

Multilingual Education Information Session

November 2, 2023

In the chat: Share what family means to you.

Please rename yourself with your full name and school district.



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 and Coast Salish Tribes and honor with gratitude the land itself and these tribes.



Vision

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

Mission

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

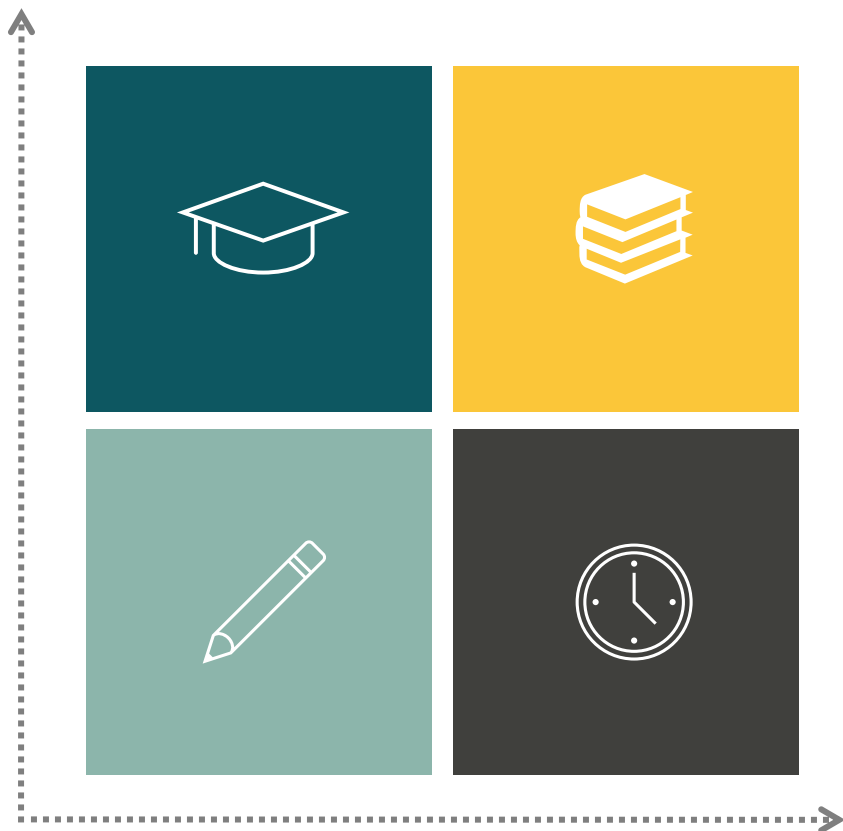
Values

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Today's Agenda



Family Engagement

Translation & Interpretation

ML Statewide Strategic Plan

ML Expected Progress Measures

Resources & Opportunities





Family Engagement

Beyond Literacy Night and Fall Fundraising

ENGAGING FAMILIES AUTHENTICALLY AND MEANINGFULLY
TO IMPROVE STUDENT OUTCOMES



Chris Cronas

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- Executive Director of Elementary Ed & Categorical Programs, Monroe School District
- Former Seattle Public Schools Principal of the Year
- Former President of the Principal Association of Seattle Schools
- Cratylus Consulting 2018

What does family communication look like in your school?

▶ Identify any & all ways you interact with families in your school and consider the following questions when discussing:

1. Which staff are primarily engaging with families?
2. How are families typically contacted?
3. What are the primary reasons for communicating with your families?
4. Describe the families who are most involved in your school.
 - What are some trends you notice?

Problem focused or asset curious

- ▶ Older systems that are typically represented by institutions like government and education perpetuate a problem-focused approach to the work. We do not see the good but identify what's 'wrong' with a situation or, as in the case with schools, a kid or a family.
 - ▶ Families aren't invested
 - ▶ They aren't literate and can't support their student
 - ▶ They don't have the capacity to help at home
 - ▶ The families don't care

- ▶ Focused work in Washington, D.C., Chicago & Puerto Rico
- ▶ Evidence Based Practices around engagement
- ▶ Academic engagement & agency



<https://flamboyantfoundation.org/>

What's the data say?

- ▶ The Family Engagement Partnership Student Outcome Evaluation, a study conducted by the Johns Hopkins University School of Education, links improvements in the performance of D.C. public elementary school students with Flamboyant's [Family Engagement Partnership \(FEP\)](#).

Johns Hopkins Study Outcomes

- ▶ The study covered 12 D.C. public elementary schools and more than 4,000 students in the 2013-14 school year. What they learned:
 - ▶ Students whose families received a **home visit**, one of the core strategies in the FEP, had **24 percent fewer absences** than similar students whose families did not receive a visit.
 - ▶ These same students also were **more likely to read at or above grade level** compared to similar students who did not receive a home visit.

Two Years of Implementation:

- ▶ Improved state standardized test scores
- ▶ Decline in disciplinary problems
- ▶ Parent participation in SLCs increased to a 92% minimum
- ▶ Over 90% of students reported that they set goals for their work; 49% reporting that they always did this and 43% have done this as a result of the SLCs
- ▶ Improved school environment and diffused parent-teacher conflicts

Student-Led Conferences (SLCs)

- ▶ 2004 Research study published in the School Community Journal, investigated the impact of SLCs at four middle schools in Washington, Texas, California, and Oregon [\[2\]](#). At each of these schools, SLCs replaced traditional parent teacher conferences.

Five Roles Families Play to Accelerate Student Learning

At Flamboyan, we have seen - and research shows - that families play five essential roles in their children's education. Not all families have the support they need to play these roles well for their children. Flamboyan is working to change that by championing **REAL Family Engagement** within schools and school systems.



COMMUNICATE HIGH EXPECTATIONS

An important way families can help their child succeed is to consistently communicate high expectations for their performance. Teachers can help families do this by sharing information about age appropriate milestones students should meet to be college and career ready.



MONITOR THEIR CHILD'S PERFORMANCE

Families can support their child's success by regularly checking in with them and their educators on how they are doing in school. Teachers can support families doing this by consistently and proactively engaging with them about their student's progress and by being available to families in a timely way.



SUPPORT LEARNING AT HOME

When families support and reinforce learning at home, their children do better in school. Teachers can help families support learning at home with their child through consistent academic partnership and ongoing communication like helping families create a series of thought provoking, content specific questions families can ask children at home.



GUIDE THEIR CHILD'S EDUCATION

Families play a critical role in navigating their child's educational experience from preschool all the way through college. The school community can support families by connecting them to resources and activities for their child that supports their unique needs.



ADVOCATE FOR THEIR CHILD

Families advocate for their children to ensure they get the personal attention, necessary supports they need to be successful in school. School leadership can support family advocacy by creating a feedback friendly environment. This could include a family feedback system where families understand how their feedback was used, expanded office hours for family conversations, or proactively seeking input from families about school policy decisions.

Flamboyant Content

Leadership Moves

- ▶ Challenging beliefs about families
- ▶ Strategies to Engage “Unreached” Families
- ▶ Academic Partnering Companion Guide
 - ▶ Follow-Up Practices
- ▶ School Leader Tool

Teacher Moves

- ▶ Academic Partnering Toolkit
 - ▶ Follow-up Practices
- ▶ Communicating with Families Around Academics
- ▶ Beginning of Year Relationship Building
- ▶ Communicating with Families using Classroom Websites & Newsletters



Translation & Interpretation

Evaluation Template

- RCW 28A.183.050
- ...school districts must provide an opportunity for participants in each interpreted meeting to provide feedback on the effectiveness of the interpretation and the provision of language access services.

Language Access Feedback Form

To Participants: Feel free to provide feedback on the language access services provided. Please answer the relevant prompts.

My role: Parent/guardian
 School Personnel Interpreter

Meeting type: IEP Annual IEP initial
 Disciplinary Parent-teacher conference Other

Meeting Date:	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Neutral/ Not Applicable	Agree	Strongly Agree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Write comments)					

Spoken Language Simultaneous Interpretation

1. Direct contracting: [AOC search tool](#)

2. DES: Court Credentialed Interpreters Contract 17622

Search for Interpreters

To search the AOC's database of certified and registered court interpreters, enter:

- The language you are seeking, or
- The interpreter's last name, or
- The county that interpreters are willing to travel to, or
- The city or zip code where interpreters reside, or
- The interpreters only doing Telephonic services

Language:

Last Name:

County:

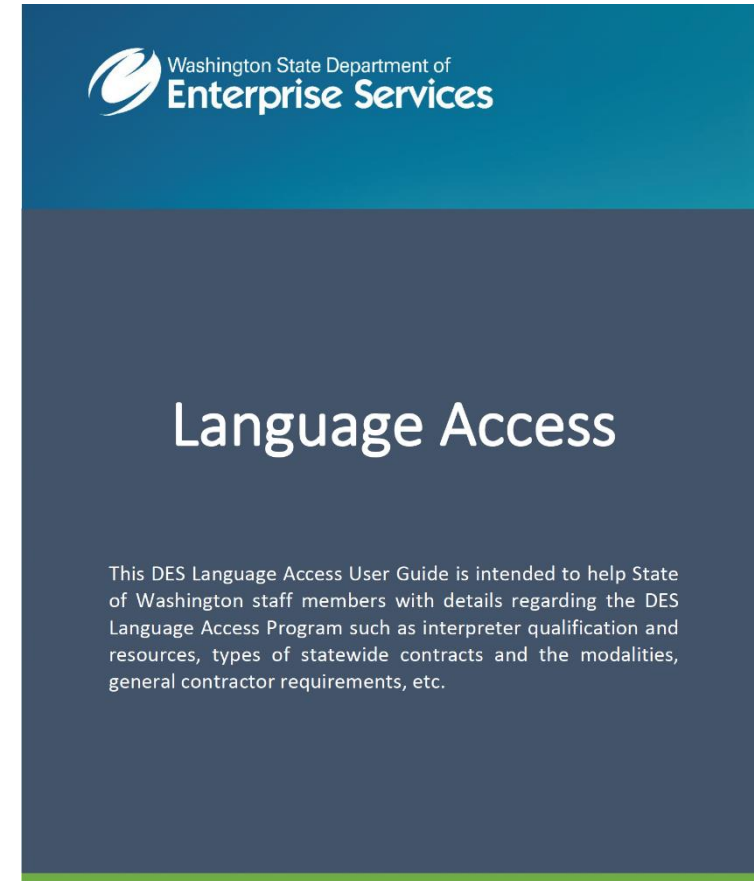
City:

Zip Code:



Department of Enterprise Services (DES)

- CUA – Contract Usage Agreement
- Language Access User Guide



DES Contract 02819
Spoken Language OPI and VRI

Over the Phone (OPI)			
	Lionbridge		CTS Language Link
Tier One (Spanish)	\$0.51/minute		\$0.57/min
Tier Two	\$0.65		\$0.62
Tier Three	\$0.70		\$0.75
Video Remote (VRI)			
	Lionbridge		CTS Language Link
All Languages	\$1.79/minute		\$0.92/minute
Topic Specific Expertise			+\$0.19/minute

Translation: 14218

Amharic; Arabic; Burmese; Khmer (Cambodian); Chinese, Traditional & Simplified; Farsi; Korean; Loa; Punjabi; Russian; Somali; Spanish; Tigrigna; Ukrainian; Vietnamese

Category 4: General Information Documents

Vendor A	Vendor B	Vendor C	Vendor D
\$0.15	\$0.22	\$0.20	\$0.18

Category 1: Forms

Vendor A	Vendor B	Vendor E	Vendor D
\$0.15	\$0.22	\$0.12	\$0.18



Funding for Family Engagement

- **Title III Funds** may be used for:

Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families—

- to improve the English language skills of English learners; and
- to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.

- **Title I Funds:**

The activities allowable under the parent and family engagement provisions of Title I, Part A are generally linked to academics, training, meetings, inclusion, and removing barriers.

- See [Title I, Part A Parent and Family Engagement](#) for more information



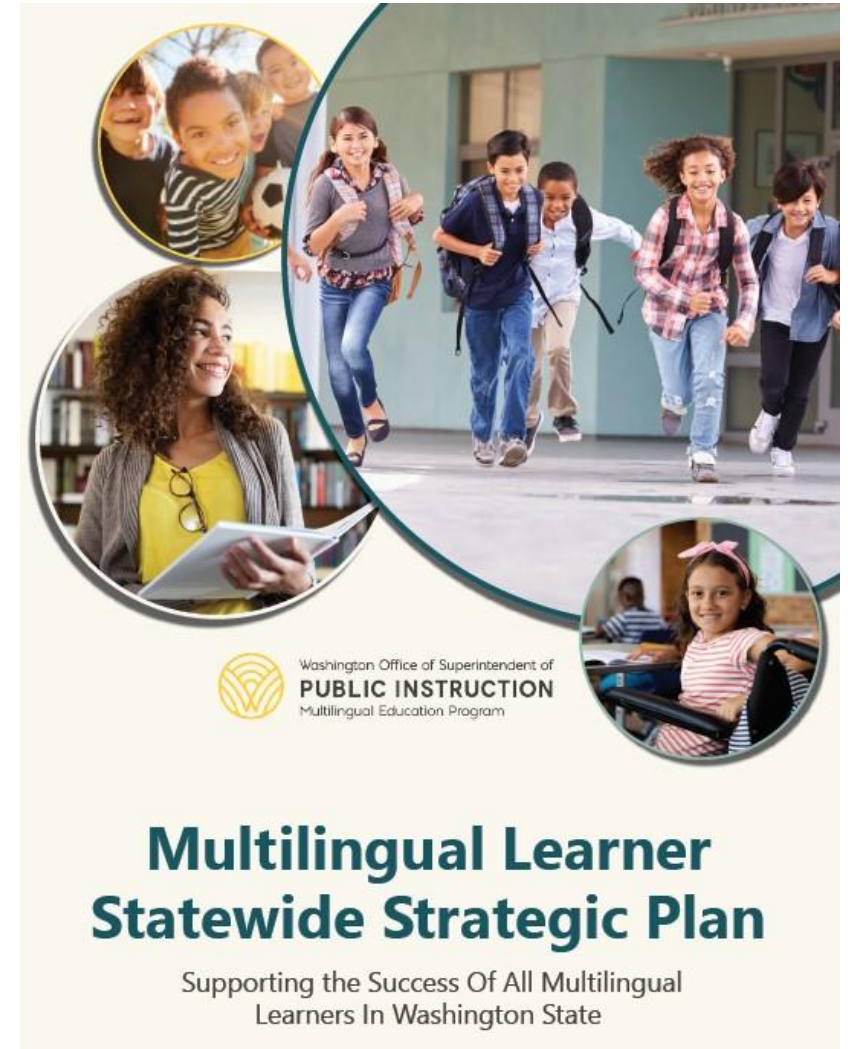


ML Statewide Strategic Plan

Multilingual Learner Statewide Strategic Plan

4 Core Principles:

- Promote Asset-Based Mindsets
- Strengthen Instructional Practices
- Provide Support for Educators
- Engage Students and Families



Strategic Goals

- **Measures** to track progress
- **Strategies** to support each goal
- **Key Actions** to take at each level



8 Strengthen Instructional Practices



Goal 4

Provide high-quality instruction and assessment for all multilingual learners by...

- Providing English Language Development (ELD) and accessible content instruction through research-based program models.
- Integrating content, language, and literacy using the state ELD standards.
- Using instruction and assessment practices that develop academic language and literacy skills.
- Using a Multi-tiered System of Supports (MTSS) to provide tiered interventions designed for multilingual learners.

Goal 5

Implement inclusionary practices for all multilingual learners by...

- Increasing collaboration, co-planning, and co-teaching of ELD specialists and content teachers.
- Building the capacity of educators to use strategies such as Sheltered Instruction Observation Protocol (SIOP), Guided Language Acquisition Design (GLAD), and Universal Design for Learning (UDL).
- Developing the understanding of administrators to support meaningful inclusion.

Goal 6

Increase high school graduation rates of current and former multilingual learners by...

- Developing course pathways and supports that provide access to grade-level appropriate content.
- Ensuring access for multilingual learners to all electives, activities, and high-level courses.
- Delivering responsive instruction and supports for long-term English learners (LTELs).
- Establishing services that meet the needs of newcomers and students with limited or interrupted formal education (SLIFE).

9

Key actions at OSPI



- Make explicit connections between state content standards and ELD standards in all state guidance and professional learning.
- Provide guidance on use of braided funding to support collaboration, co-planning, and co-teaching.
- Offer professional learning and guidance on instructional practices for all multilingual learners, including newcomers, LTELs, and SLIFE.

Key actions at a district



- Integrate ELD standards in district strategic plans, curricular frameworks, and professional learning.
- Develop specific plans for supporting multilingual learners in MTSS.
- Use funding to support collaboration, co-planning, and co-teaching.
- Provide professional learning on strategies for multilingual learners such as SIOP, GLAD and UDL.
- Disaggregate data to examine risk factors and address needs of multilingual learners in meeting grade level standards and graduation requirements.

Key actions at a school



- Integrate ELD standards and instructional strategies for multilingual learners in school improvement plans.
- Provide structured time for collaboration between ELD specialists and classroom teachers.
- Include multilingual learners in rigorous core instruction and in all school activities.

Key actions in a classroom



- Integrate content, language, and literacy using content and ELD standards in unit and lesson plans.
- Co-plan and co-teach with ELD specialists to integrate ELD and accessible content strategies.
- Engage students in multiple opportunities to practice academic oral and written language.
- Provide multilingual learners with the opportunity to reflect on their linguistic and academic progress.





ML Expected Progress Measures

WSIF EL Expected Progress



Washington School Improvement Framework EL Progress Measures:

- Based on Washington WIDA ACCESS Scores in 2022 & 2023
- Calculated average positive growth for all students in grades 1-12
- Growth based on Overall Score in 2022 -> Overall Score in 2023
- Adjusted to ensure all students reach proficiency within 6 years
 - 1.0-1.7 – Outliers adjusted up no more than .1
 - 4.0-4.6 – Most adjusted down to close the gap to 4.7
- Progress will be recalculated each year based on the previous year

Progress Chart

- Shows expected growth within 6 years

Multilingual Learner Expected Progress

Baseline	YR1	YR2	YR3	YR4	YR5	YR6
1.0	2.0	2.8	3.4	3.9	4.3	4.7
1.1	2.1	2.9	3.4	3.9	4.3	4.7
1.2	2.2	3.0	3.5	4.0	4.4	4.7
1.3	2.3	3.0	3.5	4.0	4.4	4.7
1.4	2.3	3.0	3.5	4.0	4.4	4.7
1.5	2.4	3.1	3.6	4.0	4.4	4.7
1.6	2.5	3.2	3.7	4.1	4.5	4.7
1.7	2.6	3.2	3.7	4.1	4.5	4.7
1.8	2.6	3.2	3.7	4.1	4.5	4.7
1.9	2.7	3.3	3.8	4.2	4.6	4.7
2.0	2.8	3.4	3.9	4.3	4.7	
2.1	2.9	3.4	3.9	4.3	4.7	
2.2	3.0	3.5	4.0	4.4	4.7	
2.3	3.0	3.5	4.0	4.4	4.7	
2.4	3.1	3.6	4.0	4.4	4.7	
2.5	3.2	3.7	4.1	4.5	4.7	
2.6	3.2	3.7	4.1	4.5	4.7	
2.7	3.3	3.8	4.2	4.6	4.7	
2.8	3.4	3.9	4.3	4.7		
2.9	3.4	3.9	4.3	4.7		
3.0	3.5	4.0	4.4	4.7		
3.1	3.6	4.0	4.4	4.7		
3.2	3.7	4.1	4.5	4.7		
3.3	3.8	4.2	4.6	4.7		
3.4	3.9	4.3	4.7			
3.5	4.0	4.4	4.7			
3.6	4.0	4.4	4.7			
3.7	4.1	4.5	4.7			
3.8	4.2	4.6	4.7			
3.9	4.3	4.7				
4.0	4.4	4.7				
4.1	4.5	4.7				
4.2	4.6	4.7				
4.3	4.7					
4.4	4.7					
4.5	4.7					
4.6	4.7					



Resources & Opportunities

WIDA Spanish Language Development Standards

Marco DALE – Los estándares del desarrollo del lenguaje auténtico del español

- Available now on the WIDA website: [Marco DALE](#)
- Aligned with the WIDA ELD Standards Framework, 2020 Edition
- 3 communication modes:
 - Expressive
 - Interpretative
 - Interpersonal

Las ideas principales del Marco DALE que informan el acercamiento funcional al desarrollo del lenguaje

	<p>La equidad de oportunidades y acceso</p> <p>Apoyar el aprendizaje de los estudiantes bi/multilingües quienes provienen de una amplia gama de contextos lingüísticos, culturales, educativos y socioeconómicos</p>		<p>La integración del lenguaje y el contenido curricular</p> <p>Proporcionar expectativas lingüísticas para desarrollar el lenguaje y aprender el contenido curricular simultáneamente</p>
	<p>La colaboración entre los miembros de la comunidad educativa</p> <p>Trabajar colaborativamente entre maestros administradores, familias y comunidades para el desarrollo de los estudiantes bi/multilingües</p>		<p>La interacción con otros</p> <p>Intercambiar ideas con otros a través de diferentes tipos de comunicaciones y situaciones</p>
	<p>Las multiliteracidades presentes en la enseñanza</p> <p>Analizar, interpretar y construir significados e identidades usando artefactos multimodales en diversos contextos</p>		<p>El transculturalismo que exhiben los individuos bi/multilingües</p> <p>Moverse y navegar entre comunidades de forma dinámica y fluida, incluyendo el uso de prácticas translingüísticas</p>



NEW! WA Dual Language Guidance

Starting a Dual Language Program

Districts should follow these seven essential steps when starting a dual language program.

Step 1: Build Knowledge and Advocacy	<ol style="list-style-type: none"> Develop initial understanding of dual language for district and school leaders, teachers, staff, and families. Recruit a diverse stakeholder advisory group and secure long-term commitment and involvement at all levels of the organization. Conduct a needs assessment to collect data about students to be served, district resources and community interests.
Step 2: Develop a Program Mission, Vision, and Goals	<ol style="list-style-type: none"> Collaboratively write clear vision and mission statements with guiding principles based on dual language literacy, research, and policy. Define the three goals of dual language at the local level.
Step 3: Design or Adopt a DL Program Model	<ol style="list-style-type: none"> Determine the dual language program model (90/10, 80/20, 50/50) that best fits student and community needs with consensus among all stakeholders. Develop a consistent, research-based language allocation plan. Design P-12 pathways for long-term program sustainability.
Step 4: Develop Enrollment and Family Outreach Plans	<ol style="list-style-type: none"> Determine clear enrollment policies that allow for equitable access for multilingual English learners who speak the program language. Create outreach plans to inform families about the dual language program, explain enrollment policies and procedures, and ensure ongoing family engagement in the program.
Step 5: Align Curriculum and Resources	<ol style="list-style-type: none"> Review district curriculum and identify high-quality curricular resources in both languages aligned to the language allocation plan. Procure culturally and linguistically sustaining resources in both languages and develop year-long curriculum maps and unit plans.
Step 6: Establish a Staffing and Professional Learning Plan	<ol style="list-style-type: none"> Develop plans for recruiting, hiring, and retaining multilingual teachers and staff members. Design a long-term professional learning plan for teachers, paraeducators, district and school administrators, and board members that ensures deep understanding of best practices for dual language implementation. Align district resources to develop a sustainable plan for ongoing professional development and support.
Step 7: Develop a Plan for Assessment and Program Evaluation	<ol style="list-style-type: none"> Determine how students will be assessed in both languages in content, language, and literacy to monitor student progress and inform instruction. Develop a clear process for annual evaluation of the dual language program to develop continuous improvement plans at the school and district level.

Step 1: Building Knowledge and Advocacy

Districts and schools need to begin the process of starting a dual language program by building the knowledge of key stakeholders, securing long-term commitments, and gathering data. These activities can ground advocacy efforts in research and the local context and lay the foundation for success.

Step 1a. Develop initial understanding of dual language for district and school leaders, teachers, staff, and families.

A strong foundation in the research and benefits of dual language programs can help dispel common myths, misconceptions, and fears. District and school leaders, teachers, staff members, and families need to develop understanding in the following areas:

- Research and outcomes of dual language programs,
- Three goals/pillars of dual language: bilingualism and biliteracy, academic achievement, and sociocultural competence,
- Dual language program models including two-way and one-way models for both multilingual learners and fluent English speakers,
- Language allocation plans across grade levels (90/10, 80/20, and 50/50), and
- Policies and procedures for enrollment, staffing, and resource allocation.

Key stakeholders should attend conferences, workshops, and state-sponsored professional learning opportunities to build their knowledge in these areas and then develop ways to disseminate this information to the rest of the school and district community.

Step 1b. Recruit a diverse stakeholder group and secure long-term commitment and involvement at all levels.

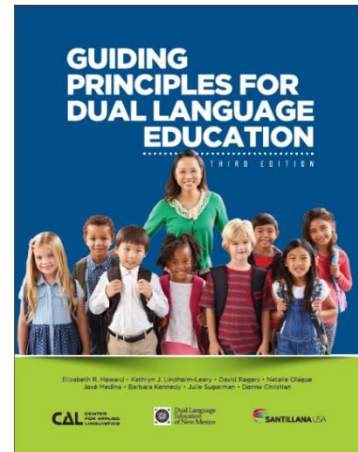
Dual Language Advisory Board

To develop a successful dual language program, the school or district needs to recruit key stakeholders to join a Dual Language Advisory Board which will be tasked with:

- Meeting at least 3 to 4 times per school year to provide leadership;
- Guiding development and continuous improvement of the dual language program;
- Determining which schools, program models, and languages will be prioritized;

CAL Guiding Principles Strand 7: Support & Resources Principle 1-A, B, & C: Program and district administrators and instructional and support staff have adequate knowledge to support and lead the program. Families and community members have adequate knowledge to support and advocate for the program.

CAL Guiding Principles Strand 6: Family & Community Principle 3-A: The program establishes an advisory structure for input from family and community members.



Available in
November



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!



Language Learning Regional Networks



Program Supervisor: [Virginia Morales](#)

- ESD 189 | [Mon., Nov. 13, 10:30 AM-12:00 PM](#)
- ESD 121 | [Tues., Dec. 19, 10:00 AM-12:00 PM](#)

Program Supervisor: [Katie Sperling](#)

- ESD 101 | [Mon., Nov. 13, 8:30-10:00 AM](#)
- ESD 171 | [Mon., Nov. 13, 12:30–2:00 PM](#)
- Small/Rural LLRN | [Mon., Nov. 13 at 3:30–4:30 PM](#)

Program Supervisor: [Shannon Martin](#)

- ESD 113 | [Thurs., Nov. 9, 10:00 AM - 11:30 AM](#)
- ESD 114 *Staff* | [Thurs., Nov. 9, 3:00-4:00 PM](#)
- ESD 114 *Admin* | [Thurs., Nov. 9, 4:00-5:00 PM](#)

Program Supervisor: [Lindsey Maehlum](#)

- ESD 112 | [Tues., Nov. 14, 11:30 AM-1:00 PM](#)
- ESD 123 | [Tues., Nov. 28, 8:30-10:00 AM](#)
- ESD 105 | [Wed., Nov. 29, 8:30-10:00 AM](#)

DL/HL Professional Learning



2023-24 Dual & Heritage Language Professional Learning

- [Dual Language Webinar Series](#) Nov. 7 | 3-4 PM
- [Dual Language "Lunch with Leaders" PLC](#) Nov. 14 | 12-1 PM

- [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC](#) Nov. 28 | 3-4 PM
- [Heritage Language Webinar Series](#) Dec. 6 | 3-4 PM
- Heritage Language Leaders Lunch PLC - [Zoom](#) Dec. 13 | 12-1 PM



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PUBLIC INSTRUCTION

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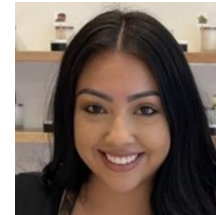
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Check-in Time

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

- **Family Engagement & Translation/Interpretation**
(Chris, Leonard, Katie, Teresa)
- **ML Strategic Plan & EL Expected Progress**
(Kristin, Lindsey, Shannon)
- **WIDA, Dual Language, and Anything Else!**
(Virginia, Ema)

