



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

*Washington State  
Multilingual English Learners:  
Policies and Practices Guide*

**2022**

# MULTILINGUAL ENGLISH LEARNERS

Policies and Practices Guide

2022

**Veronica Gallardo**

**Assistant Superintendent of System and  
School Improvement**

**Prepared by:**

- **Kristin Percy Calaff, Ph.D.**, Director, Multilingual Education Program  
[kristin.percycalaff@k12.wa.us](mailto:kristin.percycalaff@k12.wa.us)
- **Sue Connolly**, Multilingual Education Program Supervisor  
[sue.connolly@k12.wa.us](mailto:sue.connolly@k12.wa.us)
- **Shannon Martin**, Multilingual Education Program Supervisor  
[shannon.martin@k12.wa.us](mailto:shannon.martin@k12.wa.us)
- **Virginia Morales**, Multilingual Education Program Supervisor  
[virginia.morales@k12.wa.us](mailto:virginia.morales@k12.wa.us)
- **Emma Shirk**, Dual Language Program Supervisor  
[ema.shirk@k12.wa.us](mailto:ema.shirk@k12.wa.us)
- **Patty Finnegan, Ph.D.**, Assistant Director, Dual Language  
[patty.finnegan@k12.wa.us](mailto:patty.finnegan@k12.wa.us)



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# CHAPTER 1: DEFINITIONS & LAWS

Washington State serves approximately 135,000 students identified as multilingual/English learners. Districts implement transitional bilingual instruction programs– also referred to as English language development programs - guided by both state and federal laws, policies, sound educational theory, and effective, culturally responsive instructional practices. The OSPI Multilingual Education Program has compiled, over time and in conjunction with stakeholders, this guide which outlines the policies and practices for all district transitional bilingual instruction programs.

## Definitions, Laws & Guidance

### Federal Definitions

#### *Multilingual/English Learner*

A student who

- A. is aged 3 through 21;
- B. is enrolled or preparing to enroll in an elementary school or secondary school;
- C. (i) was not born in the United States or whose native language is a language other than English; (ii)(I) is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
  - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

#### *Immigrant Children and Youth*

Definition of Immigrant Children and Youth under Title III (ESEA Title III, Sec. 3201(5))





The term “immigrant children and youth” refers to individuals who:

- Are aged 3 through 21.
- Were not born in any state.  
“State” means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant.
- Have not been attending one or more schools in any one or more states for more than 3 full academic years. A full academic year is 10 months of school attendance, kindergarten through 12th grade. If a student has been in different schools in different school districts and even in different states, the number of months that the student has been in school in any one or more states must not add up to a total of more than 3 full academic years.

## Federal Laws & Cases

### Elementary and Secondary Education Act

[Title III, Part A](#) – The Language Instruction for Limited English Proficient and Immigrant Students

purpose is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. This statement of purpose is explained in greater detail in [Section 3102](#).

### Castañeda v. Pickard

English language development instruction must be designed to meet individual needs for sustained progress toward reaching English proficiency in the least amount of time (Castañeda v. Pickard, 1981, U.S. Court of Appeals). Castañeda v. Pickard provides a three-pronged test to guide districts in designing, evaluating, and improving their English language development program for multilingual/English learners:

- Program designed must be based on sound educational theory and/or high-quality research findings.
- Program must be sufficiently staffed and funded.
- District is obligated to evaluate the effectiveness of the services provided and make adjustments to ensure students are achieving language proficiency and academic success.

### Lau v. Nichols

Eligible multilingual/English learners must be provided appropriate supports for meaningful access to rigorous content (Lau v. Nichols, 1974, U.S. Supreme Court).

## **Plyler v. Doe**

The U.S. Supreme Court ruled in *Plyler v. Doe* (457 U.S. 202 (1982)) that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. Like other children, undocumented students are obliged under state law to attend school until they reach a mandated age.

## **Federal Guidance & Supportive Documents**

[Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act \(ESEA\), as amended by the Every Student Succeeds Act \(ESSA\)](#)

The US Education Department issued this guidance to provide States and local educational agencies (LEAs) with information to assist them in meeting their obligations under Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act of 2015 (ESSA). This guidance also provides members of the public with information about their rights under this law and other relevant laws and regulations.

[Dear Colleague Letter - Joint Guidance from the U.S. Departments of Education and Justice](#)

The Departments (The Office for Civil Rights at the U.S. Department of Education and the Civil Rights Division at the U.S. Department of Justice) issued joint guidance to assist SEAs, school districts, and all public schools in meeting their legal obligations to ensure that EL students can participate meaningfully and equally in educational programs and services. This guidance provides an outline of the legal obligations of SEAs and school districts to EL students under the civil rights laws.

[The Equity and Civil Rights Office at OSPI prepared a presentation and Webinar](#) (June 12, 2015) which highlights critical guidance from the Dear Colleague Letter.

The U.S. Department of Education created [Fact sheets in English](#) and [Fact Sheets in Other Languages](#) to provide an overview of the guidance provided in the Dear Colleague Letter.

Guidelines for private school participation in federal programs is outlined in the following:

- [Private School Participation in Federal Programs](#)
- [Elementary and Secondary Education Act, Title XIII, Part F, Secs. 8501-8506](#)
- [Office of Non-Public Education Non-Regulatory Guidance: Title IX, Part E, Uniform Provisions Subpart 1 - Private Schools](#)
- [Non-Regulatory Guidance: Equitable Service Requirements Under Title VIII](#)
- [EDGAR 34 CFR 76](#). See parts 76 and 80.

# Washington State Definition and Laws

## Washington State Definition Multilingual/English Learners

A student who meets the following two conditions is eligible for the Transitional Bilingual Instructional Program:

- The primary language of the student is other than English; and
- The student's English skills impact student's access to core/ content instruction.

Washington State defines "primary language" as the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence or the language that the student first learned.

## Washington State Law - RCW and WAC

### [Chapter 28A.180 RCW - Transitional Bilingual Instructional Program](#)

In Washington's Basic Education Act, this is the statute that provides the mandate for transitional bilingual education programs in public schools.

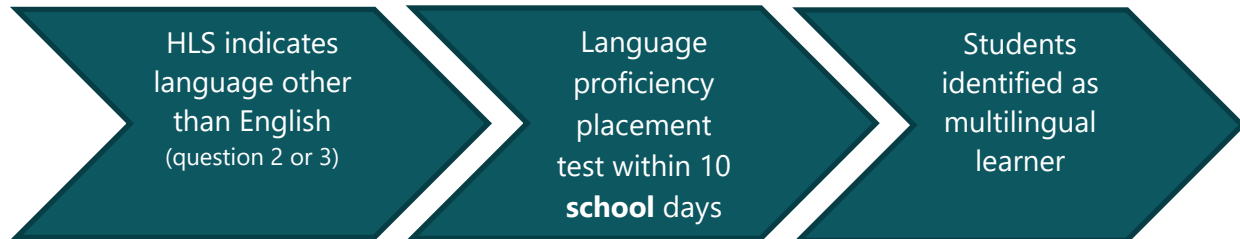
### [Chapter 392-160 WAC - Transitional Bilingual Instructional Program](#)

State regulations that direct the administration of the Transitional Bilingual Instructional Program.

# CHAPTER 2: IDENTIFICATION OF ELIGIBLE MULTILINGUAL/ENGLISH LEARNERS

## Procedures

Every district must have written procedures to identify English language learners.



## Timeline

Districts must determine the primary language and eligibility of each newly enrolled student no later than the tenth day of attendance. For students entering kindergarten, the state-approved language proficiency placement test may be administered beginning in August of the year of enrollment.

## Home Language Survey

All students who register with a school in Washington State must be asked to identify their primary language. Districts must:

Use the state-approved home language survey for that can be downloaded from the [OSPI Family Communication Templates website](#).

– OR –

Add the questions necessary to identify a student’s primary language from the state-approved home language survey to the district’s enrollment form. For identification purposes, the following questions are used to identify the student’s primary language:

- What language did your child first learn to speak?
- What language does YOUR CHILD use the most at home?

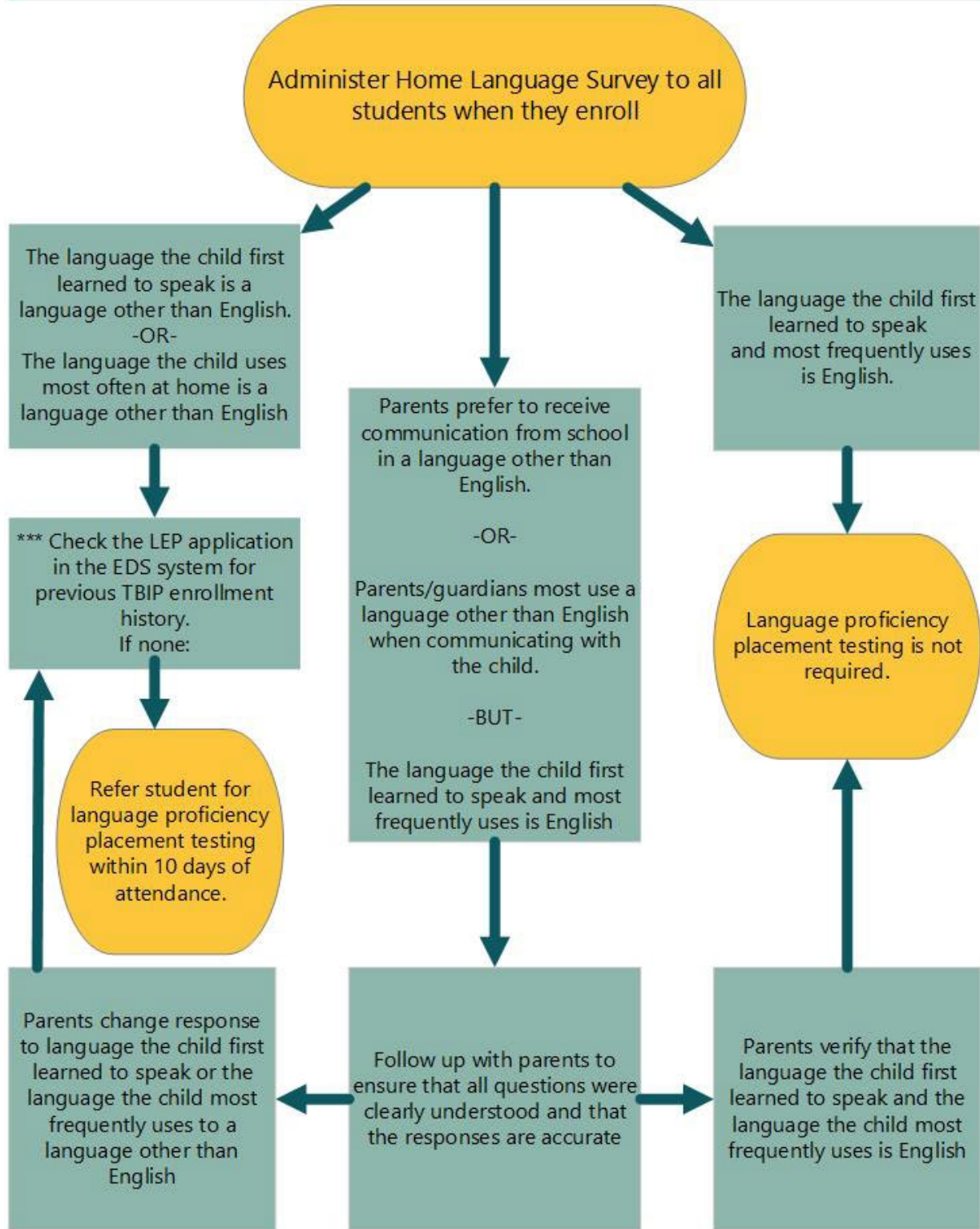
If the response to either of these questions is a language other than English, refer the student for testing with the state-approved language proficiency placement test.

The Home Language Survey (HLS) must be verified and signed by the student’s parent(s) or guardian(s); an emancipated youth may complete the HLS. Districts with a policy for accepting verified electronic signatures may allow parents to complete the HLS and sign it electronically. Districts should retain electronically the completed HLS in the same manner that they retain other documents required for Consolidated Program Review, placing it in the student cumulative file.

If the parent indicates that the child first learned another language and English simultaneously or currently uses both English and another language, administer the state-approved language proficiency placement test.

If a language other than English is indicated in the responses to any other question on the Home Language Survey or enrollment forms, but the student's primary language is identified as English, follow up with parents/guardians to ensure that the questions were accurately answered.

# Home Language Survey Flow Chart



# Student Groups

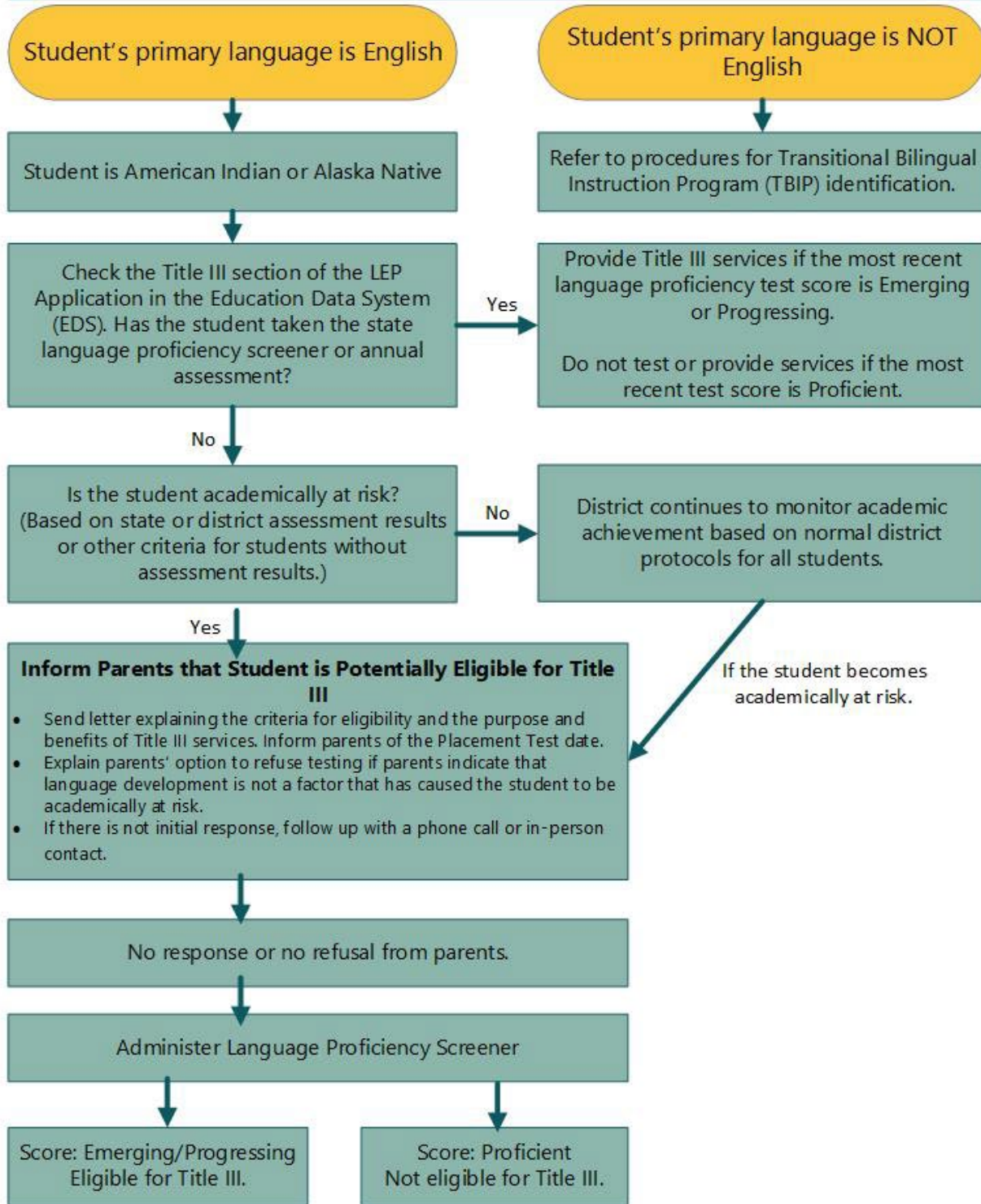
## American Indian and Alaska Natives (Title III Part A)

### Title III Definition of English Learners: ESEA Title VIII, Sec. 8101(20)

All districts are required to have procedures for the identification of American Indian and Alaska Native (AI/AN) students who qualify for Title III. AI/AN students whose first language is English may qualify for Title III supplemental instructional support through the following process:

1. Identify AI/AN students through:
  - The district's race/ethnicity forms during enrollment. AND/OR
  - Responses to the question "Do grandparent(s) or parent(s) have a Native American tribal affiliation?" on past versions of the Home Language Survey. Documented tribal affiliation is not a requirement for Title III eligibility.
2. Search for Native American students in the Title III section of the LEP Application to determine if student has previously been tested for Title III eligibility.
3. Review data to determine if student is academically at risk:
  - Not meeting standard on state assessments.
  - Below grade level on district assessments.
  - In the absence of state and district assessment results, consider multiple indicators, such as classroom-based assessments, curriculum-based assessments, or teacher recommendations. For students newly entering the school system, allow sufficient time for adjustment and instruction to occur before making the determination that the student is academically at risk.
4. If a Native American student is academically at risk, inform parents/guardians that the student is potentially eligible for Title III. In writing, explain the criteria for eligibility and the purpose and benefits of Title III services. Inform parents of the screener date and that they have the right to refuse testing. OSPI has developed a [template letter](#) for this purpose. If there is no initial response to the written notification, follow up with a phone call or in-person contact and document the attempt to communicate with parents. Proceed with administering the screener if there is no response or no refusal from the student's parents.
5. Assess the student with the state language proficiency screener within 10 school days of determination of academically at-risk status. Refer to the [English Learner Proficiency Screeners](#) page for current eligibility requirements.
6. Report all screener results (including Proficient) and program enrollment to CEDARS through the district's student information system. Refer to the [Student Limited English Proficiency File \(J\) section](#) of the CEDARS Data Manual for guidance.
7. Notify parents of student's initial identification within 30 days of the beginning of the school year, or within 15 days if identified during the school year, after administering the screener. OSPI has developed a [template letter](#) for this purpose. The notification must include all required components of the Title III parent notification letter. Refer to [ESEA Sec. 1112\(e\)\(3\)](#) for the list of the required components.

# Process for Identifying Title III Eligible American Indian/Alaska Native Students





# Immigrant Children & Youth (Title III, Part A)

## *Identification and Reporting*

Identify students who meet the definition of “immigrant” by asking the following questions from the state’s home language survey during enrollment:

- In what country was your child born?
- When did your child first attend a school in the United States? (Kindergarten-12th Grade)

Although many immigrant students are English language learners, this is not always the case. Students who meet the Title III definition of “immigrant” must be reported regardless of their primary language or language proficiency level.

Districts report immigrant students through their student information systems to CEDARS based on the following data elements:

- Element B09 – Birth Date (required)
- Element B10 – Birth Country (required)
- Element B32 – Initial USA Public School Enrollment (required for students whose birth country is not the United States). Provide the initial date of enrollment in a U.S. school, kindergarten-12th grade, public or private.
- Element B34 – Number of Months Non-US Attendance in School

## *Immigrant Competitive Grant*

Districts that have experienced a significant increase in their immigrant count are eligible to apply for an immigrant grant on a competitive basis. To determine this increase, the state pulls the October immigrant student count for each district from CEDARS. This count is compared to the two preceding fiscal years to determine if a district has experienced a significant increase [ESEA Title III, Section 3114(d)(1)].

Under ESEA Title III, Section 3115(e)(1), districts receiving an immigrant grant must provide enhanced instructional opportunities for immigrant children and youth, such as:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children.
- Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.
- Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds.
- Basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs

of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services.

- Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education.
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

### *Immigrant Students' Rights to Attend Public Schools*

While school districts are required to identify immigrant students as defined by Title III, districts may not take steps with the purpose of determining the documented status of children or their parents.

The U.S. Supreme Court ruled in *Plyler vs. Doe* (457 U.S. 202 (1982)) that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. Like other children, undocumented students are obliged under state law to attend school until they reach a mandated age. As a result of the *Plyler* ruling, public schools may not:

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- Treat a student differently to determine residency.
- Engage in any practices to "chill" the right of access to school.
- Require students or parents to disclose or document their immigration status.
- Make inquiries of students or parents that may expose their undocumented status.
- Require social security numbers from students.

Please note that parents or guardians without social security numbers who are completing the Free and Reduced-Price School Meals Application and Verification Form for a student only need to indicate on the application that they do not have a social security number.

Requirements of the F-1 (Student) Visa Program, which only applies to students who apply for a student visa from outside the U.S., do not alter the *Plyler* obligations to children residing in a district's service area. Dependents of a nonimmigrant visa holder of any type, including F-1, are not prohibited from attendance at a public primary or secondary school.

School personnel — especially building principals and those involved with student intake activities — should be aware that they have no legal obligation to enforce U.S. immigration laws and should not attempt to do so. (U.S. Supreme Court, 1982)

Visit OSPI's [Immigrant Students' Rights to Attend Public Schools](#) webpage for additional resources.

## Foreign Exchange Students

Districts are required to follow the same identification procedures for all students, including foreign exchange students.

Districts may claim TBIP-eligible J-1 foreign exchange students for state and federal funding. Foreign exchange students on an F-1 visa pay tuition as a condition of their visa, and, therefore, cannot be claimed for state funding.

## Sign Language as Primary Language

A student cannot be considered an English language learner for the purpose of qualifying for Title III based solely on a reliance on signing for communication (e.g. American Sign Language) due to the student’s or parent’s deafness or hearing impairment. However, a student who relies on signing for communication can qualify for Title III services if the student’s home language is a language other than English.

A student who uses American Sign Language for communication at home because of a family member’s hearing impairment may be tested to determine TBIP eligibility. Districts should consult with the family prior to testing as such students can only be identified as English Language Learners under the state definition and not the federal definition. In this case, testing for TBIP eligibility is not required by the state, but it is an option if the parents and district determine that it is in the student’s best interest.

Student	Home Language	Eligible for TBIP?	Eligible for Title III?
American Sign Language (student has hearing impairment)	English	No	Only Native American students who qualify based on the <a href="#">state procedures</a> .
American Sign Language (student has hearing impairment)	Not English	Yes, based on state language proficiency placement test results.	Yes, based on state language proficiency placement test results.
American Sign Language (student does not have hearing impairment but uses ASL for communication at home)	American Sign Language	Yes. The district may test with parent permission to determine TBIP eligibility but is not federally required to do so.	Only Native American students who qualify based on the <a href="#">state procedures</a> . American Sign Language is not considered a language other than English for the purposes of the federal definition of an English Language Learner.

## In-State Transfer Students

Transfer students may complete a new home language survey as part of the enrollment packet. If there is a discrepancy between the new home language survey and the home language survey completed at the sending district, program eligibility determinations should be made based on the home language survey that indicates a language other than English.

Look for the student in the LEP Application in the EDS system to determine whether the student has already been identified as a multilingual /English learner in Washington if:

the student's primary language is indicated as a language other than English.

– OR –

there is any indication in the student's enrollment forms or cumulative file that the student may have been identified as an English language learner in Washington in the past.

If no results are found for the student in the LEP Application of EDS, contact the sending district to determine if the student completed the placement test, and information was simply not yet uploaded to CEDARS.

If the sending district does not respond in a timely manner, administer the state language proficiency placement test.

If the student's original placement test becomes available after retesting, base program eligibility on the results of the first placement test and contact the sending district to request that these results be reported to CEDARS.

If a TBIP-eligible student has not been tested on the two most recent annual English proficiency assessments, the district may choose to administer an assessment to determine current proficiency level and inform placement decision. The following options are all acceptable options for this purpose.

- A local assessment developed for the purpose of determining current proficiency and informing placement.
- WIDA MODEL (district purchased),
- WIDA Screener. Please note that students who are already identified as English learners may not exit EL services using the Screener regardless of their score.

No placement test is necessary for a student who has been served through a Transitional Bilingual Instructional Program within the last twelve months in Washington and has not exited on the state annual language proficiency assessment. These students should be placed directly into the TBIP program.

Students who score proficient on the state annual language proficiency assessment are eligible for follow-up academic support in the TBIP program as "exited TBIP students" for two years after transitioning.

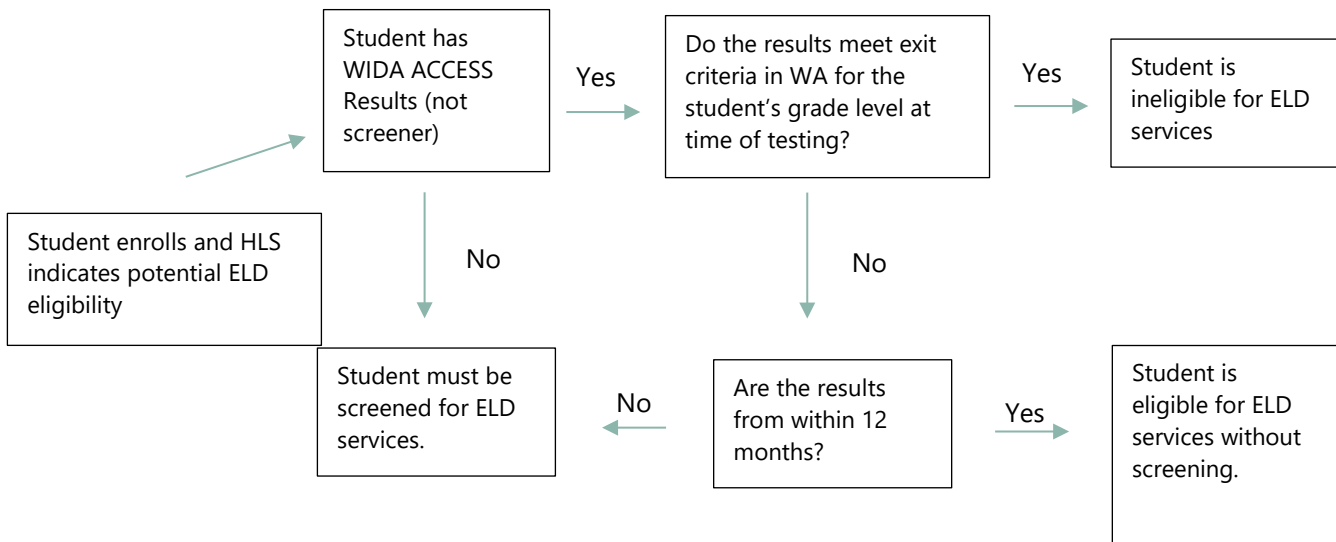
# Out-of-State Transfer Students

If the student has not been enrolled in a Washington State public school in the past 12 months and meets the identification criteria on the home language survey, the student must take the WIDA Screener to determine eligibility unless the student has out of state WIDA ACCESS scores, which can be accepted under the following conditions:

- If a student met the current Washington State WIDA Exit Criteria at any point on the annual WIDA ACCESS, then the student is ineligible for ELD services.
- If a student has WIDA ACCESS scores from within the previous 12 months and did not meet the Washington State Exit Criteria, the student is eligible for services.
- If the student has not taken the WIDA ACCESS in the last 12 months and has not met the current exit criteria based on a previous ACCESS score, then the student must be screened using the WIDA Screener. Washington State does not accept WIDA Screener scores from out of state.

All WIDA scores must reflect the requirements for the grade level the student was enrolled in when the student completed the test. Regardless of how eligibility is determined, the student must be identified for services within 10 school days of attending a Washington public school. If out-of-state scores are not available within 10 days, the school will need to administer a WIDA screener assessment to determine eligibility.

If a student who previously transitioned (exited) from the TBIP program returns to Washington after having lived outside the United States in a non-English-speaking country for twelve or more months, the district can administer the WIDA Screener to determine if there has been a loss of English language proficiency. The student can re-qualify for TBIP services based on the new placement test results.



## Language Proficiency Placement Test (Screener)

Students whose primary language is a language other than English must be assessed by the tenth day of attendance with the state-approved language proficiency placement test/screener. For the 2022 - 2023 school year, WA State will use the WIDA Screener for Kindergarten and the WIDA Online Screener or WIDA Paper Screener for students who require accommodations.

Eligibility for English language development (ELD) services is determined by a student's domain scores and overall score on the WIDA Screener assessment each student takes. Students must meet the minimum score in all four domains and the overall composite score to be determined ineligible for services.

Grade Level	Minimum Domain Score	Minimum Overall Score
Grade 1	4	4.5
Grades 2-12	4	5.0

If a student would qualify for a domain exemption and meets all other criteria for being ineligible for services, please contact OSPI for guidance. For more information on screening, see the [OSPI English Language Proficiency Screeners](#) webpage.

The placement test is only for students who have been identified as potential ELLs based on the Home Language Survey and for Native American students who have been determined to be academically at risk. Districts may not administer the state language proficiency placement test to students who are not potential ELLs.

### Screening of Kindergarten Students

**Incoming kindergarten students who enroll and begin attending prior to January 1 of their kindergarten year must be screened only in the listening and speaking domain** on the WIDA Screener for Kindergarten. For incoming kindergarten students who enroll or begin attending on or after January 1 of their kindergarten year, all domains must be completed on the WIDA Screener for Kindergarten. For kindergarten students who screen prior to January 1, they must achieve a level 5 on both speaking and listening domains as well as an oral language score of 5. Kindergarten students who screen on or after January 1 must have a minimum of 4 in all four domains and an overall score of 4.5.

Time of Year	Domain Score Minimum	Composite Score Minimum
Prior to January 1	5 (speaking and listening only)	5 Oral language
On or after January 1	4 (all four domains)	4.5 Overall

## Screening of Students in Transitional Kindergarten

Students who may be eligible for English language development (ELD) services are required to be screened and be provided with those services, including students in Transitional Kindergarten (TK) programs. However, our state-approved English language proficiency assessment, the WIDA Kindergarten Screener and WIDA Kindergarten ACCESS for ELLs assessment have not been validated for children under 5, and therefore, are not appropriate for screening TK students until they are closer to the typical age of kindergarten students.

The following procedure should be used for screening TK students:

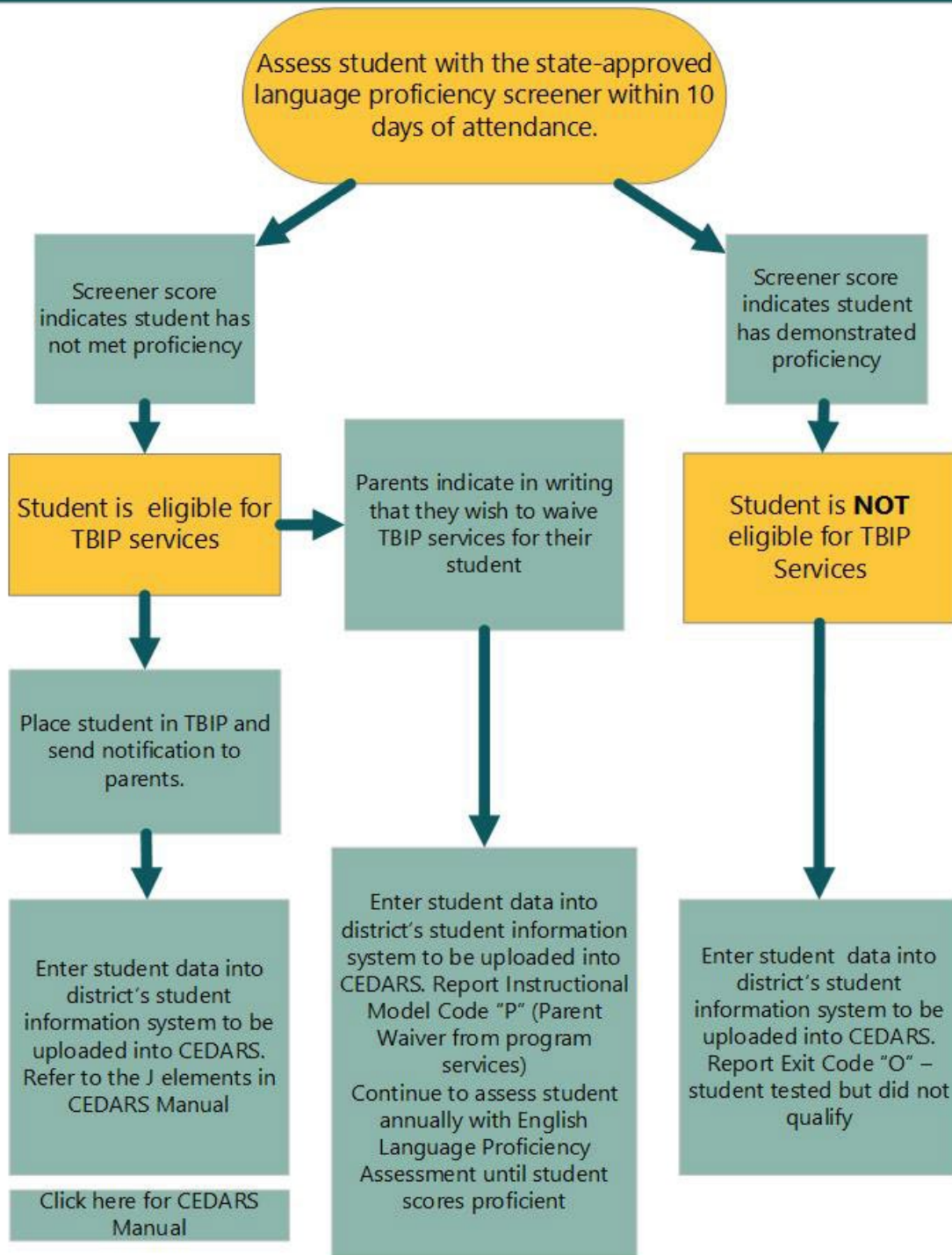
- 1) **Home Language Survey** – Require the Home Language Survey for all TK students and use the information from questions 2 and 3 to determine possible eligibility.
- 2) **Provisional Qualification** – Record all TK students who are possibly eligible based on the Home Language Survey as provisionally-qualified English learners without a screener score, using their date of enrollment as their Initial Placement Test Date.
- 3) **Spring WIDA Screening** – Beginning May 1<sup>st</sup>, all TK students must be given the WIDA Kindergarten Screener prior to the end of their time in TK, following the guidance for early kindergarten screening (listening and speaking only). This screening will fulfill the requirement for annual English language proficiency assessment and will determine their eligibility for ELD services the following school year upon entering kindergarten.

Provisionally-qualified TK students will be eligible for ELD services and will be able to be claimed on the P-223 count for Transitional Bilingual Instruction Programs (TBIP) and Title III funding. Best practice for early multilingual learners is to provide inclusive services through co-teaching or through professional development for TK educators to integrate ELD supports and strategies into the early learning environment. Pull-out services are not best practice and are discouraged.

For more information on early learning strategies for multilingual learners, see the [WIDA Early Years Can Do Descriptors](#) and [WIDA Focus Bulletin: Promoting Equity for Young Multilingual Children and Their Families](#).

# Language Proficiency Placement Test/Screeners Flow Chart

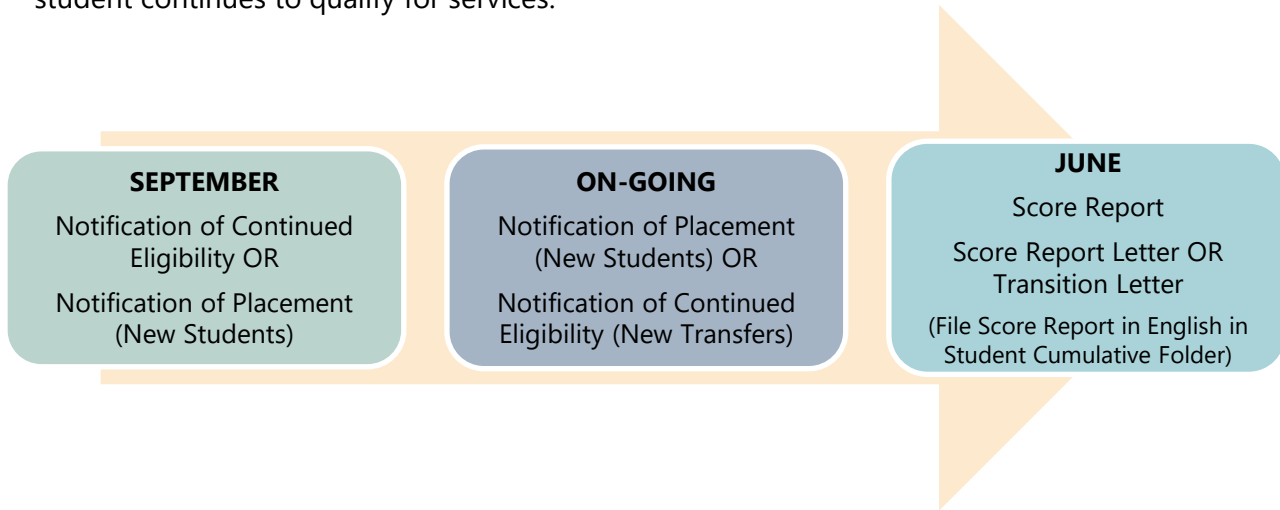
## Language Proficiency Screener and Placement Flow Chart





## Parent Notification of Eligibility

Parental permission is not needed to assess a student’s English language proficiency for placement purposes except during circumstances as outlined in the [Transitional Bilingual Instructional Program Procedures for Eligibility](#) and the state procedures for identifying [Title III-eligible Native American students](#). Districts must notify parents when a student initially qualifies for English language development support services. Districts must also send parents/guardians their student’s results on the annual state language proficiency assessment and notification of whether the student continues to qualify for services.



Parent notification of initial placement or continued eligibility must be sent to parents no later than 30 days after the beginning of the school year or within two weeks of placement if the student qualifies for language support services during the school year.

Notification	Required by TBIP?	Required by Title III?
<a href="#">Potential Eligibility, Prior to Placement Testing</a>	No	Only when <a href="#">testing Native American</a> students who are not eligible for TBIP.
<a href="#">Notification of Initial Placement in Program</a>	Yes (with parents’ right to opt out of services)	Yes (with all eight Title III-required components)
<a href="#">Notification of Continued Placement in Program</a>	Yes (with parents’ right to opt out of services)	Yes (with all eight Title III-required components)
<a href="#">Transition from Program</a>	Not required but recommended	Yes

Although TBIP legislation does not specify the information to be included in the parent notification letter, Title I requires that the parent notification letter include the following components ([ESEA Title I Section 1112 \(e\)\(3\)](#)):

- [the reasons for the identification of their child as an English Learner and need for placement in a language instruction educational program.](#)

- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement.
- the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction.
- how the program in which their child is or will be participating will meet the educational strengths and needs of the child.
- how such program will specifically help their child learn English as well as meet age-appropriate academic achievement standards for grade promotion and graduation.
- the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for English Learners, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools.
- in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
- information pertaining to parental rights that includes written guidance detailing:
  - Parents' right to have their child immediately removed from such program upon their request; and
  - Parents' option to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
  - Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

OSPI provides districts with a [template notification letter for both initial and continued eligibility that includes these required components](#). It has been translated into several languages. The expected rate of graduation (component 6) can be reported as the most recent district five-year graduation rate found on the [Limited English tab in Appendix F of the Graduation and Dropout Statistics Annual Report](#) (under Graduation and Dropout Statistics). The expected rate of transition (component 6) can be reported as the median number of years that students remain in program in the district.

Districts must retain a copy of all parent notification letters in students' cumulative files to demonstrate program compliance.

## Parent Waivers

Under the Transitional Bilingual Instructional Program, WAC 392-160-015(2), parents have the right to opt their children out of TBIP services. Such a waiver of services must be documented and kept on file by the district.

However, an administrator knowledgeable about the program must communicate the benefits of program participation to parents or guardians in a language they can understand.

Districts must document the parent refusal of TBIP and Title III services and keep a signed copy of the document in the student's cumulative file. The state provides a [template form with translations that districts may choose to provide to parents for this purpose](#).

Multilingual/English Learners whose parents have waived TBIP/Title III services are reported to the state with an instructional model code of "P". Districts do not receive supplemental TBIP or Title III funding for these students but must still periodically review their progress with school staff and annually assess the student's progress toward English language proficiency. The [January 7th, 2015 Dear Colleague Letter](#) states that districts retain the responsibility to ensure that the student has an equal opportunity to have his or her English language and academic needs met when parent/guardian(s) decline TBIP program participation. Districts can meet this obligation in a variety of ways, including adequate training for classroom teachers on second language acquisition.

Students under a parent waiver must continue to take the annual state English language proficiency assessment until the student meets program exit criteria. TBIP-eligible students who have met exit criteria are eligible for [academic supports](#) through TBIP funding if they are not at grade level, regardless of whether they were previously under a parent waiver.

A parent may choose to withdraw the waiver at any time with a written request. In this situation, the district changes the student's instructional model code in CEDARS and begins providing English language development services to the student.

## Resources

For more resources on identifying multilingual English learners, see the [U.S. Department of Education EL Toolkit Chapter 1](#), and for information on serving English learners who opt out of EL programs, see [EL Toolkit Chapter 7](#).

# CHAPTER 3: PROGRAM MODELS

## Introduction

The TBIP Task Force created and curates the legal definitions of program models offered in Washington State. Districts may choose from among these models to provide a language instruction education program for multilingual/English learners within their district. In Washington, the priority model is Dual Language.

The Multilingual Education Program provides condensed definitions in the Multilingual Planning Template and in the TBIP Grant application as well as a [comparison document](#) outlining the similarities and differences between the models. The complete definitions follow this table.

<p><b>Dual Language Program (Two-way or one-way):</b> Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.</p>
<p><b>Transitional Bilingual Programs (Early or late exit):</b> Transitional bilingual programs use the student’s primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.</p>
<p><b>Alternative Programs (Content-based Instruction):</b> Content-Based Instruction (CBI) or “sheltered” instruction is used in classes comprised predominantly of multilingual/ English learners. Explicit English language development (ELD) and grade-level academic content is delivered by specifically trained EL teachers.</p>
<p><b>Alternative Programs (Supportive Mainstream):</b> Students in the Supportive Mainstream model access grade-level academic content and English language development through participation in their mainstream classrooms with support provided either individually or in small groups by specifically trained educators.</p>
<p><b>Newcomer Programs:</b> Newcomer Programs provide specialized instruction to beginning level multilingual/English learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.</p>
<p><b>Other Special Programs (Alternative Schools, Open Doors, Juvenile Detention, etc.):</b> Other special programs provide English language development and access to grade-level content through individualized programming, based on the student’s needs.</p>

# Bilingual Program Models

## Two-Way Dual Language Program

Dual language education in Washington State is designed to close opportunity gaps for student groups who have been traditionally underserved. The dual language program prioritizes multilingual/ English learners and/or Native American students. The goals of the program are to; 1) become bilingual and biliterate, 2) attain high academic achievement in all content areas, and 3) develop sociocultural competence. Programs begin in kindergarten and continue through middle and/or high school to fully develop bilingual and biliterate proficiency. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Two-way dual language programs begin with a balanced number of multilingual/ English learners and English speakers. As multilingual/ English learners become proficient English speakers (ever-English learners), the student balance is maintained by including the ever-English learners in the multilingual/ English learners' portion of the balance.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.
- provide professional development pertaining to language development for multilingual/ English learners and build educator capacity to implement an effective dual language program.

**NOTE:** Current schedules of TBIP eligible students (multilingual/ English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

## One-Way Dual Language

Dual language education in Washington State is designed to close opportunity gaps for student groups who have been traditionally underserved. The dual language program prioritizes multilingual/ English learners and/or Native American students. The goals of the program are to; 1) become bilingual and biliterate, 2) attain high academic achievement in all content areas, and 3) develop sociocultural competence. Programs begin in kindergarten and continue through middle and/or high school to fully develop bilingual and biliterate proficiency. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

One-way dual language programs serve only multilingual/ English learners and/or Native American students. One-way dual language is implemented when the district's demographic composition cannot support a two-way dual language model.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.
- provide professional development pertaining to language development for multilingual/ English learners and build educator capacity to implement an effective dual language program.

**NOTE:** Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

## Developmental Bilingual Education (Late-Exit)

Developmental Bilingual Education Late-Exit Bilingual programs are programs in which instruction is carried out in both English and the student's native language. All students entering the program are multilingual/English learners who speak the target language as their primary language. Typically, Late-Exit programs begin in kindergarten or first grade with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. The 50/50 division of instructional time continues through the completion of the program, which is usually in the 5th or 6th grade. Students then transition into classrooms in which the instruction is all in English. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Developmental Bilingual Programs typically divide native language (L1) and English language (L2) instruction by means of content areas, unit of study, or by instructional time such as class period or day. As with Dual Language programs, students may continue in the Late-Exit program after they exit TBIP on the annual English language proficiency test. However, once the student exits TBIP based on the annual English language proficiency test, they are no longer counted for TBIP funding. Such exited students would then be counted as "Exited TBIP Students" for up to two years after scoring at exit level on the annual English language proficiency test.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.
- provide professional development pertaining to language development for multilingual/ English learners and build educator capacity to transition to a dual language model.

**NOTE:** Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

## Transitional Bilingual Education (Early-Exit)

Transitional Bilingual Education (TBE) or Early-Exit Bilingual programs are similar to Late-Exit, however instruction takes place over 3-4 years before the student transitions into instruction all in English. The purpose of a Transitional Bilingual Education or Early-Exit model is to use the student's primary language as a foundation to support English language development. Early-Exit models generally begin by initially providing 90% of instruction in the primary language and 10% in English, increasing English instruction systematically until all instruction is provided in English. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

After completing the Early-Exit model, students move into classes in which instruction is in English. When a student exits TBIP on the annual English language proficiency test, the student may or may not continue to be served in an Early-Exit model and will no longer be counted for TBIP funding. Such exited students would then be counted as "Exited TBIP Students" for up to two years after scoring at a proficient level on the annual English language proficiency test.

Early-Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or Late-Exit model. Students in this model do not receive primary language instruction long enough to achieve full biliteracy.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.
- provide professional development pertaining to language development for multilingual/ English learners and build educator capacity to transition to a dual language model.

**NOTE:** Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

## Alternative Program Models

### Content-Based (Sheltered) Instruction (CBI):

(This is an alternative instructional program. Please ensure that the Alternative Instructional Program section in iGrants is completed.)

Content-Based Instruction (CBI) is used in classes comprised predominantly of multilingual/ English learners.

The CBI model pairs English language development with academic grade-level content using English as the language of instruction. **Explicit English language development instruction** and **rigorous, grade-level academic content** is delivered by teachers specifically trained in the field of second language acquisition and instructional strategies for language learners. CBI classes can be

designed to meet core content credit requirements and/or to serve as language development support classes. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Districts must follow [State Certification Requirements](#) for both English language development and content qualifications when assigning teachers to provide Content-Based Instruction. CBI courses may be team taught or co-taught by an appropriately endorsed (EL/Bilingual) teacher and a content teacher.

This is a basic education program. TBIP funds can be used to:

- provide EL-certified staffing and supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.
- provide professional development pertaining to language development for multilingual/ English learners.

**NOTE:** Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

## Supportive Mainstream:

*(This is an alternative instructional program. Please ensure that the Alternative Instructional Program section in iGrants is completed.)*

Students in this model access grade-level academic content and English language development through participation in their mainstream classrooms.

**Designated English language development:** Explicit English language instruction is delivered either individually or in small groups by teachers who have been specifically trained in the field of second language acquisition and instructional strategies for language learners. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

**Meaningful access to rigorous, grade-level content:** In this model, English language instruction is delivered throughout the day to ensure access to core content in English. It is therefore imperative that districts implementing this model ensure that sufficient time and resources are allocated for on-going professional development of classroom teachers who are responsible for providing access to grade-level curriculum for the multilingual/ English learners in their classrooms.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.



- provide professional development pertaining to language development for multilingual/ English learners.

**NOTE:** Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

## Newcomer Program

(Newcomer Programs are considered a separate group and are not required to meet the criteria for an Alternative Instructional Program.)

Newcomer Programs provide specialized instruction to beginning level English language learners who have newly immigrated to the United States and are especially useful for districts with large numbers of students with limited or interrupted formal education who may have low literacy in their primary language. Newcomer programs provide a foundation in both basic English language skills and basic content instruction to facilitate students' transfer into a district's regular TBIP program while familiarizing newcomers with the American education system. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

The amount of time that students spend in a Newcomer Program varies both in daily schedule and program length depending on the student's individual needs with a typical length of one semester to one year for most students. Districts must establish clear criteria for students to move out of the Newcomer Program and into the regular TBIP program. Criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Newcomer Programs should never constitute the district's entire English language development program but should serve only as a foundation for students to move into the regular district TBIP program.

This is a basic education program. TBIP funds can be used to:

- provide EL-certified staffing and supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.
- provide professional development pertaining to language development for multilingual/ English learners.

**NOTE:** Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

## Resources

The [USDE Office of English Language Acquisition \(OELA\) Newcomer Toolkit](#) is designed for staff who work directly with newcomers, immigrants, asylees, refugees, and their families and provides additional information and resources.

# CHAPTER 4: DUAL LANGUAGE

## The Vision: Dual Language for All

Dual language education is the most effective state-approved English language development program model for multilingual/English learners. Decades of research demonstrate that dual language education is the only program model that prevents and closes opportunity gaps for multilingual/English learners, as well as for other historically underserved student groups (Collier & Thomas, 2004, 2017; Lindholm-Leary, 2017; and Lindholm-Leary & Genesee, 2010). State Superintendent Reykdal’s vision and [strategic goals](#) for K-12 education focuses on educational equity and he wants all students in Washington to have access to dual language education and the opportunity to become proficient in two or more languages by 2030.

Washington’s dual language programs are designed for and prioritize multilingual/English learners for at least half of the seats in each classroom. The goals of the programs are for students to attain:

- bilingualism and biliteracy proficiency,
- high academic achievement in all subject areas, and
- sociocultural competence (CAL, 2018).

Dual language programs begin in preschool/transitional kindergarten or kindergarten and extend through high school to fully develop multilingual and biliteracy proficiency. Students in dual language education learn literacy and core content in two languages.

School districts determine the language of instruction other than English and the dual language program model based on the community’s demographics. There are two dual language program models: one-way and two-way dual language education.

- One-way dual language programs are comprised solely of multilingual/English learners and
- Two-way dual language programs prioritize at least half of the seats for multilingual/English learners and English dominant students are invited into the program as an opportunity to become bilingual and biliterate while learning the general education curricula.

## The Foundation for Success: Washington State’s Dual Language Program Framework Template

Designing dual language programs for success and sustainability requires at least two years of cross-departmental district planning, board support, and extensive collaborations with families, community members, and educators. Districts with dual language grants are also required to establish a [Dual Language Advisory Board](#) to guide program development.

Given the complexities and importance of developing a foundation for success, OSPI recommends that districts planning for a dual language program collaborate with the OSPI Dual Language Education staff and complete the [Dual Language Program Framework Template](#) a year prior to beginning the program. Districts with dual language programs are also encouraged to complete the Dual Language Program Framework Template to serve as the district’s guide for effective, sustainable program development.

# The Scaffold: Washington State’s Framework for Dual Language Education

The Washington State Legislature has been a key supporter of dual language education with legislation that prioritizes bilingual/dual language program models and continuous, seed grants to support P–12 program planning, implementation, and expansion.

In 2017–18, OSPI convened dual language task forces comprised of dual language leaders, educators, American Indian/Alaska Native language educators and Elders, students, families, community members, and representatives from the Professional Educator Standards Board and the Department of Children, Youth, and Families. The task forces determined the [Guiding Principles for Dual Language Education, 3<sup>rd</sup> edition \(2018\)](#) published by the Center for Applied Linguistics (CAL), would be the framework for dual language education in Washington. The P–12 Dual Language Steering Committee, a smaller group of partners from the task forces, continues to guide and build statewide scaffolds of support for dual language education.

The [Dual Language Education and Resources webpage](#) has information and resources for leaders and educators including;

- recently adopted biliteracy standards and professional learning to support Spanish/English dual language programs,
- OSPI-hosted virtual professional learning communities to support P–12 dual language program planning, implementation, and expansion,
- OSPI-hosted in-person and virtual workshops to support program development, and
- tools and resources for effective, sustainable dual language programs.

The [Dual Language Education in Washington: What Families Should Know webpage](#) has information about program basics, how to support your child as they learn general education in two languages, and a step-by-step guide to the listing of programs in the state.

## **Contact for Assistance:**

Patty Finnegan, Ph.D. | [patty.finnegan@k12.wa.us](mailto:patty.finnegan@k12.wa.us) | 360-725-4468

# CHAPTER 5: ENGLISH LANGUAGE DEVELOPMENT SERVICES

## Dual Civil Rights Obligation

Districts must meet the dual obligation of providing designated English language development services as well as provide meaningful access to rigorous, grade-level content. The OSPI Multilingual Education Program supports and guides districts in designing and implementing programs which draw upon the assets of multilingual/English learners and utilizes culturally responsive practices. The OSPI Multilingual Education Program created [Meeting the Civil Rights Requirements for Multilingual/English Learners in Washington State](#) to clarify the criteria of this dual obligation and to serve as a self-reflection tool for districts.

## Civil Rights Guidance-Staffing

School districts have an obligation to provide the personnel and resources necessary to effectively implement their chosen TBIP program models. This obligation includes having highly qualified teachers to provide English language development services, trained and supported core content teachers who provide meaningful access to rigorous, grade-level content, administrators trained in second language acquisition who can evaluate these teachers, and adequate and appropriate materials for the TBIP program.

Paraprofessionals, aides, or tutors may not take the place of qualified teachers and may be used only as an interim measure while the school district hires, trains, or otherwise secures enough qualified teachers to serve its multilingual/English learners. If a school district uses paraprofessionals to provide language assistance services to multilingual/English learners that supplement those provided by qualified teachers, it may do so only if the paraprofessional is trained to provide services to multilingual/English learners and instructs under the direct supervision of a qualified teacher.

Read more in the [January 7th, 2015 Dear Colleague Letter](#) on meaningful participation for English learners. Learn more about compliance monitoring for qualifications for staff who instruct multilingual /English learners in section 7 of the [Consolidated Program Review checklist](#).

## Equitable Access to School and District Programs

State and federal civil rights laws, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, require school districts to allow multilingual/English learners the opportunity to participate in all programs, services, and activities offered by the district. Districts may not categorically deny multilingual /English learners from participating in any program, service, or activity solely based on students' English proficiency. This includes honors and advanced courses, Career and Technical Education, Highly Capable Programs, online programs, Title I services, special education, Advanced Placement, extracurricular activities, and athletic programs. If, for example, a school district has a process for locating and identifying students for a

particular program or activity, it must also locate and identify multilingual/English learners who could benefit from the program.

Tests used to place students in specialized programs should not prevent a student from qualifying simply based on a student's English proficiency. For programs with entrance exams, testing multilingual/English learners in English may not effectively demonstrate their ability or skills. Testing in the student's primary language may be necessary to provide multilingual/English learners an equal opportunity to participate.

For more information, refer to [Prohibiting Discrimination in Washington Public Schools: Guidelines for school districts to implement Chapters 28A.640 and 28A.642 RCW and Chapter 392-190 WAC.](#)

## Services for Multilingual Learners

Multilingual English learners vary in their needs, trajectory toward proficiency and self-efficacy in acquiring academic English. Program models have an impact on how students make progress. Yet all students must experience robust, effective English language development instruction as well as meaningful access to content. It may be beneficial to utilize an [individualized learning plan](#) to target the specific and unique needs of students which can guide all teachers and support collaboration among teachers and with the student to reach the student's goals.

The unique differences between students who are newcomers, students progressing toward proficiency, those whose language development has stagnated (Long Term English Learners) and students served in alternative learning environments are outlined in the sections that follow.

## Services for Beginning-Level Students (typically receiving services less than 2 years)

Beginning level students, at any grade level, arrive with varying levels of English proficiency. Some have little to no conversational OR academic English while others have been simultaneously acquiring their primary language as well as English (simultaneous bilingual). In general, these students need

- An emphasis on oral language development as it is foundational to literacy in English
- Support in forming friendships/connections with English-only classmates and multilingual students who do not share the newcomer's language
- Access to dual language programs, where available

Please refer to Chapter 8: Newcomer Students of this Policies and Practices Guide for more information on newcomers, including information on transcript review, pathways to graduation and other topics specific to newcomers.

## Services for Intermediate-Level Students (typically receiving services 2 to 5 years)

As students move through the grades, their language development (which is NOT a linear trajectory) will typically show overall continued growth, with some plateaus, based upon the program model. Some years may show little growth and others greater. The needs of students who are continuing to develop language proficiency include:

- Ongoing, robust, targeted English language development instruction related to their specific language proficiency and needs (requirement of the Civil Rights dual obligation)
- Continued emphasis on oral language development and academic discourse with extensive opportunities for discussion and verbal interactions with more proficient peers and adults
- Meaningful access to rigorous, grade level content throughout the day in all classes (requirement of the Civil Rights dual obligation)
- Ongoing close monitoring of language development with targeted designated language development instruction based upon formative assessment data

## Services for Long-Term English Learners (typically receiving services more than 5 years)

### *Characteristics of LTELS*

Long-term English Learners or LTEs are students who have been receiving English language services for more than 5 years **and** whose English development has stagnated. Typical characteristics of LTEs include:

- Significant needs in reading and/or writing.
- Gaps in academic background knowledge.
- Disengagement, learned passivity or even invisibility in school.
- Lack of awareness that their academic skills, courses and/or academic record may not be preparing them for college.

The majority of LTEs have lived most if not their entire lives in the United States and much of their English exposure is from non-native speakers. Most LTEs express a desire to attend college but have often internalized a sense of failure that they may believe is their responsibility.

### *Needs of LTELS*

Long-term English Learners need a safe learning community with a growth mindset that affirms their language, culture, and life experiences. They also benefit from instruction on cognitive and metacognitive strategies, ample use of graphic organizers and non-linguistic representations, and explicit instruction on study skills and the behaviors associated with academic engagement and success. **Long-term English Learners need us to identify and know them!**

Educators can support LTELs by identifying them and assessing their skills to pinpoint specific language needs. Schools should also monitor their progress by analyzing student work samples and observing their participation and expressive oral language development, adjusting instruction and supports as needed.

2019 WA State Data								
Number of LTELs/Percent out of EL population per grade level								
4th	5th	6th	7th	8th	9th	10th	11th	12th
4815	4596	4340	4525	4125	3730	2927	2497	2036
66.2%	68.4%	68.9%	70.1%	67%	61.3%	55.7%	51.4%	47.6%

### *Strategies for Supporting LTELs*

The following are strategies for supporting long-term English Learners with a focus on developing academic language, oracy, and literacy, addressing academic gaps, and engaging students actively with rigor and relevance. It may be beneficial to utilize an individualized learning plan to target the specific and unique needs of students which can guide all teachers and support collaboration among teachers and with the student to reach the student’s goals.

#### **Academic Language Development**

- Utilize the WIDA ELD Standards Framework to identify language expectations and goals for content units.
- Provide specific, targeted instruction on language functions and features needed to complete expressive tasks and assessments in content units.
- Provide ample opportunities to use and practice the language functions and features that are targeted in the language expectations for the unit.
- Engage students frequently in oral academic discourse and discussion with specific instruction on the language features needed to interpret and comprehend visual and auditory input.

#### **Oracy and Literacy Development**

- Oral language is the foundation to literacy: "If we can't say it, we can't write it." Connect literacy with an intentional emphasis on expressive oral language development.
- Provide regular, structured opportunities for peer interaction and discussions (beyond turn-and-talks) with ample opportunities to express ideas in their own words.
- Engage students in close reading across content areas, focusing on language expectations, functions, and features from the WIDA ELD Standards Framework selected for the unit.
- Engage with relevant, real-world informational texts that are high quality, of high interest, and are not watered down.
- Write across a variety of topics and in a variety of formats to both express thoughts and to support the learning process.
- Utilize frequent quick writes and opportunities to practice the targeted language functions and features.

## Addressing Academic Gaps

- Build background knowledge related to key unit concepts by connecting it to and building on familiar prior knowledge, then applying it to new content.
- Teach vocabulary in word families, emphasizing cognates and false cognates and building meaning around words.
- Provide ample opportunities to use new words in discussion and in writing with scaffolds and graphic organizers, as necessary.

## Active Engagement, Rigor, and Relevance

- Invite and expect (warmly demand) engagement.
- Provide support to take risks and extend and build language use.
- Maintain and communicate high expectations and academic rigor.
- Acknowledge the challenge and be an ally and support.
- Provide explicit instructions, models, mentor texts, rubrics, and examples and non-examples of tasks, assignments, and expressive language expectations.
- Incorporate relevant, meaningful content, issues, and materials.

## Preventing LTEL Status

To prevent multilingual learners from slipping into long-term English Learner status:

- Monitor their language development closely and often. For example, the WIDA [rubrics for speaking](#) and [writing](#) can be used to analyze student expressive language associated with classroom assignments, tasks, projects, and assessments.
- Emphasize oral language development as an intentional foundation for literacy.
- If multilingual learners are in the 4<sup>th</sup> or 5<sup>th</sup> year of services and are not showing progress, create [individual short-term language goals](#) that all teachers can focus on across content areas.

With systematic support and intentional strategies, educators can reduce the number of multilingual learners who become long-term English learners and increase their success and opportunities for the future.

## Services for Multilingual English Learners in Alternative Learning Environments: Open Doors Programs, Non-Traditional School Settings, and Online Learning/Virtual School

### *Civil Rights Obligations*

Public schools must take affirmative steps to ensure that multilingual English learners can participate meaningfully in their educational programs and services. Open Doors programs, non-traditional school settings and online/virtual learning environments must take the same rigorous steps as traditional schools to meet these requirements. To comply with state



and federal laws, the following [civil rights obligations](#) must be met for multilingual English learners enrolled in Open Doors programs, non-traditional school settings, or on-line/virtual schools regardless of whether the school district receives Transitional Bilingual Instruction Program (TBIP) or Title III funding:

- Identify all multilingual English learners, including those with disabilities, using a [home language survey](#).
- Provide all multilingual English learners with appropriate and effective English language development services and accessible content instruction.
- Ensure that qualified staff provide English language development services.
- Communicate with students and their families in a language they can understand.
- Send [family notifications](#) regarding program eligibility (or student notifications for students 18 and older).
- Avoid unnecessary segregation of multilingual English learners from general education programs and services.
- Assess and progress monitor English language development for all eligible multilingual English learners.

### *Funding and Providing English Language Supports*

English learners in alternative learning environments are entitled to Transitional Bilingual Instruction Program (TBIP) services. The school district receives additional TBIP funding for their TBIP-eligible students.

The District Assessment Coordinator (DAC) is responsible for oversight of TBIP eligibility testing using the state-approved [English Language Proficiency \(ELP\) screener](#) as well as administering the [WIDA ACCESS annual assessment](#) to all eligible multilingual English learners each spring. Following state procedures, the District Assessment Coordinator could also train staff from the alternative learning environments to administer ELP assessments. The school district retains records of student eligibility in the student's cumulative file.

The school district must ensure that all eligible multilingual English learners receive English language development services within 10 days of enrollment. The school district can send qualified staff to provide English language development services through the ALE or contract with the ALE program provider to deliver services. If the ALE program provider delivers TBIP services, the school district retains the responsibility of oversight. The agreement between the provider and the school district should include the percentage of funding that will flow through to the provider and the percentage of funding that the district will retain for oversight, testing, and professional development.

Exited EL students continue to receive TBIP monitoring, and the school district can claim Exited TBIP funding for the two years after the student tests out of English learner status. For guidance, see the Services for Exited Students section below.

Students who are TBIP-eligible and enrolled in an ALE program are claimed monthly on the P223 as one headcount in the TBIP field. The student's TBIP program would be reported at the ALE school. If the TBIP services are provided outside of the ALE program, the hours can be reported as a

partial FTE at the school where the TBIP services are provided, and the FTE claimed at the ALE program would be reduced so that no student's total FTE exceeds 1.0. Exited ELs are reported monthly on the P223 as one headcount in the Exited TBIP field at the Open Doors school or other ALE program

## District TBIP Grant Application

In order for a school district to receive TBIP funding, the district's program must be approved through an annual grant application. In the grant application, school districts will submit a description of TBIP services delivered through the ALE program including the following:

- Who will deliver services?
- Qualifications for providing English language development services
- A description of the services and the district's oversight of these services
- Professional development to staff delivering services
- Who will be responsible for identification and annual testing?
- How these services will be evaluated on an annual basis

The program narrative submitted for approval of a multilingual English learner pathway in ALE can be used in the TBIP grant application.

## Technology Supports for Eligible Students

Many districts recognize the positive potential of various technology software applications to support MLs development of academic English. Districts may choose to use technology supports for MLs provided:

- Software was **specifically designed for MLs and language acquisition/English language development**
- Technology supports are NOT the sole designated ELD provided to the student
- Technology may ONLY be used to supplement (never replace) the ELD planned and provided by a teacher with the appropriate endorsement/ knowledge of language acquisition (paraeducators may provide supplementary instruction and must be supervised by an endorsed teacher)

TBIP funds may be used to purchase supplementary technology support tools ONLY if the above conditions have been met.

## Services for Exited (Former)TBIP Students

[RCW 28A.180.030](#) defines an "exited pupil" as a student previously enrolled in the transitional bilingual instruction program (TBIP) who is no longer eligible for the program based on his or her performance on an annual English language proficiency assessment approved by the Superintendent of Public Instruction. [RCW 28A.180.040](#) requires school boards to provide instructional support for exited pupils who need assistance in reaching grade-level performance in academic subjects.

The only means by which a student served under TBIP and/or Title III may demonstrate proficiency in academic English and thereby exit services is through the annual language assessment approved by the state. Beginning in spring 2022, this is the WIDA ACCESS Assessment.

After students have exited an EL program, school districts must monitor the academic progress of former ELs for at least two years to ensure that:

- Students have not been prematurely exited.
- Students are meeting challenging state standards.
- Students are meaningfully participating in the standard instructional program comparable to their never-EL peers.

Although funds are allocated based on the headcount of eligible exited TBIP students who are enrolled in each district, districts will make the determination of the amount and type of supplemental instructional support based on eligible students' needs in the academic subjects in which they are not at grade level. Academic subjects are not limited to those that fall within state-testing requirements.

Districts should use more than one measure to determine when a student needs assistance in reaching grade-level performance. Such review of exited students' academic needs should occur throughout the school year and not be limited to annual assessment results.

Measurements can include but are not limited to:

- State, district, and classroom assessments
- Grades
- Teacher recommendations.

Academic support could be provided by a member of the district's English Language Development staff or other district staff best able to meet the specific individual academic needs of the exited students. This support may be provided before, during, or after school. The following items are examples of ways a district may use exited TBIP funds for exited students:

- Expanded access to homework supports to increase academic achievement.
- In-class support
- Extended day, extended year, and/or Saturday support services
- Other innovative district supports designed to assist recently exited TBIP students in reaching grade-level performance in academic subjects.

Services provided will depend on the individual academic needs of exited students identified as needing support. The district should provide supports based on specific students' needs, rather than developing a program in which all recently exited English learners would participate.

The exit criterion of a proficient score on the annual language proficiency assessment is set with the anticipation that transitioning multilingual learners are proficient enough in English to participate meaningfully in the regular educational program. Districts should provide language program services only as long as necessary for the English learner to transition out of program.

While the focus of TBIP services to exited students is academic support, language development support should also be provided if this need is identified through monitoring.

## **Program Evaluation Requirements Regarding Former English Language Learners**

Both TBIP and Title III require evaluation of the effectiveness of services to English learners with regard to how students perform academically after they exit a district's English language development program.

ESEA Title III, Section 3121(4) indicates districts' program evaluations must include "a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the two years after such children are no longer receiving services" to support English language development.

## **Reclassification of Exited English Learners – Fewer than 1% of Exited ELs**

A school district's monitoring of an exited EL student may indicate that a persistent language barrier is the cause of academic difficulty. In such instances, first examine the student's general education and intervention services and determine whether they are adequate. After a thorough examination of data and an in-person consultation with the family, school districts should retest the student with the state's English language proficiency screener to determine if there is a persistent language barrier. Prior to re-assessing the student, school districts should document the bases for rescreening and the parents' consent to rescreening. In order to rescreen a student for reclassification, the parent must consent to having their child rescreened.

If the results of the rescreening qualify the student as an English learner, the school district must re-enter the student into English learner status, offer English language development services, and send home the parent notification of student placement into program. The district may claim the reclassified student for funding. Students who test but do not qualify on their initial screener, and who later demonstrate a need to be re-assessed, should also follow the reclassification process. Exited English learners may be considered for reclassification during or after the two-year monitoring period.

## **References**

Olsen, Laurie. *[Meeting the Unique Needs of Long-Term English Learners](#)*.

Olsen, Laurie. *[Secondary School Courses Designed to Address the Language Needs and Academic Gaps of Long-Term English Learners](#)*. Available from Californians Together.

O'Hara, Pritchard, & Zwiers. *Common Core Standards in Diverse Classrooms*.

WIDA. *The WIDA ELD Standards Framework and WIDA MODEL Rubrics*. [WIDA Resource Library](#).

For more information on providing multilingual learners with English language development services, see the [U.S. Department of Education's EL Toolkit Chapter 2](#) and for providing meaningful access to curricular and extracurricular programs, see [EL Toolkit Chapter 4](#).

# CHAPTER 6: MULTI-TIERED SYSTEM OF SUPPORTS & SPECIAL POPULATIONS

## Using a Multi-Tiered System of Supports for Multilingual Learners

A strong Multi-tiered System of Supports (MTSS) can include multilingual learners in meaningful ways to address their unique needs at all levels. This includes:

- **Team-driven shared leadership.** A team-based approach including classroom teachers, bilingual educators, EL specialists, reading specialists, and/or special education specialists may be helpful to determine what multilingual learners can do, what skills are still developing, and how to best support the student's academic, language and literacy development.
- **Data-based decision making.** Reviewing data not only from English language proficiency and academic assessments but also from observations and other data sources can help provide a complete picture of the multilingual learner and support decision-making about instructional needs.
- **Family, student, and community engagement.** Families and caregivers are critical partners in understanding multilingual learners' strengths and needs. Interpreters, bilingual educators, and community language brokers can also help families understand their essential role.
- **Evidence-based practices.** Multilingual learners need support with both their language and literacy skills as well as academic content. Literacy interventions alone cannot take the place of critical English language development (ELD) services provided by an educator with specialized training. Multilingual learners also need regular meaningful access to content that is taught using effective strategies for language learners.
- **Continuum of supports.** Multilingual learners should be included in Tier 1, 2 and 3 instruction and interventions to address their specific academic needs, in addition to having regular designated ELD services.

For more ideas on how to address the needs of multilingual learners through MTSS, visit [mtss4els.org](http://mtss4els.org).

# Services for MLs who also Qualify for Special Education Services

Multilingual Learners who also qualify for special education services have unique and specialized needs. At a minimum LEAs

- Ensure that English Language development is provided for all identified MLs who also qualify for Special Education
- Ensure that an educator(s) with the proper knowledge and skills regarding language acquisition participates on the Child Study, Referral and/or IEP team.
- Provide systems that support collaboration between EL Specialists, General Education Teachers, and Special Education Teachers.
- Recognize the common misunderstandings and work to dispel the myths and provide professional learning for all educators.

## Culturally Responsive Practices for Identification of MLs with Disabilities

The process to refer and identify an ML for special education services requires a pre-referral, whole-child approach which considers multiple factors. Because multilingual learners come from a wide range of educational, familial, cultural, and linguistic backgrounds, educator should consider multiple factors including:

### *Personal and family characteristics*

Educators should utilize a holistic approach which seeks to understand the child's life at home and at school. What is known about primary caregivers, family/household members, languages spoken at home and by whom? What are the cultures and traditions of this child's household and how are those reflected in/ honored by school systems so as to communicate the child can utilize all personal, cultural, and linguistic assets at school? What are the child's interests, hobbies, talents, and activities after school? When looking at multilingual English learners, these characteristics help educators understand and learn to discern the differences between language/cultural differences and true learning disability.

### *Psychological characteristics*

The language acquisition process often includes a phase where students produce little English as they begin to develop the ability to process and comprehend the input from classroom instruction in English. The extent to which instruction is contextualized and involves extensive opportunities for oral language development opportunities can impact the extent of an individual student's silent phase. Personality characteristics, such as out-going, reserved, shy, etc. should also be considered as part of the pre-referral processes. It is helpful to observe the student in social and academic settings where English only is spoken as well as settings where the child's primary language is spoken in addition to one-to-one versus group settings as part of the information gathering process.

[Chapter 6 of the English Learner Toolkit](#) contains other examples of manifested learning behaviors and indicators of possible disability versus indicators of language difference due to the language acquisition process.

### *Previous schooling experiences*

Students' prior schooling experiences impact their current performance in US systems. While many MLs may have been educated only in US schools, others may have experiences from multiple international systems. Some MLs may have experienced interrupted schooling or trauma from war, immigration and, most recently, the pandemic. All these factors must be considered when discerning language development from disability.

### *Learning environments and how they impact MLs*

Systematic evaluation of the instructional environment is also a part of the process to distinguish disability-related behaviors versus language acquisition-related behaviors. This evaluation includes the quality and amount of English language development services that have been provided and the extent to which those services are integral to/connected to core-content instruction. It also includes an evaluation of the complete school experience and the extent to which meaningful access to all content instruction is being provided.

To what extent are the assets/functions of the bilingual brain considered when planning instruction? To what extent does learning occur in meaningful, cohesive contexts as opposed to separate, disconnected settings? To what extent is the WIDA ELD Standards Framework utilized in planning instruction in core content classrooms? The likelihood of over referral is decreased if educators reflect upon the systems, structures, and instruction to determine to what extent they are providing adequate support and access to students acquiring English while being educated in English.

### *Cross-cultural considerations*

Standardized tools for evaluating students often rely on comparisons to speakers of English. It is incumbent on the LEA to actively seek tools in the student's primary language as well as be mindful that interventions and instructional practices designed for speakers of English do not necessarily benefit MLs.

### *Oral language development in both the primary language and in English*

Oral language is foundational to literacy and as such deserves robust and extensive focus. This should occur throughout the day and across content areas. Oral language is important in both the student's primary language and in English and is essential to develop student's literacy in either or both languages.

### *Literacy development in both the primary language and in English*

It is important to look at the type of initial literacy instruction that was provided/is being provided. Learning to read in the primary language then transferring those skills to English is preferable. As seen in effective dual language programs, developing literacy in both languages results in stronger long-term outcomes for both MLs and speakers of English including students with special needs. Approaches to literacy development that are not designed or adapted for the unique needs of multilingual English learners do not benefit MLs and can have a detrimental impact on MLs ability

read and comprehend academic English. It is vital that literacy instruction addresses oral language development, an emphasis on the similarities and differences between languages (cognates and false cognates) and be fully contextualized with visuals and realia. For more information see Early Literacy Screening section below.

The National Committee for Effective Literacy for Emergent Bilingual Students released a resource in February 2022 which outlines specifics of literacy instruction for MLs. [\*Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students\*](#)

## **Tiered Supports/Interventions Prior to Referral for Special Education Services**

Tiered supports are provided to MLs in a manner similar to that provided speakers of English prior to any referral process for possible identification for special education. It is important that the tiered interventions/supports are designed or modified to address the unique needs of MLs as interventions designed for speakers of English without modifications are inadequate to address MLs needs.

## **Referral Process**

The English Learner Toolkit identifies four factors that may contribute to over identification or misidentification of MLs for Special Education services:

- Poor instructional practices
- Evaluating professional's lack of knowledge base regarding second language development versus disabilities
- Weak intervention strategies utilized prior to referral
- Inappropriate assessment tools (normed/designed for English-only speakers).

Misidentification/over identification is reduced when a collaborative multidisciplinary child student team with knowledge of second language acquisition, special education, English language development and the core curriculum engage in a supported process to gather and evaluate information as outlined above. Each member of the team has important perspective and expertise upon which the team draws to come to a shared decision regarding referral. This collaborative process helps to ensure due diligence in identifying true disability when considering referrals of students who are MLs for special education. Child study teams should document the evidence as well as the evaluative process as outlined above in which they engaged prior to making the referral.



## Early Literacy Screening

### What do Educators Need to Know about Early Literacy Screening of Multilingual Learners?

Students with reading difficulties should be identified as early as possible, but it is important to not confuse language development with a reading disability. Multilingual learners without learning disabilities may exhibit reading behaviors and characteristics that look like native English speakers who have reading disabilities. Some multilingual learners struggle with both language and reading, and students of any language can have dyslexia regardless of their linguistic background.

For this reason, **ALL eligible multilingual/English learners must be included in early literacy screening except during their first 4 months of U.S. schooling.** Multilingual learners' screening results should NOT be directly compared to grade-level norms. School teams should consider student progress and development of both language and literacy skills over time. **Students may be screened in a language other than English** if they have literacy skills in their home language or are enrolled in dual language programs.

Consider the following when using screeners in other languages:

- Screeners in other languages must be designed and normed for that language. Dialect variations must be considered. Use of an interpreter to provide sight translation of an English screener into another language is NOT appropriate and will not yield useful results.
- Screeners in other languages may not provide the whole picture for a multilingual learner. Most assessments have been normed for native speakers of that language, not children who are simultaneously developing two or more languages.
- If a student has skills in two or more languages, it is best to assess first in the student's dominant language and then assess in the second language to confirm and/or add new information about the student's skills.
- Consider the student's opportunity to learn in each language as well as previous and current exposure to literacy skills in each. Families and caregivers may provide useful information on students' language and literacy skills and use of their home language.

The following chart provides guidance on considerations for screening of multilingual learners at various language levels.

<b>WIDA Overall Score Range (Screener or ACCESS Assessment)</b>	<b>Considerations for Screening</b>
0-2.0	Newcomers are exempt from screening for first 4 months. Students may screen in their home language (if possible). Grade-level norms will not be applicable in English.
2.1-3.9	Students should be screened (unless in their first 4 months). Students may screen in their home language (if needed). Grade-level norms may not be applicable in English. Look at progress over time.
4.0-6.0	Students should be screened. Students may screen in their home language (if useful). Grade-level norms may be applicable, but team should consider progress as well.
Scores above a 4 in speaking and listening but lower in reading and writing may indicate warning signs and/or a need for literacy intervention.	

When reviewing and interpreting results of multilingual learners' early literacy screening, educators should consider the following:

- **What strengths does the student bring?** Look at other content areas for strength-based skills. Use observations and other data points in addition to literacy assessment data.
- **What does the student know in each language?** Multilingual learners may still be simultaneously developing language and literacy skills in two or more languages.
- **What can the student do when viewed across languages?** Assessment in a single language (either English or another language) may not fully capture all the student's skills. Reviewing skills across both languages may help show what the student "can do."

## How are Screening Data Used for Multilingual Learners?

The following questions may be useful when reviewing and interpreting the literacy screening results of multilingual learners. Data review teams may include classroom teachers, bilingual educators, EL specialists, reading specialists, and/or special education teachers. The use of home languages may be more applicable to dual language programs and is not always possible in programs with multiple languages.

Skill	Questions to Consider
Phonological Awareness	<ul style="list-style-type: none"> <li>● Does the student’s home language break down words or sounds in this way? (syllables vs. individual phonemes)</li> <li>● Is the skill typical in the student’s home language? (i.e. rhyming, alliteration, etc.)</li> <li>● If assessing in another language, is the task typical for that language?</li> </ul>
Phonemic Awareness	<ul style="list-style-type: none"> <li>● Has the student acquired these phonemes in their spoken English?</li> <li>● If assessing in another language, is isolating sounds/phonemes a typical linguistic practice?</li> <li>● What sounds does the student know in each language (if testing in multiple languages)? Is there overlap?</li> <li>● Are there sounds in English that are “tricky” for speakers of the student’s home language (if known)?</li> </ul>
Letter-Sound Knowledge	<ul style="list-style-type: none"> <li>● What letters does the student know in each language (if testing in multiple languages)? Is there overlap?</li> <li>● Are there letters that are “tricky” in English for speakers of the student’s first language (if known)?</li> </ul>
Rapid Automatized Naming Skills	<ul style="list-style-type: none"> <li>● Can the student name objects in either language? (How many can they name altogether across languages?)</li> <li>● Is the student using a “non-standard” term that still means something similar?</li> <li>● How does the student’s speed correspond to their language development?</li> </ul>

To build upon students’ existing skills in one language as they develop another, school teams should use the [WIDA Can-Do Philosophy](#).

While students of any language background may have weaknesses associated with dyslexia, multilingual learners are also overidentified for special education services in Washington state for specific learning disabilities. Because of this, referring multilingual learners for evaluation must be done with great caution. Many districts use a critical data process to consider multiple factors including the student’s first language development and background before considering a referral for testing. [Separating Difference from Disability](#) and [The ELL Critical Data Process](#) may be helpful in developing appropriate pre-referral processes for multilingual learners.

# How Should We Support Early Literacy Instruction and Intervention for Multilingual Learners?

All students, including multilingual learners, benefit from instruction that is essential for students with language-based learning disorders, including:

- Integrating content, language, and literacy instruction.
- Strengthening oral language development.
- Teaching writing in connection with reading as an essential skill.
- Building on student’s home languages and cultures.
- Focusing on comprehension to support academic literacy and student success.

Within the [MTSS framework](#), multilingual learners should be uniquely considered when determining intervention groupings for each tier of instruction and intervention. These considerations include:

- Tier 1 instruction that integrates content, language, and literacy and builds on students’ home languages and cultures.
- Regular designated English language development (ELD) provided by or in collaboration with a specially trained educator.
- Explicit focus on oral language development and comprehension in addition to phonemic awareness, phonics, fluency, and vocabulary.
- Intervention materials that are specially designed or adapted to ensure words/text are connected to meaning using visuals, context, or other means.
- Interventions provided in the student’s home language in dual language programs or if available. Stronger first language literacy is associated with stronger literacy in English.

See [mtss4els.org](http://mtss4els.org) for more ideas on addressing the literacy needs of multilingual learners.

## Resources

Collier, C. (2011). *Seven steps to separating difference from disability*. Thousand Oaks, CA: Corwin.

Escamilla, K., Olsen, L., and Slavick, J. (2022). [Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students](#).

Gaab, N. (2017, February). [It’s a myth that young children cannot be screened for dyslexia!](#) International Dyslexia Association.

[OELA English Learner Toolkit](#)

[USDE Infogram on English Learners with Disabilities](#)

[Regional Educational Laboratory \(REL\) Infographic on Identifying English Learners with Disabilities](#)

OSPI webpage: [Disproportionality Self-Study Overview and Resources](#)

OSPI webpage: [Providing a Continuum of Support for English Learners](#)

OSPI Presentation: [Identification of MLs with Special Needs \(Presentation May 19, 2022\)](#)

Sandman-Hurley, K. (2020). [Dyslexia and the English learner dilemma](#). Language Magazine.

For more information on creating an inclusive environment, see the [U.S. Department of Education's EL Toolkit Chapter 5](#), and for information on addressing the needs of English learners with disabilities, see [EL Toolkit Chapter 6](#).

# CHAPTER 7: TITLE III PROGRAMS

## Title III Services for American Indian and Alaska Native Students

American Indian and Alaska Native students may qualify for supplemental services through Title III, Part A, if they meet certain criteria based on their academic and linguistic needs.

### Identification, Placement & Family Communication

It is important to use the approved Washington state process to identify, screen, and place American Indian and Alaska Native students in Title III services and to engage families in this process. See Chapter 2 in this Policies and Practices Guide for more information on these requirements.

### Instructional Services

Instructional services for American Indian and Alaska Native students who qualify under Title III must be culturally and linguistically appropriate. As many AI/AN students may speak English as their primary language, these services are inherently different than those provided for other eligible multilingual English learners. Title III Services for AI/AN students must be planned by:

- ESSA Tribal Consultation with the nearest federally recognized Tribe(s) before submitting Title III plans and applications if 50% or more of the district's students are identified as American Indian/Alaska Native AND/OR if the district receives \$40,000 or more through Title VI.
- Collaborating with the Title VI Coordinator.
- Selecting from the following Professional Learning Menu:
- Supplemental implementation of the Since Time Immemorial curriculum or tribally developed history lessons with a language and literacy focus for Title III eligible students.
- Professional learning for English language development educators to use the Since Time Immemorial or tribally developed history curriculum.
- Hosting family nights and introducing the Since Time Immemorial and tribally developed curriculum as a resource to build language and literacy with their children.
- Northwest Native American reading curriculum (available from OSPI Office of Native Education.)
- Literacy activities in preparation for the canoe journey or other tribally specific gatherings.
- Other (must be approved by the OSPI Office of Native Education).

# Private School Participation in Title III

## Consultation

Timely and meaningful consultation in Washington begins with private schools completing the Intent to Participate form, which is available between February and April through the EDS System. If a non-profit, state-board-approved private school within the boundaries of a district that receives Title III funds does not respond, the district must make reasonable attempts, at least one in writing, to determine whether the private school intends to participate in Title III. Issuance of a single letter to the private schools explaining the district's intent to apply for funds is not adequate consultation. The district should contact private school officials annually, even if the private school has declined Title III services in past years.

District administrators must conduct a timely and meaningful consultation with appropriate private school officials during the design and development of the private school's Title III program on issues such as:

- How the multilingual/English learner needs will be identified.
- What services will be offered.
- How, where, and by whom the services will be provided.
- How the services will be assessed and how the results of the assessment will be used to improve those services.
- The size and scope of the services to be provided to the private school children, teachers, and other educational personnel.
- The amount of funds available for those services.
- How that amount of funds is determined.
- How and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers; and
- Whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor; and
- Whether to provide equitable services to eligible private school children—
  - i. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(C) based on all the children from low-income families in a participating school attendance area who attend private schools; or
  - ii. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(C) based on the number of children from low-income families who attend private schools.

## Timing

The required consultation must occur before the Local Education Agency (LEA) or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs.

The consultation must be documented. The state provides a template consultation form, which districts may use.

Consultation should be ongoing and must continue throughout the implementation and assessment of services, with genuine opportunities for both parties to express their views. Adequate notice of consultation is critical to ensuring meaningful consultation.

## Identification

Districts may request documentation, as needed, from private school officials to identify Title III-eligible students. This documentation should include responses to a home language survey and scores on an English language proficiency assessment. The private school may, but is not required to, use the WA state home language survey, language proficiency screener and language proficiency annual assessment. The district and private school officials determine during the consultation process which language proficiency assessment will be used for initial placement and annually for continued eligibility and whether the district or the private school will be responsible for administering the assessment.

Title I parent notification requirements in section 1112(e)(3) of the ESSA do not apply to parents of multilingual/English learners in private schools. However, the district and private school officials may wish to discuss, as part of timely and meaningful consultation, how parents will be made aware of Title III services provided by the LEA.

Eligibility is determined based on the location of the private school, within the district's boundaries, and not the residence of the student.

## Services

Multilingual/English learners at private schools are not eligible for services through the Transitional Bilingual Instructional Program.

The district, in consultation with private school officials, determines appropriate Title III services based on:

- The needs of the identified students and their teachers or other educational personnel
- The amount of Title III funds available for such services, subject to the expenditure requirements under section 8501 of the ESEA.

Services provided to staff and Title III-eligible students at participating private schools must be equitable to those provided to eligible students and staff at public schools in the district. Participation is considered to be equitable if the district:



- Assesses, addresses, and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis.
- Provides, in the aggregate, approximately the same amount of services to students and educational personnel with similar needs.
- Spends an equal amount of Title III funds to serve similar public and private school students and educational personnel.
- Provides both groups of students and educational personnel equal opportunities to participate in program activities.

If the needs of private school students and staff are different from those of public-school students and educational personnel, the district, in consultation with private school officials, must develop a separate program design that is appropriate for their needs. Such a program design must take into consideration the Title III funds available based on the number of identified students at the private school.

Examples of Title III services include:

- Administration of English language proficiency (ELP) assessments for identification and/or for the purpose of evaluating continued eligibility and the effectiveness of services (test booklets, teacher training, stipends to teachers to administer assessments).
- Participation in district-sponsored professional development (PD), or PD organized specifically to meet the needs of the private school teachers for the purposes of improving services to multilingual/English learners.
- Tutoring for students before, during, or after school hours.
- Participation of private school multilingual/English learners in summer school.
- Participation of students in a weekend language development program.
- Purchase of supplemental instructional materials and supplies to support language development.

Title III funds may not be used to finance the existing level of instruction in a private school. Services must supplement and not supplant what the private school would otherwise offer absent the Title III program. Services must be secular, neutral, and non-ideological. Services may be provided directly by the school district or by a third-party contractor who is independent of the private school and any religious organization during the hours of employment with Title III funds. Like teachers serving public school Title III-eligible students, teachers providing Title III services to private school students, whether district employees or third-party contract employees, are subject to the requirement that teachers in a Title III program be fluent in English and any other language used for instruction. Services must be implemented in a timely manner.

The state's English language proficiency standards do not apply to private schools or their students.

The school district maintains control of:

- Funds used to provide services.
- The title to materials and equipment purchased.
- A third-party provider's employment, contract, and supervision.

Funds used to provide services to private school children and educational personnel must not be commingled with nonfederal funds. Only the school district may obligate and expend federal funds on behalf of private school students and teachers.

## **Reporting and Record Keeping**

The state requests a count of Title III-eligible students at participating private schools from districts in the spring. This count is used in the calculation of the district's Title III allocation for the following year.

Districts maintain a record of evidence of consultation with the private school. Participating private schools must retain records to support student eligibility and services agreed upon. Documentation requests should not pose an administrative barrier to private school participation in Title III.

## **Complaint Process**

Throughout the year, OSPI receives a number of questions related to equitable services in private schools. Under ESSA, the state is required to have an ombudsperson available to monitor and enforce the equitable services requirements.

If a disagreement arises, private school officials are encouraged to first contact their local federal programs representative, or superintendent at the local school district, to resolve any issues that affect the services provided. In the event that there are concerns needing the involvement of the OSPI's Ombud's team, there are several options available.

- Private schools may indicate the consultation was not timely or meaningful on the Affirmation of Consultation form.
- If district disagrees with the views of private school officials with respect to any topic subject to consultation, the district must provide, in writing, to such private school officials the reasons why the district disagrees.
- Submit a formal complaint to OSPI as allowed under Washington Administrative Code (WAC).

The state's resolution or failure to make a resolution may be appealed to the U.S. Department of Education.

# CHAPTER 8: NEWCOMER STUDENTS

Washington state welcomes many students every year from a wide range of countries and circumstances. These students may have immigrated or are seeking refuge or asylum in our state. It is important for schools and districts to be prepared to receive newcomer students throughout the school year. The following guidance provides information on suggested programs and processes to support these newly arriving students.

## Immigrants, Refugees, and Asylees

While school districts typically do not collect information on a student's immigration status, families may volunteer this information as they enroll students in school. Certain grants and additional services may be available to some groups of newly arriving students based on their immigration status. These groups are defined as follows:

- **Immigrant** – Any person who was not born in the United States and immigrated to the country. For school purposes, an immigrant student is one who was born outside of the United States and has not attended school in any state for more than three full academic years.
- **Refugee** – A person who is forced to leave their country and cannot return because of a fear of persecution based on race, religion, nationality, political opinion, or membership in a certain social group. They have crossed an international border to find safety in another country. Refugees are typically granted this status before entering the United States.
- **Asylee** – A person fleeing persecution, who presents themselves at the US border, a port of entry, or is already in the United States. Asylee status is determined in the United States, and one may seek asylum regardless of the country one comes from or one's current immigration status.
- **Special Immigrant Visa (SIV) Holder** – Certain individuals who worked with, or on behalf of, the US government in Iraq or Afghanistan and are at risk because of their association or service.
- **Humanitarian Parolee** – An individual who would otherwise be eligible for refugee or SIV status but was not able to complete their visa processing before entering. Humanitarian parole was granted to many Afghans for "urgent humanitarian reasons."<sup>1</sup> This status is also likely to be granted to Ukrainian people who entered as asylees.

For more information on immigration status and supports for newly arrived students, see this [Refugee Presentation](#) and [Video](#) by the International Rescue Committee.

## Grant Support for Newcomers and Refugees

For schools or districts with a large or a recent increase in the number of immigrant and/or refugee students, grant support may be available:

- **Immigrant Grant** – This grant provides additional state funding to districts that have experienced a recent increase in their newcomer population. OSPI reaches out directly to eligible districts in the winter of each school year. Districts complete a grant application to receive funds. No documentation of students’ immigration status is required for this grant.
- **Refugee School Impact Grant** – This grant provides funding from the federal Office of Refugee Resettlement and serves refugee students who have been in the United States less than three years. The grant is managed by School’s Out Washington and requires districts to partner with a local community-based organization (CBO) to provide services that ensure refugee students’ success. A focus on high academic performance, successful integration into the school community, and strengthening the skills and knowledge of parents, schools, and CBOs for the benefit of refugee children must be demonstrated. Documentation of students’ status as refugees, parolees, or SIV holders is required.
- **Afghan Refugee Grant** – This new grant provides funding from the federal Office of Refugee Resettlement specifically for Afghan refugees who arrived after July 31, 2021. The grant is managed by OSPI, and funds are distributed directly to school districts to support additional staffing, extended day academic and language support, professional learning, and family engagement for newly arrived Afghan students and families. Documentation of students’ status as refugees, or SIV holders is required.

## K-8 Newcomers

Newly arriving students in grades K-8 **should be placed in the age-aligned grade level**, regardless of the grade level or amount of schooling completed in their home country. School systems vary widely across countries and school year calendars may not align to our typical US school year. Well-intentioned family members may request that a student be placed in a lower grade, but this should be discouraged as it is important for students to be placed with age-appropriate peers.

Newcomer students in grades K-8 benefit from the following practices:

- **Pre-Intake** – Before starting school, the family may need support with enrollment, obtaining required vaccinations, acquiring necessary school supplies, and transportation to and from school. Many districts provide in-person or phone interpretation at a family center or district office to assist the family with these needs.
- **School Orientation** – Newly arriving students may need support in their first days of school attendance. This assistance may entail help with finding their classroom(s), meeting their teacher(s), and learning basic routines such as where and when to use the bathroom, how to use automatic soap and towel dispensers, and how to navigate the lunchroom and playground. Assigning a student ambassador or buddy who speaks the student’s home language can be an excellent way to help the student feel welcome and learn these routines quickly.
- **Early Instructional Activities** – Newcomers with little to no previous English instruction should be placed in either a specially designed class or group with an EL teacher, specialist, or well-trained paraeducator (under the supervision of an EL teacher) who can provide individual support on basic English skills. Lessons in the first days of arrival may include

basic vocabulary such as language about school, food, clothing, and personal interests as well as greetings and useful phrases. Lessons in which students can share their own previous school experiences and compare/contrast with their new environment are both culturally responsive and helpful in building upon their prior knowledge.

- **Participation in Mainstream Instruction** – Newcomers can participate in and benefit from many instructional activities in the mainstream setting from the moment they begin attending school. Students who may have minimal English skills may enjoy feeling included and being part of the classroom community while listening to a read-aloud, following along with an instructional activity, and observing interactions with classmates. Classroom teachers may use strategies for multilingual learners including visual supports, graphic organizers, choral responses, songs, and chants that allow newcomers to participate in content instruction while developing their English language skills.
- **Testing Accommodations** - Recently Arrived English Learners (RAEL) can skip one administration of state ELA testing in their first 12 months in US schools. Newcomers must take state tests in math and science. Districts must plan for appropriate testing accommodations for the math and science tests to ensure accessibility for the student. See the Washington State Test Coordinators Manual available on the [WCAP portal](#) for more information.

## High School Newcomers

Newly arriving students who are ages 14 to 18 should be placed in the grade that provides continuity with their prior schooling or at the age-appropriate grade if this will be their first high school experience. Students who are ages 19 or 20 at their time of arrival are usually placed in a traditional high school, but may also request to participate in an Open Doors or other alternative program to accommodate any outside responsibilities they may have while continuing their education until graduation or age 21 (RCW [28A.150.220](#)).

### Intake, Assessment, and Placement

A welcoming and efficient intake procedure is an important way to encourage belonging, foster academic success, and establish effective language development support at the high school level.

#### *Intake*

Intake processes for newly arrived multilingual high school students traditionally require partnership between the student, their guardians, the student’s high school counselor, their certificated ELD teacher or language services case manager, and their community-based advocate, if they have one. An interpreter can provide interpretation for the student and family but may not serve as a member of the decision-making team. If a student arrives at their new school with documentation of a diagnosed disability or records of special education services in their prior school, a member of the school’s special education team should also be part of the intake process.

Newcomers may arrive with or without documentation of prior schooling. Strong high school counseling and language support programs have processes and procedures in place for both situations. The following considerations can assist in designing and refining multilingual student

intake processes:

Students who Arrive with Transcripts	Students who Arrive without Transcripts
<ul style="list-style-type: none"> <li>● Placement can be made in the grade-level that provides continuity of academic history.</li> <li>● Official or unofficial transcripts* or grade reports can be reviewed by qualified staff if formal evaluation has not been completed.</li> <li>● Students may be placed in the next course in a series based on successful prior completion of equivalent courses.</li> </ul>	<ul style="list-style-type: none"> <li>● Placement can be made in the age-aligned grade level until formal records are available. If improper placement is identified upon receiving formal records, locally determined district procedures for grade-level adjustment should be followed.</li> <li>● Students should confer with their school counselor and/or transcript evaluator to determine placement testing needs and appropriate course placement. This process frequently requires collaboration between the student’s high school counselor and a member of the school’s or district’s multilingual education team.</li> </ul>

\* More information on official vs. unofficial records and transcript evaluation procedures can be found in the section on Transcripts and Credit for Previous Coursework below.

Newcomer students at the high school level benefit from the following intake practices:

- **Enrollment/Intake Checklists-** Different countries have different requirements and processes for enrolling in a new school. Students and their families benefit from having a translated printed list of the forms that will need to be filled out, documents that need to be submitted and how they are used, and any meetings and placement testing that will take place.
- **Immediate Enrollment-** Regardless of whether high school newcomers arrive at the end of the school year or without transcripts, they should be placed in appropriate classes and be assisted with accessing English language development (ELD) and other school support services as soon as possible.
- **ELD Teacher Participation in Student Scheduling -** Coordination between the ELD teacher and school counselor makes it easier to place students in classes that meet their language development needs and move the student towards graduation. This collaboration also ensures that students can feel comfortable asking questions and receiving help from the ELD teacher or case manager and the student's counselor.
- **Requesting Middle School Transcripts-** In many countries, middle school includes the equivalent of 9<sup>th</sup> grade in the United States. In Washington, students are also able to earn high school credit as early as 7<sup>th</sup> grade for courses that meet high school level course standards (RCW 28A.230.090(4)). Requesting middle school transcripts can help educators identify students’ strengths and areas of interest and can ensure that students receive all the credits that are eligible for transfer to their new school.

- **High School and Beyond Plan-** The High School and Beyond Plan is a useful tool that can assist school counselors and other student support staff in learning about a student's interests and goals to identify possible pathways to graduation. For more information on the High School and Beyond Plan, see OSPI's [Graduation Requirements](#) webpage.
- **Orientation and the First Week of School-** High school newcomers come to Washington schools with a wide variety of experiences. It is important to make sure that students have printed copies of school maps with their classes and teachers listed, a printed copy of their schedule, and a list of any log-in information they may need to access school technology. Students may also need instructions for purchasing school lunch, locating bus stops, understanding school behavior expectations, typical adult language (such as corrective vs. attention-getting language), bell systems, and using lockers. It is also possible that newcomers have not had access to computers or programs such as Canvas or Google Classroom and will need assistance navigating these programs.
- **Peer Language Connections-** Pairing a student with other students who speak their language, or a closely related language, can help students learn how to get to their classes, to the cafeteria, and most importantly, build connections with their peers. This is one of the most effective support practices for newcomers. Peer mentors also benefit from being in a leadership role that supports their growth and development.

## *Assessment*

Proper assessment procedures ensure that newcomers are appropriately placed in language services and content classes. However, there are some assessments that should be avoided or that newcomers do not need to take. Newcomers and their families should be informed about which assessments they need to take and how the results of the assessments will be used.

### *English Language Proficiency Testing*

The WIDA screener must be given within the student's first ten school days (WAC 392-160-015). The WIDA screener is the only approved way for a student to be identified as an Eligible Multilingual Learner and be enrolled in the Transitional Bilingual Instruction Program (TBIP) (See Chapter 2: Identification and Placement of this Policies and Practices Guide). The test can also give insight into a student's strengths in English and which instructional strategies would benefit them. Strong ELD programs also track how quickly a student demonstrates increased capacity and proficiency in English using the student's screener score as a baseline to determine if a student would benefit from highly capable identification testing and/or advanced learning opportunities.

While best practice is for students to complete the screener prior to scheduling classes, in some cases that may not be possible. There may be time constraints, or a student may have experiences that make it unwise to be subjected to a standardized test prior to meeting peers and support staff. Students may also first need assistance navigating computer programs before engaging in computer-based testing. When a schedule must be created prior to ELP screening, it is recommended that a trained ELD teacher or language specialist attend the scheduling meeting to do an informal screening and collaborate with the student's school counselor for initial class placements. Once this process has been completed, the ELD teacher or language specialist should

then schedule the test with the student as soon as possible. Once the screener is given, class schedules can be adjusted, as necessary.

### *Content Area Testing*

Math is the most common content area where a need for placement testing arises during intake for newcomer high school students. Math placement testing relies on the concept of threshold skills and mathematical practices, and therefore should be administered by a math teacher or a language specialist familiar with math testing and standards. Placement tests that are designed specifically for newcomer students often include limited English and instead rely on technical drawings, predictable formatting, and when possible, are available in the student's primary language to eliminate linguistic barriers. These can be formal written tests or informal conversations to gauge math proficiency and problem-solving processes.

### *World Language Testing*

It is also recommended that testing for World Language Competency and qualification for the Seal of Biliteracy be completed as soon as possible. World Language Competency testing not only creates an opportunity for students to earn additional credits but also provides valuable information on the student's primary language abilities. ELD and content area teachers can use this information to evaluate the effectiveness of providing primary language support and/or access to advanced class placement. Please visit OSPI's [World Languages website](#) for information on available assessments by language.

### *State Testing*

Recently Arrived English Learners (RAEL) can skip one administration of state ELA testing in their first 12 months in US schools. Newcomers must take state tests in math and science. Districts must plan to provide appropriate testing accommodations for the math and science assessments to ensure accessibility for students who need them. See the Washington State Test Coordinators Manual available on the [WCAP portal](#) for more information.

### *Course Placement*

New student schedules are made based on prior academic experience and graduation requirements balanced by student interests and strengths. Placement in the appropriate multilingual education model and designated ELD is part of a student's language development plan and must be determined by a certificated ELD teacher or language services case manager.

Newcomer students at the high school level benefit from the following placement practices:

- **Placement in Dual Language Programs when Available-** High school dual language programs support students with achieving high levels of academic success. Classes that meet graduation requirements and are accessed in the student's strongest language are critical for student success while they develop their English language skills. Dual language programs are especially impactful when they are taught in the student's primary language (such as Spanish or Vietnamese) or a language in which the student had prior schooling (such as students who were taught in Spanish in Mexico or Guatemala and have a primary language of Mixteco or K'iche').



- **Credit for Previous Coursework** – Students with previous high school-level coursework in their home country should have their transcripts evaluated to identify opportunities for transfer credits. Students may also qualify for mastery-based credits (also referred to as competency-based credits), including world language credit as explained above. Each district has discretion over which courses to accept for transfer credit.
- **Individualized Schedules**- Students who arrive from other school systems may take classes outside of their grade level so that they do not repeat courses or so that they can meet graduation requirements regardless of when they enter Washington schools.

## Transcripts and Credit for Coursework from Other Countries

All high school students must have a transcript that contains the student’s **entire academic history** (WAC 392-415-070), including those courses that a student did not complete, high school classes taken at the middle school level (RCW 28A.230.090(4)), and any high school-level courses taken within or outside of the United States.

There is no standardized process for transcript evaluation in Washington - the decision to accept credits is locally determined. Districts must decide how to award credit for prior coursework and should have clear policies and procedures to grant transfer credits for domestic and foreign transcripts. Because of the complex and technical nature of evaluating international transcripts, it is suggested that districts create procedures including who will complete, coordinate, and oversee the evaluation process.

### *Official vs. Unofficial Documents*

Official transcripts or school records are signed, sealed documents received directly from the sending school’s registrar or obtained directly from the student and family. Documents that have been opened, are photocopies, or do not have a signature from the sending school’s representative are not official documents. Unofficial documents can also include grade reports and print-outs from online student or family access systems.

Many high school newcomers are unable to provide official transcripts. There is no law that states that a district cannot accept unofficial documents. However, districts should be sure that any unofficial documents are verified as authentic and accurately reflect the student’s academic history. Districts should also state clearly in their policies and procedures if and how any unofficial documents will be used. If only unofficial, unverified transcripts are available, districts should consider adopting and implementing a competency or mastery-based crediting policy to reduce barriers to graduation. This policy should be applicable to all students.

### *Translation vs. Evaluation*

Transcript translation and transcript evaluation are two different processes. Transcript translation is a word-for-word version of a non-English document rendered in English. Transcript evaluation is a process that results in a list of courses eligible for transfer credit by determining equivalency between courses taken outside the district and those offered within it.

## Transcript Evaluation Process

While transcript evaluation can be a complex process, accurate transcript evaluations can ensure students are on the path toward on-time graduation and help staff members recognize the student’s skills.

Since evaluation determines if foreign coursework meets state and locally determined graduation requirements, transcript evaluation should be completed by staff who are familiar with the district’s course catalog and Washington state graduation requirements and have training in transcript evaluation and their district’s transfer credit policies. These staff members are usually school counselors and/or school registrars but may also be district translators, migrant graduation specialists, or language specialists who have received specific training to be transcript evaluators.

The following table outlines the transcript evaluation process and includes sample resources and considerations to help school staff conducting the transcript evaluation process identify equivalencies and grant transfer credit.

<b>Step 1: Verification of Records</b>		
<b>Resources Needed</b>	<b>Process</b>	<b>Considerations</b>
<p>Student transcripts or academic records</p> <p>Sending school’s contact information (This may be located within the header or footer of the transcript or may need to be located online.)</p> <p>School staff familiar with the language in which the transcript is written or a professional interpreter</p>	<ol style="list-style-type: none"> <li>1. Match the student’s name on the transcript to the student’s provided identification.</li> <li>2. Verify that the sending school is a recognized/ accredited school through the school’s website and/or governing body.</li> <li>3. If transcripts are not received directly from a sending registrar, call or email to verify the authenticity of the transcript with the sending school.</li> </ol>	<p>Students frequently arrive with end-of-year documents rather than an official transcript. In these cases, it is helpful to have information from the sending school to assist in aligning local course requirements with the previous school’s course timeline.</p> <p>The student and their family cannot verify records themselves or serve as an interpreter when calling the school.</p> <p>OSPI’s webpage on <a href="#">Interpretation and Translation</a> provides more information and resources that may assist districts that need support with minority languages or languages new to their schools.</p>

<b>Step 2: Translation</b>		
<b>Resources Needed</b>	<b>Process</b>	<b>Considerations</b>
<p>Qualified translator</p> <p>Student transcripts or academic records</p>	<p>1. Identify a trained, qualified translator or transcription service. (Translation may not be completed by the student or a family member.)</p> <p>2. Obtain an exact translation of the transcript or academic record, including headers and footers, charts as rendered in the original document, school names and addresses, and any handwritten comments.</p>	<p>Digital or machine translation, such as services like <a href="#">Google Translate</a>, can only be used if a qualified translator reviews, edits, and verifies that the rendered document accurately reflects the source document. OSPI’s webpage on <a href="#">Interpretation and Translation</a> provides more information and resources that may assist districts that need translation support.</p> <p>Creating a translated and similarly formatted copy of the transcript will ease the evaluation process.</p>
<b>Step 3: Evaluation</b>		
<b>Resources Needed</b>	<b>Process</b>	<b>Considerations</b>
<p>Translated student transcript or academic records</p> <p>A guide to international school systems (i.e., <a href="#">UNESCO’s National Education System Profiles</a>)</p> <p>Website for the sending school’s governing body (i.e., <a href="#">Secretaría de Educación, Gobierno de Puebla</a>).</p> <p>Sending school’s website.</p> <p>OSPI’s <a href="#">Learning</a></p>	<p>1. Determine if the transcript is from a public, parochial, or international school.</p> <p>2. For each block of courses, determine if transferring courses are year-long or are aligned with certain grading periods (i.e., quarters, trimesters, semesters) and assign a US grade-level and grading period equivalent while maintaining the dates provided.</p> <p>3. Then, for each course:</p> <p>a. Using the school’s or school governing body’s website(s), identify the standards for each course.</p>	<p><i>Schooling Systems:</i> Public schools in other countries may be part of a national or a regional system or be attached to large public universities.</p> <p>Parochial and other schools may not follow the same grade level and term systems of public schools. Many follow a system that aligns to the religious order overseeing the school.</p> <p>English and American international schools may follow a UK or US system of grade progression.</p> <p>IB World Schools are all aligned with the IB educational program.</p> <p>In some countries, even when in-person schools are managed regionally, virtual schools may be managed by the federal</p>

<p><a href="#">Standards and Instructional Materials Website</a></p> <p><a href="#">State Course Codes</a></p>	<p>b. Compare the standards covered in the foreign course to the <a href="#">WA state standards</a> to determine areas of equivalency. If no equivalency exists, it is ineligible for transfer.</p> <p>c. Using the Washington <a href="#">state course codes/descriptions</a>, assign an equivalent course code.</p> <p>d. Determine the grading scale used on the student’s transcript and assign grades aligned with your local grading scale.</p> <p>e. Determine the number of eligible transfer credits for each course based on grades earned.</p>	<p>educational authority.</p> <p><i>Grade Level Settings:</i> It is common for 9th grade to be the final year of “middle school” in many countries. In systems that include grade 9 equivalent courses in a middle school, course standards for 9<sup>th</sup> and 10-12<sup>th</sup> grade courses are usually found in different places.</p> <p>In many other countries, students in grades 10 through 12 attend school in multiple settings, such as vocational schools or college preparatory programs. It is important to identify the setting in which a student took each course to identify which standards to use during the evaluation.</p> <p><i>Grading Systems:</i> Schools using a 10-point grading scale have final grades that mirror the percentage earned in the course (i.e., 8.9= 89%).</p> <p>In some educational systems, an earned grade of “5.0” or “50%” is a passing grade but may not be the equivalent of a passing grade in a Washington school.</p> <p>If a student did not pass a course that has a local equivalent, it must still be included on the student’s transcript. These courses would be evaluated with credits listed as “0.0.”</p>
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<b>Step 4: Transcription</b>		
<b>Resources Needed</b>	<b>Process</b>	<b>Considerations</b>
<p>Original and translated student transcripts or academic records</p> <p>Completed transcript evaluation</p> <p>OSPI's website on <a href="#">High School Transcripts</a></p>	<ol style="list-style-type: none"> <li>1. Verify that the translation and evaluation are complete.</li> <li>2. Enter the evaluated courses into the student's official transcript.</li> <li>3. Print three copies of the transcript– one for the student, one for the cumulative file, and one for the student's school counselor.</li> <li>4. Document completion of transcription on the evaluation form (if applicable).</li> </ol>	<p>All academic history must be entered on the student's transcript in the order taken.</p> <p>Based on the transcript evaluation, follow your district's review process to ensure that the student is in the correct grade level based on their academic history.</p>
<b>Step 5: Retention</b>		
<b>Resources Needed</b>	<b>Process</b>	<b>Considerations</b>
<p>Completed transcript evaluation packet, including:</p> <ul style="list-style-type: none"> <li>• Original transcripts or academic records</li> <li>• Translation of original documents</li> <li>• Evaluation process forms (if applicable)</li> <li>• Completed Washington state transcript</li> </ul>	<ol style="list-style-type: none"> <li>1. File the student's original records, any translations, evaluation forms, and a copy of the updated transcript in the student's cumulative file.</li> <li>2. Submit a copy of completed evaluation forms to the student's high school counselor to assist in class placement and graduation tracking.</li> <li>3. Give a copy of the completed transcript to the student/ student's guardian for their records.</li> </ol>	<p>Some registrars also keep a copy of transcript evaluation packets completed by year for their own records or for auditing purposes.</p> <p>If a school's language support program has a case management model, the student's case manager may benefit from a copy of the packet.</p> <p>School counselors should review any current or future schedules when they receive a copy of the completed transcript to verify that no courses will be repeated.</p>

Some of the frequent errors made when determining equivalency are listed below:

Error	Correct Equivalency	Reason for Equivalency
ELA credit given for English as a Foreign Language	01008 English as a Second Language	Foreign language classes do not meet CCSS grade level ELA standards
Assigning two semesters of study with the same grade for year-long courses	Transcribe as a year-long course	On final transcripts, all high school coursework must be listed with the duration of the course and grading periods listed in order, as taken.
No credit given for courses that have term grades or term exams but no final grade	Partial credit given with correctly evaluated number of credits and grade earned if the course has a district approved equivalency	<p>Many districts award partial credit to students based on the following statutes:</p> <ul style="list-style-type: none"> <li>• RCW 28A.300.542 (Students experiencing homelessness)</li> <li>• Chapter 13.34 RCW (Definition of a dependent)</li> <li>• Chapter 13.32A RCW (At-risk youth or children in need of services)</li> </ul>

### *Transfer Credit Policies*

All decisions about which previous international coursework is eligible for transfer must be made based on the local district's policies and procedures.

Districts may consider the following recommendations:

- **Mastery-Based or Competency-Based Crediting Policies and Procedures:** Strong master-based crediting policies and procedures can help districts with confusion that may arise from unofficial transcripts or school records that cannot be verified. These policies can help reduce barriers to graduation for newcomer and highly mobile students. Mastery-based crediting may be a critical process in awarding students with credit for their demonstrated proficiency in ELA and math if transcripts are not available.
- **Clearly Designated Transcript Evaluators:** When transcript evaluators are clearly identified in district policy, procedures, and job descriptions, it can reduce the confusion in a complicated process and help the transcript evaluation process move faster.
- **Databases of Identified Equivalent Courses-** Maintaining a list of commonly used course equivalencies can assist in the transcript evaluation process. If a district, or group of districts, maintains such a list, it is important that it be reviewed periodically to ensure that the list remains valid.
- **Manual Review of Transcripts for Students with International Academic History Who Transfer from Other US Schools-** Verifying previous translations and evaluations of international transcripts can ensure that students are receiving all the credits for which they are eligible.

## Pathways to Graduation

Multilingual learners who enter high school between the ages of 14 and 20 need assistance with developing a clear pathway to graduation regardless of when they enter Washington schools. It is important that the appropriate school staff map out the courses that a student needs to graduate. When staff develop a course-taking plan, they must consider the individual needs of students, their English language skills, and prior courses they have taken.

### *Content-Based (Sheltered) Instruction Program*

Schools that regularly receive newcomer students at the high school level may benefit from implementing a content-based or sheltered instruction program that provides specially designed courses for newcomer students to develop English language skills and earn core content credits in a setting specifically tailored for them. These classes can ease students' transitions into their new environment and make content accessible for newcomer students. Below is an example of a content-based instruction program for students who arrive in 9<sup>th</sup> grade:

9 <sup>th</sup> Grade (1 <sup>st</sup> year)	10 <sup>th</sup> Grade (2 <sup>nd</sup> year)	11 <sup>th</sup> Grade (3 <sup>rd</sup> year)	12 <sup>th</sup> Grade (4 <sup>th</sup> year)
Beginning ELD	Intermediate ELD	Advanced ELD (may generate ELA credit)	Elective (Arts/CTE/WL)
EL Reading & Writing*	10 <sup>th</sup> Grade ELA	11 <sup>th</sup> Grade ELA	12 <sup>th</sup> Grade ELA
EL HS Math (as determined by placement test or first course in series)	Next math course in series	Next math course in series/ Advanced Math	Advanced Math
EL Biology/EL Science**	Chemistry (or Biology)	Physics	Advanced Science (or Elective)
EL World History* (or PE/Health)	PE (or World History)	US History	Government/Other S.S. Elective
Elective (or PE) (Arts/CTE/WL)	Elective (Arts/CTE/WL)	Elective (Arts/CTE/WL)	Elective (Arts/CTE/WL)

\* Only one section of ELD can be used to meet most college entry ELA requirements. Additional years of ELD may complete HS graduation requirements as determined locally but are not CADR.

\*\* See EL Content Courses below.

Features and considerations of this model:

- **ELD Courses** – Newcomer students will generally need an ELD course to support their English language development for the first 3 years they are enrolled unless they enter with prior English skills. ELD courses can only generate ELA credit if they meet grade-level ELA standards. Higher-level ELD courses may be designed to meet ELA standards, especially language, speaking and listening standards.

- **EL Content Courses** – If feasible, students may also be scheduled into sheltered EL core content classes in their first year of attendance. These classes are ideally taught by a content teacher and co-taught or supported by an EL teacher and/or EL or bilingual paraeducator. Content courses can also be set up with a “toggle” course code that allows students to generate elective credit if they are not yet able to meet grade-level content standards because of limited language skills and/or limited academic experience. These courses could be repeated to generate content credit the following year.
- **Credit for Previous Coursework** – When building a program for newcomers, keep in mind that students with previous coursework in their home country may have different course progressions based on the courses they have taken previously.
- **Core Content in the 2<sup>nd</sup> Year and Beyond** – As students move into mainstream courses in their 2<sup>nd</sup> year and beyond, they may continue to need support to access content and continue to develop their English skills in content areas. ELD classes in the 2<sup>nd</sup> year and beyond may be designed to provide academic language support. It is also recommended that core content teachers receive professional development on strategies to support intermediate and advanced multilingual learners. Students may also be scheduled into clustered, reduced-size classes to provide extra support and attention.
- **Students with Disabilities** – Multilingual students with disabilities benefit from placement in a content-based instructional program. Instructional methods and supports that meet their language needs frequently provide opportunities for support as dictated by the student’s IEP and facilitate coordination of services between content, language, and special education teachers.

Keep in mind that all students generate basic education funding through their attendance and should be supported using basic education funds. Supplemental services such as an EL co-teacher or bilingual paraeducator supporting multilingual learners may be funded from the TBIP.

### *Supportive Mainstream Program*

For schools that have small numbers of newcomer students at the high school level, newly arrived students may need to be served in the Supportive Mainstream model. If possible, an ELD class which may serve one level or various levels together can provide an environment that eases students’ transitions and provides academic language support for students who are in mainstream classes for most of their day. Below is an example of a Supportive Mainstream model for newcomer students who arrive in 9<sup>th</sup> grade:

<b>9<sup>th</sup> Grade (1<sup>st</sup> year)</b>	<b>10<sup>th</sup> Grade (2<sup>nd</sup> year)</b>	<b>11<sup>th</sup> Grade (3<sup>rd</sup> year)</b>	<b>12<sup>th</sup> Grade (4<sup>th</sup> year)</b>
Beginning ELD (or mixed ELD class)	Intermediate ELD (or mixed ELD class)	Advanced ELD (or mixed ELD class)	Elective (Arts/CTE/WL)
9 <sup>th</sup> Grade ELA (with support)	10 <sup>th</sup> Grade ELA (with support)	11 <sup>th</sup> Grade ELA	12 <sup>th</sup> Grade ELA
EL HS Math (as determined by	Next math course in series	Next math course in series/ Advanced Math	Advanced Math



placement test or first course in series)			
Biology (or other Science)	Chemistry (or other Science)	Physics (or other Science)	Advanced Science (or Elective)
PE/Health	World History	US History	Government/Other S.S. Elective
Elective (Arts/CTE/WL)	PE or Elective (Arts/CTE/WL)	Elective (Arts/CTE/WL)	Elective (Arts/CTE/WL)

Features and considerations of this model:

- **ELD Courses** – For students in a Supportive Mainstream model, ELD services are still required and necessary. In a mixed-level ELD class, the EL teacher can engage in individual or small group activities to differentiate instruction to meet student needs. Working closely with core content teachers to preview or review academic language from other content classes can also be helpful. If it is not possible to enroll students in an ELD class, the EL teacher or paraeducator can “push-in” to ELA and other content classes to provide support.
- **ELA with Support** – Students who do not have access to a specialized ELD course or are simultaneously enrolled in an ELA course may need modified assignments. Using a less complex text to address the same standards, using a text in the student’s home language, or providing other ways to access text (multimedia, shorter versions, etc.) can allow students to participate fully while making the class more accessible and supportive.
- **Content Courses** – Similar to the Content-Based Instruction model, core content classes for newcomer students can be set up with a “toggle” course code that allows students to generate elective credit if they are not yet able to meet grade-level content standards because of limited language skills and/or limited academic experience. These courses could be repeated to generate content credit the following year.
- **Credit for Previous Coursework** – Students with previous coursework in their home country may be able to skip courses they have already taken or qualify to earn mastery-based credits.
- **Clustering** – When possible, clustering newcomer students within the same classroom can allow schools to provide extra support. Similarly, pairing students with a classmate who speaks their language can be supportive as they continue to develop English skills.
- **Students with Disabilities** – Multilingual students who receive both newcomer ELD and specially designed instruction can have difficulty fitting in all the classes and supports they need and are entitled to in a Supportive Mainstream program. Regular collaboration between the educators responsible for specially designed instruction and English language development can support proactive decision making and coordinated services to meet the needs of their students in this setting.

## Dual Language Program

Dual language programs are an excellent placement for newly arrived high school students who speak the target language of that program. Dual language programs allow students to develop their academic skills in content classes taught in their own language while also developing English language proficiency. It is important to ensure that the dual language program is set up to allow newcomer students access to the available classes in their home language while also allowing participation in necessary ELD classes. Below is an example of a newcomer dual language schedule in a Spanish/English Dual Language Program for a student who arrives in 9<sup>th</sup> grade:

9 <sup>th</sup> Grade (1 <sup>st</sup> year)	10 <sup>th</sup> Grade (2 <sup>nd</sup> year)	11 <sup>th</sup> Grade (3 <sup>rd</sup> year)	12 <sup>th</sup> Grade (4 <sup>th</sup> year)
Spanish Language Arts 9	Spanish Language Arts 10	Spanish Language Arts 11	Spanish Language Arts 12
Beginning ELD or 9 <sup>th</sup> Grade ELD/ELA for DL	10 <sup>th</sup> Grade ELA for DL	11 <sup>th</sup> Grade ELA for DL	12 <sup>th</sup> Grade ELA for DL
PE/Health	Spanish World History	Spanish US History	Spanish Government/ Other S.S. Elective
Spanish HS Math (as determined by placement test or first course in series)	Next math course in series	Next math course in series/ Advanced Math	Advanced Math
EL Biology/EL Science	Chemistry	Physics	Adv. Science
Elective (Arts/CTE)	PE or Elective (Arts/CTE)	Elective (Arts/CTE)	Elective (Arts/CTE)

Features and considerations of this model:

- Balance of Languages** – To be considered dual language programs at the middle and high school level, students should have a course in language arts in both languages each year and at least one core content area taught in the non-English language ([CAL Guiding Principles](#)). Strong programs support newcomer students with a minimum of two and maximum of four courses taught in the student’s primary language to ensure effective support for both languages.
- Core Content Taught in Languages Other than English** – Any core content courses such as history, science, or math that are taught in the newcomer students’ language can provide students with an excellent way to build on their prior learning and generate core content credits while also focusing on developing their English proficiency.
- Electives in the Language Other than English** – Electives that are language-rich, such as Drama, Translation/Interpretation, or Careers in Teaching can provide newcomer students with the opportunity to develop strong language skills while also enabling students to earn Arts or CTE credit towards graduation.

- **Students with Disabilities** – Placing newcomer students with disabilities in dual language programs provides strong academic and linguistic support when the student has a personal or academic history with the partner language. It is important that goals are set and progress is monitored for both languages when communication, reading, or writing goals are part of the student’s IEP.

## **Students with Limited or Interrupted Formal Education (SLIFE)**

A student who has missed six months or more of formal schooling prior to enrollment in a US school may be designated as a Student with Limited or Interrupted Formal Education (SLIFE). These students may have also experienced traumatic events due to political unrest, violence, or extreme poverty in their home countries. For newly arriving students at the high school level, SLIFE students may have different needs than other high school newcomers.

The following practices are highly recommended for newly arriving SLIFE students:

- Use intake assessments and questionnaires to document prior academic history and identify which skills they already have that can be built upon in school.
- Provide extra English language development (ELD) services and individual support in the student’s home language, if possible.
- Schedule students in newcomer classes and/or necessary academic support classes.
- Consider appropriate career and technical education (CTE) classes based on student interests and future goals.
- Use mastery-based crediting procedures to award credit for work and life skills.
- Collaborate with community-based organizations and local community colleges to provide additional resources and/or specialized programs.

### *Newcomer Programs*

Newcomer programs are designed specifically for students facing challenging transitions as they adjust to new environments and into their new schools. These programs provide safe environments that help orient students to the US school system and assist with the development of basic English communication skills during their first 6 to 18 months in the country. These programs may offer classes that are similar to Content-Based (Sheltered) Instruction models for half or more of the school day. Transportation may be provided to the program. Districts able to offer a newcomer program model must carefully consider how to address the possible impacts of segregation. For this reason, full-day newcomer models are not recommended.

### *Alternative Learning Environments*

All newcomer students, regardless of their prior schooling and age of entry, should be offered a pathway to complete a full high school diploma. However, some students who arrive at an older age may have unique needs and obligations outside of school, particularly if they are SLIFE. These students may prefer to enroll in Open Doors or other alternative learning environments. School counselors and EL teachers and specialists should be aware of these alternative options and work with newly arrived SLIFE students to allow students and their families to make an informed choice and develop an individualized plan to meet their needs.

## Notes & Resources

<sup>1</sup> National Immigration Forum; <https://immigrationforum.org/article/explainer-humanitarian-parole-and-the-afghan-evacuation/>

The [USDE Office of English Language Acquisition \(OELA\) Newcomer Toolkit](#) is designed for staff who work directly with newcomers, immigrants, asylees, refugees, and their families and provides additional information and resources.

# CHAPTER 9: PROGRESS MONITORING AND PROGRAM EVALUATION

In order to ensure that the Transitional Bilingual Instruction Program is effective in supporting eligible multilingual/English learners to reach full proficiency in English and master grade-level standards, students’ progress should be regularly monitored, and the program should be evaluated annually for continuous improvement.

A continuous improvement approach is integral to upholding the Castañeda (1981) framework which articulates three standards for language instruction educational programs:

1. The program is based on **sound educational theory or research**;
2. The program is **implemented effectively** with adequate resources and personnel;
3. The program is **evaluated as effective** in overcoming language barriers.

Beyond upholding Castañeda, continuous improvement can be a powerful tool for promoting multilingual/English learners’ access to high-quality instruction and services that build upon their diverse assets.

## Progress Monitoring

For multilingual learners to make adequate progress towards full proficiency in English and in grade-level appropriate academic standards, schools/districts should be regularly monitoring students’ progress in both language acquisition and academic mastery. A comprehensive plan includes use of both formative and summative student assessments at least three times per year that can inform instruction and interventions. While the state-required annual English language proficiency assessment can provide some of this information, it is a single point in time and is not adequate for comprehensive progress monitoring.

Schools/districts may want to use the [Multilingual Learner Plan Template](#) to articulate a plan for progress monitoring using the following table:

<b>Assessment &amp; Monitoring of Student Progress</b>		
Name the assessment tools that are used to monitor eligible and exited multilingual learners’ academic and linguistic progress and describe any processes for administration of progress monitoring, including annual ELP assessments.		
	<b>Academic Assessments</b>	<b>Language Assessments</b>
<b>Elementary:</b>		
<b>Middle School:</b>		
<b>High School:</b>		

## Proficiency Level Descriptors

Another powerful tool for monitoring student progress is the WIDA Proficiency Level Descriptors (PLDs). These interpretive and expressive grade band-level rubrics can be used to:

- Examine student work and determine students' current performance levels;
- Set goals for language development, aligned to the Language Expectations;
- Determine student needs and develop scaffolding and supports; and
- Track student progress over time.

For more information and examples of how to use the PLDs to monitor student progress, see ["Using Proficiency Level Descriptors to Plan Instruction and Assessment Multilingual Learners"](#) (Percy Calaff, Shafer Willner, Gottlieb, & Marinho Kray, 2022).

## Program Evaluation

Equally as important as reviewing student progress is conducting an annual program evaluation. Program evaluation is a systematic process which provides opportunities to reflect, learn, and inform decision making. Evaluating the Transitional Bilingual Instruction Program is not only a required component of the TBIP and Title III grants but is best practice in any educational system. Program evaluation is a coordinated internal effort that involve various stakeholders and is an opportunity to reflect on the continuous improvement of the system. It is not a punitive process that reflects the work of individuals, nor is it necessarily conducted by external stakeholders.

While there is no one "right" way to conduct a program evaluation, most evaluations of Multilingual Learner programs will include both a Process Evaluation and a Summative Evaluation.

## Process Evaluation

A process evaluation focuses on the extent to which a program is operating as intended. Typically, a process evaluation requires documentation of the strategies and overall plan for implementation. The overall question this type of evaluation answers is **how** a program outcome was achieved.

Common types of data collected and used in a process evaluation include:

- Procedures for identification, placement, screening, and notification
- Demographic characteristics of program participants
- Documentation of ELD services and accessible content instruction
- Documentation of program models
- Characteristics of staff, staffing ratios, and professional learning plans
- Staff, student, and family perceptions of the program

Many of these data can be captured using the [Multilingual Learner Plan Template](#), the [Consolidated Program Review \(CPR\) Checklist](#), and through family and school surveys using the [Family Feedback Survey Templates](#) on the OSPI website.

## Summative Evaluation

A summative evaluation focuses on whether a program has had the intended effect on outcomes. Typically, a summative evaluation requires review of data on outcomes for the students served in the program. The overall question this type of evaluation answers is **the extent to which** a program outcome was achieved.

Common types of data collected and used in a summative evaluation include:

- Number and percent of multilingual learners (MLs) attaining proficiency and exiting (transitioning from) ELD services
- Number and percent of former MLs who met academic standard on state assessments two and four years after exiting/transitioning
- Number and percent of MLs who have not exited ELD service after 5 years (Long-Term English Learners or LTELs)
- Number and percent of MLs who are dually qualified for Special Education services, compared to the number and percent of the total student population
- Average years to exit ELD services
- 4 and 5 year graduation rates for MLs (current and exited MLs)

These data are required components for both the TBIP and Title III grant applications and/or are included in the annual family notification letter to inform families of expected outcomes for the program. Districts may want to review other data as well, including data from academic and language assessments listed in the Progress Monitoring table above.

When reviewing these data, stakeholders may want to reflect on the following questions:

- How do your program's data compare to the state average?
- How do these data look over time? What are the trends?
- What are implications for how to address disparate outcomes?

A successful Transitional Bilingual Instruction Program is rooted in research-based practices specific to the unique linguistic and academic needs of multilingual English learners. Districts should use these data to develop specific continuous improvement plans to:

- Provide equitable services to ensure that all multilingual English learners receive meaningful access to content and English language development services that allow them to achieve full English proficiency.
- Monitor academic progress for exited/transitioned students and provide targeted assistance as needed through a Multi-tiered System of Supports.
- Support Long-Term English Learners (LTELs) with an intentional focus on academic discourse and language skills needed to meet grade level standards.
- Monitor the number of students who are dually qualified for ELD and Special Education services to prevent overidentification and ensure appropriate service are provided in both areas.

The following chart gives an example of goals that a district might develop for continuous improvement plans in each of these four areas:

ESSA Required Data Elements	District Data	Goals for Continuous Improvement Plan
Number and % of ELs attaining ELP and exiting EL services.	15% of ELs attained proficiency in 2021	Increase specific ELD services for intermediate students in grades 3-5
Number and % of former ELs who met standard academic assessments 2 and 4 years after exiting.	50% of exited ELs met standard after 2 years 60% of exited ELs met standard after 4 years	Provide after-school academic support for exited students who are not meeting standard.
Number and % of ELs who have not exited EL services after 5 years.	25% of ELs have not exited after 5 years	Add AVID Excel classes at middle school for LTELs
Percent and performance of English learners who dually qualify for Special Education.	10% of ELs qualify for SpEd 65% of these students are making progress	Improve referral process to reduce over-representation & provide GLAD training for SpEd teachers

## District-level Continuous Improvement Plans

After reviewing both the Process and Summative Evaluation data, districts should develop annual continuous improvement plans to focus on the systems, structures and resources that are needed to improve implementation and student outcomes.

1. **Systems** – In reviewing current systems, the district may want to use the [Multilingual Learner Planning Template](#) to ensure that procedures are communicated and carried out consistently throughout the school system. Aligning multilingual learner program plans with other district strategic plans and initiatives and ensuring that leaders throughout the system understand the requirements and needs of multilingual learners can be critical in strong implementation.
2. **Structures** – In reviewing current structures, the district may want to examine how educators responsible for multilingual learners are situated at both the school and district level. Do ML educators have a voice in decision making? Who receives professional learning focused on MLs? How are MLs centered in the ongoing work of the district? What changes may be needed to increase the visibility of MLs?
3. **Resources** – Use of increased funding to support MLs can be critical in improving outcomes. In examining how funds are used to support the program, districts may want to pay attention to how TBIP and Title III funds are distributed across schools to meet MLs’ needs as well as how other funding sources such as Basic Education, Title I, and LAP funds are used for MLs. A strong program will leverage Basic Education dollars first with other state and federal funds used to supplement and strengthen services. Braiding of these supplemental funds can also support a strong Multi-tiered System of Supports in which MLs have access to many linguistic and academic supports and interventions.



As the district reviews program evaluation data, specific goals and steps to leverage systems, structures, and resources in new or continuing ways should be articulated in a district-wide plan for multilingual learners.

## School-level Continuous Improvement Plans

Process and Summative Evaluation data also have implications for school-level continuous improvement plans. If certain schools are struggling to implement effective programs or are showing disparate outcomes for students, these schools may need specific plans to address the needs of their multilingual learners and/or may require additional district support. Regardless of the outcomes, all schools with multilingual learners should be able to articulate strategies they will use to support MLs in reaching their school-wide goals.

To craft a strong school improvement plan for MLs, each school should:

1. **Select at least two key goals** from their school improvement plan for which they will develop a specific plan for MLs. They should use disaggregated data to determine which goals may be most critical for this group of students.
2. **Develop specific strategies to support MLs** for each of the key goals. For example, a school that is focused on improving mathematical problem solving may choose a strategy around using academic oral language to explain mathematical reasoning, based on the theory that MLs may struggle with articulating their mathematical thinking in English, which may be affecting their problem-solving outcomes.
3. **Plan professional learning to support educators** with the selected strategies. This can help the school develop strong professional learning for all educators regarding how to support MLs in the classroom with a specific focus on goals that are already shared school-wide.
4. **Monitor ML student progress on the goals** so that the entire school is regularly looking at ML student outcomes as well as outcomes for all students.

When MLs are specifically called out in a school improvement plan, the school is more likely to have shared ownership of their achievement and to develop stronger professional learning plans to meet their needs. Regardless of the number of multilingual learners in a school, all schools can strategically include ML strategies in a school improvement plan.

## Classroom-Level Plans

At the classroom level, teachers can also play a critical role in improving outcomes for individual students. Using the Progress Monitoring plans outlined above, educators should be reviewing student data at least three times a year to look at individual student growth and needs. These data should include both linguistic and academic assessments from both formative and summative data sources.

At the individual level, these data can inform individual goals that the student, family, and teacher(s) can set together. The [Multilingual/English Learner Individual Learning Plan Template](#) is one example of a tool that can be used to craft an individualized plan for MLs. Specifically, identifying domain areas such as listening, speaking, reading, or writing in which a multilingual

learner is still developing can help inform the specific ELD services needed as well as strategies in the classroom that may support this development.

## Resources

For more information on monitoring and exiting English learners from services, see the [U.S. Department of Education EL Toolkit Chapter 8](#), and for resources on program evaluation for ML programs, see [EL Toolkit Chapter 9](#).

# CHAPTER 10: STAFFING, PROFESSIONAL LEARNING & ALLOWABLE EXPENSES

## Staffing for the Transitional Bilingual Instruction Program (TBIP)

Staffing for English language development services and accessible content should be provided through various funding sources including basic education, TBIP and Title III. **Effective September 2019, all teachers funded by the TBIP must hold an ELL or Bilingual Education Endorsement.**

### Basic Education Staffing

Teachers who are providing accessible content to eligible multilingual/English learners should primarily be funded from basic education. In a dual language program or a supportive mainstream model, most students will spend the majority of the school day in a classroom with a basic education funded teacher. Even if the teacher holds an ELL or Bilingual endorsement, if they are serving as the primary teacher of record, the teacher should be funded from basic education.

### TBIP Funded Staffing

Teachers who are providing supplemental English language development services may be funded using TBIP, as long as they hold an ELL or Bilingual Endorsement. However, keep in mind that multilingual/English learners in content-based (sheltered) instruction classes at the secondary level are still basic education students and the school/district receives funds for those students for each class period throughout the day. If the EL teacher is the teacher of record for a given course, at least part of their funding should come from basic education, with TBIP used to supplement this funding or to allow for smaller class sizes than the typical formula allows.

#### *TBIP funding can be used for:*

- Teachers serving multilingual/English learners with an English Language Learner (ELL) or Bilingual endorsement (Teachers who have the National Board for Professional Teaching Standards in English as a New Language may add the English Language Learner endorsement by following the Certification Office's process.)
- Teachers holding a previously issued Washington endorsement titled, "English as a Second Language" (Primary, Secondary, or Support) or an equivalent endorsement with a new name, provided that the equivalent endorsement aligns with other ELL or Bilingual endorsements in the Certification Office's Migration Chart.
- Teachers serving multilingual/English learners who hold a Standard/Continuing certificate (issued prior to 1987) and have significant training and/or experience in providing language development services
- Instructional coaches and trainers with an ELL or Bilingual endorsement
- Non-instructional administrators who oversee or support the TBIP program

- Supplemental academic support for transitioned (exited) students
- Paraprofessionals who directly provide supplemental support for multilingual/English learners under the supervision of a qualified teacher. The percentage of TBIP funding should match the percentage of the time spent providing language development services (i.e. paraprofessionals who also provide core instruction support or supervision – lunch, playground, bus – must be paid from another funding source for the percentage of the time spent in those activities.)

*TBIP funds CANNOT be used for:*

- Teachers without an ELL or BE endorsement
- Instructional coaches and trainers without an ELL or BE endorsement
- Administrative costs of acquiring endorsements
- Paraprofessional time used to provide core reading support, supervisory duties, or other activities not specifically related to language development instruction/support for multilingual/English learners

## **Title III Funded Staffing**

*Title III funding CAN be used for:*

- Extended day or extended school year support focused on language development for multilingual/English learners, including staffing support
- Tutoring and/or supplemental language development instruction
- Culturally responsive language and literacy instruction for Title III-eligible American Indian/Alaska Native students
- Instructional trainers and coaches
- Multilingual/English learner advocate positions

## **Other Funded Staffing**

Many multilingual/English learners also qualify for Title I, Part A and Learning Assistance Programs. These funding sources may also be used to supplement English language development services and dual language programs. Please see the [Title I, Part A](#) and [Learning Assistance Program](#) websites for more information.

## **Staffing Ratios**

What is the ideal ratio of ELL/Bilingual-endorsed teachers to multilingual/English learners? It can be difficult to identify an ideal ratio because of the differences in program models. In a dual language program, for example, ELD services may be integrated into the English portion of the day and may not require supplemental staffing. In a supportive mainstream program, EL teachers may be co-teaching or co-planning with classroom teachers. Each model may require different levels of staffing and expertise, depending on who is providing services and in what context.

Regardless of the program model, a healthy TBIP program will have a number of ELL/Bilingual endorsed teachers that is proportional to the number of eligible multilingual/English learners so that there is sufficient expertise throughout the system to provide high quality instruction and services to students. While the ideal ratio of ELL/Bilingual endorsed teachers to multilingual learners is likely around 1:25, an adequate ratio is around 1:50. If a school/district has a ratio that is much greater than this, there may be a lack of adequate knowledge and expertise to provide strong supports for students. These numbers are not meant to indicate a suggested “caseload” as all staff are responsible for the needs of multilingual/English learners, not just those who are ELL or Bilingual endorsed.

Schools and districts that lack sufficient ELL/Bilingual endorsed teachers should make significant efforts to provide professional learning to teachers in second language acquisition and English language development strategies and may want to consider use of Title III funds to support teachers earning an ELL or Bilingual endorsement. The Professional Educators Standards Board (PESB) offers a list of [approved educator programs](#) and provides information on ELL/Bilingual endorsements.

## Professional Learning

Both TBIP and Title III funds can be used to support professional learning for ELL/Bilingual endorsed teachers, classroom teachers, and paraeducators who work with multilingual/English learners. Professional development must be ongoing and of sufficient duration and intensity as to have an impact on instruction.

### Professional Learning Activities

Professional learning activities funded by Title III and/or TBIP may include:

- Effective services for multilingual/English learners and AI/AN students
- WIDA English Language Development standards & assessments
- Second language acquisition
- Instructional strategies for English language development & making content accessible
- Dual language research, program development, and instruction
- Culturally and linguistically responsive instruction for multilingual learners
- Core content or skills needed for ELL/Bilingual endorsed teachers to support content instruction for multilingual learners (i.e. foundational skill instruction for EL teachers working with PK–3 students, content for EL teachers doing co-teaching)
- Other topics related directly to services for multilingual/English learners

Professional learning activities, including conferences or workshops, should be designed as part of a comprehensive plan that will directly impact staff members ability to support improved educational outcomes for multilingual/English learners.

## Monitoring Implementation

All planned professional learning activities that are funded by Title III and/or TBIP should be monitored to verify that new learning is implemented effectively and has a positive impact on the achievement of multilingual/English learners. There are three levels of implementation monitoring that can support strong professional learning plans:

1. **Feedback** – For each professional learning activity, the school/district should have an immediate plan for soliciting feedback from participants on the relevance and usefulness of the professional learning. This feedback can be used to improve professional learning and address additional needs of staff members.
2. **Implementation** – After providing professional learning, the school/district should arrange ways to determine how staff members are using and implementing the new strategies or new learning. Implementation data may be collected through self-report surveys, classroom observations, or focus groups. If difficulties are arising, these data can be used to determine what may be the cause of those difficulties and what may be needed to improve implementation.
3. **Student Outcomes** – After staff members have had time to implement new learning, student data should be examined to determine whether new adult learning has had an impact on student outcomes. These data may include student assessment results, student surveys or feedback, and/or observations of students. If student outcomes are not affected by professional learning, adjustments may be needed to the professional learning plan.

## Instructional Resources

TBIP and Title III funds are supplemental and can be used only for instructional resources that would not otherwise be available to all students. These may include:

- Language development curriculum that is designed specifically for multilingual learners.
- Instructional resources and materials to support meaningful access to content (examples include bilingual texts, dictionaries, visual support materials)
- Supplies to implement effective instructional strategies for multilingual/English learners.
- Computer software that is specifically designed for supporting language development for multilingual/English learners (general programs for teaching reading are not allowed)

## Family Engagement

Title III, Part A, specifically requires family engagement to support multilingual/English learners. These funds may be used for:

- Training for families and caregivers (Examples may include understanding language development programs, understanding the U.S. school system, how to support bilingualism and biliteracy at home, supporting culturally responsive language and literacy for AI/AN students and families)
- Collecting input from families regarding the district's TBIP program and ELD services for multilingual learners and their families.
- Home visits

## Title III Restrictions

Title III funds are supplemental and CANNOT be used to meet the basic civil rights obligations of schools which include:

- Identification and English language proficiency assessment (TBIP allowable)
- Language development services, with qualified staff, including for multilingual/English learners who also qualify for special education (Primary use of TBIP funds)
- Meaningful access to content without unnecessary segregation (Basic Education)
- Program evaluation (TBIP allowable, Title III allowable only for in-depth evaluation, data analysis, program improvement/development)
- Language access for parents (Basic Education or charged to applicable program)

Please note that the only activity codes allowable for Title III expenditures are: 21, 24, 27, 31, 32, & 33.

## Resources

For more information on Staffing and Supporting an English Learner Program, see the [U.S. Department of Education's EL Toolkit Chapter 3](#).

# CHAPTER 11: FAMILY ENGAGEMENT & COMMUNICATION

## Communication with Parents and Language Access

School districts must provide vital communications in a language that a parent or guardian can understand (WAC 392-160-010). Under Title VI and the Equal Educational Opportunity Act, LEAs must provide language assistance to EL families effectively with appropriate, competent staff or appropriate and competent outside resources. Vital communications include written and oral communications that contain information that is critical for accessing educational programs and opportunities or is required by law. This also includes communications that could have negative consequences for a student's education if the information is not provided in an accurate or timely manner.

Vital oral communications that require an adult interpreter may include, but are not limited to, parent-teacher conferences, special education meetings, and meetings regarding student discipline. Vital written communications that require translation may include, but are not limited to, program information and applications, discipline notices, consent forms, complaint forms, notices of rights, and letters or notices that require a response. Translation or interpretation of vital information must be done by a qualified adult and never by a student.

To ensure compliance with these requirements, school districts should develop a process to identify the language needs of students' parents and guardians. To assist districts in this process, questions relating to parents' or guardians' preferred language are included on the state's Home Language Survey. Since parents' or guardians' preferred language for communication may change over time, it is suggested that districts periodically update this information. School districts should also inform the district and building staff how to access and coordinate translation and interpreter services when needed.

In most cases, interpretation and translation services are a general education responsibility when such services are related to a school district's core instructional services (BEA), general operational/administrative protocols, and requirements.

School districts may be able to utilize program-specific funding for interpretation or translation services when the purpose of the communication is for specific programs. For example, Transitional Bilingual Instructional Program (TBIP) funds can be used to provide translation or interpretation services for TBIP-related communications. Title III funds can supplement TBIP to provide information to parents about the district's English language development program. Title III funds can be used to support the costs of interpretation and translation services that serve to accommodate and facilitate parent outreach requirements under Title III. However, neither TBIP nor Title III can fund translation or interpretation services for school policies, discipline, health issues, free-and-reduced-lunch programs, state-mandated testing, promotion and graduation requirements, parent-teacher conferences, school newsletters, all-school events, special education procedures, or other information that is also communicated to parents of students who are not eligible for TBIP.



To learn about phone interpretation or access online training and sample translated documents, visit [OSPI's Interpretation and Translation Services](#) website.

## Parent Notification of Eligibility

Parental permission is not needed to assess a student’s English language proficiency for placement purposes except during circumstances as outlined in the Transitional Bilingual Instructional Program Procedures for Eligibility and the state procedures for identifying Title III-eligible Native American students. Districts must notify parents when a student initially qualifies for English language development support services. Districts must also send parents/guardians their student’s results on the annual state language proficiency assessment and notification of whether the student continues to qualify for services.

Parent notification of initial placement or continued eligibility must be sent to parents no later than 30 days after the beginning of the school year or within two weeks of placement if the student qualifies for language support services during the school year.

Notification	Required by TBIP?	Required by Title III?
Potential Eligibility, Prior to Placement Testing	No	Only when <a href="#">testing Native American</a> students who are not eligible for TBIP.
<a href="#">Initial Placement in Program</a>	Yes (with parents’ right to opt out of services)	Yes (with all eight Title III-required components)
<a href="#">Continued Placement in Program</a>	Yes (with parents’ right to opt out of services)	Yes (with all eight Title III-required components)
Annual Score Report	Not required but recommended	Yes
<a href="#">Transition from Program</a>	Not required but recommended	Yes

Although TBIP legislation does not specify the information to be included in the parent notification letter, Title I requires that the parent notification letter include the following components (ESEA Title I Section 1112 (e)(3)):

- the reasons for the identification of their child as an English Learner and need for placement in a language instruction educational program.
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement.
- the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction.

- how the program in which their child is or will be participating will meet the educational strengths and needs of the child.
- how such program will specifically help their child learn English as well as meet age-appropriate academic achievement standards for grade promotion and graduation.
- the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for English Learners, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools.
- in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
- information pertaining to parental rights that includes written guidance detailing:
  - Parents' right to have their child immediately removed from such program upon their request; and
  - Parents' option to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
  - Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

OSPI provides districts with a [template notification letter for both initial and continued eligibility that includes these required components](#). It has been translated into several languages. The expected rate of graduation (component 6) can be reported as the most recent district five-year graduation rate found on the Limited English tab in Appendix F of the Graduation and Dropout Statistics Annual Report (under Graduation and Dropout Statistics). The expected rate of transition (component 6) can be reported as the median number of years that students remain in program in the district.

Districts must retain a copy of all parent notification letters in students' cumulative files to demonstrate program compliance.

## Parent Waivers

Under the Transitional Bilingual Instructional Program, WAC 392-160-015(2), parents have the right to opt their children out of TBIP services. Such a waiver of services must be documented and kept on file by the district.

However, an administrator knowledgeable about the program must communicate the benefits of program participation to parents or guardians in a language they can understand.

Districts must document the parent refusal of TBIP and Title III services and keep a signed copy of the document in the student's cumulative file. The state provides a [template form with translations that districts may choose to provide to parents for this purpose](#).

English Language Learners whose parents have waived TBIP/Title III services are reported to the state with an instructional model code of "P". Districts do not receive supplemental TBIP or Title III

funding for these students but must still periodically review their progress with school staff and annually assess the student's progress toward English language proficiency. The [January 7th, 2015 Dear Colleague Letter](#) states that districts retain the responsibility to ensure that the student has an equal opportunity to have his or her English language and academic needs met when parent/guardian(s) decline TBIP program participation. Districts can meet this obligation in a variety of ways, including adequate training to classroom teachers on second language acquisition.

Students under a parent waiver must continue to take the annual state English language proficiency assessment until the student meets program exit criteria. TBIP-eligible students who have met exit criteria are eligible for academic supports through TBIP funding if they are not at grade level, regardless of whether they were previously under a parent waiver.

A parent may choose to withdraw the waiver at any time with a written request. In this situation, the district changes the student's instructional model code in CEDARS and begins providing English language development services to the student.

## **Title III Family and Community Engagement Requirements**

Title III requires that LEAs:

- provide and implement effective activities and strategies that enhance or supplement ELD programs for English learners which must include parent, family, and community engagement activities.
- inform parents on how they can be active participants in:
  - assisting their children to learn English,
  - achieving high levels in core academic subjects, and
  - meeting the state's academic content and student academic achievement standards as all students are expected to meet.
- implement an effective means of outreach to parents which must include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of English Learners.
- strengthen and increase parent, family, and community engagement in programs that serve ELs.

### **Title III can fund:**

- Parent trainings supplemental to trainings offered to all parents, such as ESL classes, technology, homework support, understanding the US school system, and ways parents can help their children succeed academically.
- Costs for parent meetings if agenda items are specific to the EL program.
- Academic enrichment activities for children at meetings for parents of multilingual/English learners.

- Translation/interpretation specific to the EL program.
- Supplemental activities in situations where the LEA is already meeting its obligations to ensure meaningful communication with EL families in a language the families can understand.
- Other activities as approved in Title III family and community engagement plan, such as home visits.

## **TBIP and Title III CANNOT fund:**

- Parent outreach coordinator or liaison whose duties are to communicate information specific to basic education (discipline, attendance, academic progress in core content areas, school procedures, graduation requirements).
- Family engagement activities which are disassociated from the goals of 1) improving the English language skills of ELs and 2) assisting parents and families in helping their children improve their academic achievement and becoming active participants in the education of their children.
- Childcare
- LEAs' language access obligations to families for non-EL specific messaging, as specified under Title VI and the EEOA.

## **Food at Family Engagement Meetings – Reasonable and Necessary Costs**

Generally, there is a very high burden of proof to show that paying for food and beverages with federal funds is necessary to meet the goals and objectives of a federal grant. When an LEA hosts a meeting, the LEA should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, LEAs may want to consider a location in which participants have easy access to food and beverages.

While there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. LEAs, therefore, will have to make a compelling case that the unique circumstances they have identified would justify food and beverage costs as reasonable and necessary.

## **Funds of Knowledge Toolkit**

The [Funds of Knowledge Toolkit](#) provides resources for gathering information about students' "funds of knowledge" which is a term originally used by Vélez-Ibáñez and Greenberg (1992) to describe the historical accumulation of abilities, bodies of knowledge, assets, and cultural ways of interacting that were evident in U.S.-Mexican households in Tucson, Arizona. Although these funds of knowledge were demonstrated as culturally, socially, and cognitively complex, it was pointed out that educators were not using them as a resource to enhance their students' academic progress. Gonzalez, Moll, and Amanti's (2005) work on teachers engaging families outside of school contexts provided rich examples of how to recognize particular funds of knowledge and apply them in a

school setting. In the past decade, many scholars have extended the funds of knowledge concept in a variety of different ways (see Hogg, 2011, and Rodriguez, 2013 for reviews of the literature).

## Home Visits Toolkit

The [Home Visits Toolkit](#) provides practical tools to support classroom teachers and other educators in conducting home visits as a means of increasing collaboration with families of multilingual English learners and engaging families to learn more about their funds of knowledge.

## References

González, N., Moll, L.C., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates.

Hogg, L. (2011). Funds of knowledge: An investigation of coherence within the literature. *Teaching and Teacher Education*, 27, 666-677.

Rodriguez, G. (2011). Power and agency in education: Exploring the pedagogical dimensions of funds of knowledge. *Review of Research in Education*, 37(1), 87-120.

Vélez-Ibáñez, C.G., & Greenberg, J.B. (1992). Formation and transformation of funds of knowledge among U.S. Mexican households. *Anthropology & Education Quarterly*, 23(4), 313-335.

For more resources on ensuring meaningful communication with parents, see the [U.S. Department of Education's EL Toolkit Chapter 10](#).

# CHAPTER 12: STUDENT DATA AND REPORTING

All eligible multilingual English learners must be tracked in the district's student information system and reported to the state via the [Comprehensive Education Data and Research System](#) (CEDARS).

## Tracking & Reporting Student Information

All students identified as English Learners must be reported in English Learners File (J), including:

- Students receiving services in State Transitional Bilingual Instruction Program
- Native American students receiving English Language Development services under Title III
- Students who took the State English Language Proficiency placement test but did not qualify for services in State Transitional Bilingual Instruction Program
- Native American students who took the State English Language Proficiency placement test but did not qualify for English Language Development services under Title III

A student may not be receiving services but may have tested for one of the two programs and that information should be reported in this file.

When students first enroll in a school district, the district is required to use a Home Language Survey to capture information about the student's first language and language spoken most often at home. These two elements should be captured in CEDARS District Student File (B):

- B17 – *Student Primary Language Code*
- B18 – *Student Language Spoken at Home*

B17 corresponds to question 2 (What language did your child first learn to speak), and B18 corresponds to question 3 (What language does YOUR CHILD use the most at home). More information is available on these two elements in the [CEDARS Data Manual](#) on page 48.

Other important basic student information is captured in the English Learners File (J) including:

- J01 – *School Year*
- J02 – *Serving County District Code*
- J03 – *District Student ID*
- J04 – *State Student ID*
- J05 – *Location ID*

District Student Information Systems should be aligned to capture this information and report it directly to CEDARS.

# Tracking Student ELP Screening & Placement

Based on the Home Language Survey, districts will screen and place students in the appropriate program to provide ELD services, following the procedures outlined in the Identification, Screening, and Placement guidance found in Chapter 2 of this Policies and Practices Guide.

Information regarding student's screening and placement must be reported in English Learners File (J). This includes reporting the instructional program model which may need to be updated when students move between districts, schools, and/or programs. Information reported in the elements listed below should only be for the most recent screener/placement test. They should not be used to report any annual assessment information.

- J06 – *Instructional Model Code*
- J07 – *Program Status Start Date*
- J08 – *Program Exit Date*
- J09 – *Exit Reason Code*
- J13 – *Initial Placement Test Date*
- J17 – *Program Designation*
- J18 – *Placement Test Code*
- J19 – *Grade Level at Placement*
- J20 – *Placement Test Score* (formerly Placement Test Scale Score)
- J21 – *Placement Status* (formerly Placement Test Level, see [Appendix N](#) for codes)
- J22 – *Placement Test Date* (If student has taken more than one placement test, this is the most recent placement test date. If not, it will match element J13.)
- J23 – *Overall Placement Test Score*

For more information on these elements, see the [CEDARS Reporting Guidance](#), pages 111-115, and the [CEDARS Data Manual](#), pages 116-124.

## P-223 Reporting

Districts must report student counts monthly on the P-223 Form including the number of qualified multilingual English learners participating in the TBIP. TBIP enhanced funding is generated for students who have been identified as eligible for TBIP services, are enrolled in a state-approved TBIP program, and received TBIP services on or before the count day but sometime in the prior month. On each monthly count day, report the enrolled TBIP student headcount in the field provided on Form P-223.

Districts receive TBIP funding based on their budgeted enrollment from September to December. Starting in January, districts receive TBIP funds based on the actual enrollment entered into the P-223 from October through June and funding is reconciled based on those updated numbers. For more information, see the [Enrollment Reporting Handbook](#).

## LEP Application

Districts can access information in CEDARS for students transferring within the state using the Limited English Proficiency application in the Education Data System (EDS). This application also includes a Possible Eligible, Not Reported (PENR) list of students whose information may be incomplete and are therefore not being reported or receiving funding. It is important to check this report regularly to keep student records complete and ensure that all eligible multilingual English learners are receiving services.



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*Download this material in PDF at <https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program>. This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.*



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