

Serving Multilingual Learners in Washington State

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

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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A Vision for Serving Multilingual Learners

- Promoting Asset-Based Mindsets
- Improving Instruction
- Providing Supports
- Engaging Students & Families



My Family's Story...

- Language loss
- Reclaiming heritage language
- Developing cultural and linguistic identity
- Preserving bilingualism for the future





Promoting Asset-Based Mindsets

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Amplify and build on inclusive, asset-based policies and practices... including universal access to dual language learning by elementary.



Equitable Access to Strong Foundations

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.

Initial Objectives:

- Universal access to pre-K
- New K-3 literacy focus
- Universal access to dual language learning by elementary



- Believe that all multilingual learners can learn and excel
- Maintain safe and supportive learning environments for MLs
- Expand dual, heritage, and tribal language programs



A Vision for Dual Language in WA State

All Washington students will have access to dual language education and the opportunity to become proficient in two or more languages by 2040.



[A Vision for Dual Language in WA State](#)



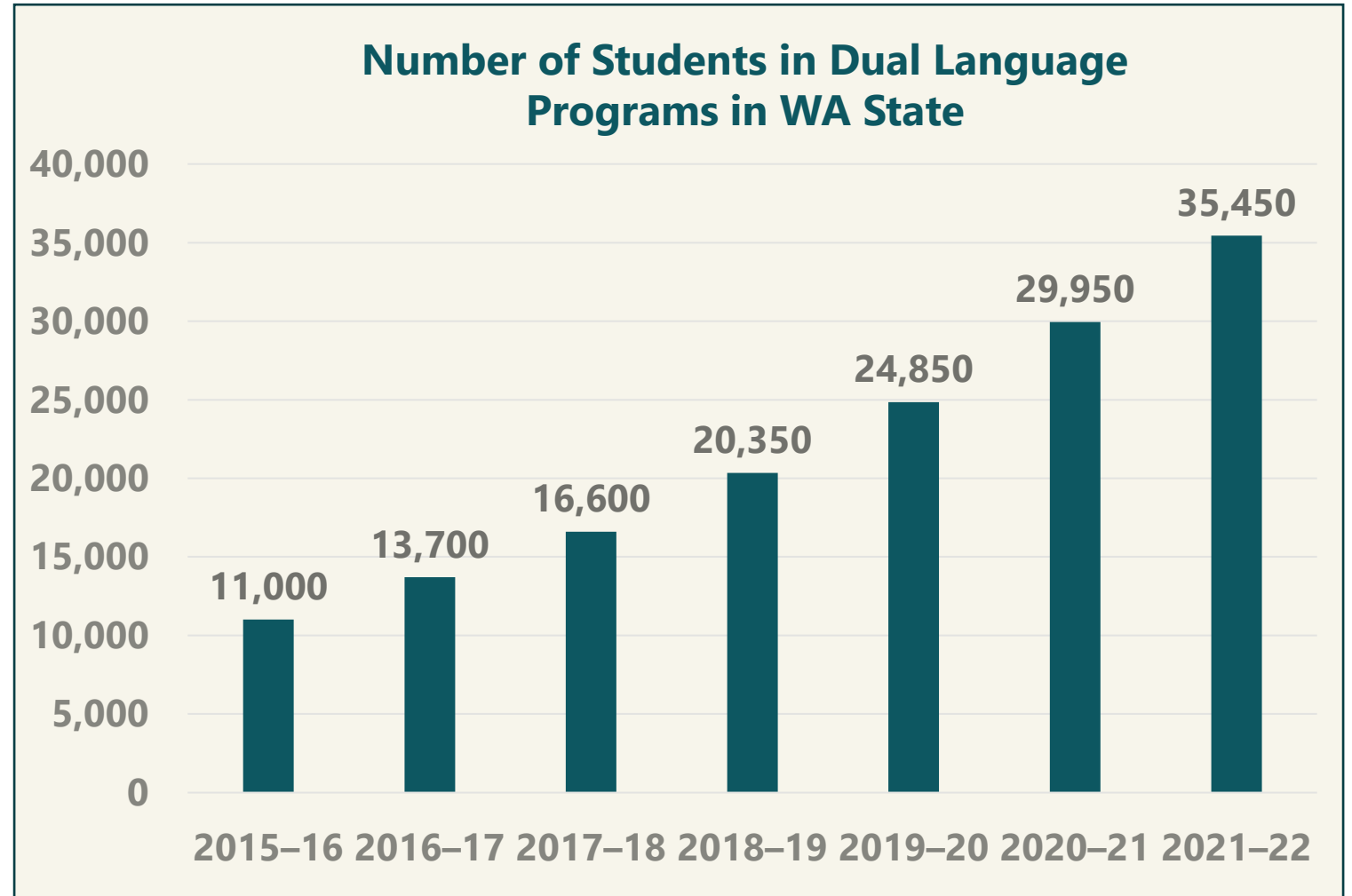
Dual Language in Washington State

Dual Language Programs

- 5 languages (Spanish, Mandarin, Vietnamese, Japanese & Russian)
- 40 districts
- 137 schools

Tribal Language Programs

- 7 languages
- 8 districts and/or state-tribal compact schools



Summary of Proposals in House Bill 1228

1) Required implementation of dual language at elementary level:

- 2026–27: 25 additional districts
- 2029–30: 22 additional districts
- 2040: Statewide implementation



\$3.2 million annual grant funding

2) Bilingual educator recruitment and retention:

- \$5,000 annual stipends for bilingual endorsed teachers
- \$1,500 annual stipends for bilingual certified paraeducators



\$2.91 million annual funding

3) All school districts provide high school students with the opportunity to earn the Seal of Biliteracy.



\$625,000 annual funding



Washington Seal of Biliteracy

Students earn the Seal of Biliteracy by...

- Demonstrating Intermediate-Mid level proficiency & earning 4 credits in a World Language
- Earning 4 credits in English Language Arts
- Meeting the ELA graduation pathway



Our goal is for...

- All districts to provide this opportunity
- OSPI to support less-commonly tested languages
- Students' languages to be valued & respected





Improving Instruction

Improving Instruction

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.



Rigorous Learner-Centered Options in Every Community

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

Initial Objectives

- Access to meaningful High School and Beyond Planning for all students beginning in 8th grade
- Equitable access to dual credit courses
- Flexibility in the 24-credit graduation requirement, providing for custom-tailored pathways and options



- Provide high-quality instruction and assessment for MLs
- Implement inclusionary practices
- Increase high school graduation rates for MLs



High-Quality Instruction & Assessment

WIDA Standards Framework

- Content-based standards
- Collaborative practices
- WIDA Español

WIDA Assessments

- Research-based assessments
- Kindergarten Screener & ACCESS
- WIDA Alternate ACCESS



Inclusionary Practices

- Use Universal Design for Learning (UDL) and Multi-tiered Systems of Support (MTSS)
- Integrate content, language & literacy
- Increase collaboration through co-planning and co-teaching
- Develop culturally and linguistically responsive referral processes



Program Improvement

Increase high school graduation rates by...

- Reviewing ML student data
- Using the [OSPI Multilingual Learner Plan](#)
- Developing program models
- Engaging in program evaluation

State & Regional Supports

- Language Learning Regional Networks (LLRN)
- [Monthly Info Sessions & Webinars](#)
- [Policies & Practices Guide](#)





Providing Supports

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Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.



A Diverse, Inclusive, and Highly Skilled Workforce

Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.

Initial Objectives

- Access to residency experience for all pre-service educators
- Educators and school staff that reflect the diversity of the students they serve
- Opportunities and access to high-quality professional learning for in-service educators



- Provide professional learning on strategies to support MLs
- Use resources to support an inclusive ML service model
- Require all educators to have knowledge and skills to support MLs



Professional Learning

Support for Leaders

- Language Learning Regional Networks
- Dual Language Leader PLCs
- WIDA Facilitated Workshops



Support for Teachers

- WIDA Self-Paced Workshops
- Dual Language Educator PLCs
- Multilingual Learner Teacher-Leader Cohort



Resources and Funding

Dual Language Grants:

- \$1,425,000 annual legislative funding
- \$10 million ESSER funds for 2021-2023
- Proposed \$3.2 million for dual language and \$1.2 million for tribal language in HB 1228

Multilingual Learner Funding:

- \$3 million Afghan Support to Schools grants
- Braiding funding for MLs – Title I, LAP, TBIP, Title III



Developing Educators

ELL/Bilingual Endorsements

- Aligning teacher preparation standards and assessments
- Providing Title II grants for ELL/Bilingual endorsements
- Advocating for “ML endorsement for all”

Pathways to Teaching

- High school teacher academies
- “Grow Your Own” models
- Teacher residencies (HB 1565)





Engaging Students & Families

Engaging Students & Families

Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students.



A Committed, Unified, and Customer-Focused OSPI

Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students. Agency operations are unified in facilitating services and resources in alignment with the commitments in our strategic goals.




- Communicate effectively with families
- Elevate the voices of MLs and families and act on their input
- Partner with families & community to support students' needs



Family Communication Templates

- Updated Home Language Survey
 - Including Language Access questions
- Updated Notification Letters
 - Family-friendly language
 - WIDA exit criteria
 - English translations for blanks
- Optional WIDA ACCESS letters
 - Pre-testing notification letters
 - Letter to accompany score reports

 Washington Office of Superintendent of PUBLIC INSTRUCTION		Home Language Survey - English	
The Home Language Survey is given to <i>all</i> students enrolling in Washington schools.			
Student Name: _____		Grade: _____	Date: _____
Parent/Guardian Name _____		Parent/Guardian Signature _____	
Right to Translation and Interpretation Services All families have the right to information about their child's education in a language they understand. Please tell us your language preferences so we can provide an interpreter or translated documents, free of charge, when you need them.		1. a) In what language(s) would your family prefer to receive written communication from the school? _____ b) Do you need an interpreter for meetings and phone calls (including ASL)? Parent/Guardian Name #1: _____ Interpreter Needed? ____ Yes ____ No Language _____ Parent/Guardian Name #2: _____ Interpreter Needed? ____ Yes ____ No Language _____	
Eligibility for Language Development Support		2. What language(s) did your child first speak or understand? _____	

Family & Student Engagement

- Strategic Plan Statewide Survey
- What Families Need to Know webpages
 - [Dual Language Education](#)
 - [Learning English in Washington Schools](#)
- Family & Student Advisory Committee
 - Nominations needed!



Community Partnerships

Organizations

- Department of Social & Health Services
- Office of the Education Ombuds
- International Rescue Committee
- Educational Service Districts

OSPI Departments & Teams

- Early Literacy/Dyslexia Advisory
- Language Access
- Special Education
- Elementary & Secondary Education
- Migrant & Office of Native Education
- Title I, LAP, and MTSS





Caminante, no hay puentes, se hace puentes al andar.

Voyager, there are no bridges, one builds them as one walks.

- Gloria Anzaldua





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Connect with us!



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VISIT OUR WEBSITE:

