

Multilingual Education Information Session

May 2, 2024

In the chat: Share something you are looking forward to in May!
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, Squaxin Island, 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.

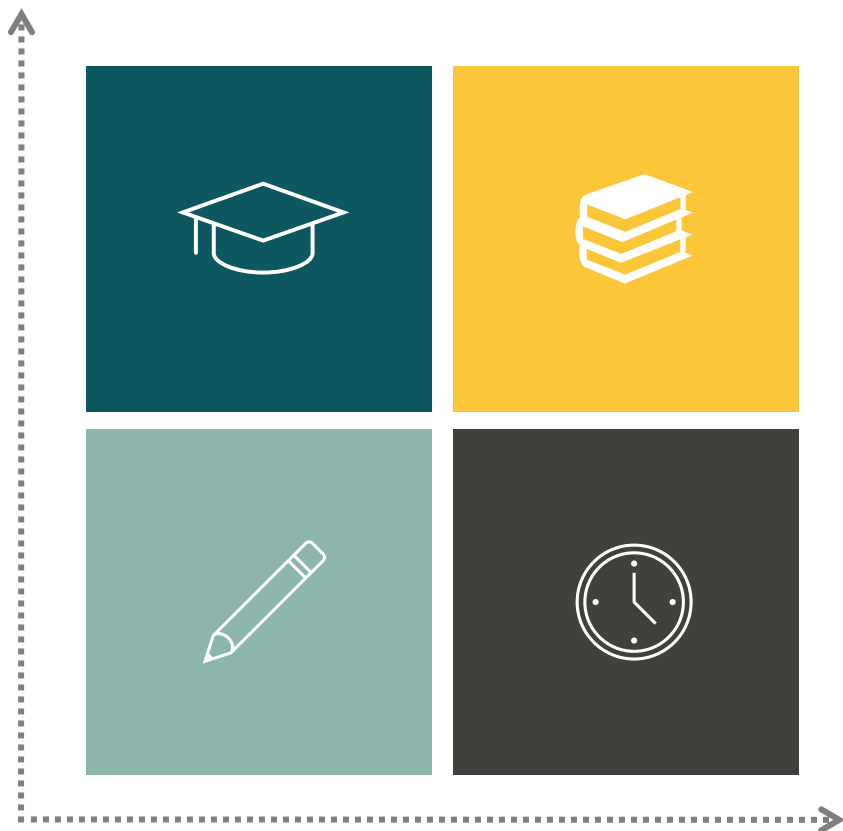
Values

- 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



Grant Applications

Program Evaluation

WIDA ACCESS Updates

Resources & Opportunities





Grant Applications

Grant Applications

Opening Soon in EGMS!

- Title III (Consortium and CGA)
- TBIP
- Professional Learning Report

Intent to Participate

Title III – Intent to Participate
(1st week of May)

Title III CGA

Title III Consolidated Grant
Application (3rd week of May)

Title III Consortium

Title III Consortium Grant
Application (3rd week of May)

TBIP

Transitional Bilingual
Instruction Program Grant
(3rd week of May)



Title III Intent to Participate

- Look for Intent to Participate survey next week!
- Survey will include district preliminary allocations.
- Verify private school participation.
- If your allocation is more than \$10,000, your district may apply independently.
- If your allocation is less than \$10,000, you may apply for the Title III grant as part of a consortium. If you need help finding a consortium partner, please email Shannon.Martin@k12.wa.us or drop-in to EGMS Office Hours.

Name: *

Position/title: *

E-mail: *

Please select your school district.
Preliminary allocations are in parentheses. *

-- Please Select --

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

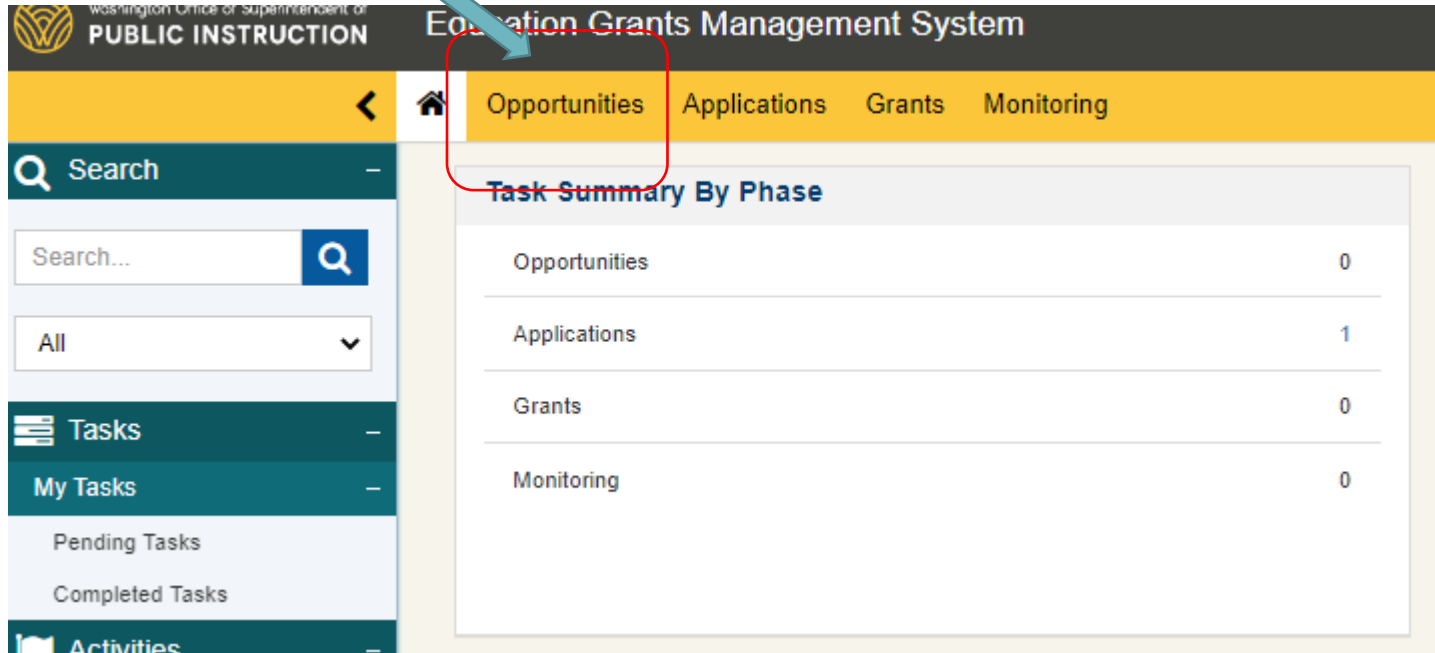
Apply for Title III independently.

Apply for Title III as part of a consortium.

Not apply for Title III.

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

EGMS Form Packages



Washington Office of Superintendent of
PUBLIC INSTRUCTION Education Grants Management System

Opportunities Applications Grants Monitoring

Search

Search...

All

Tasks

My Tasks

Pending Tasks

Completed Tasks

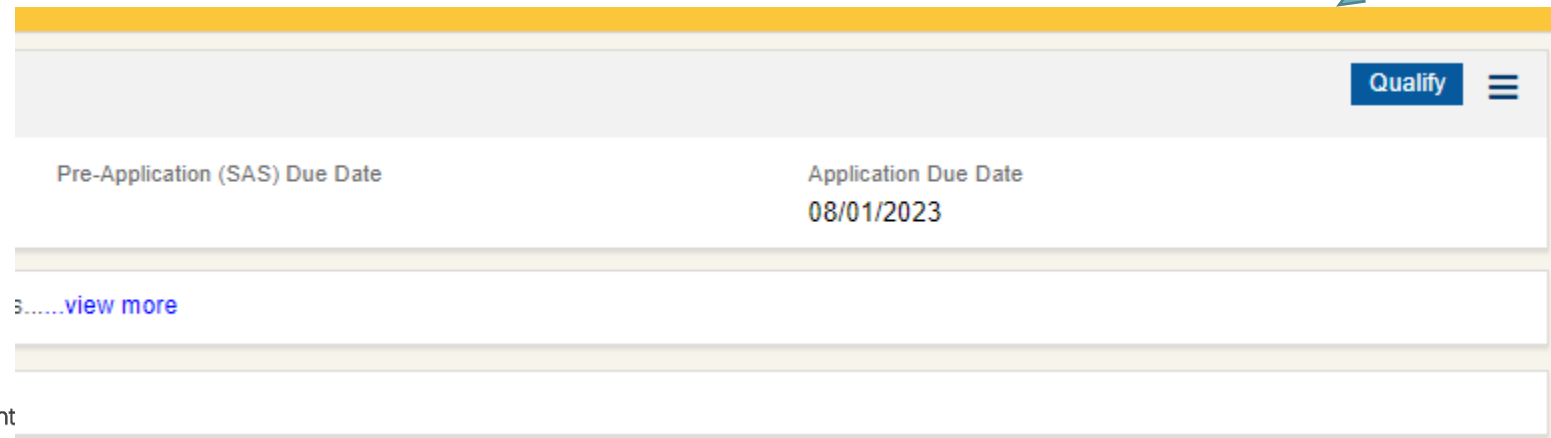
Activities

Task Summary By Phase	
Opportunities	0
Applications	1
Grants	0
Monitoring	0

Announcement Name
FP219 TBIP 24-25

Announcement Name FP231
Title III Consortium 24-25

Announcement Name FP
232 ESEA Consolidated
Grant Application 24-25



Qualify

Pre-Application (SAS) Due Date

Application Due Date
08/01/2023

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

Steps in the Application Process

- Qualifying
- Converting to application

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

**OSPI Program
Supervisor reviews
grant application**

**LEA reviews feedback
and resubmits for
second review**

**LEA completes all
forms
LEA submits
application for review**

**Grant application is
either approved or
sent back to LEA
for more work**

**Application is
approved!**

Keep in mind....



TBIP funds are to be used for the sole purpose of operating the Transitional Bilingual Instruction Program. Allowable expenses can include salaries for teachers and paraeducators, professional learning, and instructional materials specifically designed for English learners.



Title III funds can be used to purchase instructional materials, provide professional development, and support family engagement for MLs.



Our team is here to support you! Reach out to your Program Supervisor or attend [EGMS Office Hours](#) every Tuesday and Thursday for assistance!



Program Models and Services:

Which type of program is it?

Supportive Mainstream

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

Content-Based Instruction

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

IMPORTANT: Select models your district offers, then save the form.
On saving additional sections open ONLY for the models you selected.



Criteria for Designated ELD

Description should address...	Criteria
Planning	Designed by or with an ELL-certified teacher, targets WIDA ELD Standards, specific to student needs/proficiency level
Instruction	Addresses all 4 language domains, Supplementary instructional resources designed or modified for MLs
Instructor	Instruction provided by or in consultation with an ELL-certified teacher (paras or gen ed teachers must have training and/or expertise)

See page 52 in the [ML Policies & Practices Guide](#)

Criteria for Meaningful Access

Description should address...	Criteria
Planning	Planned in collaboration with ELL-certified teacher; includes academic language expectations aligned to content and WIDA ELD standards
Instruction	Addresses academic language development and uses sheltered instruction strategies such as GLAD, SIOP, or UDL to make content comprehensible; may use home languages
Instructor	Provided by trained and supported classroom teachers through co-teaching, co-planning and/or professional learning (specify how support is provided to teachers)

See page 52 in the [ML Policies & Practices Guide](#)

Program Evaluation: Continuous Improvement

The Castañeda framework states that the program must be:

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

How does the district evaluate its multilingual learner program for effectiveness in improving student outcomes?



Program Evaluation and Improvement Plan

- Data pre-populates from 2022-23
- LEAs can edit to reflect current data

Read each question carefully and answer with specific steps to be taken.

Student Group
Total number and % of MLs in the district
MLs exiting TBIP services (indicator of program effectiveness)
Former/Exited MLs meeting standard on ELA assessment at 2 years exited
Former/Exited MLs meeting standard on Math assessment at 2 years exited
MLs who have not exited TBIP after 5 years
MLs dually qualified for Special Education Services



Data Tools

New Data Dashboard!

Secure Tableau Server

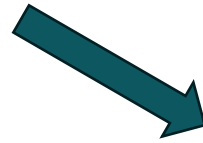
My Applications

My Application List

You have access to the applications listed below. Click on the application you want to access.

If you need access to more applications, please contact your [District Security Manager](#).

Application
CEDARS
E-Certification
Education Data System
Education Data System Administration
Events Manager
iGrants
Limited English Proficiency
NBPTS Scholarship
pdEnroller
Private Participation in Federal Programs
Program Monitor
Special Education Reporting
Tableau Server



[Tableau Server](#)

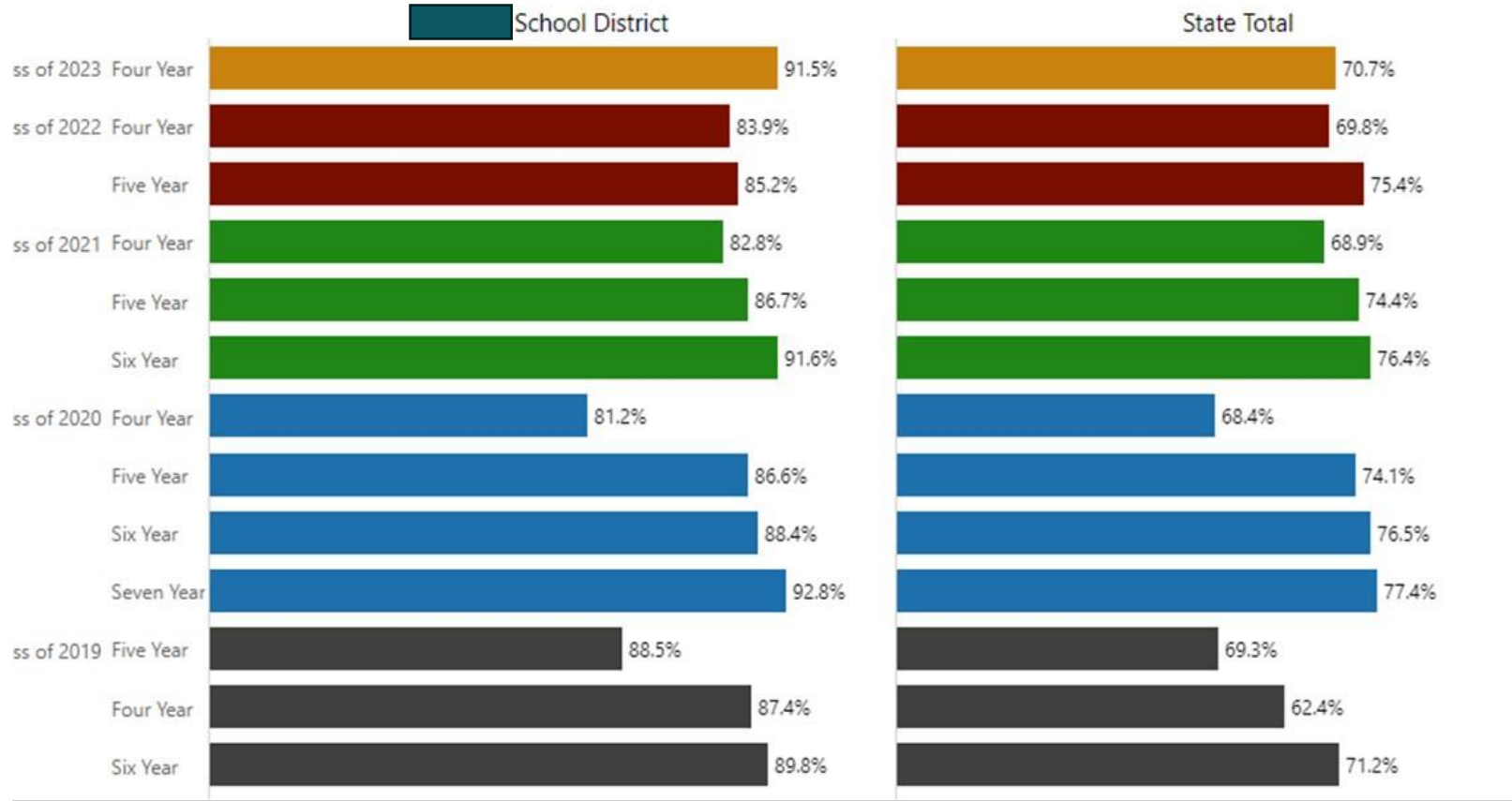


Transitional Bilingual Instruction Program (TBIP) Application Information

	School District 2022-23		State Total 2022-23	
	Numbers	Percent	Numbers	Percent
All Student Count	22044		1156257	
Total MLs & Percent of District	4052	18.4%	158965	13.7%
MLs Reaching Proficiency (exiting)	432	10.7%	8653	5.4%
Former MLs (2 year exited) who met ELA standard on SBA	194	80.8%	4673	58.7%
Former MLs (2 year exited) who met Math standard on SBA	174	71.9%	4015	50.0%
Long-Term ELs (5+ years in program)	1201	29.6%	65197	41.0%
Long-Term ELs (6+ years in program)	892	22.0%	51798	32.6%
MLs with IEPs (dual qualified)	689	17.0%	28297	17.8%



Multilingual Learner Grad Trend



	School District					State Total				
	Class of 2023	Class of 2022	Class of 2021	Class of 2020	Class of 2019	Class of 2023	Class of 2022	Class of 2021	Class of 2020	Class of 2019
Four Year	91.5%	83.9%	82.8%	81.2%	87.4%	70.7%	69.8%	68.9%	68.4%	62.4%
Five Year		85.2%	86.7%	86.6%	88.5%		75.4%	74.4%	74.1%	69.3%
Six Year			91.6%	88.4%	89.8%			76.4%	76.5%	71.2%
Seven Year				92.8%	95.0%				77.4%	72.8%



Was

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Select a District: School District
Selected a Chart Metric: MLs Reaching Proficiency (exiting) %
Select School Years: (Multiple values)

MLs Reaching Proficiency (exiting) % Across Years for District & State Total



Multilingual Table - District & State Total

School District		2018-19		2019-20		2020-21		2021-22		2022-23	
		Numbers	Percent	Numbers	Percent	Numbers	Percent	Numbers	Percent	Numbers	Percent
	All Student Count	22597		22615		21579		22155		22044	
	Total MLs & Percent of District	3256	14.4%	3358	14.8%	3320	15.4%	3770	17.0%	4052	18.4%
	MLs Reaching Proficiency (exiting)	518	15.9%	543	16.2%	361	10.9%	395	10.5%	432	10.7%
	Former MLs (2 year exited) who met ELA standard on SBA	320	74.4%			200	54.6%	232	60.1%	194	80.8%
	Former MLs (2 year exited) who met Math standard on SBA	259	60.1%			147	40.2%	200	51.4%	174	71.9%
	Long-Term ELs (5+ years in program)	786	24.1%	800	23.8%	903	27.2%	1097	29.1%	1201	29.6%
	Long-Term ELs (6+ years in program)	594	18.2%	624	18.6%	676	20.4%	817	21.7%	892	22.0%
	MLs with IEPs (dual qualified)	605	18.6%	618	18.4%	598	18.0%	661	17.5%	689	17.0%
	Avg Years Served	3.7		4.1		3.6		3.8		4.1	


MLs Reaching Proficiency (exiting) includes data from the ELPA21 assessment for years 2020-21 and earlier and from the WIDA ACCESS assessment for years 2021-22 and beyond. SBA and WIDA Scores in 2019-20 and 2020-21 may be impacted by low completion rates of these assessments during the pandemic. Former MLs (2 year exited) who met SBA standards in 2021-22 may also be impacted.



Program Evaluation

ML Program Evaluation Template

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION
 Multilingual Education Program

Multilingual Learner Program Evaluation

District:	Lead Contact:
Date:	Role/Position:

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

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

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

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

Program Models

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

Gather Data & Evaluate

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

Review & Plan

- Develop steps for improvement in each area

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



Resources & Personnel

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

Gather Data & Evaluate

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

Review & Plan

- Develop steps for improvement in each area

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

Student Outcomes

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

Gather Data & Evaluate

- Examine student outcome data
- Review time in program & grad. rates
- Reflect on data trends & comparisons

Review & Plan

- Develop steps for improvement in each area

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

5-Year Data Analysis

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



Using the Program Evaluation Template

Tips:

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

Alignment

Aligns to TBIP & Title III grant and Castañeda framework

Engagement

Uses required family engagement feedback

Evaluation

Provides ratings for program requirements & services

Planning

Provides questions & next steps for improvement planning





WIDA ACCESS Updates

Important Dates for 2024 WIDA Testing

- **May 20:** Online reports in WIDA-AMS (not Alt ACCESS)
- **June 10ish:** Paper reports in districts (not Alt ACCESS)
- **June 10-24:** Post-Reporting Data Validation
- **Fall 2024:** Alternate ACCESS results
- **January 2025:** Alternate ACCESS exit criteria released (goal date only)
- [Lunch with Leslie](#): Mondays at noon
- [WIDA Post Testing: Data Validation webinar recording](#)



Plagiarism and AI Generated Responses

- If you have been contacted about plagiarism and/or suspected AI generated responses on WIDA ACCESS, please complete your investigation and submit your reports in ARMS as soon as possible.
- OSPI contact for these situations is the district assessment coordinator.



Spring WIDA Screening

Starting May 1, 2024, schools may begin:

- TK Screening (required before the end of the school year)
- Screening of Incoming Kindergarteners

Eligibility Criteria:

Grade Level	Minimum Domain Score	Minimum Composite Score
Kindergarten (through December 31)	5 (listening and speaking)	5 (oral language)

Keep in mind the following:

- TK/Incoming Kindergarteners are only screened on Listening and Speaking
- Test administrators must go through the appropriate training if they have not completed training this year
- [ELP Assessment Update](#) for information on ordering K Screener materials. (district level order only)



Ordering Kindergarten Screener Materials

- Only district level staff can order materials for WIDA Kindergarten Screener. The process is outlined below.
- Districts will place their order directly online through the WIDA Store.
 - Kindergarten Screener items are located under the MODEL/Screener Assessment heading in the green Shop Products bar
- Answer "no" to the tax-exempt question.
- Select "Purchase Order" as their payment method at checkout and submit the order. This is essentially a quote. Districts won't be sending a PO.
- Districts will receive an order confirmation email.
- Districts must forward the order confirmation email to ELPAssessments@k12.wa.us for approval.
- The state will forward the order confirmation to the WIDA Store upon approval. OSPI will review orders on Tuesdays each week through August and September and then monthly through June.
- The WIDA store will process the order and send the invoice to OSPI.

CEDARS Updates for TK Students

Refer to [Reporting Guidance for Transitional Kindergarten Students](#) for instructions on how to:

- Exit TK students from provisional status
- Add new program record
- Add new screener information
- Code TK students who do not qualify for services

Family Notification

Families must receive the regular Notification of Placement after a TK student qualifies in the spring or at the start of the new school year.



Updated Family Notification Letters

Letters that will be updated to include new exit criteria:

- Continued Eligibility
- Proficiency/ Transition from Services
- WIDA ACCESS Score Report Letter

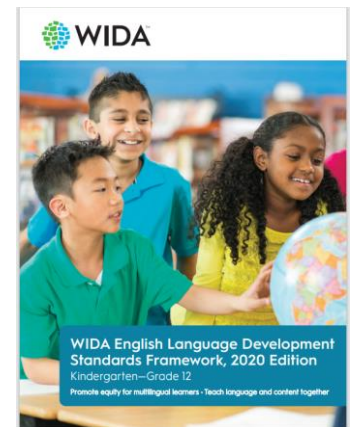
WIDA ACCESS for ELLs	Overall
Your Child's Most Recent Score	
For grades K-1, to exit services, students must score:	4.0
For grades 2-12, to exit services, students must score:	4.7
For grades 3-12, students who score a 3 or 4 on the Smarter Balanced English Language Arts test can also exit services if they score:	4.3-4.6



Resources & Opportunities

Teacher Leaders: Planning with the WIDA ELD Standards Framework Training

- Dates: Tuesday, August 13, 2024 – Puget Sound Area
Thursday, August 15, 2024 – Yakima Area
- Audience: School/district teacher teams (multilingual and content) as well as district professional learning staff.
- Description: Participants will learn the components of the WIDA ELD Standards Framework with the intent of preparing to support other educators in using the standards framework in their local context.
- Registration: Complete the [interest form](#).
- Contact [Katie Sperling](#) or [Virginia Morales](#) for more information.



WIDA Marco DALE Training

When: Friday, August 16, 2024

Location: Yakima area

Audience: Dual Language Spanish/English bilingual K-12 educators, administrators, coaches, and support staff.

Description: This one-day Spanish and English bilingual workshop is an introduction to *el Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA* (Marco DALE). The workshop will be delivered primarily in Spanish.

Registration: Complete the [interest form](#).

Contact [Teresa Mendoza-Casby](#) or [Katie Sperling](#) for more information.



Dual, Heritage, and Tribal Language Grants

Grants for 2023-24:

- All funds must be spent by **June 30, 2024**
- Ensure that Advisory Board has met and submit end of grant survey
- For **DL**, complete the **Program Implementation Survey** (by May 24)



Grants for 2024-25:

- **\$3,200,000** - Dual & Heritage
- **\$1,000,000** – Tribal
- Application will be in **EGMS**
- Look for “Pre-application” information soon

 Washington Office of Superintendent of
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**Dual Language Education Program
Implementation Survey**

Systemic program evaluation [RCW 28A.180.090(3)] is an essential component of effective, sustainable PK-12 dual language programs. As part of the statewide initiative to provide all Washington students with access to dual language education, each district grant recipient will use this implementation survey to gather feedback on their dual language program(s).

4. Step 1a: Develop Initial Understanding (Strand 7, Principles 1A, 1B, & 1C) * []

Program and district administrators, 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.

N/A (Not Yet Started)

1 - Minimum Alignment

2 - Partial Alignment

3 - Full Alignment

4 - Exemplary Practice

Title III Carryover Funds

Funds for All

- **Who** – LEAs with a Title III grant or Title III Consortia members
- **What** - \$32 per ML student (incl. AI/AN)
- **Why** – Title III had carryover funds available from pre-pandemic
- **How** – Funds must be spent by **8/31/24** (or an equivalent amount in current year's funding. The rest will carryover.)

Funds for Districts with High Influx of Newcomers

- **Who** - Every district with 50+ newcomer students and an increase of >20% newcomers
- **What** - \$200 per newcomer ML
- **Why** – Title III had carryover funds available from 2021-22 and OSPI is prioritizing support for newcomers
- **How** – Funds must be spent by **8/31/24**. The same rules apply regarding carryover.



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 105 | [Wed., May 22, 8:30-10:00 AM](#)
- ESD 121 | [Tues. May 21, 10:00 AM-12:00 PM](#)
- ESD 123 | [Tues., May 28, 8:30-10:00 AM](#)
- ESD 189 | [Mon. May 13, 10:30 AM-12:00 PM](#)

Program Supervisor: [Katie Sperling](#)

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

Program Supervisor: [Shannon Martin](#)

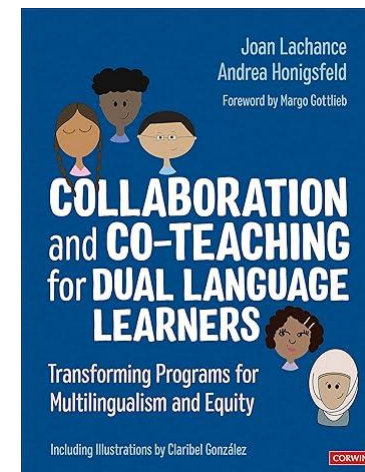
- ESD 112 | [Tues., May 14, 11:30 to 1:00 PM](#)
- ESD 113 | [Thurs., May 9, 10:00 AM - 11:30 AM](#)
- ESD 114 *Staff* | [Thurs., May 9, 3:00-4:00 PM](#)
- ESD 114 *Admin* | [Thurs., May 9, 4:00-5:00 PM](#)



DL/HL Professional Learning

2023-24 Dual & Heritage Language Professional Learning

- [Dual Language Webinar Series](#) Tues. May 7 | 3-4 PM
- [Dual Language "Lunch with Leaders" PLC](#) Tues. May 14 | 12-1 PM
- [Collaboration and Co-Teaching Book Study](#) Tues. May 28 | 3:30-4:30 PM
- [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC](#) Asynchronous
- [Heritage Language Webinar Series](#) Wed. June 5 | 3-4 PM





Washington Office of Superintendent of
PUBLIC INSTRUCTION

Multilingual Education Team

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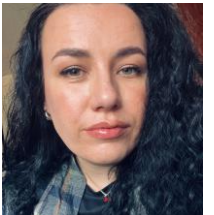
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Check-in Time

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

- **Grant Applications** (Shannon & Katie)
- **Program Evaluation & Data Tools** (Kristin & Jeff)
- **WIDA** (Virginia)
- **Dual and Heritage Language** (Ema & Teresa)

