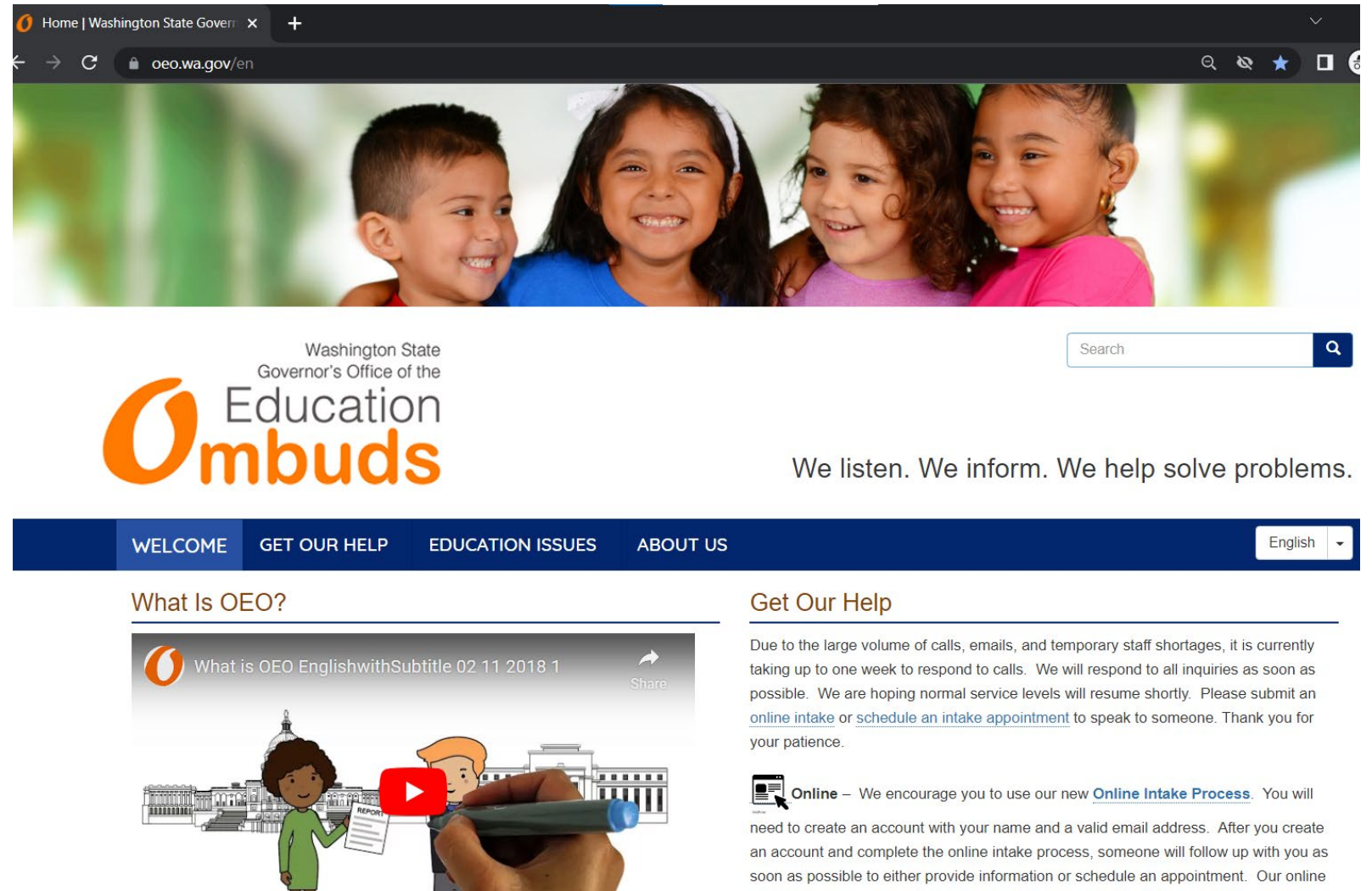
We listen. We inform. We help solve problems.

Phone: 1-866-297-2597 Web: www.oew.wa.gov

Visit 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. The browser address bar displays "oeo.wa.gov/en". The header features a large image of four diverse children smiling. Below the image is the logo for the "Washington State Governor's Office of the Education Ombuds" with the word "mbuds" in orange. A search bar is located in the top right corner. A dark blue navigation bar contains the links: WELCOME, GET OUR HELP, EDUCATION ISSUES, and ABOUT US. A language dropdown menu is set to "English". The main content area is divided into two columns. The left column is titled "What Is OEO?" and features a video player with a red play button and a "Share" icon. The video title is "What is OEO EnglishwithSubtitle 02 11 2018 1". The right column is titled "Get Our Help" and contains a paragraph of text explaining current service levels and providing links for "online intake" and "schedule an intake appointment". Below this text is a section titled "Online" with a document icon, encouraging users to use the "Online Intake Process" and providing instructions on account creation and follow-up.

Home | Washington State Governor's Office of the Education Ombuds

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

- **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.

We listen. We inform. We help solve problems.

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](#).

You will need to create an account with your name and a valid email address. After creating 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. 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

English

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العربية

简体中文

繁體中文

Dari

Filipino

Français

Hindi

ភាសាខ្មែរ

한국어

Marshallese

Pashto

ਪੰਜਾਬੀ

Русский

Samoan

Somali

Español

Kiswahili

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Ukrainian

Tiếng Việt

Visit 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 ISSUESABOUT US

English

[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?

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العربية

简体中文

繁體中文

Dari

Filipino

Français

Hindi

ភាសាខ្មែរ

한국어

Marshallese

Pashto

ਪੰਜਾਬੀ

Русский

Samoan

Somali

Español

Kiswahili

ትግርኛ

Ukrainian

Tiếng Việt

OBTENGA NUESTRA AYUDATEMAS 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

- 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	Learn More About Our Policy Work	
News & Events	Reports to Legislature	
Webinars	Our Staff	
Our Mission and Vision	Job Opportunities	
Our Services and Policies	Privacy Notice	
Frequently Asked Questions	Public Records Requests	

Specific Topics

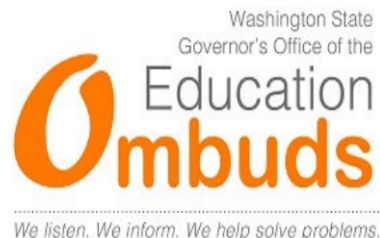
Use these short toolkits to get information on topics frequently brought to our office.

- [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

- 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 የትርጓሜ ምክሮች ካርድ](#)
- [Arabic بطاقة نصائح الترجمة الفورية](#)
- [Chinese_Simplified_口译提示卡](#)
- [Chinese_Traditional_口譯貼士卡片](#)
- [Dari با ترجمانی ارتباط موثر را قائم کردن](#)
- [French Carte de conseils pour l'interprétation](#)
- [Hindi विवेचना के लिए सलाह कार्ड](#)
- [Khmer ប័ណ្ណព័ត៌មានសម្រាប់ការបកប្រែ](#)
- [Korean_통역 도우미 카드](#)
- [Marshallese Card in jibañ jān Ri-ukok eo](#)
- [Pashto د ژباړې لارښوونو کارت](#)
- [Punjabi ਇੰਟਰਪ੍ਰਿਟੇਸ਼ਨ 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 መተረጎሚ ካርድ](#)
- [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 користуйтеся цією картою 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 поодиночі, щоб ми були впевнені, що перекладач встигає за вами?
- Я не дуже добре розумію переклад. Чи можна буде задіяти іншого перекладача?

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

- Find all OEO publications in list format by selecting
 - About Us
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- 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:



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
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, or call: [1-866-297-2597](tel:1-866-297-2597) (Interpretation available). (English)

Office of the Education Ombuds (OEO)، دفتر حل منازعات تعلیمی) والی ایالت واشنگتن یک نهاد ایالتی مستقل است که برای کاهش خلاهای تعلیمی از طریق حمایت فامیل ها، متعلمین، آموزش دهندگان و سایر طرف های ذیندخل در جوامع در سرتاسر ایالت واشنگتن برای درک سیستم تعلیمی مکاتب K-12 و حل نگرانی ها بصورت دسته جمعی کمک می کند. خدمات OEO رایگان و محرمانه هستند. هر شخص میتواند بخاطر سوال یا نگرانی در مورد مکاتب یا OEO تماس بگیرد. OEO به 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 متعلم بتواند بصورت کامل در برنامه های تعلیمی سهم گرفته و در مکاتب دولتی ایالت ما موفق شود. OEO حمایت های خود را به چندین زبان ارائه می کند و خدمات ترجمه از طریق تلفن را در دسترس دارد. برای کمک گرفتن یا آموختن درمورد اینکه OEO چه کار می کند، لطفاً از وب سایت ما: <https://www.oeo.wa.gov/en> دیدن کنید؛ یا ایمیل کنید به: oeoinfo@gov.wa.gov یا تماس بگیرید با: [1-866-297-2597](tel:1-866-297-2597) (خدمات ترجمه قابل دسترس است)

(Dari)

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www.twitter.com/EdOmbuds www.youtube.com/TheWAEducationOmbudsman

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

OEO Web page:



Web: www.oeo.wa.gov

- OEO YouTube Channel:



- <https://www.youtube.com/TheWAEducationOmbudsman>

OEO Facebook



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



We listen. We inform. We help solve problems.

Phone: 1-866-297-2597 Web: www.oeo.wa.gov



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

The screenshot shows the Washington State Office of Superintendent of Public Instruction (OSPI) Limited English Proficiency (LEP) TBIP View interface. The header includes the OSPI logo and the text 'Limited English Proficiency TBIP View'. Below the header is a navigation bar with tabs for 'Student', 'Reports', and 'Admin'. Under the 'Reports' tab, there are sub-tabs for '-Student Lists-', '-Assessments-', '-Data Cleanup-', and '-LEP Tables-'. The 'Data Cleanup -- TBIP' section is active, showing a list of categories: 'Possible Eligible Not Reported', 'Possible Needs Withdraw', 'Enrolled Less Than 5 Days', and 'English Proficient and Enrolled in Program'. A blue information box on the right contains text about bugs in the Analysis tool. At the bottom, the text 'Possible Eligible Not Reported' is displayed in orange.

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

- > Possible Eligible Not Reported
- > Possible Needs Withdraw
- > Enrolled Less Than 5 Days
- > English Proficient and Enrolled in Program

Several bugs have been identified in the 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 before. We are investigating these issues with them.

Possible Eligible Not Reported

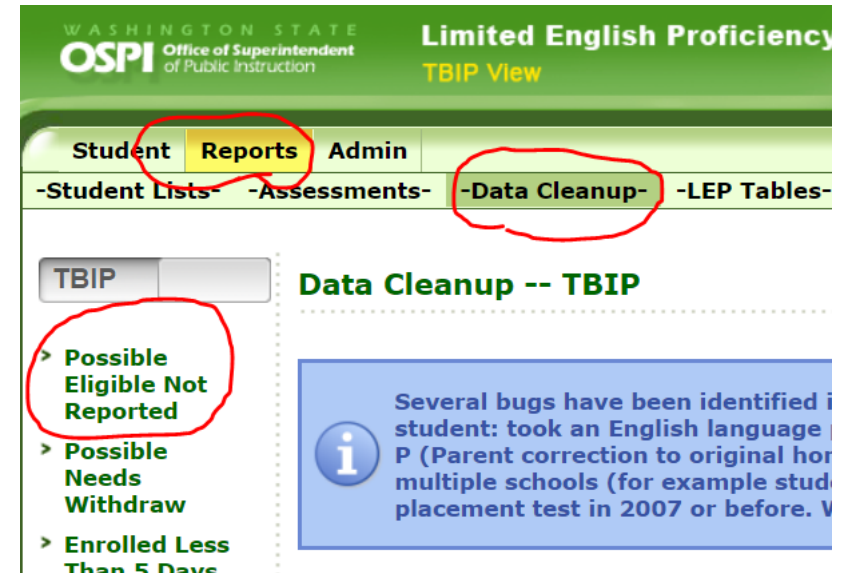


How to Run the Report

Login to EDS: Limited English Proficiency (LEP) Application

Go to:

- Reports
- Data Cleanup
- Possible Eligible Not Reported



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/44xz0l 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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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) (Submitted to OFM)



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

Photo credit: OSPI



Tribal & Heritage Language PLCs



Design by
Roger Fernandes

Tribal Language Educators' PLC

1st and 3rd Thursdays of the month | 4–5 pm

Kayla Guyett | kayla.guyett@k12.wa.us

Heritage Language Educators' PLC

2nd Tuesday of the month | 4–5 pm

Ema Shirk | ema.shirk@k12.wa.us



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Dual Language PLCs



Dual Language Leaders

Dual Language Leaders' PLC

1st Tuesday of the month | 1–2 pm

Small & Rural Dual Language Programs' PLC

2nd Tuesday of the month | 1–2 pm

Planning & New Dual Language Programs' PLC

3rd Tuesday of the month | 1–2 pm

ELL & Bilingual Educator Prep Programs' PLC

3rd Wednesday of the month | 3–4 pm

Grade Band Specific Dual Language PLCs

Elementary Dual Language Educators' PLC

2nd Thursday of the month | 4–5 pm

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

4th Thursday of the month | 3–4 pm

Spanish Language PLCs (Current and Future Teachers)

Elementary Spanish Dual Language Educators' PLC (Destrezas Fundamentales/ Foundational Skills)

1st Tuesday of the month | 4–5 pm

Lectoescritura: Literatura autentica para todos niveles PLC (Club de lectura con actividades)

3rd Tuesday of the month | 4–5 pm

Cafecito | Dual & Heritage Language Collaboration Space

4th 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)

