

Multilingual Education Information Session

March 7, 2024

In the chat: Share one piece of good news from your district.
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.

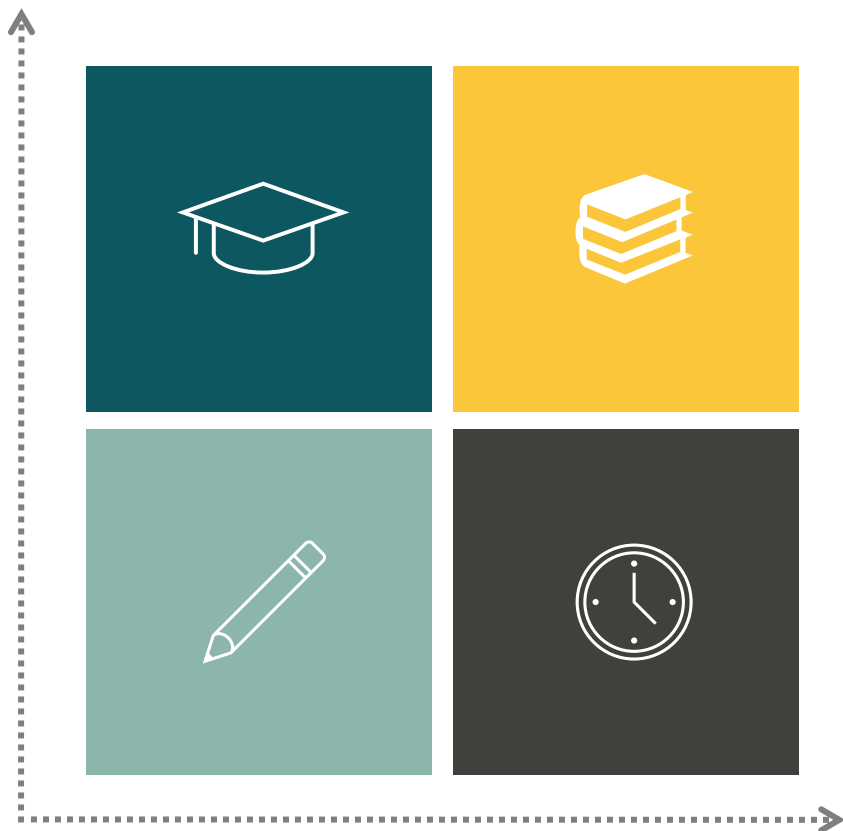
Values

- 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



Braided Funding to Support MLs

Title III & TBIP Funding

ExcEL Leadership Academy

Resources & Opportunities







Braiding Funding

Unlocking Federal and State Program Funds to Support Student Success

- **Part I:** Braiding, or coordinating federal and state funds to support specific programs, activities, and initiatives
- **Part II:** LEA ESSA Funding Flexibility
- **Part III:** Federal and State Programs Overview

Unlocking Federal and State Program Funds to Support Student Success



 Washington Office of Superintendent of
PUBLIC INSTRUCTION

Revised
January 2024

Examples to Support Literacy

LEA Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS	BEST	TPEP
Purchasing supplemental instructional materials.	X	X	X		X		X	X			
Supporting data analysis.	X	X	X	X	X		X	X	X		
Teacher mentoring and coaching.	X	X		X	X		X	X	X	X	
Professional development activities.	X	X	X	X	X		X	X	X		X
Principal academies to improve the instructional leadership skills of principals.	X	X		X				X			X

School Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS	BEST	TPEP
Purchasing effective instructional materials, including intervention materials for students who struggle.	X	X	X		X		X	X	X		
Staff or educator mentoring and coaching.	X	X		X	X		X	X	X	X	
Professional development on effective instructional practices for staff or educator, and principals (including stipends to teachers for participating in professional development and release time).	X	X	X	X	X		X	X	X	X	X
Academic interventionists to work with students to improve the academic achievement of learners who struggle.	X	X	X				X	X	X		
Stipends and release time for mentor teachers.	X	X		X				X		X	
Support the use of progress monitoring data to improve services for students.	X	X		X	X			X	X		





State and federal program funds must be used to meet the intent and purpose of the program.



Different funds have different program availability by school building or at the district level:

District-level funds: Title IIA, Title IIIA, Title IVA

For eligible schools only: Title IA



Federal fiscal requirements are still applicable

time and effort
supplement not supplant
maintenance of effort
comparability
allowability



Blending & Braiding Resource:

[Unlocking State and Federal Program Funds \(www.k12.wa.us\)](http://www.k12.wa.us)

- Part 1: Braiding
- Part 2: Blending



Title I, Part A:
The allowable use
of funds is
determined by the
Schoolwide Plan.

Contact us:

Title1A@k12.wa.us

360-725-6100

Schoolwide or school improvement plan
includes:

1. **Comprehensive Needs Assessment
Summary**
 - Disaggregate student achievement and other data by current and former EL students.
2. **Well-Rounded Educational Strategies**
 - Additional content and language teachers and paras, instructional coaches, professional learning, family engagement, supplemental materials, multilingual curricula.
3. **Consolidation of Funds Matrix**
 - Includes matrix showing the funds combined, and activities that meet the intent and purpose of the funding.

Title I Part C Migrant Education

- Addressing the unique needs of migratory students (ages 3-21)
- Aligned to the [State Service Delivery Plan](#)
- Involves parents of migratory children in the planning, implementation, and evaluation of the local program (services to migratory students)
- Ongoing Identification and Recruitment of eligible migratory students
- Reporting of services provided to eligible students with Migrant Education Program funds
- Ensure eligible students are accessing services and resources from other local, state, and federal funds for which they are eligible and entitled to receive.

Are LEAs required to serve migratory children with TBIP & Title III funds because they are multilingual learners?

Yes. If the LEA qualifies for a Title III subgrant, migrant children who are multilingual learners must be selected to receive Title III services on the same basis as all other English learner children. English learner status is determined by the definition in Title IX and by a student's performance on the State selected English proficiency assessment required under Title I, Part A and Title III.



Title II, Part A: Improving Teacher and Principal Quality

Overview

- Title IIA funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders (responsible for the daily instructional leadership and management of a school).

Purpose

- Increase student achievement consistent with state standards,
- Improve the quality and effectiveness of teachers, principals, and other school leaders,
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools, and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Supplement Not Supplant

- Supplanting is presumed if an LEA uses Title IIA for an activity the LEA:
 - Is legally required to carry out such as state-mandates or activities in your LEA's collective bargaining agreement.
 - Funded with state or local money during the previous.



Title IV, Part A: Student Support and Academic Enrichment

Purpose

- The Student Support and Academic Enrichment (Title IV, Part A) program provides funding to improve students' academic achievement by increasing school district capacity to:
- Provide all students with access to a **well-rounded education**;
- **Improve school conditions** for student learning; and
- Increase the **use of technology** to enhance the academic achievement and digital literacy of all students.

Rules

- **Comprehensive needs assessment at least once every three years.** (If allocation is \$30,000 or more.)
- **Distribution of funds across the 3 program areas** – at least 20% well-rounded education, at least 20% safe and healthy students, and some portion effective use of technology. (If allocation is \$30,000 or more.)
- Funds must be used to **supplement, and not supplant**, non-federal funds.
- Equitable services for private school participation, including by engaging in timely and meaningful consultation with private school officials during the design and development of their Title IV, Part A programs.

ML Supports

- Purchase **supplemental curriculum** to support language integration
- Hire or dedicate additional **time for staff to implement, facilitate or focus on Multilingual Education**
- Support **family liaisons, interpreters, and translators** to better communicate with non-English speaking families
- **Professional learning and development** for staff to improve conditions and outcomes for Multilingual Learners
- Purchase **digital subscriptions, screenreaders, and other software** focused on Multilingual communication and integration
- Supporting **summer school, after-school, and other supplemental enrichment** focused on Multilingual Education



Learning Assistance Program

Purpose

- LAP is a state-funded program designed to enhance educational opportunities for students who are not yet meeting academic standards through supplemental academic and nonacademic services. Within [Multi-Tiered System of Supports \(MTSS\)](#), LAP services are targeted (tier 2) or intensive (tier 3) supports that are added to accelerate learning and remove barriers that prevent students from benefiting fully from universal instruction. These supplemental supports are most effective when they are matched to need, evidence-based, aligned with universal instruction, and implemented with fidelity.

Questions for Use of Funds

- **Data-Informed Need:** How does the activity address the identified needs of LAP-served students? **High Poverty Funds:** How does the activity address the identified needs of LAP-served students *in the building that generated the funds*?
- **Supplemental:** Is the activity supplemental to universal (or core) instruction?
- **Evidence-Based:** What evidence, or research, is available to support the use of the activity? LEAs may use the [Hexagon Tool](#) for selection/deselection of evidence-based practices and programs.
- [LAP Guide & FAQs](#), Laws and Regulations: [Chapter 28A.165](#) RCW, Chapter [392-162](#) WAC

ML Supports

- **The following activities are allowable for LAP if they are data-informed and address the needs of LAP-served students:**
 - Supplemental curricula and materials.
 - Supplemental progress monitoring tools.
 - Staff to provide supplemental supports to LAP-served students.
 - Community partnerships to provide supplemental supports to LAP-served students. (15% cap; MOU required)
 - Targeted professional learning, including coaching and mentoring of staff providing supplemental supports to LAP-served students.
 - Targeted family engagement.



REAP

Purpose

- Alternate Fund Use Authority (REAP) provides eligible local education agencies (LEAs) with greater flexibility in using the formula grant funds they receive under certain state-administered federal programs. REAP is a component of the Small, Rural School Achievement Program.

Rules

- These districts are eligible to use REAP Alternate Fund Use Authority (REAP): [2023-24 REAP Eligible LEAs \(ospi.k12.wa.us\)](#)

ML Supports

- REAP allows eligible LEAs to combine/pool the following allocations: Title II, Part A; Title IV, Part A; Title I, Part A; Title II, Part A; Title III; Title IV, part A; Title IV, Part B





Title III & TBIP Funding

Legal Obligations of Basic Education

RCW [28A.150.220](#) - Basic education—Minimum instructional requirements—Program accessibility—Rules.

- (3) The instructional program of basic education provided by each school district shall include:
- (e) Supplemental instruction and services for eligible and enrolled students and exited students whose primary language is other than English through the transitional bilingual instruction program under RCW [28A.180.010](#) through [28A.180.080](#);

English Language Development Services are a requirement of Basic Education.

TBIP and Title III provide supplemental funds to assist with additional costs of making basic education accessible while also teaching English to multilingual learners.



Supplement vs. Supplant

Title III

ESSA, Title III, Section 3115 (g)

Title III funds "shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds."

TBIP

RCW [28A.180.040](#) & RCW [28A.180.080](#)

Every school district board of directors shall:

(a) Make available to each eligible pupil transitional bilingual instruction to achieve competency in English, in accord with rules of the superintendent of public instruction;

- Moneys appropriated by the legislature for the purposes of RCW 28A.180.10 through 28A.180.080 shall be allocated by the superintendent of public instruction to school districts for the **sole purpose** of operating an approved bilingual instruction program.



Title III & TBIP Funding

- Title III (~\$140) →

- TBIP (~\$1600) →

- Basic Ed (~\$10,000) →



- **Title III** is primarily for extended day/year, PD, AI/AN services, and family engagement
- **TBIP** is primarily for ML student services (supplemental ELD teachers/co-teachers, paraeducators, materials, specialists/coaches, PD, & other program costs)
- **Basic Ed** is for ML students' teachers of record in core content and activities that are available to all students (including an "elective" ELD class)



Supplanting with TBIP Staffing

- Each student generates Basic Ed funding.
- Staffing is designated by formulas (i.e. 30:1)
- Schools receive a Basic Ed staffing allocation based on the number of students.
- TBIP can be used to proportionally reduce the class size of a sheltered EL class taught by an ELL/Bilingual endorsed teacher but not the entire course.

When an EL class is paid for entirely from TBIP, it is replacing (or supplanting) the funding that student is entitled to for that class period.



Title III Allowable Expenses

- **Professional Development**

- Coaches, PD Trainers, Courses, Tuition, Conferences, Travel, Extra hours

- **Extended Day/Year Support**

- Staffing, transportation, supplies/materials

- **Title III Family Engagement**

- Staffing, supplies/materials, translation & interpretation

- **Language & literacy services for AI/AN students**

Title III cannot fund the district's core ELD program or a student's only ELD services.



TBIP Allowable Activities

*TBIP funds are for supporting **student services** for qualified multilingual English learners.*

Teacher salaries

for ELL or Bilingual endorsed teachers to provide supplemental ELD services

Salaries for

administrative staff who are supervising ELD instruction (admin, paraeducators, etc.)

Academic support

for exited TBIP students

Supplies/materials

that directly support language development

Instructional resources

designed for bilingual and/or ELD instruction

Additional costs

associated with providing ELD/bilingual education instruction



More TBIP Allowable Activities

Professional development

specific to second language acquisition

Translation & interpretation

related to ELD services

Travel expenditures

that are directly related to the TBIP

Technology

expenditures that are directly related to language acquisition

Printing costs

related to the TBIP program

Indirect costs

as per the indirect allocation established by OSPI (ideally under 10%)



Indirects & State Recovery Rate

Title III

Indirects

- Title III Indirects are taken up front
- Districts can claim up to the full amount of the indirect % in their budget
- Funds are used for the “indirect” cost of the program such as fiscal and grant management, transportation, etc.

TBIP

State Recovery Rate

- TBIP uses the State Recovery Rate which is taken at the end of the fiscal year
- In an allocation (like TBIP) the district gets the full amount of the funding
- At the end of the year, the state matches that allocation against the district’s reported program expenditures to calculate a “recovery rate” that can be claimed for indirect costs



Supplanting Scenarios – YES or NO?

- Can I pay for an administrator of ML programs out of Title III or TBIP funds who was previously paid from Basic Education?
- Can I pay for half of a principal who has 50% MLs in their school with TBIP funds?
- Can I pay for new LA materials in Spanish for our DL classrooms from TBIP that other classrooms are getting in English?
- Can I pay for a PD specialist who supports literacy and language for all students from Title III funds?
- Can I pay for a bilingual family liaison who will support all multilingual families with their communication needs from Title III?



New Title III Carryover Funds

Funds for All	Funds for Districts with High Influx of Newcomers
<ul style="list-style-type: none">• Who - Every district (LEA) with a Title III grant or Title III Consortia members• What - About \$32 per ML student (including Title III eligible AI/AN students)• Why – Title III had carryover funds available for re-distribution from pre-pandemic years• How – These funds must be spent by 8/31/24. If you have already spent an equivalent amount, you will be able to carryover your current Title III funds in place of these funds.	<ul style="list-style-type: none">• Who - Every district with 50+ newcomer students (in the past 3 years) and an increase of over 20% in their newcomer population• What - About \$200 per newcomer ML student• Why – Title III had carryover funds available for re-distribution from 2021-22 and OSPI is prioritizing support for districts with an influx of newcomers• How – These funds must be spent by 8/31/24. The same rules apply regarding carryover.



Afghan Refugee Support to Schools Grant

- Federal Office of Refugee Resettlement allotted an additional \$3.3 million in funds
- Districts who currently have this grant will be able to re-apply for funds.
- Grant cycle will extend from July 2024 to June 2026.
- Amounts may be adjusted based on current counts of Afghan students.
- More information shared at today's convening.



REUTERS/Kevin Lamarque





ExcEL Leadership Academy



Supporting All Teachers* as Teachers of English Learners

*and paraprofessionals, and counselors, and library media
specialists ...

Purpose ...

- Introduce ExcEL as ***purposeful professional learning for educators working with English Learners*** and review opportunities for participation
- ExcEL is a program of UCLA, fully funded by the US Department of Education through the OELA/NPD program.

#allteachersareteachersofenglishlearners

We focus on building skill for ALL teachers (classroom, content, specials) because EVERY teacher works with MLLs in every classroom

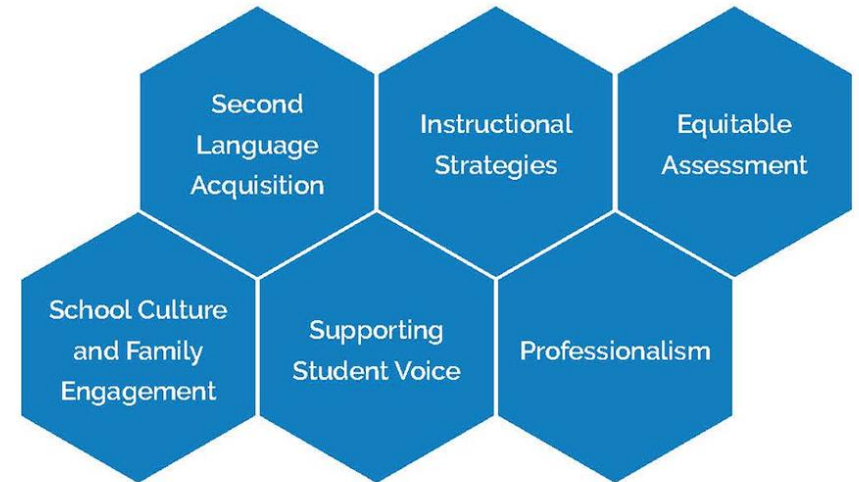


Micro-credential scaffold

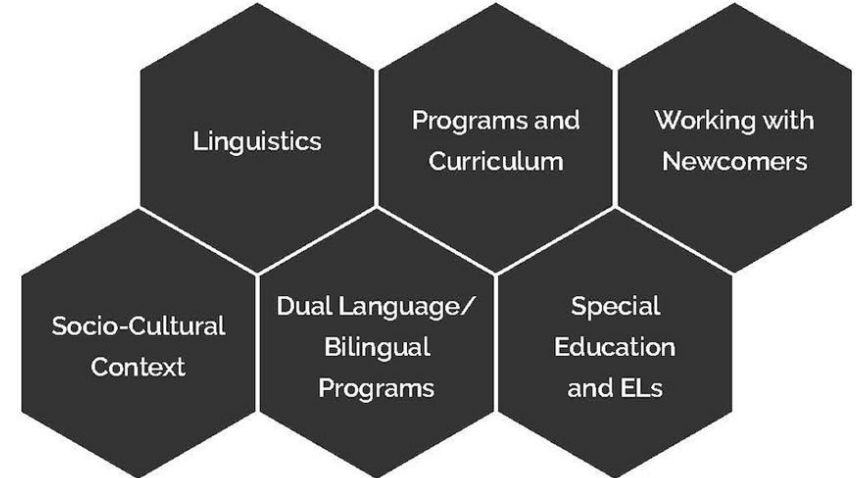
- Professional learning is scaffolded by micro-credentials, aligned with the core competencies teachers need to work with MLLs
- Participants demonstrate competence through classroom implementation
- Aligns and complements ongoing professional development (ie, SIOP training)

- All participants work towards the essential support endorsement
- Some teachers may choose to work towards the advanced support endorsement and become ESL/TESOL specialists

ESSENTIAL SUPPORT
FOR WORKING WITH
MULTILINGUAL LEARNERS
MICRO-ENDORSEMENT

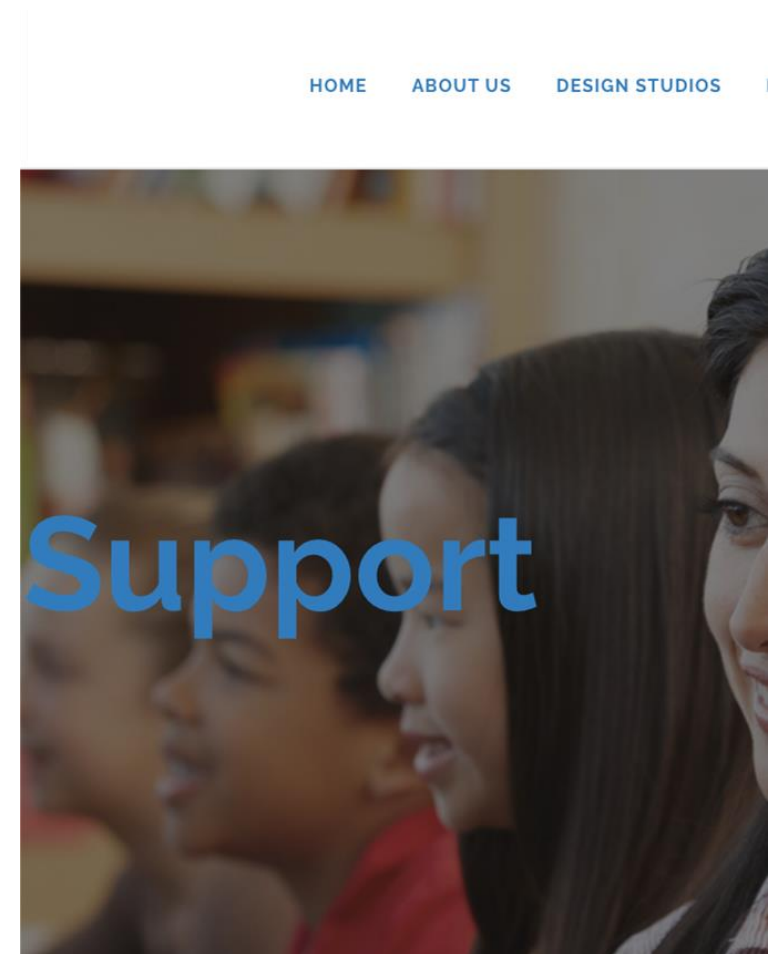


ADVANCED SUPPORT
FOR WORKING WITH
MULTILINGUAL LEARNERS
MICRO-ENDORSEMENT



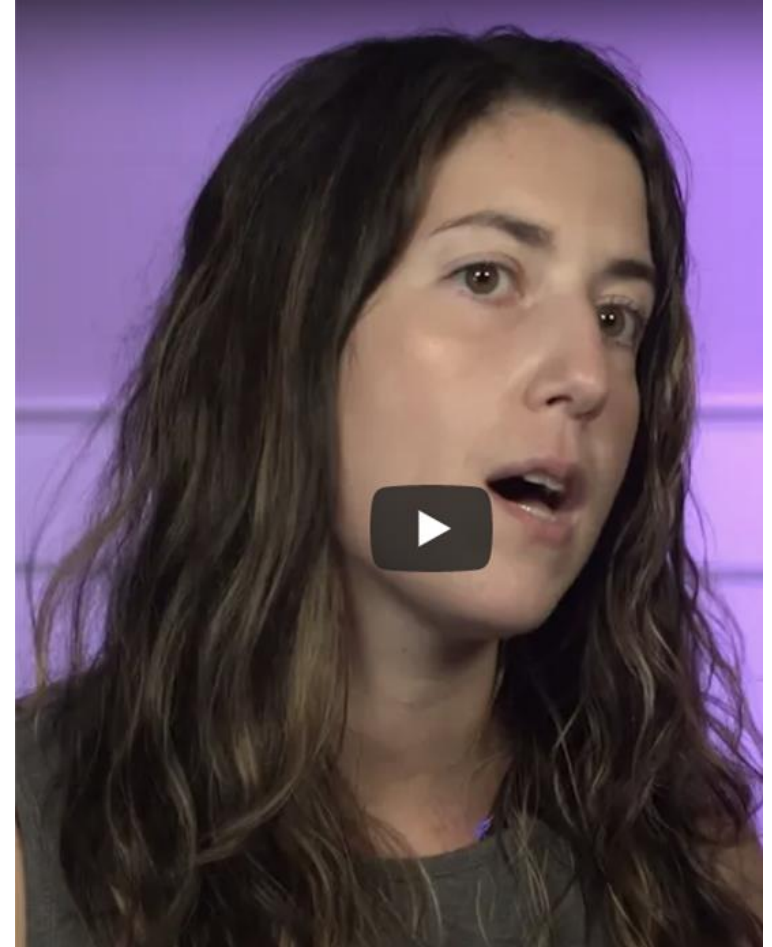
Recruiting teams now ...

- 2 year commitment
 - Participants receive \$250 for *each* micro-credential completed
 - Graduate credit through UCLA available (1 credit for each micro-credential)
 - State clock hours available
- PLC structure (school-based/hybrid)



Participant and Team Support

- Teams of 5-7 participants (school-based/hybrid)
- Site facilitator
 - Receives a stipend of \$2500 for the year
- Peer network and mentoring, other supports
- Design studios, workshops, conferences, other events



Existing WA Teams and Contacts

- NWESD - Heidi Lamare
 - hlamare@nwesd.org
- ESD123 - Jennifer Cowgill
 - jcowgill@esd123.org

Next Steps

Visit [ExcEL's website](#) for more information and good 'explainer' videos

Please complete this [survey](#) if your district is interested in participating in this program beginning summer of 2024. Contact [Kristin Percy Calaff](#) at OSPI for questions.

Laureen Avery,
avery@gseis.ucla.edu

<https://www.excelleadershipacademy.org/>
@uclaEXCEL



WIDA ACCESS Updates

Important Dates for 2024 WIDA Testing

- **February 24:** is the first day district has the authority to decide if students enrolling in school will take both the screener and the annual test before the end of the test window. All potentially eligible students must screen within 10 days.
- **March 29:** The **deadline to return materials**. (materials picked up after this date are not included in data validation or score files before July).
- **April 24 – May 2:** Pre-Reporting Data Validation
- **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



WIDA ACCESS Exit Criteria

OSPI has updated exit criteria for the WIDA ACCESS assessment

Beginning in 2024 students who score close to proficient on the WIDA ACCESS assessment will have an additional opportunity to demonstrate their readiness to exit ELD services using ELA scores from the SBA test.

- Students in grades K-1 who score 4.0 on the Kindergarten ACCESS or ACCESS test will exit ELD services. (no change)
- Students in grades 2-12 who score 4.7 on the ACCESS test will exit ELD services. (no change)
- Students in grades 3-12 who score 4.3-4.6 on the ACCESS test may exit ELD services if they also score a level 3 or 4 on the state required ELA content assessment.

Grades not tested on SBA

- Students in grades 2 and 9 will not have an opportunity to use the new exit criteria. Federal regulations do not allow for off grade assessments in these kinds of situations. Since 2nd and 9th grade does not complete SBA testing, all SBA tests would be off grade.

Reporting

- There is no change in how districts report exit codes and dates in CEDARS.



Additional Materials Closes March 15

- **Who:** District Assessment Coordinators
- **When:** January 19 to March 15
 - Two or three times total.
- **Where:** At the District Level ONLY ("District_Level Additional Materials site" in the school dropdown menu)
- **How:** Use the **Additional Materials** tab in WIDA AMS to order materials. (not ~~Ordering Materials~~).
- **Please order by March 13 in case there is an error that must be corrected before the order can be approved.**



Ordering Labels

- Student-specific labels can ONLY be provided in the initial order.
- DACs or DAC designees can request school/district-specific labels through email: ELPAssessments@k12.wa.us. **Order by March 20 to get labels before the required return date of March 29.**

District Name:

District Code:

School Name:

School Code:

District Coordinator Name:

District Coordinator Email:

Shipping Address:

Number of label sheets needed (come in sheets of 10):



Tests Completed to Date

- Online WIDA testing: **422,128** domain tests completed
 - 542625 expected before the end of the window (78% complete)
- **126,985** students have completed at least one domain test





Resources & Opportunities

Legislative Updates

Learn more about
[HB 1228](#)

HB 1228 is heading to the Governor's Desk to be signed!

The bill includes requirements to:

- **Develop a plan** for all districts who choose to begin dual language by 2040
- Provide grant awards for at least **10 planning districts** annually
- Work with PESB and universities to **align ELL and Bilingual endorsement standards** and review language assessment requirements for teachers and paraeducators
- Provide testing for the **Seal of Biliteracy** in all districts starting in 2025-26

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. Mar. 11, 10:30 AM-12:00 PM](#)
- ESD 121 | [Tues. Mar. 12, 10:00 AM-12:00 PM](#)

Program Supervisor: [Katie Sperling](#)

- ESD 101 | [Mon., Mar. 11, 8:30-10:00 AM](#)
- ESD 171 | [Mon., Mar. 11, 12:30–2:00 PM](#)
- Small/Rural LLRN | [Mon., Mar. 11, 3:30–4:30 PM](#)

Program Supervisor: [Shannon Martin](#)

- ESD 113 | [Thurs., Mar. 14, 10:00 AM - 11:30 AM](#)
- ESD 114 *Staff* | [Thurs., Mar. 14, 3:00-4:00 PM](#)
- ESD 114 *Admin* | [Thurs., Mar. 14, 4:00-5:00 PM](#)

Program Supervisor: [Lindsey Maehlum](#)

- ESD 123 | [Tues., Mar. 26, 8:30-10:00 AM](#)
- ESD 105 | [Wed., Mar. 27, 8:30-10:00 AM](#)
- ESD 112 | [Tues., Mar. 12, 11:30 to 1:00 PM](#)

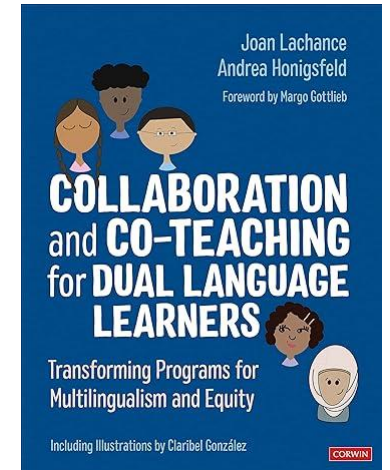


DL/HL Professional Learning

2023-24 Dual & Heritage Language Professional Learning

- [Dual Language Webinar Series](#) 1st Tuesdays | 3-4 PM
- [Dual Language "Lunch with Leaders" PLC](#) 2nd Tuesdays | 12-1 PM
- [Collaboration and Co-Teaching Book Study](#) 4th Tuesdays | 3:30-4:30 PM

- [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC](#) 4th Tuesdays | 3-4 PM
- [Heritage Language Webinar Series](#) 1st Wednesdays | 3-4 PM



Upcoming WIDA Facilitated Webinars

Expanding Reading Instruction with Multilingual Learners

- [Session 1](#): March 20 & 27; 3:30pm – 5:00pm (FULL)
- [Session 2](#): April 16 & 23; 9:00am – 10:30am



Bringing Language into Focus: Expectations, Functions & Features

- [Session 1](#): April 30 & May 14; 9:00am – 10:30am
- [Session 2](#): May 9 & 23; 3:30pm – 5:00pm

Registration is open in pdEnroller. Click on the session links above to register.

Only register for one session, as both sessions repeat the same information. Webinars will not be recorded, so you must be able to attend both webinars within the session you register for.

Check-in Time

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

- **Braided Funding** (Kristin, Shannon & Friends)
- **ExcEL Academy** (Laureen)
- **WIDA ACCESS** (Leslie & Virginia)
- **Dual Language** (Katie & Teresa)





Washington Office of Superintendent of
PUBLIC INSTRUCTION

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