Multilingual Education Information Session

October 5, 2023

<u>In the chat:</u> Share your favorite Fall activity.

Please <u>rename</u> yourself with your full name and school district.

Washington Office of Superintendent of
**PUBLIC INSTRUCTION**

Tribal Land Acknowledgement

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

We are presenting from the ancestral lands of the Puyallup, Chehalis, Chelan, Yakama, and Squaxin Island Tribes and honor with gratitude the land itself and these tribes.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Indigenous Peoples Day – October 9

- A day for reflection, recognition, celebration and education.

- An opportunity for schools and districts to deepen their connection with local tribes.

- OSPI Resources: Native Education Curriculum Materials | OSPI

FEDERALLY RECOGNIZED TRIBES OF WASHINGTON STATE
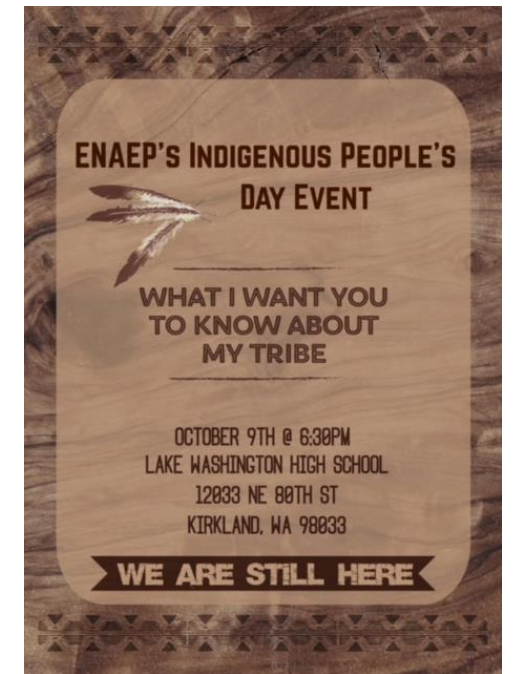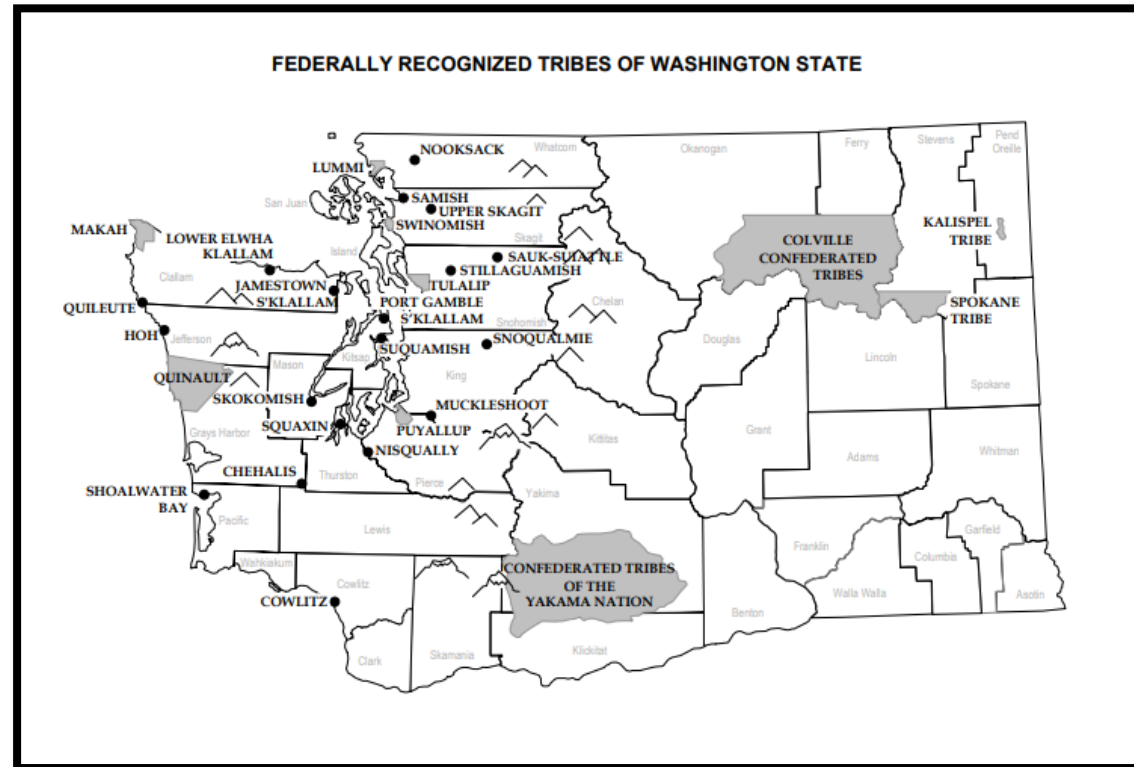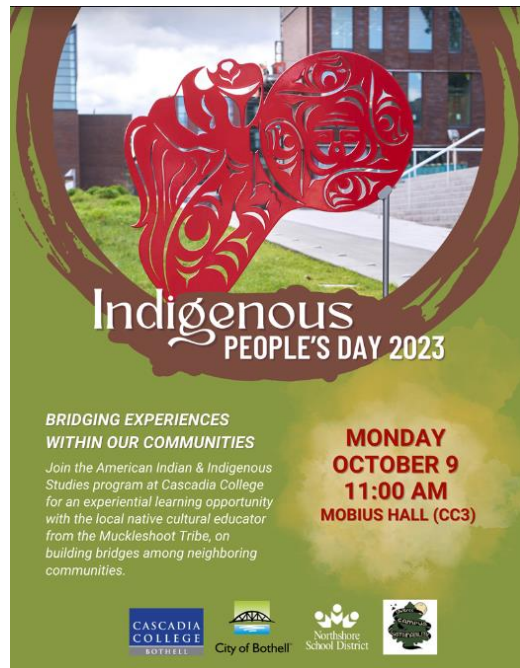
Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.
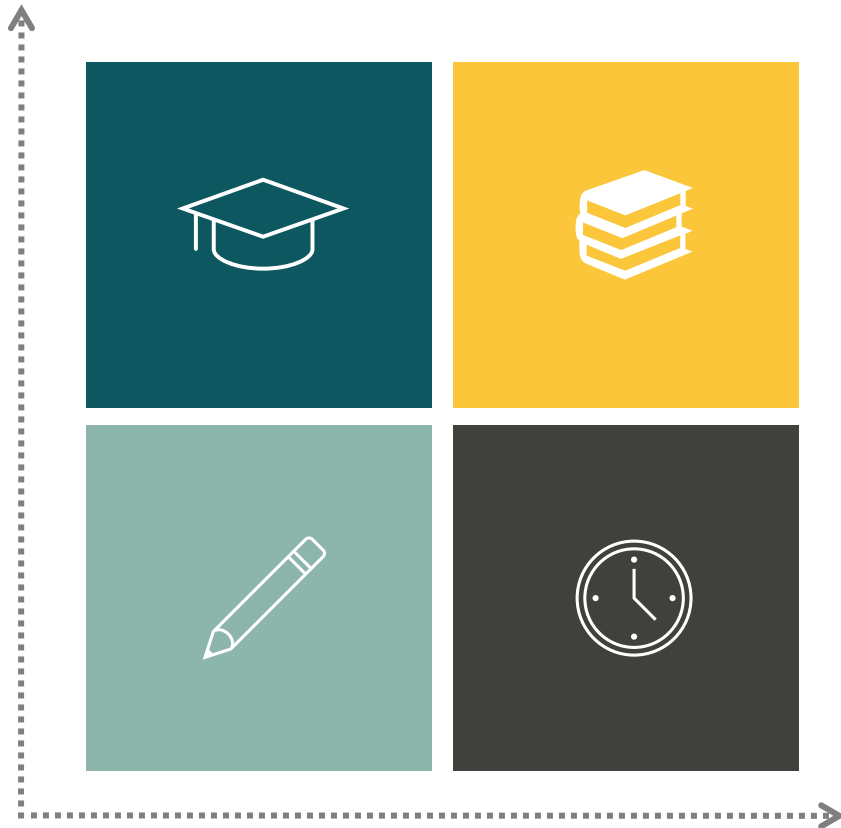
Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Today's Agenda

- **Pre-Referral Process**
- **Title III Identification & Services for AI/AN Students**
- **WIDA Updates**
- **ML Substitute Survey**
- **Website Resources & Opportunities**

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Pre-Referral Process

Pre-Referral Overview

- WA State has an overidentification of Multilingual Learners identified as Students with Disabilities (SWD)

- To prevent overidentification linguistic, cultural, and educational experience should be considered

- Tier 1, designated language supports aids in the determination of access vs. disability

- An inclusive, pro-active approach should be taken in partnership with families to ensure a whole child, culturally responsive pre-referral process

- An identified disability can result in an IEP, 504, or waived special education services
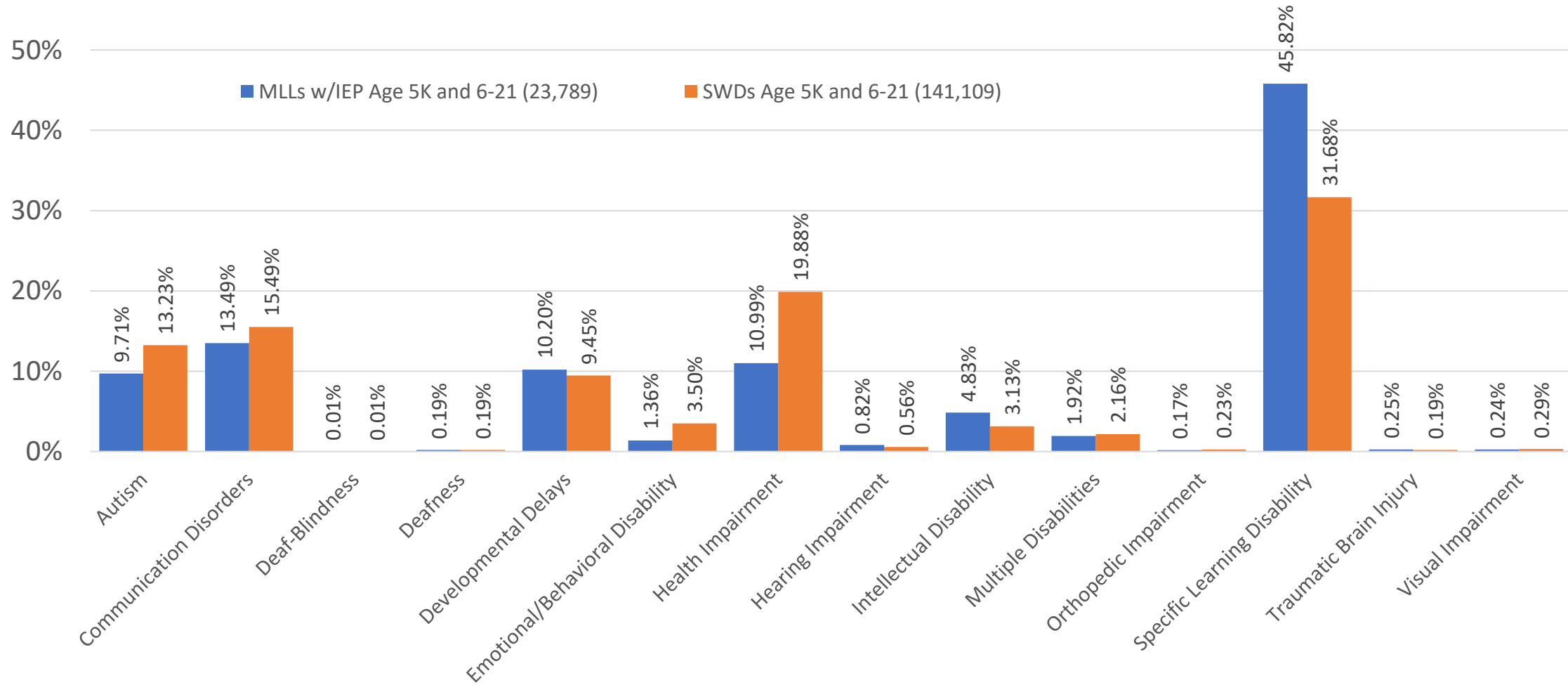
Washington Office of Superintendent of
PUBLIC INSTRUCTION

What does WA State Data tell us?

Approximately *13% of WA students are identified as students with disabilities (SWD)*

19% of WA MLs are identified as students with disabilities (SWD)

Washington Office of Superintendent of
PUBLIC INSTRUCTION

2022 WA Students with Disabilities by Eligibility & MLL Status

Legend:
- MLLs w/IEP Age 5K and 6-21 (23,789)
- SWDs Age 5K and 6-21 (141,109)

Category	MLLs w/IEP	SWDs
Autism	9.71%	13.23%
Communication Disorders	13.49%	15.49%
Deaf-Blindness	0.01%	0.01%
Deafness	0.19%	0.19%
Developmental Delays	10.20%	9.45%
Emotional/Behavioral Disability	1.36%	3.50%
Health Impairment	10.99%	19.88%
Hearing Impairment	0.82%	0.56%
Intellectual Disability	4.83%	3.13%
Multiple Disabilities	1.92%	2.16%
Orthopedic Impairment	0.17%	0.23%
Specific Learning Disability	45.82%	31.68%
Traumatic Brain Injury	0.25%	0.19%
Visual Impairment	0.24%	0.29%

Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Source: Office of Superintendent of Public Instruction. (2022). *Special Education Federal Child Count.*

9

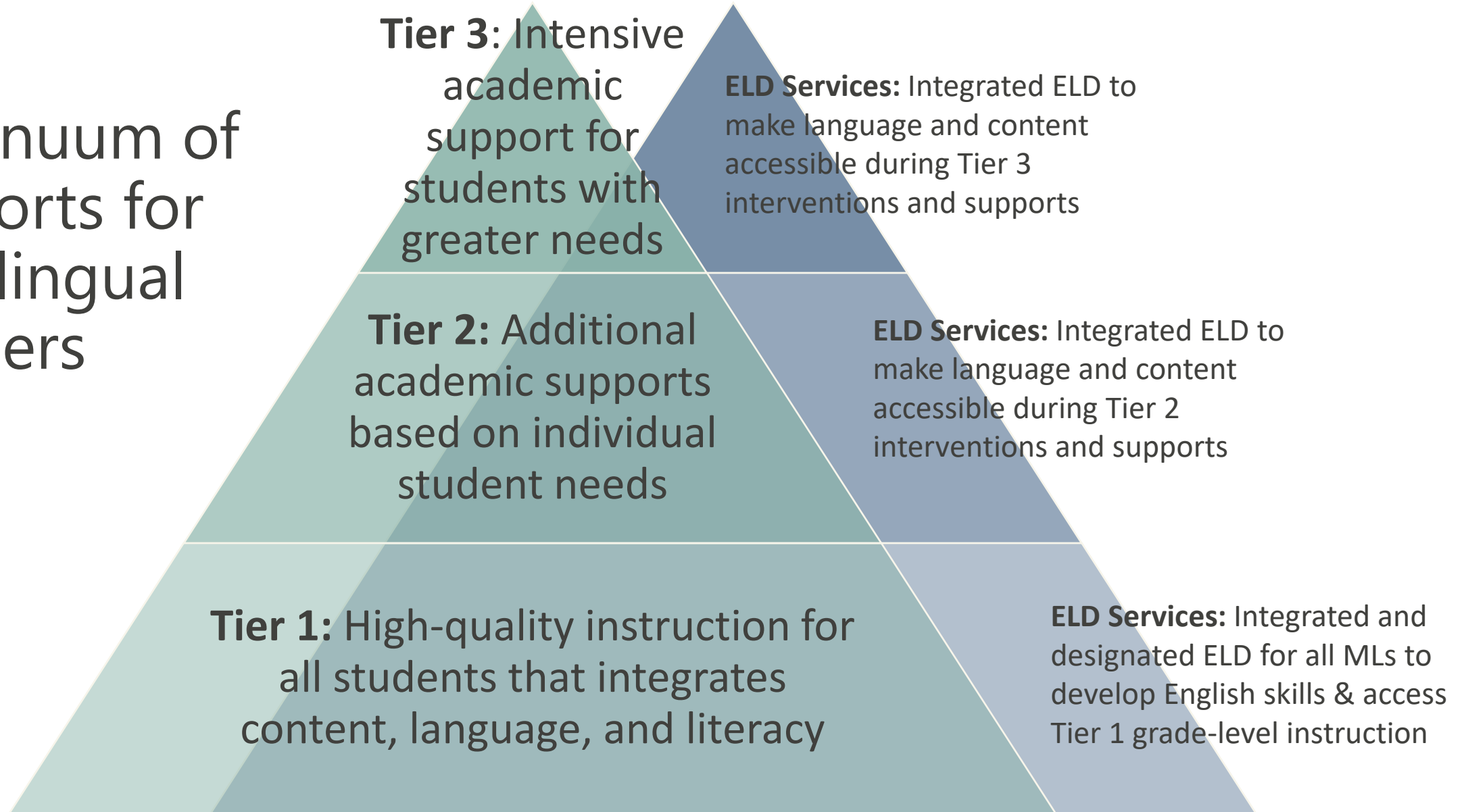# Access and Equity in the Identification of Multilingual Learners with Disabilities

Access means ensuring equal opportunities to participate in general education by reducing or removing barriers.

Equity means each student receives the support and resources needed to benefit from equal opportunities to learn and participate in all aspects of school.

Inclusion means students feel a sense of belonging and experience meaningful participation in learning and the community because the environment, curriculum, and assessments are accessible and equitable.

Improved Outcomes

Access

Equity

Inclusion

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Continuum of Supports for Multilingual Learners

Tier 3: Intensive academic support for students with greater needs

ELD Services: Integrated ELD to make language and content accessible during Tier 3 interventions and supports

Tier 2: Additional academic supports based on individual student needs

ELD Services: Integrated ELD to make language and content accessible during Tier 2 interventions and supports

Tier 1: High-quality instruction for all students that integrates content, language, and literacy

ELD Services: Integrated and designated ELD for all MLs to develop English skills & access Tier 1 grade-level instruction

Washington Office of Superintendent of
PUBLIC INSTRUCTION

11

Criteria for Designated ELD and MTSS framework:

	Criteria for Designated ELD
Planning	designed by or with a language specialist/certificated teacher with a Bilingual Education or EL endorsement.
Instruction	specific to proficiency level and targets English language development standards (WIDA ELD Standards Framework)
Resources	specifically designed or adapted for multilingual/ English learners.
Domains	addresses all 4 domains of language, based on student needs.
Instructor	ELD instruction is provided by or in consultation with a certificated teacher with an appropriate endorsement (Bilingual Education or EL endorsement).

Six Stages in the Pre-Referral Process

*Regardless of the pre-referral stage, it is always important for the team to include the student's parent(s) or guardian(s) in the process.

Stage 1: Initial concern regarding a student's progress

Stage 2: Information gathering

Stage 3: Information sharing and team discussion

Stage 4: Discussion of possible strategies

Stage 5: Implementation and monitoring of strategies

Stage 6: Review data and make determination for next steps

Referral and Evaluation for MLs
Adapted from National Center for Systemic Improvement

Culturally and linguistically responsive individualized assessment plan

In-depth culturally and linguistically responsive parent interview in the home language.

Observations in different contexts (core classroom, tiered supports, ELD settings, non-instructional, both languages).

Oral assessments for both primary language and English.

MTSS data from culturally and linguistically appropriate tiered supports

Pre-referral process must address culture and language.

IEP includes language goals to meet IEP goals and academic standards.

Monitor language development for patterns of stagnation and regression.

What's Next?

A Few Broad Reminders:

- Districts are encouraged to review their pre-referral process to strengthen where needed.

- Supports should reflect the multidimensional needs of our learners.

- An identified disability doesn't always result in an Individualized Education Plan (IEP). Each case is unique, and students may benefit from a 504.
    - *Students are eligible for 504 plans if they have **a disability that limits daily life activities such as self-care, walking, seeing, breathing, hearing, speaking, or learning**. Students who need a 504 plan can include those with: attention deficit hyperactivity disorder (ADHD) autism spectrum disorder (ASD)*

- IEPs and 504s can be revisited more than once a year.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Title III Identification & Services for American Indian/Alaska Native Students

Title III Identification of American Indian/ Alaska Native Students

Washington state's process to determine initial eligibility for Title III, Part A services for American Indian/Alaska Native students:

| Identify AI/AN Students | Determine academically at risk | Inform family of potential eligibility | Assess student using ELP Screener | Notify family of results and/or services |

[Chapter 2 of the Policies & Practices Guide: Identification & Screening](#)

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Identify Students

- Home Language Survey is used to identify primary language

- Enrollment data on race/ethnicity is used to identify American Indian/Alaska Native students

- State CEDARS database is checked for previous ELP assessment data

Washington Office of Superintendent of
PUBLIC INSTRUCTION
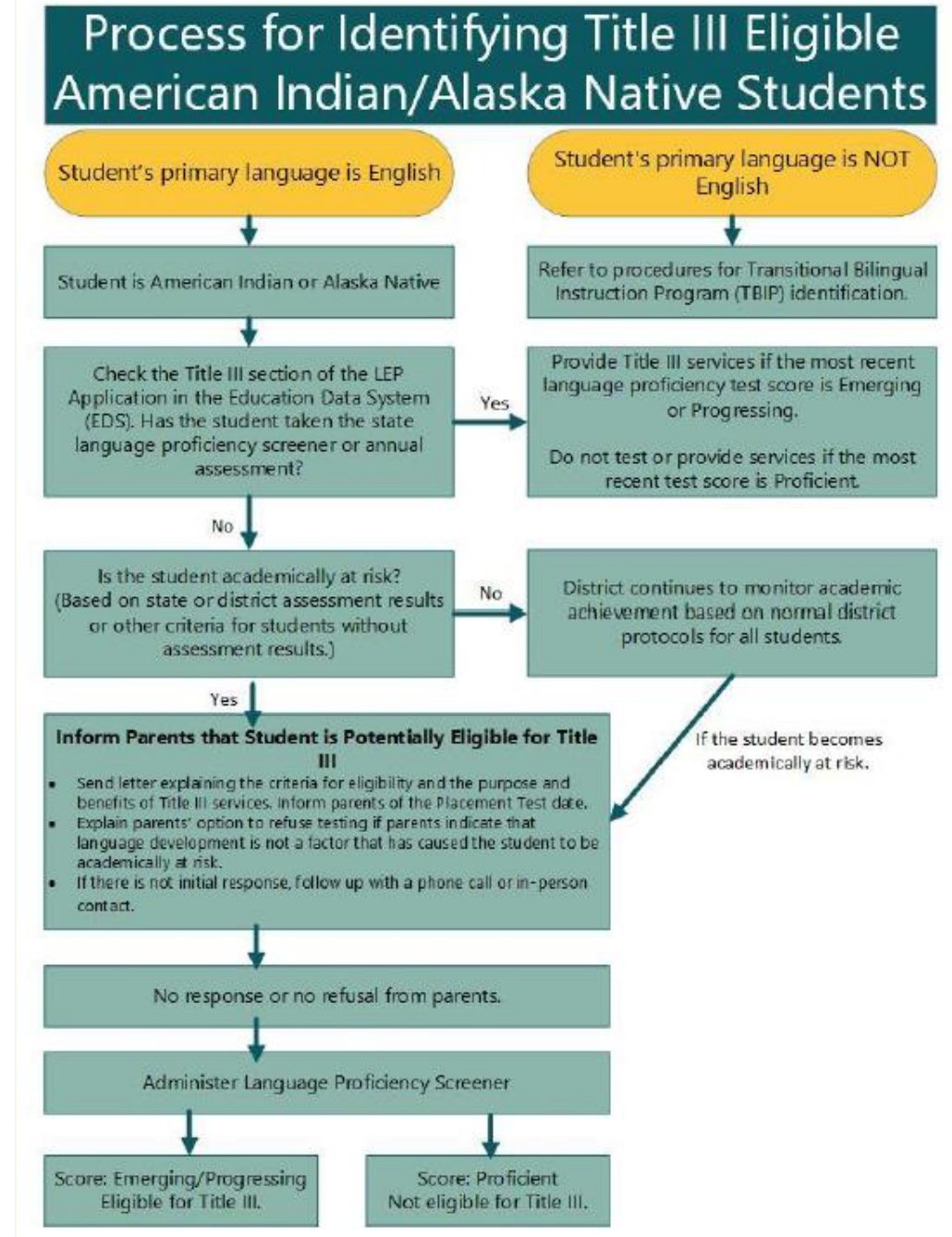
Determine "Academically at Risk"

Criteria to determine if student is academically at risk:

- Not meeting standard on state assessments

- Below grade level on district assessments

- If no state or district data, use multiple indicators such as:
    - Classroom-based assessments
    - Curriculum-based assessments
    - Teacher recommendations

For new students, allow sufficient time for adjustment and instruction before making determination of academically at risk.

smarter
BALANCED

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Inform Family of Potential Eligibility

Schools can use the [Title III American Indian/Alaska Native Initial Parent Letter](#) to:

- Inform families of AI/AN students who may qualify for Title III services

- Explain the screening process and eligibility criteria

- Provide information on the purpose, benefits, and services

- Inform families of their choices and provide contact information to answer questions

Schools are encouraged to follow up with families who don't respond or opt out

Washington Office of Superintendent of
PUBLIC INSTRUCTION

OSPI

Title III Language and Literacy Services and WIDA Testing for American Indian/Alaska Native Students

Dear Community Members and Family of American Indian/Alaska Native Students,

The Office of the Superintendent of Public Instruction would like to share information about the availability of Title III supplemental language and literacy services for American Indian/Alaska Native students, what those services are, and how your child may qualify for this support.

What is Title III?
Title III is the section of the Every Student Succeeds Act (ESSA) which relates primarily to language and literacy development. This federal act defines American Indian/Alaska Native students as members of a community who can qualify for language and literacy support. The federal definition is here: [ESSA Title VIII, Sec. 8101(20).](#)

Assess Student Using ELP Screener

Schools are required to:

- Assess each student with the state-approved WIDA screener

- Assess within 10 school days of determination of academically at-risk status

- Report all screener results and program enrollment in state database

Notify Family of Results and/or Services

Schools can use the [Title III American Indian/Alaska Native Parent Notification of Placement Letter](#) to:

- Inform families of AI/AN students who have qualified for Title III services

- Provide additional information about Title III services

Schools are required to notify families of students' eligibility:

- NEW: within 15 days after administering the screener OR
- CONTINUING: within 30 days of the beginning of the year

Washington Office of Superintendent of
PUBLIC INSTRUCTION

OSPI

Parent Notification of Student Placement in Title III Language and Literacy Services for American Indian/Alaska Native Students

Child's Name: _____   Date: _____

Enrollment Status: New to the program _____   Continuing in the program _____

Dear Parent or Guardian,

I am pleased to inform you that your child will receive additional language and literacy support for the *INSERT YEAR* school year. Our school identified your child as being a student who could benefit from extra language and literacy support, so after reaching out to you, the school assessed your child's language and literacy skills. Your child's overall result was _____.

Planning Title III Services for American Indian/Alaska Native Students

1. ESSA Tribal Consultation

    Consultation is required with the nearest federally recognized Tribe(s) before submitting plans and application...

    - For districts where 50% or more of the district's students are identified as American Indian/Alaska Native AND/OR
    - If the district receives $40,000 or more through Title VI

2. Collaboration with Title VI Coordinator

3. Selection from Professional Learning Menu

Approved Title III Services for American Indian/Alaska Native Students

- 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 be approved by the OSPI Office of Native Education).

Washington Office of Superintendent of
PUBLIC INSTRUCTION

WIDA Updates

WIDA Screening and SSID Numbers

- The WIDA screener can be used to screen potentially eligible students without first assigning an SSID number.

- A district ID can be used as the SSID and then updated once the SSID is issued.

- This should allow a student to be tested within the 10-day window required for screening.
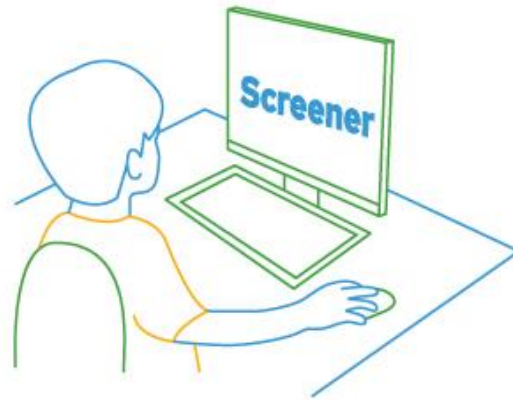
ELP Assessment Resources

- **ELP Assessments:**
  - Quick Start Guide
  - District Contact List
  - WIDA Assessment Guide
  - ELP Assessment Updates

- **Screener Page:**
  - Eligibility Criteria
  - Screener FAQ
  - K and TK Screening Policy

Washington Office of Superintendent of
PUBLIC INSTRUCTION
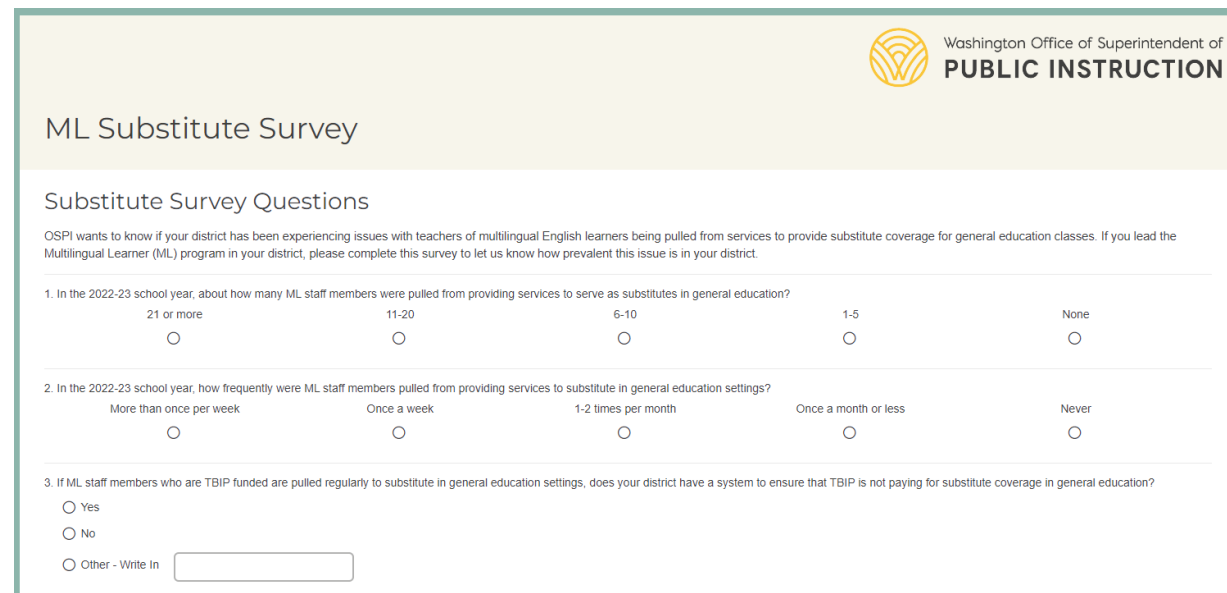
ML Substitute Survey

ML Substitute Survey

- OSPI previously issued guidance regarding the use of ML teachers to provide substitute coverage in general education classes.

- If you lead the ML program in your district, please complete this survey to let us know how prevalent this issue is in your district (one response per district, please). Thanks!

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Website Resources & Opportunities
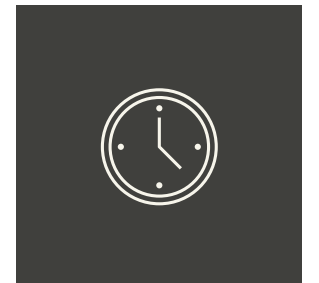
OSPI Website New URL

Multilingual Education

Language Learning Regional Networks

Program Supervisor: Virginia Morales
- ESD 189 | Mon, Oct. 9 - 10:30 AM
- ESD 121 | Tue, Oct. 10 - 10:00 AM

Program Supervisor: Katie Sperling
- ESD 101 | Mon, Oct. 9 - 8:30 AM
- ESD 171 | Mon, Oct. 9 - 12:30 PM

Program Supervisor: Shannon Martin
- ESD 113 | Thurs, Oct. 12 – 10:00 AM
- 114 | Thurs, Oct. 12
  - 3-4 for Staff
  - 4-5 for Administration

Program Supervisor: Sue Connolly & Lindsey Maehlum
- ESD 123 | Tue, Oct. 24 - 8:30 AM
- ESD 105 | Wed, Oct. 25 - 8:30 AM
- ESD 112 | Information coming soon

Dual & Heritage Language Education & Resources

- New WIDA Spanish Language Development Standards (release Oct. 24, 2023)

- 2023-24 Dual & Heritage Language Professional Learning:

  - Dual Language Webinar Series: Developing Strong DL Programs

  - Dual Language "Leadership Lunch" PLC

  - Heritage Language Webinar Series: Cultivating Multiliteracy through HL Programs

  - Heritage Language Leaders "Language Lunch" PLC

  - HL & Less-Commonly Taught Languages (LCTL) Educator PLC: Planning with Purpose

  - Dual Language Spanish Teacher-Leader Cohort (by invitation only)

- Link to: *Dual Language Education in WA State: What Families Should Know*

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Dual, Heritage, and Tribal Language Programs

Grant Applications for 2023-24

- July 31, 2023 – Intent to Participate survey review date

- August 2023 – FP 748: Tribal Language Grant application opened, rolling approvals

- Sept 1, 2023 – FP 978 & 979: DL/HL Grant applications open for New & Planning districts only

- Oct-Nov 2023 – FP 979: DL/HL Grant applications will open for Continuing & Expanding districts

- Dec. 1, 2023 – Final approval date for FP 748, 978, and 979

DL Spanish Teacher Leader Cohort

- PLC to support teachers who teach in Spanish implementing the WIDA SLD Standards (Marco DALE)

- Applicants commit to one day in-person WIDA workshop and monthly PLC meetings

- Applicants should regularly teach or coach teachers in a Spanish DL or HL Program

- To apply, complete this survey. Contact Teresa Mendoza-Casby or Katie Sperling for more information.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Multilingual Education Webinars & Newsletters

Multilingual Information Session Topics (subject to change):
1st Thursdays, 9:00am & 3:00pm

- Sept. 7 – Newcomers
- Oct. 5 – Pre-Referral Process
- Nov. 2 – Family Engagement
- Dec. 7 – WIDA ACCESS
- Jan. 4 – Early Literacy for MLs

- Feb. 1 – Inclusionary Practices
- Mar. 7 – Braided Funding
- Apr. 4 – Long-Term ELs
- May 2 – Program Evaluation
- June 6 – Using Assessment

Sign up on pdEnroller for clock hours!

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Upcoming Events

Next Information Session
- Thursday, November 2 | 9:00-10:00 am & 3:00-4:00 pm

Dual & Heritage Language Webinars & PLCs
- HL/ LCTL Teacher-Leader PLC | Tuesday, October 23| 3:00-4:30 p.m. | pdEnroller link
- DL Webinar: Dual Language Overview | Tuesday, Oct. 10 | 3:00-4:00 p.m. | pdEnroller link
- HL "Language Lunch" PLC | Wednesday, October 11 | 12:00-1:00 p.m. | Zoom
- DL "Leadership Lunch" PLC | Tuesday, October 17 | 12:00-1:00 p.m. | pdEnroller link

EGMS Office Hours Support
- Tuesdays 10:00-11:00 a.m. | Zoom
- Thursdays 1:00-2:00 p.m. | Zoom

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Washington Office of Superintendent of PUBLIC INSTRUCTION

Multilingual Education Team

Office of the Superintendent of Public Instruction
600 Washington St. SE | Olympia, WA 98504-7200

Katie Sperling
Program Supervisor
ESD 101 & 171
360-701-5064
Katie.Sperling@k12.wa.us

Shannon Martin
Program Supervisor
ESD 112, 113, & 114
360-725-4476
Shannon.Martin@k12.wa.us

Sue Connolly
Program Supervisor
ESD 105, 112 & 123
360-522-0001
Sue.Connolly@k12.wa.us

Lindsey Maehlum
Program Supervisor
ESD 105, 112 & 123
Phone
Lindsey.Maehlum@k12.wa.us

Kristin Percy Calaff, Ph.D.
Executive Director of Multilingual
& Migrant Education
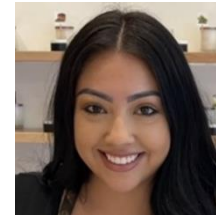564-999-3144
Kristin.PercyCalaff@k12.wa.us

Virginia Morales
Assistant Director of Multilingual
Education, ESD 121
360-764-6201
Virginia.Morales@k12.wa.us

Ema Shirk
Dual & Heritage Language
Program Supervisor, ML ESD 189
564-200-3167
Ema.Shirk@k12.wa.us

Teresa Mendoza-Casby
Dual Language
Program Supervisor
564-999-0610
Teresa.Mendoza-Casby@k12.wa.us

Jovana Arvizu
Administrative
Assistant
360-725-6147
Jovana.Arvizu@k12.wa.us

Amairany Le
Administrative
Assistant
360-725-4955
Amairany.Le@k12.wa.us

Check-in Time

Please feel free to join a Breakout Room for Q&A:

- Pre-Referral Process (Lindsey & Shannon)

- Title III Identification of AI/AN Students (Kayla)

- WIDA & Data Clean-up (Virginia)

- Dual Language (Katie & Teresa)

Washington Office of Superintendent of
PUBLIC INSTRUCTION