



Washington Office of Superintendent of
PUBLIC INSTRUCTION
Multilingual Education Program

Multilingual Learner Statewide Strategic Plan

Supporting the Success Of All Multilingual
Learners In Washington State



Letter from Superintendent Reykdal



One of our greatest assets in Washington state is the rich diversity of our students and families. Multilingual students in our schools come from all over the world and they speak hundreds of languages. As a public school system, we should not only embrace this rich resource but encourage our multilingual students to develop their home language skills while developing strong English proficiency and academic skills.



This Multilingual Learner Statewide Strategic Plan promotes an asset-based approach with key actions and goals that capitalize on the knowledge and skills of multilingual learners and their families. The plan lays out critical steps that policymakers, school and district leaders, and educators must take in order to do this successfully. These steps include supporting expansion of dual language programs which have been proven to be the most effective programs for English learners and build bilingual skills for all students. The plan also includes increasing support and professional development for educators to strengthen instructional practice in serving multilingual students. Most importantly, it emphasizes the importance of collaborating with families and communities as critical partners in this work.

I am grateful to the Multilingual Education Advisory Committee and the Multilingual Education Team at the Office of Superintendent of Public Instruction for their work in developing this thoughtful plan. They engaged students, families, and educators through interviews, surveys, and focus groups to gather input for this plan and used research on best practices to shape a vision for the future of Washington's multilingual learners. This vision will drive decision-making at all levels as we strive to do justice by our more than 140,000 qualified English learners in Washington state and achieve excellence in education for all.

Sincerely,

Chris Reykdal
Superintendent of Public Instruction

Process and Purpose

The Washington Multilingual Learner Statewide Strategic Plan was developed over the course of two years from 2021 to 2023 by the Multilingual Education Advisory Committee (MEAC) which serves as an advisory committee to the Superintendent of Public Instruction on matters related to policy, effective programming, and resource allocations for multilingual English learners in Washington’s public schools.

- 2021-22**
 - Examined statewide data
 - Interviewed multilingual students
 - Conducted statewide survey
- 2022-23**
 - Drafted key actions, goals & strategies
 - Developed outcomes & measures
 - Conducted focus groups with district leaders

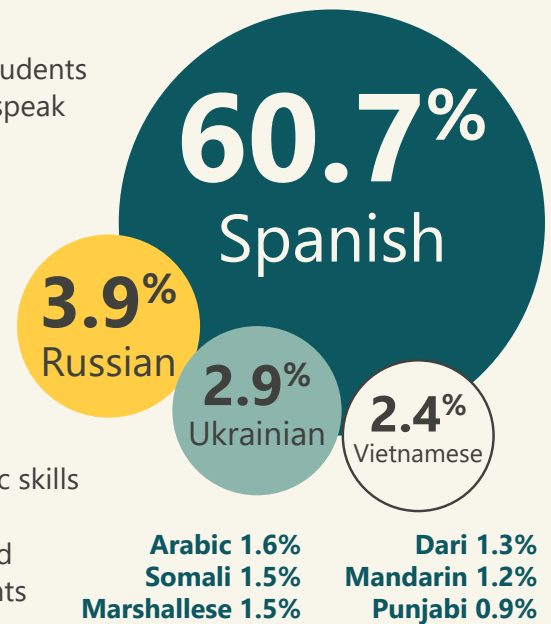
MEAC gathered input from over 1,000 students, educators, families, and leaders and identified outcomes and measures to craft a vision of excellence for Washington’s multilingual learners. This plan is designed to serve as a roadmap for improving how we serve these students at the state, district, school, and classroom level.

The number of multilingual learners in Washington state increased by nearly 30% from 2015 to 2023 and now makes up more than 13% of all students in PK-12 public schools. There are over 140,000 students who qualify as multilingual English learners in Washington, and they speak over 250 different languages.

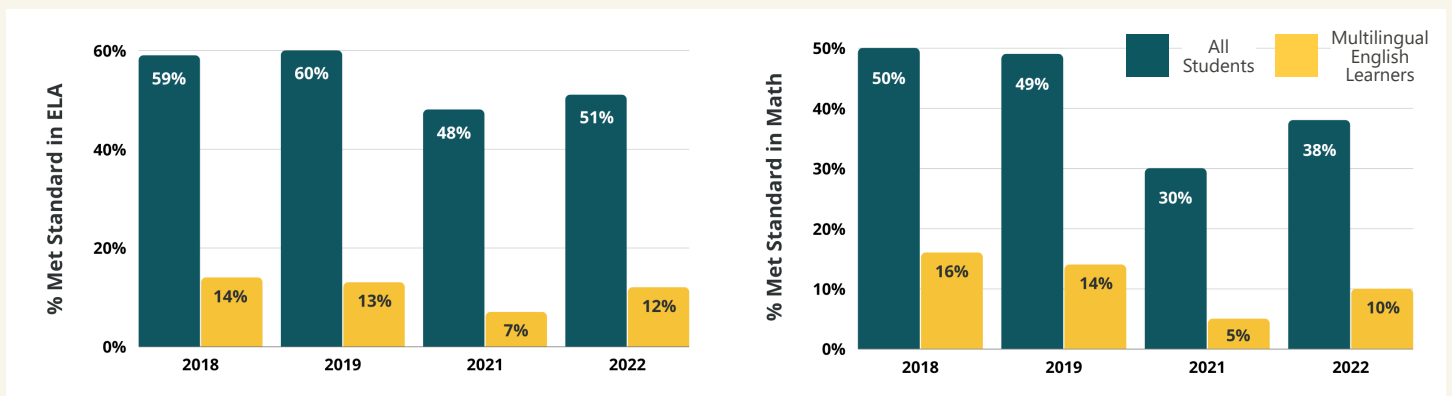
These students bring rich cultural and linguistic assets to their classrooms as they engage in developing English language proficiency and academic skills. Washington state is committed to honoring and preserving students’ languages and cultures while supporting multilingualism and high academic achievement for all students.

Multilingual learners need strong support to develop critical academic skills and to reach the same levels as their peers in English language arts (ELA), mathematics, and all content areas. The pandemic only widened the gap between qualified multilingual English learners and all students in grades 3-10 on Washington State Assessments in ELA and Math, as seen below. To close these gaps, educators must focus on supporting multilingual learners at every level.

Top Ten Languages of MLs in WA State



Washington State Assessment Results 2018-2022





Principles and Goals

These four core principles and twelve goals will support the success of all multilingual learners in Washington state.

Promote Asset-Based Mindsets

1. Demonstrate a belief that all multilingual learners can learn and excel in school.
2. Ensure safe and supportive learning environments for multilingual learners.
3. Expand dual, heritage, and tribal language programs.

Strengthen Instructional Practices

4. Provide high-quality instruction and assessment for all multilingual learners.
5. Implement inclusionary practices for all multilingual learners.
6. Increase high school graduation rates of current and former multilingual learners.

Provide Supports For Educators

7. Provide professional learning on strategies to support multilingual learners.
8. Use funding and resources to support inclusive service models for multilingual learners.
9. Require all educators to have the knowledge and skills to support multilingual learners.

Engage Students And Families

10. Engage and communicate effectively with multilingual learners and their families.
11. Elevate the voices of multilingual learners and their families.
12. Partner with community organizations to support multilingual learners and families.



The following measures will be used to track progress towards the goals in this plan at the state, district, and/or school level.

Promote Asset-Based Mindsets

- ✓ Districts offering the Seal of Biliteracy
- ✓ Students earning the Seal of Biliteracy
- ✓ Districts and schools offering dual, heritage, and tribal language programs

Strengthen Instructional Practices

- ✓ Percent of multilingual learners (MLs) reaching English proficiency and exiting services
- ✓ Current and exited MLs meeting standard in English language arts, math, and science
- ✓ Current and exited MLs enrolled in advanced programs and courses
- ✓ Graduation rates of current and exited MLs

Provide Support for Educators

- ✓ Ratio of teachers endorsed in ELL or Bilingual education to MLs
- ✓ Amount of funding used to support inclusive services for MLs
- ✓ Number of professional learning hours dedicated to supports for MLs

Engage Students and Families

- ✓ Family feedback surveys on services for MLs
- ✓ Healthy Youth Survey or other student surveys
- ✓ Input from family advisory boards for ML and dual language programs



6

Promote Asset-Based Mindsets



Goal

1

Demonstrate a belief that all multilingual learners can learn and excel in school by...

- a) Fostering a shared responsibility for multilingual learners' success.
- b) Leveraging multilingual learners' linguistic and cultural assets in instruction.
- c) Strengthening the knowledge of all educators about language development.

Goal

2

Ensure safe and supportive learning environments for multilingual learners by...

- a) Empowering multilingual learners as active contributors to the school community.
- b) Integrating multilingual learners' cultures and languages in socio-emotional learning and supports.
- c) Building and sustaining partnerships with multilingual learners' families.

Goal

3

Expand dual, heritage, and tribal language programs by...

- a) Recognizing multilingualism as an asset and encouraging use of all languages.
- b) Providing dual language programs in multiple languages across all regions of the state.
- c) Supporting tribal language revitalization for native students and communities.

Key actions at OSPI



- Integrate supports for multilingual learners in all professional learning and resources.
- Provide guidance on incorporating the perspectives of multilingual learners and families.
- Advocate for continued funding to expand dual, heritage, and tribal language programs.

Key actions at a district



- Develop policies that include equitable access and supports for multilingual learners.
- Provide professional learning on transanguaging and other strategies that promote multilingualism.
- Increase funding for multilingual and multicultural books, materials, and activities.
- Expand access to dual, heritage, and tribal language programs.

Key actions at a school



- Recognize the assets of multilingual learners, families, and educators and build on their cultural and linguistic funds of knowledge.
- Promote the benefits of multilingualism with families and encourage use of home languages.
- Encourage transanguaging strategies and integrate students' languages in the school environment.
- Learn about and support the expansion of dual language programs.

Key actions in a classroom



- Integrate students' and families' cultural and linguistic funds of knowledge in instruction.
- Use transanguaging strategies to connect and integrate students' home languages in the classroom.
- Provide multilingual learners with opportunities to have voice and choice in their own learning.



8

Strengthen Instructional Practices



Goal

4

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

- a) Providing English Language Development (ELD) and accessible content instruction through research-based program models.
- b) Integrating content, language, and literacy using the state ELD standards.
- c) Using instruction and assessment practices that develop academic language and literacy skills.
- d) 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...

- a) Increasing collaboration, co-planning, and co-teaching of ELD specialists and content teachers.
- b) 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).
- c) Developing the understanding of administrators to support meaningful inclusion.

Goal

6

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

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

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.

**Goal
7****Provide professional learning on strategies to support multilingual learners by...**

- a) Integrating ELD standards into professional learning on content standards and instruction.
- b) Focusing on strategies such as SIOP, GLAD, and UDL to support academic language and literacy.
- c) Supporting educators with progress monitoring and assessment of multilingual learners.
- d) Developing educators' culturally responsive practices for engaging multilingual families.

**Goal
8****Use funding and resources to support inclusive service models for multilingual learners by...**

- a) Increasing staffing of ELD specialists and coaches to support professional learning.
- b) Ensuring appropriate ratios of ELL/Bilingual endorsed educators to multilingual learners.
- c) Designating time and resources for collaborative planning to integrate ELD and content standards.
- d) Developing the skills and expertise of ELD specialists, coaches, and co-teachers.

**Goal
9****Require all educators to have knowledge/skills to support multilingual learners by...**

- a) Requiring initial licensure programs to include second language acquisition and pedagogy.
- b) Adopting a two-tiered system of Multilingual Learner endorsements with one level required for all teachers and an in-depth level for specialists and coaches.
- c) Integrating criteria on supporting multilingual learners in teacher evaluation systems.
- d) Ensuring all administrators have knowledge of state and federal requirements and instructional practices for MLs.

Key actions at OSPI



- Provide professional learning on standards, assessments, and instructional strategies for multilingual learners for school and district educators and leaders.
- Provide guidance on use of funding to support an appropriate ratio of ELL and Bilingual endorsed teachers to multilingual learners.
- Advocate and collaborate with the legislature and the Professional Educator Standards Board to develop requirements for all educators and administrators to have knowledge and skills to support MLs.

Key actions at a district



- Develop annual professional learning plans to support educators and administrators with ELD standards, assessments, and instructional strategies such as SIOP, GLAD, and UDL.
- Establish consistent systems to monitor multilingual learners' language and academic progress.
- Use multiple funding sources to ensure appropriate ML staffing and coaching support.
- Ensure administrators have the knowledge and skills to lead and support educators with multilingual learners.

Key actions at a school



- Empower ELD specialists to lead and support professional learning for colleagues on ELD standards, assessments, and instructional strategies such as SIOP, GLAD, and UDL.
- Provide designated planning time for teams to integrate ELD and content standards.
- Include goals, strategies, and supports for multilingual learners in classroom observations and evaluations.
- Increase the number of classroom teachers with significant expertise in supporting multilingual learners.

Key actions in a classroom



- Engage in professional learning on strategies such as SIOP, GLAD, and UDL and integrate these in instruction.
- Meet with colleagues to develop lesson and unit plans that integrate ELD and content standards.
- Monitor and reflecting on multilingual learners' linguistic and academic progress to develop goals and plans.
- Consider enrolling in a program to add an ELL or Bilingual endorsement.



Goal 10

Engage and communicate effectively with multilingual learners and their families by...

- a) Using linguistically and culturally appropriate approaches to communication.
- b) Partnering in decision-making and supporting students' academic progress.
- c) Employing multilingual family liaisons to develop authentic relationships and support outreach.
- d) Providing accessible, translated resources and written communication.

Goal 11

Elevate the voices of multilingual learners and their families by...

- a) Partnering to establish high expectations, strategies, and goals for multilingual learners in district and school improvement plans.
- b) Providing accessible opportunities to give feedback on multilingual learner policies, programs, and practices.

Goal 12

Partner with community organizations to support multilingual learners and families by...

- a) Increasing partnerships with local organizations, tribes, and state agencies.
- b) Providing translated, accessible information on available state and regional services.
- c) Engaging advocacy groups and businesses to promote the assets of multilingual families and the importance of multilingual skills in the 21st century.

Key actions at OSPI



- Establish and engage a Multilingual Family Advisory Committee.
- Provide professional learning for schools and districts on engaging multilingual families.
- Develop certification for school-based interpretation and translation.
- Require meaningful family engagement as part of grant applications and program reviews.
- Partner with advocacy groups to promote legislation that supports multilingual students and families.

Key actions at a district



- Establish a district role to ensure language access for multilingual families.
- Provide professional learning for all educators on engaging multilingual families.
- Provide accessible, translated district and community resources in the languages needed.
- Ensure that multilingual family and community members are included in district planning and advisory teams.

Key actions at a school



- Establish a multilingual family liaison with dedicated time to support family engagement.
- Provide written and oral communication in the requested languages of families.
- Use multiple means of communication to reach diverse communication styles.
- Ensure that multilingual family and community members are included in school planning and advisory teams.
- Gather input from families on location, times, and types of engagement that best meet their needs.

Key actions in a classroom



- Participate in professional learning on effective engagement with multilingual families.
- Use interpreters effectively to communicate directly with multilingual family members.
- Provide a variety of ways to communicate and meet with multilingual families.
- Partner with multilingual families to support their child's growth.

Co-Planning / Co-Teaching – Instructional approaches in which English Language Development teachers work together with general education teachers to integrate supports for multilingual learners.

English Language Development (ELD) – Specific instruction that supports multilingual learners in developing their proficiency in English in listening, speaking, reading, and writing.

English Language Development Standards (ELD Standards) – State standards that provide specific expectations to support multilingual learners' development of their English skills.

English Language Learner (ELL) – Another term frequently used for multilingual learners who are still developing English proficiency.

Guided Language Acquisition Design (GLAD®) – An instructional model promoting language acquisition for multilingual learners that uses visual supports, scaffolds, and other strategies.

Healthy Youth Survey – An annual statewide survey of secondary students that is used to help parents, schools and communities address physical and mental health issues impacting youth.

Long-Term English Learners (LTELs) – Multilingual learners who have been in the English Language Development program for more than five years.

Multilingual Education Advisory Committee (MEAC) – Group that serves as an advisory committee to the Superintendent of Public Instruction on matters related to policy, effective programming, and resource allocations for multilingual learners in Washington's schools.

Multilingual Learners (MLs) – Students who speak a language other than English and are developing English proficiency. This term is often used in place of "English Learner" to emphasize the multilingual skills students already have rather than a perceived deficit.

Multi-Tiered System of Supports (MTSS) – A framework for developing systems that enhance the implementation of evidence-based practices to achieve positive outcomes for every student.

Office of Superintendent of Public Instruction (OSPI) – Washington state's department of education or state educational agency (SEA).

Seal of Bilingualism – An award that recognizes public high school graduates who have attained intermediate-mid level proficiency in English and one or more world languages.

Sheltered Instruction Observation Protocol (SIOP) – A research-based instructional model for multilingual learners that includes eight components of planning, instruction, and assessment.

Students with Limited or Interrupted Formal Education (SLIFE) – A term used to describe students who are new to the U.S. school system and may have had interrupted or limited schooling experiences in their home country.

Universal Design for Learning (UDL) – An educational framework that guides the development of learning environments to accommodate individual learning differences.



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