

# Multilingual Education Information Session

June 1, 2023

In the chat: Share one thing you are proud of accomplishing this year!  
Please rename yourself with your full name and district/organization.



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 Coast Salish, 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



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# 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

- Program Evaluation & Improvement Planning
- WIDA Survey & Notification Letters
- Family Advisory Committee
- Teacher-Leader Cohorts
- Grant Updates
- Upcoming Events & Opportunities





# Program Evaluation & Improvement Planning

# ML Program Evaluation Template

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

Washington Office of Superintendent of <b>PUBLIC INSTRUCTION</b> Multilingual Education Program		Multilingual Learner Program Evaluation	
District:	Lead Contact:		
Date:	Role/Position:		
<p>The Castañeda (1981) framework articulates three standards for language instruction educational programs. The program must be:</p> <ul style="list-style-type: none"><li>• Based on <b>sound educational theory or research</b>;</li><li>• Implemented effectively with <b>adequate resources and personnel</b>; and</li><li>• <b>Evaluated as effective</b> in overcoming language barriers.</li></ul> <p>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.</p>			
<b>Stakeholder Input</b>			
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.			
<b>Step 1:</b> Summarize feedback from family and student surveys and/or meetings.	What are the most important findings from family and student feedback?		
<b>Step 2:</b> Summarize feedback from staff surveys and/or meetings.	What are the most important findings from staff feedback?		
<b>Step 3:</b> 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 <b>sound educational theory or research</b> ? (You may want to duplicate this section if you have multiple program models.)	
<b>Step 1:</b> Determine your program model.  (See the <a href="#">Policies &amp; Practices Guide</a> for Washington state approved models.)	Check all that apply: <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  How well does your program model align with the state definitions? What elements might you need to alter for better alignment?
<b>Step 2:</b> Determine how well your program meets requirements for identification.  (See the <a href="#">Policies &amp; Practices Guide</a> for requirements and the <a href="#">Multilingual Learner Plan</a> to document your processes.)	Rate how well your program meets requirements for identification, screening, assessment, & notification on a 1 to 4 scale. <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  Explanation for rating:
<b>Step 3:</b> Determine how well your program model provides designated ELD and accessible content.  (Required civil rights components.)	Rate how well your program model(s) provide English language development services on a 1 to 4 scale. <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  Rate how well your program model(s) provide accessible grade-level appropriate content on a 1 to 4 scale. <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  Explanation for ratings:





# 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 <b>adequately staffed and funded</b> to be implemented effectively?		
<b>Step 1:</b> Examine your current staffing ratio of ELL/Bilingual endorsed teachers to MLs.  (Endorsed staff can be in any teaching position/assignment.)	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	
	<b>Ratio</b> (MLs divided by total ELL/Bilingual-endorsed teachers)	1: ____
<b>Step 2:</b> 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	\$
<b>Step 3:</b> Review how funds are being used for ELD services and accessible content.  (See this <a href="#">Bulletin</a> and the <a href="#">Policies &amp; Practices Guide</a> for more info. on allowable uses of TBIP funds.)	<b>TBIP/Title III is used for:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Supplemental ELD services (typically elementary)</li><li><input type="checkbox"/> ELD support classes (typically secondary)*</li><li><input type="checkbox"/> Coaching/Co-planning support</li><li><input type="checkbox"/> Co-teaching (ELD and/or content)</li><li><input type="checkbox"/> Sheltered content classes*</li><li><input type="checkbox"/> District-level coaches/specialists</li><li><input type="checkbox"/> Professional learning for staff</li></ul> (*not allowable except to lower class sizes)	
	<b>Basic Education is used for:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> ELD support classes (typically secondary)</li><li><input type="checkbox"/> Co-teaching (ELD and/or content)</li><li><input type="checkbox"/> Sheltered Content classes</li><li><input type="checkbox"/> Dual language classes</li><li><input type="checkbox"/> Other:</li></ul> 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 <b>improving student outcomes</b> ?				
<b>Step 1:</b> Determine your student outcomes and the state average.  <i>(Contact OSPI if you need access to these data.)</i>		<b>Number</b>	<b>%</b>	<b>State %</b>
	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)			
<b>Step 2:</b> Determine your length in program and graduation rates.  <i>(Contact OSPI if you need access to these data.)</i>			<b>District</b>	<b>State</b>
	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			
<b>Step 3:</b> Reflect on these data and determine comparisons and trends.  <i>(Use this document to analyze your 5-year data trends.)</i>	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?			



# School Improvement Planning for MLs

1. **Form a school team** with ML expertise
2. **Select at least two key goals** from the SIP
3. **Develop specific strategies** to support MLs with:
  - Language Development
  - Accessible Content
4. **Plan professional learning** to support educators with the strategies
5. **Monitor ML student progress** on goals with disaggregated data

Washington Office of Superintendent of PUBLIC INSTRUCTION Multilingual Education Program		Multilingual Learner School Plan								
School:	School Year:									
District:	Team Leader:									
<p>This Multilingual Learner School Plan template provides steps for examining school improvement plans and developing specific strategies to support multilingual learners (MLs) in reaching schoolwide goals. It also serves as a planning document for schools to ensure they are meeting the civil rights requirements for providing English language development (ELD) and accessible content for all MLs.</p> <p>To engage in this process, follow these steps which are detailed in this template:</p> <ol style="list-style-type: none"><li>1. <b>Form a school team</b> that includes people with knowledge of the School Improvement Plan (SIP) and staff members who work with multilingual learners.</li><li>2. <b>Select two key goals</b> from your SIP to develop a specific plan for MLs by reviewing disaggregated data to determine which goals are most critical for these students.</li><li>3. <b>Develop specific strategies to support MLs</b> in reaching each of these goals. Strategies should include English language development and making content accessible.</li><li>4. <b>Plan professional learning to support educators</b> in implementing the selected strategies.</li><li>5. <b>Monitor ML student progress on the goals</b> by reviewing disaggregated data and adjusting the plan as needed.</li></ol>										
<b>Step 1: Form a Team</b>										
Use the following questions to identify team members to develop this ML School Plan.										
<ul style="list-style-type: none"><li>• Who has deep knowledge of the School Improvement Plan?</li><li>• Who has deep knowledge of ML's strengths and needs?</li><li>• Who works regularly with MLs?</li><li>• Who has knowledge of resources and professional learning to support MLs?</li><li>• How will families and students' voices be included in these plans?</li></ul>										
Team Members:	<table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>									





# WIDA Post-Administration Survey Outcomes

# Identifying Priorities for OSPI Resources

Resource	Top Priority/I used it regularly		Mid-level Priority/If you have time, keep doing this		Low Priority/Not Needed/it wasn't useful		I didn't know about this		Responses
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
ELP Assessment Updates (GovDelivery emails from OSPI)	70	18.6%	100	26.6%	81	21.5%	<b>125</b>	<b>33.2%</b>	376
Lunch with Leslie Zooms	24	6.3%	47	12.3%	67	17.6%	<b>243</b>	<b>63.8%</b>	381
ELP Assessment Pages on OSPI Website	61	16.5%	136	36.8%	80	21.6%	<b>93</b>	<b>25.1%</b>	370
OSPI-developed Refresher Training	129	34.6%	126	33.8%	51	13.7%	67	18.0%	373
WIDA Assessment Guidance	<b>140</b>	<b>36.9%</b>	<b>155</b>	<b>40.9%</b>	45	11.9%	39	10.3%	379
Frequently Asked Questions Documents (by test)	<b>143</b>	<b>37.4%</b>	<b>141</b>	<b>36.9%</b>	48	12.6%	50	13.1%	382
WIDA Quick Start Guide	<b>149</b>	<b>39.4%</b>	<b>131</b>	<b>34.7%</b>	46	12.2%	52	13.8%	378



# Moving Forward

OSPI will

- Summarize the results of the survey and share them with our partners and DRC and WIDA
- Post the summary on the ELP Assessment webpages.
- Create a work plan from the results and communicate when these projects from the survey are completed.
- Create guidance for public and private schools working together to test students with WIDA.
- Update WIDA resources for the new school year.
- Create a webinar series and post it to the website.
- Help streamline resources so they are more easily located across the OSPI, DRC, WIDA Secure Portal and WIDA Washington page.
- Collaborate on communications with the Multilingual Education Office for broader distribution of information.



# OSPI ELP Assessment Webinar Series

In response to survey requests, OSPI will build a series of webinars around the following WIDA-specific topics:

Topic	Date (tentative)	Intended for ...
Why do we test ELP?	Recorded, not live	Gen Ed, Admin, Newer district folks
WA-specific WIDA decisions (Screener)	Early August/late July	Anyone involved in screening
Accommodations	September 27 (2:30)	Anyone who wants to know more about WIDA-specific accommodations
WIDA-MODEL	October 4 (2:30)	Districts seeking more information on the uses of this test
WA-specific WIDA decisions (Annual)	October 11 (2:30)	Anyone involved in annual testing
A Walk through WIDA AMS	October 25 (2:30)	Anyone who uses WIDA AMS
Using ELP results/data	November 1 (2:30)	Anyone who uses WIDA data



# Questions or Thoughts?

- [2023-24 ELP Assessments Improvement ideas - Google Jamboard](#)
- Next Lunch with Leslie: Monday, July 17  
<https://us02web.zoom.us/j/85042455803>





# Family Notification Letters

# Notification Timeline

## SEPTEMBER

Notification of Continued Eligibility OR  
Notification of Placement (New Students)

## ON-GOING

Notification of Placement (New Students) OR  
Notification of Continued Eligibility (New Transfers)

## JUNE

Score Report (in Home Language)  
Score Report Letter OR  
Transition Letter  
File Score Report in English in Cum Folder

Multilingual Family Communication Templates



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# WIDA Score Report Letter

## LETTER (Optional):

- Explains purpose of the Score Report
- Shows proficient scores for WA State

## SCORE REPORT (Required):

- 1 copy sent in English
- Other languages can be printed in AMS to send home

Dear Parent or Guardian,

Each year, students in English learner programs take the ACCESS for ELLs language proficiency test. The test measures academic English language proficiency for students learning English in our school and throughout our state.

With this letter is an Individual Student Report. This report provides information about test results for your child. This information is for you to review and keep.

Teachers in our school use this information to help them make decisions about instruction for your child. Teachers also use these test scores to monitor the progress your child makes toward English proficiency.

For students to demonstrate proficiency and exit from English language services in Washington state, they must reach these levels:

WIDA ACCESS for ELLs	Overall
For grades K-1, to exit services, students must score:	4.0
For grades 2-12, to exit services, students must score:	4.7



# Notification of Proficiency/Transition

## LETTER (Required):

- Informs family that student has exited services
- Shows proficient scores for WA state

## SCORE REPORT (Required):

- Send home with letter
- File copy in cum folder

To the Parents/Guardians of: INSERT STUDENT'S NAME

Congratulations! INSERT STUDENT'S NAME has reached proficiency on the WIDA ACCESS for ELLs assessment, which measures students' ability to read, write, speak, and listen in English. With this score, your child will no longer require English language development services at school.

For students to demonstrate proficiency and exit from English language services in Washington state, they must reach these levels:

WIDA ACCESS for ELLs	Overall
For grades K-1, to exit services, students must score:	4.0
For grades 2-12, to exit services, students must score:	4.7

We are very proud of your child's achievement. For the next two years, your child will qualify for additional support in academic content areas if your child needs help.

You can visit our school to discuss your child's academic achievement. Contact INSERT NAME at INSERT PHONE NUMBER if you wish to set up an appointment.



# Notification of Tested, Not Eligible



- Can be used for TK students who were provisional and then tested and did not qualify
- Can be used for new students who test and do not qualify

## Multilingual Family Communication Templates



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Tested Not Eligible 2023 English

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School District: \_\_\_\_\_

Dear Parent or Guardian,

When you registered your child for school, the home language survey you completed indicated your child first spoke a language other than English OR your child uses a language other than English most often at home. Based on this information, the law requires the school to give your child an English Language Proficiency Screener to determine your child's eligibility for English language development instruction to help your child acquire English.

Based on this screener, your child is not eligible for English Language Development services. Your child scored at the Proficient Level on the state-approved English language proficiency assessment.

WIDA Screener	Overall	Listening	Reading	Speaking	Writing
<b>Your Child's Scores</b>					
For grade K before January 1, to be considered proficient, students must score:	5	5	-	5	-
For grade K after January 1, to be considered proficient, students must score:	4.5	4	4	4	4
For grade 1, to be considered proficient, students must score:	4.5	4	4	4	4
For grades 2-12, to be considered proficient, students must score:	5	4	4	4	4

If you have any questions, please contact INSERT NAME at INSERT PHONE NUMBER. (Interpreter services are available.)

Sincerely,

INSERT NAME



# Family Advisory Committee

# Washington State Multilingual Family Advisory Committee

The Washington State Multilingual Family Advisory Committee is a group of parents, students, families, and community members. The committee advises the Office of the Superintendent of Public Instruction (OSPI) about programs and services for multilingual students in Washington State.

- Membership is open to:
  - Parents or guardians of current or former Multilingual learners
  - Current or former Multilingual Students
  - Immigrant/Refugee/Migrant community members
  - Native American community members
  - Multilingual educators and multilingual local business owners



# ML Family Advisory Committee Logistics

- Meetings scheduled 3 times per year on Saturdays from 9:00 AM to 3:00 PM
- OSPI will pay for travel expenses and meals
- Locations: Zoom and in-person meetings held across the state
- Interpreters will be available
- To apply, complete the [application](#) by June 30



# Teacher Leader Cohorts

# Multilingual Teacher Leader Cohort



- PLC to support teacher-leaders working with teams to implement the WIDA ELD Standards Framework.
- Applicants must commit to one virtual webinar and one full-day in-person WIDA workshop as well as a monthly PLC meeting.
- Applicants should be in positions in which they regularly work with general education teacher teams and have dedicated time to support them in planning integrated content-based units for multilingual learners.
- To apply, complete this [survey](#) by June 9, 2023
- Contact [Katie Sperling](#) or [Virginia Morales](#) for more information.





# DL/HL Teacher Leader Cohort



- PLC to support teacher-leaders working with teams to implement strong dual and heritage language instruction.
- Applicants must commit to one virtual webinar and one full-day in-person WIDA Español workshop as well as a monthly PLC meeting.
- Applicants could be teacher leaders working as a grade level or department lead, an instructional coach, or a dual/heritage language specialist.
- Participants should be prepared to work together in both Spanish and English and share what they learn with their *colegas* in their programs.
- Some learning will be done as a whole group. For other learning and collaboration, we will split into K-5 and 6-12 working groups.
- Contact [Ema Shirk](#) or [Katie Sperling](#) for more information.





# Grant Updates

# EGMS Grant Applications 2023-2024

## Applications in EGMS

- CGA: Includes Title III
- Title III Consortium
- TBIP

**NEW!**

### Webinar

**Thurs. May 11** Recording available on OSPI website

### Zoom Support

**Thursdays** 1:00 – 2:00  
May 18 – Nov. 16 (as needed)

### Hands On Workshops

Various dates at ESDs



# Support Opportunities

## Thursday Zooms:

TBIP & OSSI May 18 – November 16 (as needed)

<https://us02web.zoom.us/j/89226337985>

## In-Person Workshops

- ESD 171 | June 6 | 9:00 am – 12:00 pm | [Register](#)
- ESD 189 | June 23 | 12:30-2:30 pm | [Register](#)



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# Professional Learning Report

- FP 972 Professional Learning Report is open in iGrants
- Report all PD related to MLs between 7/1/2022 and 6/30/2023
- **Due: 6/30/2023**
- Submit prior to submitting TBIP, CGA, or Title III Consortium applications for 2023-2024
- Please note: Due to a glitch in iGrants, information from FP 219 is not pre-populating.



# Dual, Heritage, and Tribal Language Grants

- Grant funding for 2023-24:
  - \$30,000 – New & Planning DL/HL/TL Programs
  - \$60,000 – Continuing & Expanding DL/HL/TL Programs
  - Up to \$20,000 extra for...
    - Large programs (4+ schools) or small/rural schools (REAP eligible)
    - Languages other than Spanish
    - Grow-your-own programs for bilingual teachers
- Grant applications will launch this summer
  - Application will be in iGrants
  - Non-competitive process based on specific criteria
  - Intent to Participate survey sent in June







# Upcoming Events & Opportunities

# Upcoming Events



## ML Director Workshops

- Monday, August 14 on the Eastside | 9:00 am – 4:00 pm
- Wednesday, August 16 on the Westside | 9:00 am – 4:00 pm
- More details to come...

## Next Information Session

- Thursday, August 10 | 9:00-10:00 am & 3:00-4:00 pm

## Dual Language PLCs

- [Dual Language Leaders' PLC](#) | June 6 | 1-2 pm
- [Planning & New Dual Language Programs' PLC](#) | June 20 | 1-2 pm





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# Multilingual Education Team

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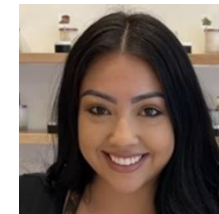
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# Check-in Time

Please feel free to join a Breakout Room:

- Program Evaluation & Grants (Kristin, Sue & Shannon)
- WIDA ACCESS & Notifications (Leslie & Virginia)
- ML & DL Cohorts & Family Advisory (Katie)
- Dual Language Grants & PLCs (Ema)

