

TBIP and Title III Grants & Program Evaluation

OSPI Multilingual Education

May 11, 2023



Washington Office of Superintendent of
PUBLIC INSTRUCTION



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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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to **examine the ways current policies and practices result in disparate outcomes for our students** of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Tribal Land Acknowledgement



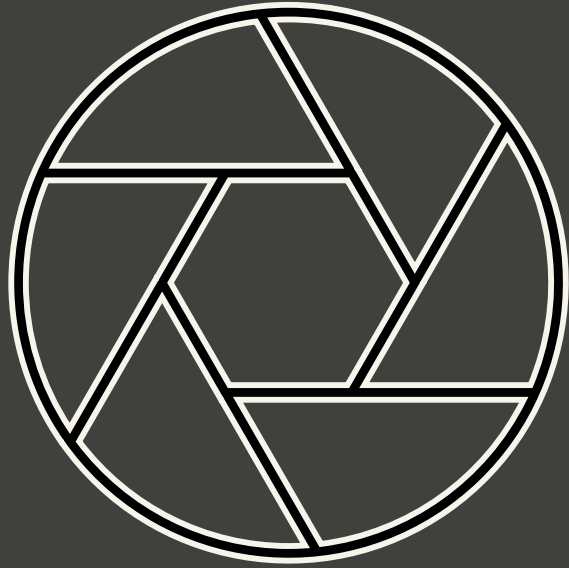
We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.

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

Today's Agenda

- TBIP Grant Application in EGMS
- Title III in Consolidated Grant Application (CGA) in EGMS
- Program Evaluation: District and School Improvement Planning





TBIP Grant Application in EGMS



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Keep in mind...



ELD services are a basic education requirement. The TBIP application is for an annual, supplementary grant to offset costs.



Communicate plans, actions, intentions for the upcoming year.



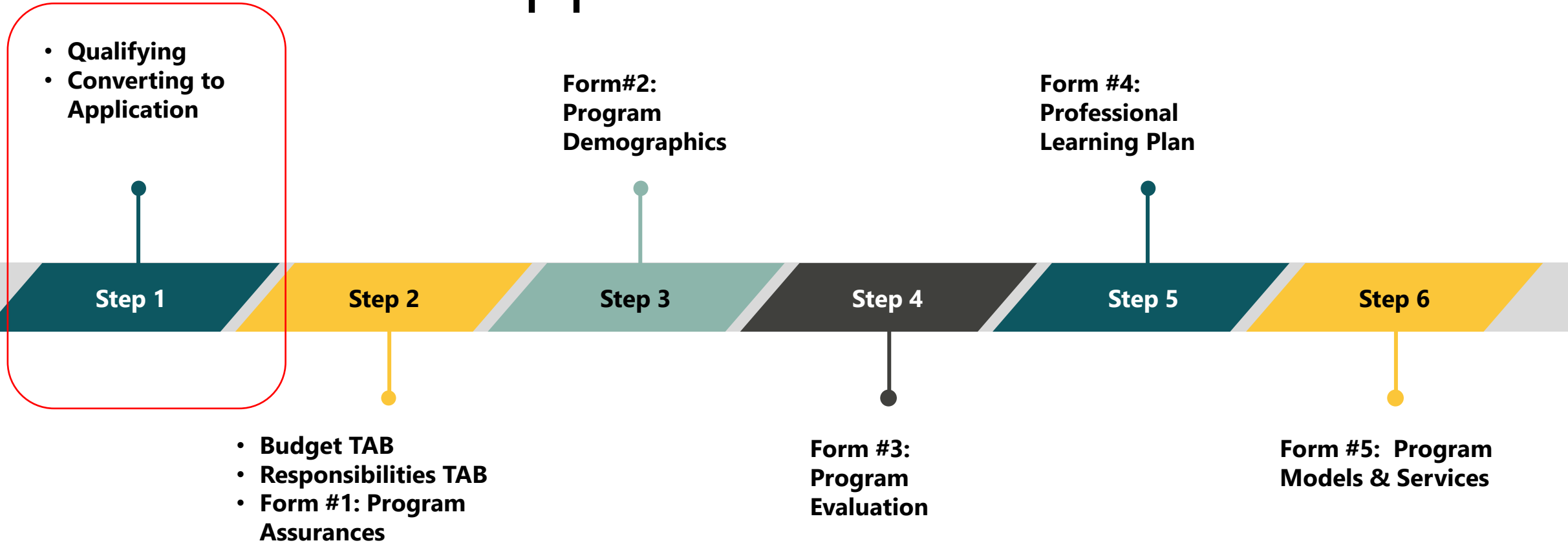
Complete the grant application in the suggested order.



Take a team approach!



Flow of TBIP Application Process



Washington Office of Superintendent of
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← Home Opportunities Applications Grants Monitoring

Search

Search...

All ▾

Tasks

My Tasks

Pending Tasks

Completed Tasks

Activities

Task Summary By Phase

Opportunities	0
Applications	1
Grants	0
Monitoring	0

Announcement Name
FP219 TBIP 23-24

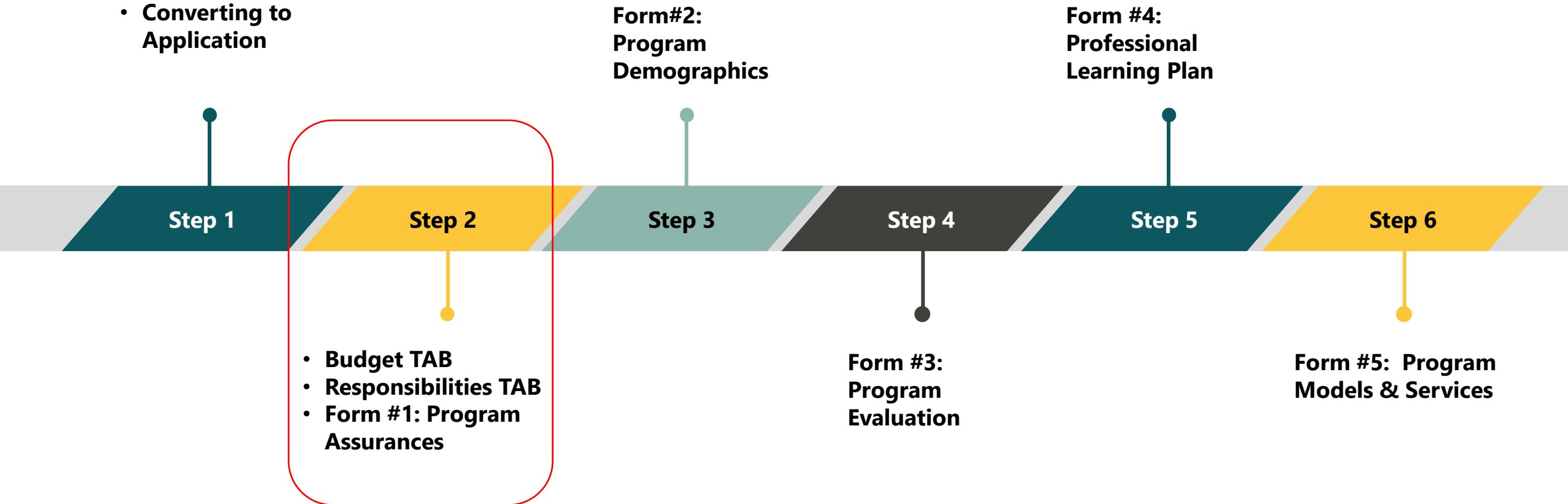
Qualify

Pre-Application (SAS) Due Date Application Due Date
08/01/2023

3.....[view more](#)

Flow of TBIP Application Process

- Qualifying
- Converting to Application



Budget

- For approval process only - No claims will be filed!
- Budget activity codes set by Accounting Manual
- Budget amounts are estimates based on 2022 – 2023 apportionment (data pull April 2023)
- Descriptions are added on Program Demographics Form

Two ways to build budget:

1. Download excel template, complete, then upload and the form will fill with the data.
2. Or use pencil icons to edit each row

[Download in Excel](#) [Upload Excel](#)

▲ Budget Details

Search...



* Records are sorted by Focus Area ascending order, Category Name ascending order

Showing 1 to 7 of 7 records

EGMS ID	Category Name	Debit Transfer	Credit Transfer	Salaries-Certificated	Salaries-Classified	Benefits & Payroll Taxes	Supplies Instr. Resources & Non-Capitalized	Purchased Services	Travel	Capital Outlay	Award Total	Actions
Focus Area : TBIP FY 24 Test												
AC-14856	21 Supervision-Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
AC-14857	22 Learning Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
AC-14858	27 Teaching	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
AC-14859	29 Payments to School Districts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
AC-14860	31 Instructional Professional Dev	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
AC-14861	32 Instructional Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
AC-14862	33 Curriculum	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total - Focus Area : TBIP FY 24		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Grand Total		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	



Responsibilities Tab:
Assign peer reviewers who can review and edit (if you choose).
Use "new" button to assign reviewers



Overview \$ Budget **★ Responsibilities** Forms and Files History Collab

Peer Reviewers New ☰

Search... 🔍 ⌵

** Records are sorted by Responsibility ascending order*

Showing 0 to 0 of 0 records

#	Reviewer Name	Responsibility	Description	Due Date	Allow Record Editing	Status	Focus Area
No Records Found							

Cancel Save

Organization and Application Information

Purpose

This form package supports the application for a district's Transitional Bilingual Instructional Program as described in WAC 392-160-029. The funding associated with this application is for the sole purpose of operating the Transitional Bilingual Instruction Program (RCW 28A.180.080).

Board Approval

Annual Board approval is required.

Submission Due Date

This application is due August 1 each year

Valid Use of Funds

Administration Instruction - Allowable for administering the TBIP Program.

Instruction - Salaries for ELL or Bilingual Education endorsed teachers and instructional support staff (cannot be used to fully fund teacher salaries in programs where the biling content to English learners, as approved in the district's grant application.)

Substitute Costs - Substitute costs for teachers to attend English learner-specific professional development.

Professional Development - Professional development "for teachers, counselors, and other staff, who are involved in the district's transitional bilingual program. Training to incl

Instructional Materials - Instructional materials specifically designed for English learners.

Curriculum Development - Curriculum development specific to English language development.

Translation & Interpretation - Translation and interpretation specific to TBIP programs and services.

Evaluation - Costs associated with TBIP annual program evaluation.

WIDA ACCESS - Staff time for training and proctoring the annual English language proficiency assessment.

Acknowledgement

"In submitting this application for supplemental funds to support TBIP, I have read, understand, and agree with the purpose and allowable use of funds. By entering my name, I

Authorized Representative Title

Authorized Representative Name

Date of submission

mm/dd/yyyy

LEA Name

Use Responsibilities Tab to assign peer reviewers and/or authorized representatives to sign. If a signer does NOT have EGMS access, download PDF of the assurances to share with them

Grants Portal

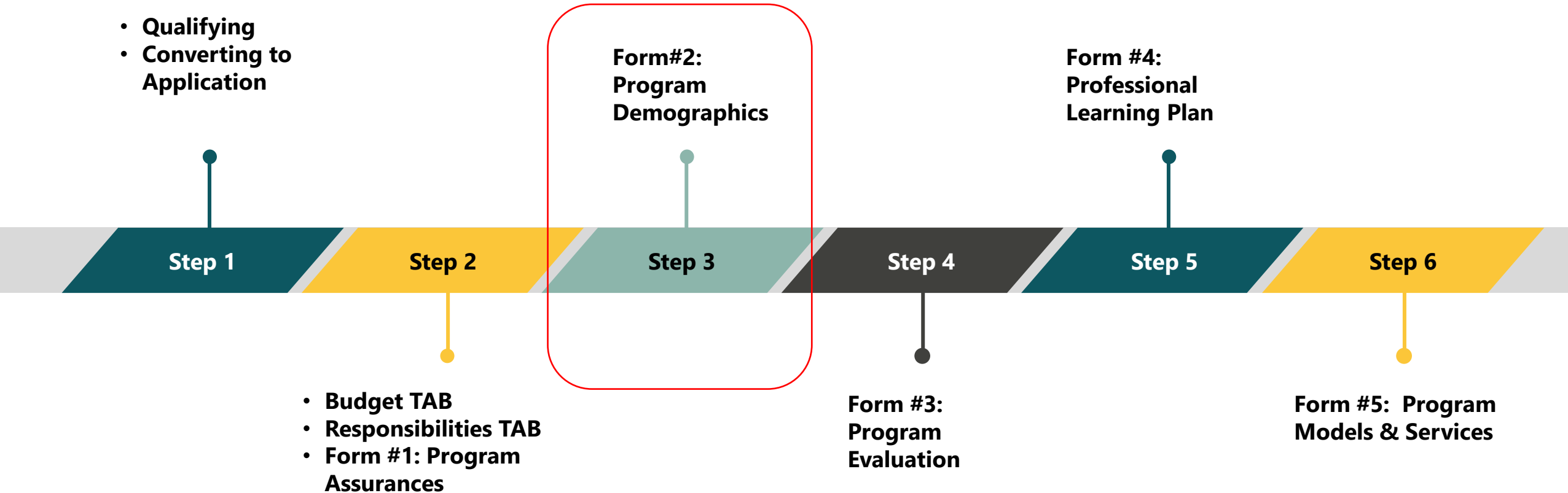
Back

FP 219 - TBIP - Assurances

Download As PDF

Flow of TBIP Application Process

- Qualifying
- Converting to Application



Program Demographics

Demographic information to gather:

Data to Gather			
Student Data	# of MLs	% of total population	# exited MLs being monitored
Staff Data	# of staff and their roles	Funding sources	Teacher: Student Ratio

Action Plan for Workforce Development

- What are your plans to ensure an adequate # of ML endorsed teachers?
- How are you growing your own endorsed teachers?
- How are you prioritizing EL endorsed teachers through recruitment?

Program Demographics: Budget Details

Descriptions required for form to validate

Be specific, concise, clear

Review [Use of TBIP Funds Bulletin No. 011 - 23](#)

Activity Code	Object	Description
27 Teaching	Salaries Certificated	2.5 FTE EL cert elementary 1.0 FTE EL coach secondary
27 Teaching	Benefits	Benefits for Paras & Certs
31 Instructional Professional Development	Purchased Services	Dual Language Consultant
27 Teaching	Salaries Certificated	Supplementary Time sheets for co-planning
31 Instructional Professional Development	Salaries Certificated	WIDA Framework PD

▲ Student Demographics

⚠ What is the total # of identified Multilingual English Learners (MLs) in the district?

⚠ What % of total student enrollment are currently identified MLs?

⚠ What is the total # of exited students being monitored for academic grade-level achievement (Supplemental TBIP funding provided for 2 years)?

Section Save

Save



▲ Staffing

The following table represents the staff and faculty who provide **English language development** services to eligible students in our district. The Office of Civil Rights provides guidance on qualifications that should be held by teachers who serve Multilingual English Learners in the [Dear Colleague Letter](#). The Revised Code of Washington (RCW) defines salaries that can be billed to TBIP in [RCW 28A.180.040 2](#). All certificated teachers funded out of TBIP must hold an appropriate ELL or Bilingual endorsement.

Directions: Complete this table. If no FTE, please enter 0.

* Records are sorted by Sort Order ascending order

Showing 1 to 7 of 7 records

Enter 0 if no FTE

Position	TBIP Funded FTE	Basic Ed Funded FTE	Other Funded FTE: List funding source(s)	Notes ⓘ	Actions
ELL/Bilingual Endorsed Teachers providing EL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Teachers with EL training who do not hold an E					
Coaches/professional development trainers					
Administration					
Administrative Support					
Paraeducators					
Other					

Total Records:7

▲ Action Plan for Workplace Development

All programs should be implemented under the direction of staff with the appropriate expertise and endorsement (ELL or Bilingual). Paraprofessionals may provide additional, supplementary instruction for English language development and **must be supervised by a certificated teacher** with the appropriate expertise in language development.

Directions: If responding "no", SAVE the form and it will reload with an additional corresponding section.

⚠ Our district has an appropriate number (ratio > 1:50) of ELL/Bilingual certificated teachers who plan and deliver instruction for MLs and/or supervise paraeducators who deliver English language development services.

--None--



If responding "no", save the form to view additional questions

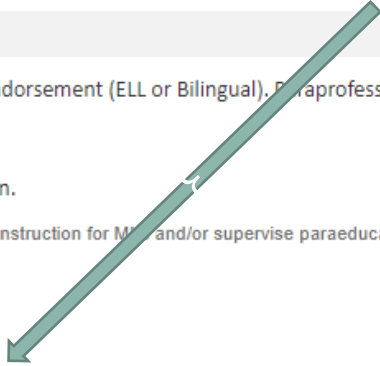
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All programs should be implemented under the direction of staff with the appropriate expertise and endorsement (ELL or Bilingual). Paraprofessionals may provide additional, supplementary instruction for English language development and **must be supervised by a certificated teacher** with the appropriate expertise in language development.

Directions: If responding "no", SAVE the form and it will reload with an additional corresponding section.

⚠ Our district has an appropriate number (ratio > 1:50) of ELL/Bilingual certificated teachers who plan and deliver instruction for MLs and/or supervise paraeducators who deliver English language development services.

--None--



Indicate steps your district is taking to increase the number of ELL/Bilingual certificated teachers: ⓘ

- Increase the number of ELL/Bilingual endorsed teachers before the next funding cycle.
- Use Federal funding (Title III) to support our current staff to obtain ELL/Bilingual endorsements.
- Use Federal funding to recruit more educators with ELL/Bilingual Endorsements
- Other

If "other" please describe planned steps



▲ Budget Details



Directions: This table prepopulates with the data from the budget tab. Use the edit icon for each row to add descriptions of the budgeted funds for each activity/object code with budgeted funds.

For salaries, please indicate FTE, role, and elementary or secondary level. See TBIP guidance.

* Records are sorted by Service Area Title ascending order, Category Name ascending order

Activity Code and Category	Debit Transfer	Credit Transfer	Salaries Certificated	Salaries Classified	Benefits & Payroll Taxes	Supplies Instruction. Resources	Purchased Services	Travel	Capital Outlay	Cash Match	Dollar Amount	Total Cost	Percentage Allocation	Actions
21 Supervision-Instruction	\$0.00	\$0.00	\$80,000.00	\$0.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$120,000.00	\$120,000.00	24.00%	
22 Learning Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	
27 Teaching	\$0.00	\$0.00	\$150,000.00	\$60,000.00	\$65,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$275,000.00	\$275,000.00	55.00%	
29 Payments to School Districts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$65,000.00	\$0.00	\$0.00	\$0.00	\$65,000.00	\$65,000.00	13.00%	
31 Instructional Professional Dev	\$0.00	\$0.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00	\$30,000.00	6.00%	
32 Instructional Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	
33 Curriculum	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	

Table populates with data from Budget Tab. Use the pencil icon to enter the descriptions



Description of Goods and Services Purchased



Focus Area: TBIP FY 24 Test
 Budget Category: 27 Teaching

▲ Description



* Records are sorted by Last Modified Date ascending order

Showing 1 to 1 of 1 records

Debit Transfer	Credit Transfer	Salaries Certificated	Salaries Classified	Benefits & Payroll Taxes	Supplies Instruction. Resources	Purchased Services	Travel	Capital Outlay	Actions
		2 FTE elementary 1 FTE seconda	2 FTE paras	combined for both paras and certs					
Total Records:1									

Directions: This table populates with the data from the budget tab. Use the edit icon for each row to add descriptions of the budgeted funds for each activity/object code with budgeted funds.

Description of Goods and Services Purchased



Focus Area: TBIP FY 24 Test
 Budget Category: 27 Teaching

▲ Description

Save



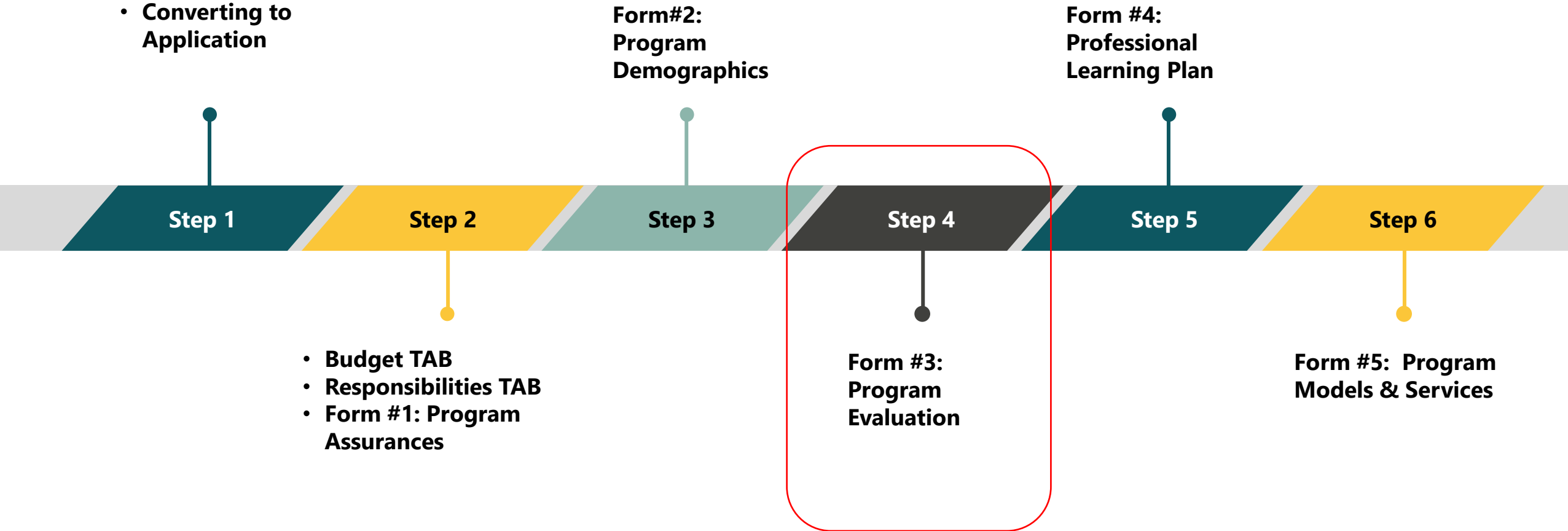
* Records are sorted by Last Modified Date ascending order

Showing 1 to 1 of 1 records

Debit Transfer	Credit Transfer	Salaries Certificated	Salaries Classified	Benefits & Payroll Taxes	Supplies Instruction. Resources	Purchased Services	Travel	Capital Outlay	Actions
		2 FTE elementary ELD 1 FTE secondary ML coach	2 FTE paras	combined for both paras and certs					
Total Records:1									

Flow of TBIP Application Process

- Qualifying
- Converting to Application



Program Evaluation and Improvement Plan

Data pre-populates from Fall 2022; LEAs can edit data to reflect current #s

- Total MLs
- MLs Exiting services (measures rate of exit; program effectiveness)
- Former MLs ELA achievement
- Former MLS Math achievement
- LTELs
- Dually qualified

Read questions carefully: Answer with concise, explicit, specific steps to be taken

Initial view of form

Program Evaluation and Action Steps

WAC 392-160-028, Sec 4 requires that all TBIP funded programs engage in meaningful program evaluation each year and to implement the findings in the Continuous Improvement Plan
Please note: Pre-populated data is from previous year due to the time frame in which WIDA and SBA data are reported. You may edit the data to reflect more current and/or local data as needed.

Select to download PDF



* Records are sorted by Sort Order ascending order

Showing 1 to 6 of 6 records

Student Group	Number	% of total	Question	Response ⓘ	Actions
Total number and % of MLs in the district					
MLs exiting TBIP services (indicator of program effectiveness)			What steps are you taking this year to ensure all MLs receive meaningful ac		
Former/Exited MLs meeting standard on ELA assessment at 2 years exited			What steps are you taking this year to monitor academic progress in ELA fo		
Former/Exited MLs meeting standard on Math assessment at 2 years exited			What steps are you taking this year to monitor academic progress for exited		
MLs who have not exited TBIP after 5 years			What steps are you taking this year to support Long-Term English Learners		
MLs dually qualified for Special Education Services			What steps are you taking this year to prevent overidentification and ensure		

Total Records: 6

Expanded to show questions. You can also hover over the question to view.

Question

What steps are you taking this year to ensure all MLs receive meaningful access to content and English language development services to achieve full English proficiency?

What steps are you taking this year to monitor academic progress in ELA for exited/transitoned students and to provide targeted assistance as needed (such as a Multi-tiered System of Supports)?

What steps are you taking this year to monitor academic progress for exited/transitoned students in Math and to provide targeted assistance as needed (such as a Multi-tiered System of Supports)?

What steps are you taking this year to support Long-Term English Learners (LTELs) with an intentional focus on academic discourse, language skills, and literacy skills needed to meet grade level standards?

What steps are you taking this year to prevent overidentification and ensure appropriate services are provided in both areas?

Program Evaluation: Continuous Improvement

The Castañeda framework states that the program must be:

- Based on **sound educational theory or research**
 - *How are you taking steps to ensure models are being implemented with fidelity and with the best research-based practices for that model?*
- Implemented effectively with **adequate resources and personnel**
 - *How do you ensure program is adequately staff (appropriate ratio) and funded (use of basic ed and supplemental funds/ braided funds)*
- Evaluated as **effective** in overcoming language barriers
 - *How do you reflect upon the data (table on this form)? Who looks/discusses these data? What areas need improvement?*



▲ Continuous Improvement Approach

A continuous improvement approach is integral to upholding the Castañeda (1981) framework which articulates three standards for language instruction educational programs:

1. The program is based on **sound educational theory or research**;
2. The program is **implemented effectively** with adequate resources and personnel;
3. The program is **evaluated as effective** in overcoming language barriers.

⚠ How are you aligning your program model(s) with sound educational theory or research?

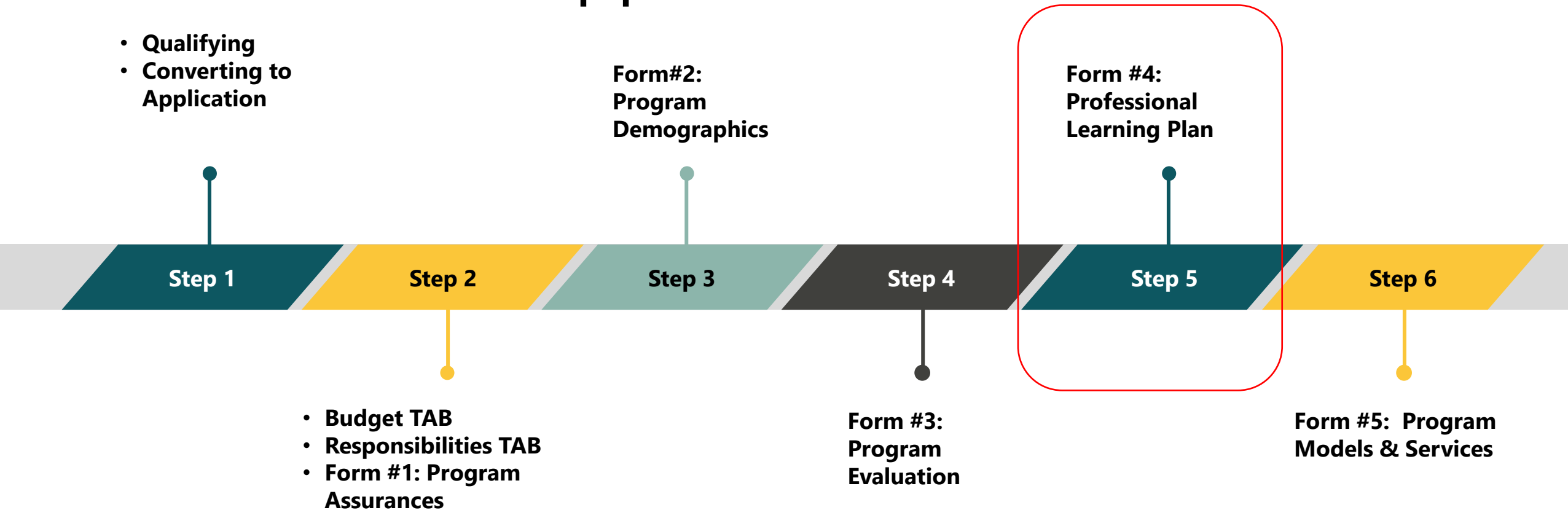
⚠ How do you ensure your program is adequately staffed and funded?

⚠ How do you evaluate your ML program for effectiveness in improving student outcomes?



Flow of TBIP Application Process

- Qualifying
- Converting to Application



Professional Learning Plan

- Based on program evaluation, what professional learning is needed? For which staff?
- How will you ensure implementation of PL occurs? (monitoring of implementation is required)
- Complete table for all planned PL related to MLs and language acquisition.
- Note: On-going WIDA ELD Standards Framework training is expected
- Information pre-populates into the professional learning report in EGMS next spring.

Professional Learning Plan

⚠ Given the program evaluation and action steps outlined in Form 219 - TBIP - Program Evaluation and Improvement Plan, what professional learning is planned for this year? (Select all that apply.)

- PL on WIDA ELD Standards Framework
- Collaborative planning between language and content teachers
- PL on Co-teaching
- PL on GLAD/SIOP/UDL
- PL on specific group needs (i.e. dual qualified, newcomers, LTELs, etc.)
- PL on providing access to content for MLs
- Other, provide details below.

If other, provide details.

⚠ Describe how implementation of the provided PL will be monitored.

- Classroom walk throughs
- Follow up coaching
- Self-reporting of strategy use
- Student feedback on use of strategies
- Observation of team meetings/ PLCs
- Other, please provide details below

If other, provide details.

Select new to create entries.
Section save


New Save

Professional Learning Details

Directions: Complete this table with the planned professional learning (PL) for the school year associated with this grant application. This information will pre-populate into the Professional Learning End-of-Year Report. Please note: On-going professional learning on implementing the WIDA ELD Standards Framework is expected for all staff.

* Records are sorted by Last Modified Date ascending order

Showing 1 to 1 of 1 records

Professional Learning Title	Description	Targeted Outcomes	Proposed Date(s)	Targeted Audience: Gen Ed Teachers, EL Teachers, EL Coaches, Admin, Paras, Counselors, Advocates	Actions
<input type="text"/> <small>Field is required</small>	<input type="text"/> <small>Field is required</small>	<input type="text"/> <small>Field is required</small>	<input type="text"/> <small>Field is required</small>	<input type="text"/> <small>Field is required</small>	29 

Total Records:1

Flow of TBIP Application Process

- **Qualifying**
- **Converting to Application**

**Form#2:
Program
Demographics**

**Form #4:
Professional
Learning Plan**

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

- **Budget TAB**
- **Responsibilities TAB**
- **Form #1: Program Assurances**

**Form #3:
Program
Evaluation**

**Form #5: Program
Models & Services**



Criteria for Designated ELD

Description should address...	Criteria
Time & frequency of services	Services are individualized and frequency is sufficient to meet students' unique needs
Grouping of students	Grouping is by proficiency level and language needs
Staff qualifications	Designed and implemented by an ELL-certified teacher with appropriate expertise in language acquisition (paras may assist with implementing)
Use of WIDA ELD Standards Framework	Focuses on WIDA ELD Standards Framework language expectations, functions, and features targeted in content unit
Materials and/or strategies	Supplementary instructional resources must be designed or modified for MLs

Criteria for Meaningful Access

Description should address...	Criteria
Instructional strategies/ approaches	Use of sheltered instruction strategies such as GLAD, SIOP, or UDL to make content comprehensible; use of home languages
Use of WIDA ELD Standards Framework	Focuses on WIDA ELD Standards Framework and addresses key language uses of content units
Staff qualifications	Provided by trained and supported classroom teachers through co-teaching, co-planning and/or professional learning (specify how support is provided to teachers)
Focus on academic language	Intentional focus on oral language development and academic discourse in content areas

Program Models and Services: Preparation

- Review definitions of [program models](#), designated ELD and accessible content.
- **IMPORTANT: Select models district offers then save the form.** On saving additional sections open ONLY for the models you selected
- ALL applications address Exited Services

Which type of program is it?

Supportive Mainstream

- Students are in mainstream classes for the majority of the day
- Services are provided through small groups or individually
- Secondary students may have an ELD support class but all core content is in gen. ed.

Content-Based Instruction

- Students have some classes with only ML peers
- Services are provided through specialized “sheltered” classes
- Some core content classes are replaced with sheltered ML classes

Program Models and Services: Preparation

Definitions and Justification for Program Models

- Legislative language regarding conditions under which districts may offer English-only models
- All applicants must respond to all questions
- Districts with dual programs should choose an option based upon non-dual buildings/classrooms
- To complete this statement: "*.... Describe what your district is doing to explore and/or begin the process for a dual language program.*" Districts with dual programs should discuss expansion/on-going development of program.

▲ Definitions and Justifications for Program Models

▲ Dual Language Programs, which provide at least 50% or more of instruction in a language other than English, are the preferred model of services for MLs in WA State. Our district currently offers a Dual Language Program.

An "Alternative Instructional Program" is a program provided in English only or English with primary language support ([WAC 392-160-005](#)). School districts under one or more of the following conditions may elect to provide an Alternative Instructional Program ([WAC 392-160-040](#)).

▲ Select all that apply.

- Select All
- Necessary instructional materials in the student's primary language are unavailable, and the district has made reasonable efforts to obtain necessary materials without success.
- The capacity of the district's bilingual instructional program is temporarily exceeded by an unexpected increase in the enrollment of eligible students.
- Bilingual instruction cannot be provided because of student distribution across grade levels or schools or both.
- Teachers who are training in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable. The district has made reasonable attempts to obtain the services of such teachers.

▲ Given that dual language models are the preferred and most successful models, describe what your district is doing to explore and/or begin the planning process for a dual language program.

Select models, then save the form! This opens up sections related only to the models selected.

▲ Program Models and Services

Please see the [Program Models](#) document from the Multilingual Education Program Website for complete definitions of each program model.

▲ Directions: Select the program model(s) used within the district THEN SAVE the form and it will reload with an additional corresponding section. (Note: TBIP services occur throughout the day in all program models.)

- Dual Language (Instruction in English and a partner language with goal of bilingualism and biliteracy)
- Transitional Bilingual Education (Instruction begins in home language and transitions to English over a few years)
- Content-Based/Sheltered Instruction (Sheltered instruction in English designed for MLs that takes the place of mainstream content classes, taught by specially trained teachers)
- Supportive Mainstream (Instruction in mainstream English classrooms for all core content with supplemental ELD provided by specially trained teachers)
- Newcomer (Specialized instructional program for recent immigrants typically provided for first 6-18 months)
- Alternative Learning Environments (Individualized services for MLs in non-traditional settings including virtual school, Open Doors, etc)

Final section is below the program models you selected. All applicants must complete this section.

▲ Progress Monitoring and Support for Exited Students

[RCW 28A.150.260](#) provides two years of additional funding to assist students who have exited from the TBIP after reaching the proficient level on the state English language proficiency assessment within the previous two years. This funding can be used to provide academic supports that help exited students reach grade level performance.

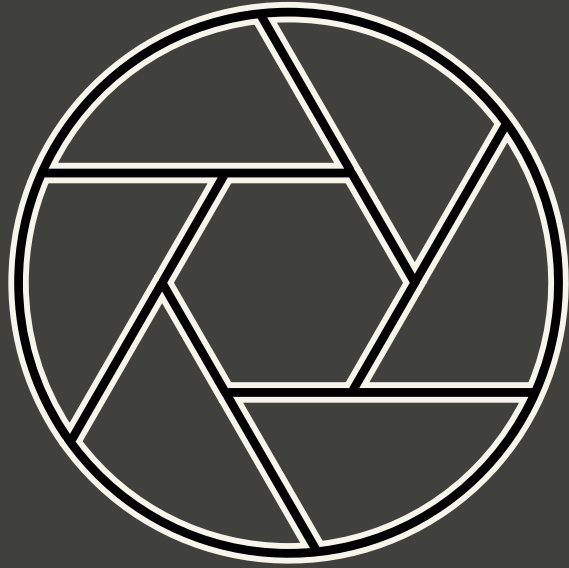
Describe the process used to **monitor progress** of the academic performance of former/exited MLs to determine which students need additional academic content support.

Describe the **academic content support** provided to these former/exited MLs.

What **criteria** is used to determine when former/exited MLs no longer required academic supports?

TBIP Questions?





Title III Grant Application in EGMS



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Consolidated Grant Application: Flow of Title III Application Process

- Survey: Intent to Participate
- Qualifying
- Pre-Application (SAS & Transferability)

Form #3: Family Engagement

Form #20: Eligible AI/AN Student Services

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

- Budget TAB
- Responsibilities TAB

Form#19: Program Evaluation, Improvement and Professional Learning

Form #21: Equitable Services



Title III Survey

- Survey for Title III Participation sent May 11
- Survey closes May 19
- Verify private school participation
- Districts generating < \$10,000 may join/form a consortium to pool funds. This is a **district directed process**. ESDs cannot be lead district.
- EGMS Pre-application opening soon!
- Pre-Application should be submitted ASAP in order to start spending funds July 1.

Name: *

Position/title: *

E-mail: *

Please select your school district.

Preliminary allocations are in parentheses. *

My district will:

Note that districts with an allocation of less than \$10,000 must apply as part of a consortium that generates a total allocation of \$10,000 or more. *

- Apply for Title III independently.
- Apply for Title III as part of a consortium.
- Not apply for Title III.

Number of **ELLs attending private schools** that participate in Title III within the district's service area: *

Consolidated Grant Application: Flow of Title III Application Process

- Qualifying
- Pre-Application (SAS & Transferability)

Form #3: Family Engagement

Form #20: Eligible AI/AN Student Services

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

- Budget TAB
- Responsibilities TAB

Form#19: Program Evaluation, Improvement and Professional Learning

Form #21: Equitable Services



Family Engagement Section of CGA



- Family Engagement activities are a required component of Title III
- Questions specific to MLs and family engagement are a part of the Consolidated Grant Application form #3



Form #3: CGA: Family and Community Engagement Strategies by Student Group (middle of form)

Multilingual Learners

ESEA Sec. 3111(b)(2)(D)(iv); 3115 (d)(6)(B);

3121 (b)(4)(C)

⚠ Select strategies:

- Select All
- Improvements to the school system of identifying family language needs.
- Free and effective language assistance for interpreting documents and school events.
- Expanded communications to families who may not be able to access traditional routes of communication
- Workforce development of interpreters and other school staff who assist in communications.
- The creation of supporting documents that help families understand matters of informed consent such as report cards, class registrations, and assessment reports.
- Professional development that distinguishes engagement from notification.
- Other

If "Other", please describe [i](#)



Form #3: CGA: Family and Community Engagement In Development of the Title III Plans (bottom of form)

▲ Family and Community Engagement in Development of the Consolidated Plan (LEAs receiving Title III and/or Title I, Part C funds only)

Provide a brief summary of recommendations made by the families and communities of students receiving services through Title III and/or Title I, Part C funds that informed the development of the LEA's Consolidated Plan. ⓘ

- Families **should be consulted** and **input from families should be utilized** in designing Title III funded supplementary services
- **Summarize the recommendations** made by families/community members.

Please note: If your district does not typically elicit recommendations from families, this must change!

Consolidated Grant Application: Flow of Title III Application Process

- **Qualifying**
- **Pre-Application (SAS & Transferability)**

Form #3: Family Engagement

Form #20: Eligible AI/AN Student Services

Step 1

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Step 6

- **Budget TAB**
- **Responsibilities TAB**

Form#19: Program Evaluation, Improvement and Professional Learning

Form #21: Equitable Services



Form #19: Program Evaluation, Improvements and Professional Learning

Program Evaluation

How will Title III funds be used to support the district's plans for improving services and outcomes for multilingual English learners this year? Please refer to the Program Evaluation and Improvement Plan outlined in this year's TBIP application (FP 219) ⓘ

Refer to TBIP Application plans to reference how Title III will be used to supplement/support the work.

Districts with one or more buildings identified under WSIF

Districts with schools identified under WSIF should ensure that school improvement plans include goals and high leverage activities that address needs of multilingual English learners.

1. Number of buildings identified under WSIF

2. If district has buildings identified, state goal(s) relevant to improving EL services and outcomes from each building's school improvement plan(s). ⓘ

3. Describe how each building is measuring progress toward the goal(s). ⓘ

4. What high leverage activities are being taken to achieve the stated goal(s)?

- Select All
- Bilingual/abridged materials in content areas
- Use of instructional strategies such as GLAD, SIOP, AVID Excel, or UDL
- Curriculum mapping aligned to WIDA ELD Standards Framework
- Extended day/extended year programs
- Ongoing professional learning on differentiation of content for multilingual English learners
- Other
- Use of formative assessment to monitor and address language development within units of instruction

If other, describe the high leverage activities being taken to improve outcomes for MLs within the building(s). ⓘ

Enter 0 if no buildings identified and skip questions 2 - 4



Form #19: Program Evaluation, Improvements, Professional Learning

Note:
Summarize the PL plan for this year.
Monitoring of implementation in classrooms is required.

Required Professional Learning Plan (Under ESSA, districts are required to allocate Title III funding for professional learning activities).

Professional learning plans must provide learning opportunities that are both research-based and specifically designed for multilingual English/Al/AN learners. Plans should enhance educators' capacity to use curricular resources, assessments, and/or instructional strategies to improve outcomes for multilingual English/Al/AN learners and be of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.

⚠ 1. Include a summary of the professional development plan that is specific to language acquisition ⓘ

2. Describe how implementation of Professional Learning will be monitored.

Select All
 Classroom walk throughs
 Follow up coaching
 Self-reporting of strategy use
 Student feedback on use of strategies
 Observation of team meetings/ PLCs
 Other

If other, provide details.
ⓘ

Consolidated Grant Application: Flow of Title III Application Process

- Qualifying
- Pre-Application (SAS & Transferability)

Form #3: Family Engagement

Form #20: Eligible AI/AN Student Services

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Form#19: Program Evaluation, Improvement and Professional Learning

Form #21: Equitable Services



Eligible American Indian/Alaska Natives



- Student count is **number identified** for Title III funded supplementary services
- Language and literacy supports for students who are AI/AN, Eng/Eng on HLS, and demonstrate academic need
- The supports must align to [ONE Guidelines](#) for culturally appropriate language and literacy services
- Questions are the same as last year's application
- Districts must complete tribal consultation **prior to grant approval: The CGA will be approved as a whole, not in parts**

Services to Native American Students Eligible for Title III Participation



Culturally relevant instruction for Native American students eligible for Title III funded language and literacy support

- 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 align to **ONE guidelines for culturally appropriate language and literacy services**.

Form #20 Eligible AI/AN Students

Student Count

American Indian and Alaska Native (AI/AN) students who are reported as AI/AN/Non-Hispanic, AI/AN/Hispanic or AI/AN/Biracial in CEDARS may be eligible for language and literacy services funded through Title III. Refer to the procedures outlined in [WA Multilingual English Learner Policies & Practices Guide](#), Chapter 2.

How many AI/AN students have been identified through the appropriate process and are being served?

Types of Title III Tribal Collaboration

Direction: Please indicate the type of Tribal Collaboration your district has completed to prepare your Title III application. (Check only one)

1. ESSA Tribal Consultation Required. Districts where 50% or more of the district's students are identified as American Indian/Alaska Native and/or the district receives \$40,000 or more through Title VI are required to enter into consultation with the nearest federally recognized Tribe(s) before submitting plans and applications of identified Title programs including Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act).

1a. Describe how the district's Native American Education director/coordinator has been involved in the development of this application. ⓘ

1b. Provide the name and email address of the Native American Education Director/Coordinator. ⓘ

2. District is not required to do ESSA Tribal Consultation but has a Title VI program. District EL coordinator collaborates with Title VI coordinator to develop the language and literacy development services for eligible Native American students.

3. District is not required to do ESSA Tribal Consultation and does not have a Title VI program.

Language and Literacy Services

What supplemental language and literacy services are provided to Title III eligible Native American Students? See drop down list and check all that apply. If Other, please describe. Note that activities listed as "other" must meet requirements and Office of Native Education guidelines for appropriate language and literacy services based on whole-child, culturally appropriate support. Responses are reviewed in collaboration with OSPI Office of Native Education.

Select All

Supplemental implementation of the <https://www.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state> or tribally-developed history lessons with a language and literacy focus for Title III eligible students.

Professional learning specific to culturally relevant instruction for Native American students for EL educators (supplemental) to use the Since Time Immemorial or tribally-developed 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.

Report only # of students identified through eligibility process

Need additional support?

For assistance with questions pertaining to Tribal Consultation, please feel welcome to contact the Office of Native Education:

Kayla Guyett

Tribal Language Program Supervisor

Kayla.Guyett@k12.wa.us



Consolidated Grant Application: Flow of Title III Application Process

- Qualifying
- Pre-Application (SAS & Transferability)

Form #3: Family Engagement

Form #20: Eligible AI/AN Student Services

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Form #21: Equitable Services



Equitable Services for Eligible Private School Students



- District conducts annual consultation (see page 33) with private schools to create plans for services for private schools wishing to access Title III funds for eligible MLs
- Data will pre-populate list of schools
- District can update numbers on this form
- **Consortiums:** Lead district must enter ALL private school information for each participating district

Equitable Services for Private School Students

Overview

Under ESSA, an LEA must engage in timely and meaningful consultation with private school officials during the design and development of the Title III, Part A program and prior to making any decision that may affect the participation of private school students, their teachers, and/or other education personnel in the program. (ESEA Sections 8501-8504). The per pupil rate is calculated each year when final allocations are received. For this application, the estimated per pupil rate is based on last year's allocation.



1. Does the LEA have any private schools participating in Title III Part A equitable services?

2. Has the LEA uploaded an Affirmation of Consultation documentation into the Private School Participation in Federal Programs Application in EDS for all private schools participating in Equitable Services this year?

Name of LEA Contact for Private Schools, Title III Part A

Email of LEA Contact for Private Schools, Title III Part A

Phone of LEA Contact for Private Schools, Title III Part A

If replying "yes" to question 1, additional fields will open as question 2. If replying "no", the table below should be empty – no further entries required

LEA Private Schools Participating in Title III, Part A

Directions: Update the information based on current data from consultation with the private school(s).



* Records are sorted by Name ascending order

Showing 1 to 2 of 2 records

Private School Name	Private School Building Number	Participating in Equitable Services?	Eligible Pupil Count	Per Pupil Equitable Share	Equitable Services Allocation Per Private School	Actions
Auburn Adventist Academy	8096	Yes	50	\$138	\$6,900.00	
Holy Family School - Auburn	8098	Yes	50	\$138	\$6,900.00	

Total Records: 2



Support Opportunities

Thursday Zooms: TBIP & OSSI May 18 – November 16 (as needed)
<https://us02web.zoom.us/j/89226337985>

In-Person Workshops

- Hosted at ESDs
- Technical support to complete applications
- Space is limited – Registration is required



TBIP, Title III in CGA, Title III Consortium In-Person Workshops

ESD	Date	Time	Contact to Register
105	May 22	1:00 – 2:30	Jeanette Ozuna jeanette.ozuna@esd105.org
123	May 24	1:00 – 3:30	Jennifer Cowgill jcowgill@esd123.org
101	May 31	9:00 – 12:00	Katie Sperling katie.sperling@k12.wa.us
171	June 6	9:00 – 12:00	https://www.pdenroller.org/esd171/catalog/155490
189	June 23	12:30 – 2:00	Heidi LaMare hlaamare@nwesd.org
112	TBD	TBD	
113	TBD	TBD	

Title III in CGA Questions?





Program Evaluation



Washington Office of Superintendent of
PUBLIC INSTRUCTION



District ML Program Evaluation & Improvement Planning

Castañeda Framework

The Castañeda framework (1981) articulates three standards for language instruction educational programs. The program must be:


Based on **sound educational theory or research**

Implemented effectively with **adequate resources and personnel**

Evaluated as effective in overcoming language barriers

ML Program Evaluation Template

- Stakeholder Input
 - Family & student feedback
 - Staff feedback
 - Areas impacted
- Program Models
- Resources & Personnel
- Student Outcomes



Washington Office of Superintendent of
PUBLIC INSTRUCTION
 Multilingual Education Program

Multilingual Learner Program Evaluation

District:	Lead Contact:
Date:	Role/Position:

The Castañeda (1981) framework articulates three standards for language instruction educational programs. The program must be:

- Based on **sound educational theory or research**;
- Implemented effectively with **adequate resources and personnel**; and
- **Evaluated as effective** in overcoming language barriers.

This template will provide steps to examine district and/or school-level data in relation to these standards and develop continuous improvement plans for multilingual learner (ML) programs. Be sure to enlist a diverse group of stakeholders to engage in this program evaluation together.]

Stakeholder Input	
You can use family and student surveys, staff surveys, advisory groups, and/or meetings to gather input from families and staff members about your program model, implementation, and outcomes to inform your evaluation. You may want to use some questions from this template in your surveys.	
<u>Step 1:</u> Summarize feedback from family and student surveys and/or meetings.	What are the most important findings from family and student feedback?
<u>Step 2:</u> Summarize feedback from staff surveys and/or meetings.	What are the most important findings from staff feedback?
<u>Step 3:</u> Identify areas that may be impacted by this feedback.	Program model feedback: Implementation feedback: Student outcome feedback:

Program Models

*How are you aligning your program model(s) with **sound educational theory or research**?*

Gather Data & Evaluate

- Program model alignment
- Identification requirements
- Designated ELD & accessible content

Review & Plan

- Develop steps for improvement in each area

Program Models – Gather Data & Evaluate	
How are you aligning your program model(s) with sound educational theory or research ? (You may want to duplicate this section if you have multiple program models.)	
<p>Step 1: Determine your program model.</p> <p>(See the Policies & Practices Guide for Washington state approved models.)</p>	<p>Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supportive Mainstream <input type="checkbox"/> Content-Based (Sheltered) Instruction <input type="checkbox"/> Dual Language (Two-way or one-way) <input type="checkbox"/> Transitional Bilingual (Early or late exit) <input type="checkbox"/> Newcomer Program <input type="checkbox"/> Alternative Learning Environment <p>How well does your program model align with the state definitions? What elements might you need to alter for better alignment?</p>
<p>Step 2: Determine how well your program meets requirements for identification.</p> <p>(See the Policies & Practices Guide for requirements and the Multilingual Learner Plan to document your processes.)</p>	<p>Rate how well your program meets requirements for identification, screening, assessment, & notification on a 1 to 4 scale.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 – All requirements are clearly planned & carried out <input type="checkbox"/> 3 – All requirements are planned & mostly carried out <input type="checkbox"/> 2 – Some requirements are missing or inconsistent <input type="checkbox"/> 1 – Many requirements are missing or inconsistent <p>Explanation for rating:</p>
<p>Step 3: Determine how well your program model provides designated ELD and accessible content.</p> <p>(Required civil rights components.)</p>	<p>Rate how well your program model(s) provide English language development services on a 1 to 4 scale.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 – ELD is provided regularly in inclusive settings <input type="checkbox"/> 3 – ELD is provided regularly (mostly non-inclusive) <input type="checkbox"/> 2 – ELD is provided but could be more frequent <input type="checkbox"/> 1 – ELD is provided infrequently or inadequately <p>Rate how well your program model(s) provide accessible grade-level appropriate content on a 1 to 4 scale.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 – accessible content is provided all day <input type="checkbox"/> 3 – accessible content is provided most of the day <input type="checkbox"/> 2 – accessible content is provided sometimes <input type="checkbox"/> 1 – accessible content is provided rarely or inadequately <p>Explanation for ratings:</p>

Resources & Personnel

*How will you ensure your program is **adequately staffed and funded** to be implemented effectively?*

Gather Data & Evaluate

- Examine staffing ratios
- TBIP, Title III & other funds
- Use of funds for ML services

Review & Plan

- Develop steps for improvement in each area

Resources & Personnel – Gather Data & Evaluate		
How will you ensure your program is adequately staffed and funded to be implemented effectively?		
Step 1: Examine your current staffing ratio of ELL/Bilingual endorsed teachers to MLs. <i>(Endorsed staff can be in any teaching position/assignment.)</i>	Number of MLs	
	Number of ELL/Bilingual-endorsed teachers (TBIP funds)	
	Number of ELL/Bilingual-endorsed teachers (Basic Ed & other funds)	
	Total number of ELL/Bilingual-endorsed teachers	
	Ratio (MLs divided by total ELL/Bilingual-endorsed teachers) 1: _____	
Step 2: Examine how TBIP, Title III, Basic Education, and other supplemental funds (Title I, LAP, etc.) are being used to support your ML program.	Which funding sources are currently supporting your ML program and in what amounts?	
	TBIP	\$
	Title III	\$
	Basic Education	\$
	Title I	\$
	LAP	\$
	Other	\$
Step 3: Review how funds are being used for ELD services and accessible content. <i>(See this Bulletin and the Policies & Practices Guide for more info. on allowable uses of TBIP funds.)</i>	TBIP/Title III is used for: <ul style="list-style-type: none"> <input type="checkbox"/> Supplemental ELD services (typically elementary) <input type="checkbox"/> ELD support classes (typically secondary)* <input type="checkbox"/> Coaching/Co-planning support <input type="checkbox"/> Co-teaching (ELD and/or content) <input type="checkbox"/> Sheltered content classes* <input type="checkbox"/> District-level coaches/specialists <input type="checkbox"/> Professional learning for staff (*not allowable except to lower class sizes) 	
	Basic Education is used for: <ul style="list-style-type: none"> <input type="checkbox"/> ELD support classes (typically secondary) <input type="checkbox"/> Co-teaching (ELD and/or content) <input type="checkbox"/> Sheltered Content classes <input type="checkbox"/> Dual language classes <input type="checkbox"/> Other: 	
How are other supplemental funds (Title I, LAP, etc.) being used to support ML services?		

Student Outcomes

*How do you evaluate your ML program for effectiveness in **improving student outcomes**?*

Gather Data & Evaluate

- Examine [student outcome data](#)
- Review time in program & grad. rates
- Reflect on data trends & comparisons

Review & Plan

- Develop steps for improvement in each area

Student Outcomes – Gather Data & Evaluate				
How do you evaluate your ML program for effectiveness in improving student outcomes ?				
<p>Step 1: Determine your student outcomes and the state average.</p> <p><i>(Contact OSPI if you need access to these data.)</i></p>		Number	%	State %
	Total MLs & Percent of District			
	MLs Reaching Proficiency (exiting)			
	Former MLs (2 years exited) who met ELA standard on SBA			
	Former MLs (2 years exited) who met Math standard on SBA			
	Long-Term ELs (6+ years in program)			
MLs with IEPs (dual qualified)				
<p>Step 2: Determine your length in program and graduation rates.</p> <p><i>(Contact OSPI if you need access to these data.)</i></p>			District	State
	Average years for ML students to exit program			
	4-year graduation rates of MLs and former MLs			
	5-year graduation rates of MLs and former MLs			
<p>Step 3: Reflect on these data and determine comparisons and trends.</p> <p><i>(Use this document to analyze your 5-year data trends.)</i></p>	How do your program's data compare to the state average?			
	How do these data compare to previous years? What is the trend over time across the last 5 years?			
What are possible implications for how to address disparate outcomes?				

5-Year Data Analysis

School Year											Trend (% increase/ decrease)
	Number	%	Number	%	Number	%	Number	%	Number	%	
Total MLs & Percent of District											
MLs Reaching Proficiency (exiting)											
Former MLs (2 years exited) who met ELA standard on SBA											
Former MLs (2 years exited) who met Math standard on SBA											
Long-Term ELs (5+ years in program)											
MLs with IEPs (Dually qualified)											
ML 4-year Graduation Rate											
ML 5-year Graduation Rate											
Average years to exit ELD services											



Using the Program Evaluation Template

Tips:

- Assemble a team
- Gather data in advance
- Use family survey templates
- Engage staff during meetings

Alignment

Aligns to TBIP & Title III grant and Castañeda framework

Engagement

Uses required family engagement feedback

Evaluation

Provides ratings for program requirements & services

Planning

Provides questions & next steps for improvement planning



School Improvement Planning for Multilingual Learners

School Improvement Planning for MLs

- 1. Form a school team** that includes people with knowledge of the School Improvement Plan and multilingual learners.
- 2. Select at least two key goals** from the SIP to develop a specific plan for MLs.
- 3. Develop specific strategies** to support MLs to reach each goal including strategies for:
 - Language Development
 - Accessible Content
- 4. Plan professional learning** to support educators with the strategies.
- 5. Monitor ML student progress** on goals by looking at disaggregated data.



Step 1: Form a school team

Consider the following when forming a team:

- Who has deep knowledge of the School Improvement Plan? (principal, leadership team)
- Who has deep knowledge of multilingual learners' strengths and needs? (ML teacher, DL or ML coach/specialist)
- Who works regularly with multilingual learners (classroom/content teachers)?
- Who has knowledge of resources and professional learning to support multilingual learners? (school, district, or ESD specialist)
- How will families and students' voices be included?

Step 2: Select two key goals

Step 2: Select SIP Goals

Examine your current SIP goals and disaggregate your ML student data to identify which goals to select for this plan.

Which two SIP goals did you select for the ML School Plan?

- **60% of students in grades 3-5 will meet or exceed benchmark in reading and math on the SBA and 60% of students in grades K-2 will meet or exceed benchmark in reading and math as measured by iReady.**

Why were these goals prioritized?

- These two goals align with key core content that all students need, and our data indicate that our eligible and exited MLs are below our school average in both of these areas.

Step 3: Develop specific strategies for MLs

Step 3: Identify Key Strategies

Language Development (Tier 1):

What strategies will you use to support MLs' English language development (ELD) in all classrooms to reach this goal?

- Students will develop understanding of tiers 2 and 3 vocabulary through use of **word walls, interactive notebooks, and multilingual charts.**
- Staff will implement **math journals, enhanced shared writing, conferring and strategy groups** in order to address specific writing needs of language learners during literacy and math.

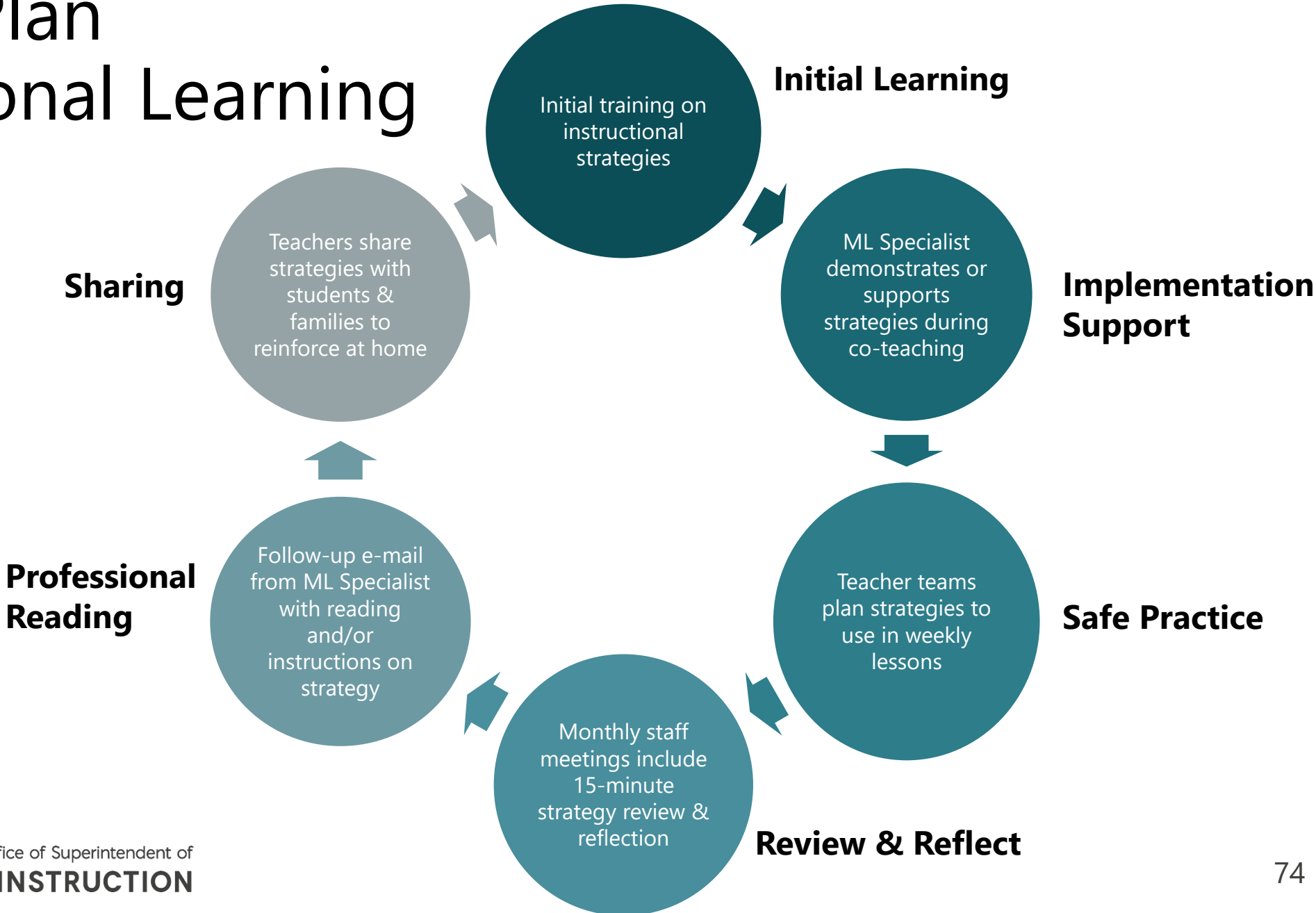
Accessible Content (Tier 1):

What strategies will you use to support accessible content for MLs in all classrooms for this goal?

- Staff will implement **co-teaching** in 3 grade levels with a focus on **differentiation** and creating access to literacy and math content.
- Staff will use **graphic organizers, visuals, and GLAD strategies (pictorials, narrative input charts, observation charts, cognitive content dictionaries)** at least once per week during literacy and math instruction.



Step 4: Plan Professional Learning



Step 5: Monitor Student Progress

Step 5: Monitor Student Progress	
Develop plans for monitoring ML student progress on the goals.	
<u>Plans for Monitoring:</u>	<ul style="list-style-type: none">• How frequently will you monitor student progress on these goals?• What data do you need to collect?• Who will review the data?
<u>Progress Check 1:</u>	<ul style="list-style-type: none">• SIP Goal 1:• Strategies:• ML Student Data:• What do you notice? What do you wonder?• What adjustments will you make?

Resources

- [Multilingual Learner Plan](#) template – *used to plan your district program and document processes*
- [Meeting the Civil Rights Requirements for MLs](#) – *provides criteria for ELD and accessible content*
- [Multilingual Learner Program Evaluation](#) template – *used to conduct annual program evaluation and create district/school continuous improvement plan*
- [Multilingual Learner School Plan](#) template – *used to plan specific strategies to support MLs in reaching school improvement goals*



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