

Multilingual Education Program Grants Training Webinar

May 5, 2022



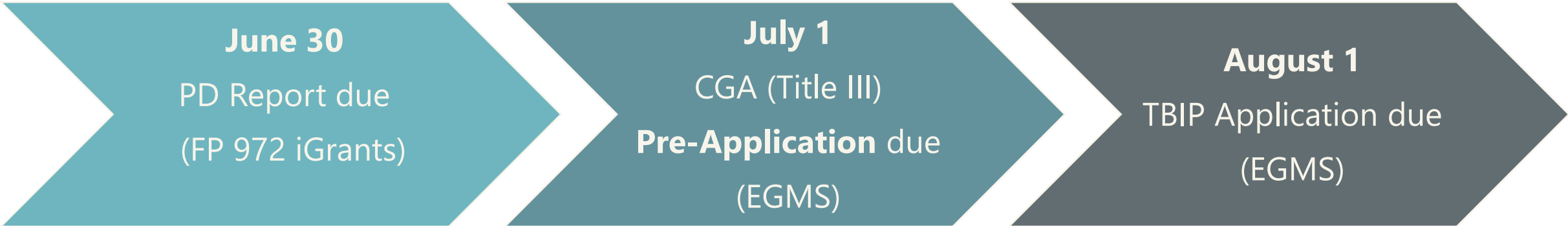
Washington Office of Superintendent of
PUBLIC INSTRUCTION

2022-2023 Grant Application Agenda

- Alignment to Planning Template
- Overview and Changes to TBIP (FP219)
- Title III in EGMS
 - Common Grant Application (CGA)
 - Consortium Application
- Professional Development Report (FP972)



Grant Application Timeline



Note earlier TBIP deadline!

CGA which includes Title III for districts and the Title III Consortium **Applications** will be due in October

Multilingual Learner Plan Template

Elements from the Multilingual Learner Plan on the TBIP Application:

TBIP Application	Multilingual Learner Plan Elements
Page 1	Program Models Staffing
Page 2	ELD Services & Accessible Content (Dual Language Programs)
Page 3	ELD Services & Accessible Content (Alternative Programs)
Page 4 (* also on Title III application)	Program Evaluation* Professional Learning*





Overview of FP 219

TBIP Grant Application

Page 1 Program Demographics

Minimal changes (Bold indicates sections with changes)

- General Instructions
- Program Demographics
- **Program Models – list schools under each model used in that school**
 - Bilingual Models
 - Alternative Instructional Models
 - Newcomer Program
 - Alternative Learning Environments

Program Models

Please see the [Program Models](#) document from the [Multilingual Education Program Website](#) for complete definitions of each program model.

We provide English language development instruction and meaningful access to all content consistent with the dual civil rights obligations described in [ESSA 3115 \(a\) \(1-4\)](#) to Multilingual English learners within the following program models.

In the sections below, list the school(s) using each model.

Bilingual Models

Where instruction is provided in a home language and in English.

1. Two Way/One Way Dual Language: 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.

2. Transitional Bilingual Education (Early or Late Exit) 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.

Alternative Instructional Programs

Where instruction is only provided in English.

1. Content-Based/Sheltered Instruction: 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.



Page 1 Program Demographics

Staffing

- Aligns to the planning template
- Use N/A for positions not within your district
- If you select "other" clearly list duties of the position

Position	TBIP Funded FTE	Basic Ed Funded FTE	Other Funded FTE (List Funding Source)
ELL/Bilingual Endorsed Teachers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teachers who do not hold an ELL/Bilingual Endorsement but have been trained to provide designated ELD and/or accessible content instruction	<input type="text"/>	<input type="text"/>	<input type="text"/>
EL Coaches/ Professional Development Trainers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Administration	<input type="text"/>	<input type="text"/>	<input type="text"/>
Administrative Support	<input type="text"/>	<input type="text"/>	<input type="text"/>
Paraeducators	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>
Please list duties for positions listed under "Other"			
<input type="text"/>			



Page 1 Program Demographics

Action Plan for Workforce Development

- Top section: **ALL** districts select either the first or second box – whichever applies
- Lower section: applies only to districts that **do not have sufficient certificated EL/Bilingual teachers**
 - Indicate action steps your district is taking to address staffing shortages by choosing from the options and/or select other and clearly describe. You may select more than 1 option.

Action Plan for Workforce Development

All programs should be implemented under the direction of staff with the appropriate expertise and endorsement (ELL or Bilingual). Paraprofessionals may provide additional, **supplementary** instruction for English language development **and must be supervised by a certificated teacher** with the appropriate expertise in language development (See [Dear Colleague Letter, page 16](#)).

Check the box that applies to your district.

- In our district, we do not have sufficient ELL/Bilingual certificated teachers to provide designated English language development.
- Our district has an appropriate number of ELL/Bilingual certificated teachers who plan and deliver instruction for all MLs and supervise paraeducators who deliver supplemental language development instruction.

If you checked the first box above, please note the steps your district is taking to increase the number of ELL/Bilingual certificated teachers:

- Our district plans to increase the number of ELL/Bilingual certificated teachers by FTE before the next funding cycle.
- Our district is using our Federal funding (ESSER, Title III) to support our current staff to obtain ELL and/or Bilingual endorsements.
- Our district is using our Federal funding (ESSER, Title III) to recruit more educators with ELL and/or Bilingual endorsements.
- Other: Please describe



Page 2 Dual Language Instructional Program Models

Page 2

Minimal changes (Bold indicates sections with changes)

- Dual Language Instructional Program Models (top of page)
 - **ALL districts complete the top section of page 2.**
- Two-Way Dual Language
- One-Way Dual Language
- (Transitional Bilingual Programs on page 3)

- **Note:** Districts with Two-Way or One-Way Dual Program models complete this page (no changes from previous year) Other districts move on to page 3.

Dual Language Instructional Program Models

Because Washington has been a bilingual state since 1980, we are obligated to provide bilingual instruction to Multilingual English Learners unless a real and persistent barrier prevents our district from doing so. This is a requirement that must be met in order to receive approval for programs in which home language instruction is not provided. Non-dual language programs are collectively referred to as Alternative Instructional Programs and are addressed on page 3 of this application.

Dual language programs are the preferred model of services for Multilingual English Learners in Washington State. **More information about Washington's Two-Way Dual Language Law can be found in [1445 S. SL. C 236](#).**

Our district currently offers Dual Language Instructional Program Models (school in two languages)

- Yes
- No

Describe what your district is doing to explore and/or develop a dual language program.

Page 3 Alternative Instructional Program Models

Alternative Instructional Program Models

- **TBIP Legislation**
 - **ALL districts must complete top section**
 - Read carefully and select any that apply

(Districts are required to justify why they are not using a dual language program model)

TBIP's Legislation on Alternative Instructional Programs

[WAC 392-160-005](#) – An "alternative instructional program" is a program of instruction which may include English as a second language and is designed to enable the student to achieve competency in English. Alternative instructional programs are support systems provided in English-only or English with primary language support.

[WAC 392-160-040](#) – School districts experiencing one or more of the following conditions may elect to provide an Alternative Instructional Program.

Check all that apply.

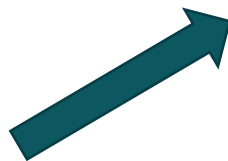
- Necessary instructional materials in the student's primary language are unavailable, and the district has made reasonable efforts to obtain necessary materials without success.
- The capacity of the district's bilingual instructional program is temporarily exceeded by an unexpected increase in the enrollment of eligible students.
- Bilingual instruction cannot be provided to students without prohibiting their access to basic education because of student distribution across grade levels or schools, or both.
- Teachers who are trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable. The district has made reasonable attempts to obtain the services of such teachers.



Page 3 Alternative Instructional Program Models

Page 3: Alternative Instructional Program Models (Each section has the same basic structure and addresses the same questions: number of MLs, meaningful access to content, and designated English language development instruction.)

- **Elementary School Programs**
 - **Middle School Programs**
 - **High School Programs**
 - **Alternative Learning Environment Programs**
 - **Newcomer Programs**
 - **Exited Student Services**
- Describe the **meaningful access to content** which occurs throughout the day for **ALL** programs



Elementary School Program Models

Meeting the Civil Rights Dual Obligation: In all program models, students are provided **meaningful access to content** throughout the day in all content areas, **as well as designated English language development** targeting the student's individual proficiency level and needs relative to content expectations.

1. What is the total number of **elementary school** Multilingual English Learners in your district.

2. Describe the **meaningful access to content** provided for **elementary students** (all models). The following list provides examples and is not exhaustive: GLAD, SIOP, Thinking Maps, UDL, visuals, graphic organizers, co-planning/co-teaching between content and language specialists, intense/intentional focus on oral language development and academic discourse, content taught in the student's primary language.



Criteria for Meaningful Access

Description should address...	Criteria
Instructional strategies/ approaches	Use of sheltered instruction strategies such as GLAD, SIOP, or UDL to make content comprehensible; use of home languages
Use of WIDA ELD Standards Framework	Focuses on WIDA ELD Standards Framework and addresses key language uses of content units
Staff qualifications	Provided by trained and supported classroom teachers through co-teaching, co-planning and/or professional learning (specify how support is provided to teachers)
Focus on academic language	Intentional focus on oral language development and academic discourse in content areas



Meaningful Access to Content

Example 1:

Teachers provide meaningful access to content using GLAD strategies and by teaching academic conversations (Zwiers). Training is provided by a school-based ML Coach with a focus on use of WIDA Key Language Uses to support content instruction.

Example 2:

Teachers complete self-paced workshops on use of WIDA Standards to integrate Key Language Uses into instruction. Teachers use visuals, graphic organizers, and other strategies. Bilingual paras support students with home language and in small groups to develop academic language.

If you do not have all the required elements in place yet, please provide an accurate description of your current program and plans. We are here to support you in this process!



Page 3 Alternative Instructional Program Models

Alternative Instructional Program Models

- Based on the **program models** in the district, describe the **designated ELD services** for beginning, intermediate, and possible LTEL
- Questions/structure is the same for elementary, middle, high school
- Please note: Include time and frequency of services, grouping, staff qualifications, and materials/strategies used to meet language expectations

3. For each of the following program models in your district, describe the **designated English language development instruction provided for elementary students at each level.**

Alternative Program Model: Supportive Mainstream

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.

a. What is the number of Multilingual English Learners in Elementary Supportive Mainstream Program model(s)?

b. Describe the **designated English language development instruction/services** for elementary students in Supportive Mainstream programs. Be sure to include *time and frequency of services, grouping of students, staff qualifications, and materials and/or strategies used to meet the language expectations in the WIDA ELD Standards Framework.*

Beginning Level (Typically 0-2 years in programs)

Intermediate Level (Typically 2-5 years in program)

Possible LTEL status (Typically 5+ years in program)



Criteria for Designated ELD

Description should address...	Criteria
Time & frequency of services	Services are individualized and frequency is sufficient to meet students' unique needs
Grouping of students	Grouping is by proficiency level and language needs
Staff qualifications	Designed or implemented by an ELL-certified teacher with appropriate expertise in language acquisition
Use of WIDA ELD Standards Framework	Focuses on WIDA ELD Standards Framework language expectations, functions, and features targeted in content unit
Materials and/or strategies	Supplementary instructional resources must be designed or modified for MLs



Designated ELD

Example 1:

Newcomer students meet daily for 30 minutes with a bilingual paraeducator (trained & supervised by the ML Specialist) who uses supplementary materials specific to MLs to support beginning language development with a focus on the WIDA language expectations needed for their thematic content-based unit.

Example 2:

GLAD-trained classroom teachers provide enhanced small group support 2-3 times per week to intermediate-level students for designated ELD (co-taught or planned with the ML Specialist) that includes a focus on language features, vocabulary and oral language development, aligned to WIDA language expectations using all 4 domains.

If you do not have all the required elements in place yet, please provide an accurate description of your current program and plans. We are here to support you in this process!



Page 3 Alternative Instructional Program Models

Page 3: Alternative Instructional Program Models

- Alternative Learning Environment includes on-line/virtual school, Open Doors, and non-traditional learning settings
- Meaningful access to content and designated English language development are still provided to all identified MLs in these settings
- Specify the ALE in the descriptions

Alternative Learning Environment (e.g., Open Doors, On-line/virtual School, etc.)

Alternative Learning Environments (ALEs) provide English language development and access to grade-level content through individualized programming, based on the student's needs.

1. What is the number of Multilingual English Learners in Alternative Learning Environments (ALEs)?

2. Describe the **meaningful access to content** provided for all students in all ALE(s). The following list provides examples and is not exhaustive: GLAD, SIOP, Thinking Maps, UDL, visuals, graphic organizers, co-planning/co-teaching between content and language specialists, intense/intentional focus on oral language development and academic discourse.

3. Describe the **English language development instruction/services** for students in each ALE. Be sure to include *time and frequency of services, grouping of students, staff qualifications, and materials and/or strategies used* to meet the language expectations in the WIDA ELD Standards Framework.



Page 3 Alternative Instructional Program Models

Alternative Instructional Program Models

- Newcomer Program Models
 - Note the definition of the newcomer program model
 - If no program is offered, leave blank

Newcomer Program Model

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.

1. What is the number of Multilingual English Learners in the district Newcomer Program model?

2. Describe the **meaningful access to content** provided for newcomers (all models). The following list provides examples and is not exhaustive: GLAD, SIOP, Thinking Maps, UDL, visuals, graphic organizers, co-planning/co-teaching between content and language specialists, intense/intentional focus on oral language development and academic discourse, content taught in the student's primary language.

3. Describe the **English language development instruction/services** for students in this model. Be sure to include *time and frequency of services, grouping of students, staff qualifications, and materials and/or strategies used* to meet the language expectations in the WIDA ELD Standards Framework.



Page 3 Alternative Instruction Program Models

Exited Students

- Services for exited students are focused on providing **academic content supports**
- Additional academic language instruction may be needed

(Note: Re-screening to possibly re-classify students as MLs should be a rare occurrence which may ONLY occur after intense and focused supports have been provided. Re-screening should never be the first or an early consideration.)

Exited Students

*[RCW 28A.150.260](#) provides added funding to assist students who have transitioned from the TBIP by reaching the proficient level on the state English language proficiency assessment within the previous two years. This funding can be used to **provide academic supports** that help exited students reach grade level performance.*

1. Describe the **academic content supports** to exited students who are struggling to meet or stay at the grade level standards

Page 4 Program Evaluation and Continuous Improvement

Program Evaluation and Continuous Improvement

- Read carefully the expectations for annual, meaningful evaluation
- Use most recent data available
- Use most recent standardized academic data for students who exited in 2018 & 2020
- Continuous improvement implies making on-going, needed changes to improve services **and** outcomes for MLs
- Descriptions should **match the unique needs** of the student group
- One approach for all is not approvable

Program Evaluation and Continuous Improvement

[WAC 392-160-028, Sec 4](#) requires that all TBIP funded programs engage in **meaningful program evaluation each year and implement the findings in their Continuous Improvement Plan.**

In accordance with ESSA, we reviewed and are reporting the following data elements that are known to be descriptive of Multilingual English Learner progress in our district. We will outline and implement the following action steps in our continuous improvement plan based on these data elements.

These are the ESSA required data reporting elements for school districts. *MLs = Multilingual English Learners	Most Recent Data for MLs	Continuous Improvement Plans Based on the data in column 2, we will take the following action steps to improve outcomes for each group (row).
Total number and % of MLs in the district.	<input type="text"/>	
Number and % of MLs attaining proficiency and exiting ELD services (indicates program effectiveness).	<input type="text"/>	<input type="text"/>
Number and % of former (exited) MLs who met standard on academic assessments 2 and 4 years after exiting.	<input type="text"/>	<input type="text"/>
Number and % of MLs who have not exited ELD services after 5 years (LTELs).	<input type="text"/>	<input type="text"/>
Number and % of dually qualified MLs with disabilities.	<input type="text"/>	<input type="text"/>

Page 4 Professional Development Plan

Professional Development Plan

- 3 questions which align to the required components of the TBIP
 - PD for staff who provide designated ELD
 - PD for staff for all teachers on meaningful access to content
 - Monitoring the impact of PD: PD must be specific to MLs and language acquisition. **How do you monitor the impact on student outcomes?**

Professional Development Plan

District's Professional Development Plan to address the needs of Multilingual English Learners: Professional development specific to addressing the language acquisition needs of Multilingual English Learners is a requirement for TBIP funding. (WAC 392-160-028, Sec. 3)

Based on the observations and goals we made in our program evaluation above, we have planned a robust program of professional learning to support the specialized instructional needs of our Multilingual English learners. **On-going training on the WIDA ELD Standards Framework is expected for all staff in all districts.**

We provide the following professional learning opportunities for **staff responsible for providing designated English language development instruction**. This part of our plan specifically supports the civil rights obligation to provide a course of instruction in language acquisition described in [ESSA 3115 \(a\) \(1-4\)](#).

We provide the following professional learning opportunities so that **all of our classroom teachers provide meaningful access to content** for our Multilingual English Learners. This part of our plan specifically supports the civil rights obligation to provide access to rigorous content standards described in [ESSA 3115 \(a\) \(1-4\)](#).

We **monitor the impacts of our professional learning** provided through TBIP. This is how we verify that the professional development is implemented and has a positive impact on the achievement of our Multilingual English Learners.

Page 4 Professional Development Activities

Professional Development Plan

- No changes to this section/table
- Enter each planned PD activity separately
- **On-going training on WIDA ELD Standards Framework for all teachers, staff, and administrators is expected.**
- This information will pre-populate FP 972 next spring

Professional Development Activities

These are the specific professional learning opportunities we offer in our district.

Press **"NEW"** button to create each new Training listing. Press **SAVE** after completing each record. **Allow SAVE to complete before clicking the "NEW" button again.**

New

New



Overview of Title III

Applications in EGMS

Title III in Common Grant Application (CGA)

Title III Consortium Application

OSPI Educational Grant Management System (EGMS) Webpage

Home » Policy & Funding » Grants & Grant Management » Education Grant Management System (EGMS)

POLICY & FUNDING

[OSPI Reports to the Legislature](#)

[School Buildings & Facilities](#) ▶

[Special Education](#) ▶

[School Apportionment](#) ▶

[Legislative Priorities](#) ▶

[OSPI Rulemaking Activity](#) ▶

Grants & Grant Management ▼

[ALE Accelerating Unfinished Learning Grant](#)

[Community-Based Organizations Grants](#)

[21st Century Learning](#) ▶

[Balanced Calendar](#)

[Beginning Educator Support Team Grants](#) ▶

[Closing Educational Achievement Gaps \(Title I, Part A\)](#) ▶

[Consolidated Program Review](#) ▶

[Digital Equity and Inclusion Grant](#)

[Education Grant Management System \(EGMS\)](#)

[Every Student Succeeds Act](#) ▶

Education Grant Management System (EGMS)

The Education Grant Management System (EGMS) is a sustainable, modern solution to replace the aging iGrants system. Districts will apply and process claims for seven federal programs through the Consolidated Grant Application in EGMS for the SY22-23 grant cycle. Districts will begin registering users in May 2022. The remaining functionality of the system is currently targeted for release in spring of 2023. All reports and form packages associated with School Year 2021-22 will remain in iGrants (e.g. end-of-year reports, budget revisions, etc.).

Please note, the Pre-Application (substantially approvable status) submission deadline is July 1, 2022!


Consolidated Grant Application (CGS)

Below are the federal Title programs included in the Consolidated Grant Application (CGA).







- [Title I, Part A](#)
 - [Homeless Needs Assessment \(DOCX\)](#)
 - [CEDARS Poverty Codes \(DOCX\)](#)
- [Title I, Part C](#)
- [Title I, Part D \(Subparts 1 and 2\)](#)
- [Title II, Part A](#)
- [Title III, Part A](#)
 - [Instructions to Complete Title III Forms in EGMS \(PDF\)](#)
- [Title IV, Part A](#)
- [Title V, Part B \(Subpart 1/REAP and Subpart 2/RLIS\)](#)

Understanding EGMS


- [EGMS and iGrants Terminology Crosswalk \(PDF\)](#)

[Subscribe to receive newsletter updates!](#) 

Upcoming Trainings

- [May 3 Registering Users in EGMS](#) 
- [May 4 EGMS District Administrator Office Hours](#) 
- [May 5 EGMS District Administrator Office Hours](#) 
- [May 10 EGMS Overview for all Consolidated Grant Application Users](#) 
- [May 11 EGMS Office Hours for ESEA Program Staff](#) 
- [May 12 EGMS Office Hours for ESEA Program Staff](#) 

Contact Information

[Education Grant Management System](#) 

Upcoming Trainings

- [May 5 EGMS LEA District Administrator Office Hours](#) 
- [May 10 EGMS Overview for all Consolidated Grant Application Users](#) 
- [May 11 EGMS Office Hours for ESEA Program Staff](#) 
- [May 12 EGMS Office Hours for ESEA Program Staff](#) 
- [June 20-30 CGA Pre-Application Workshop \(PDF\)](#)
- [July 13 to October 13 EGMS ESEA Consolidated Grant Application Office Hours \(PDF\) \(Wednesdays from 11 am-12 pm and Thursdays from 2-3 pm\)](#)

Important Timelines

Pre-Application (Substantially Approvable Status): Submit by July 1

Contact Information

- [Education Grant Management System](#)
- [LEA EGMS Administration List \(PDF\)](#)
- [ESEA Consolidated Grant Application Contacts by Program](#)



Title III Survey

- Survey for Title III Participation sent May 4
- Survey closes May 12
- Verify private school participation
- Districts generating < \$10,000 may join/form a consortium to pool funds. This is a **district or ESD directed process**.
- EGMS opened May 2
- Pre-Application should be submitted ASAP in order to start spending funds July 1.

Name: *

Position/title: *

E-mail: *

Please select your school district.

Preliminary allocations are in parentheses. *

My district will:

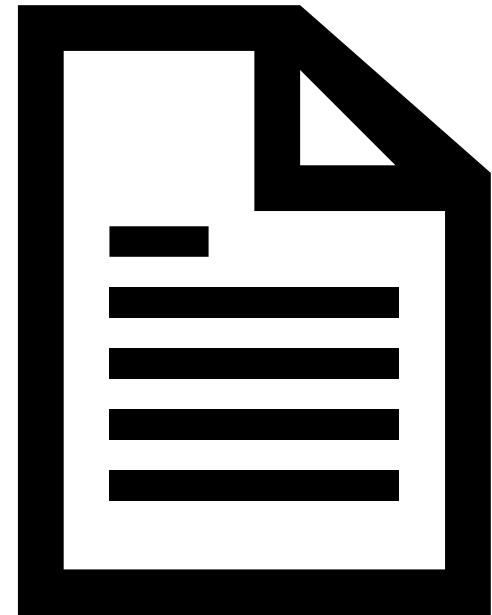
*Note that districts with an allocation of less than \$10,000 must apply as part of a consortium that generates a total allocation of \$10,000 or more. **

- Apply for Title III independently.
- Apply for Title III as part of a consortium.
- Not apply for Title III.

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

EGMS Title III Forms

- Next slides outline the **information/data you can gather in preparation** to complete the Title III forms in EGMS:
 - Program Evaluation, Improvement, and Professional Learning
 - Eligible AI/AN
 - Equitable Services
 - Family Engagement Section of Consolidated Grant Application



Program Evaluation, Improvements and Professional Learning: Section 1

- Same data as for TBIP
- Same action steps as for TBIP

▲ Program Evaluation Components

Districts are responsible for meeting the Civil Rights dual obligation to provide both English language development instruction and ensure all identified ELs are meeting challenging state academic standards.

<u>ESSA required data reporting elements for school districts</u>	<u>Number of Multilingual English Learner (ML)</u>	<u>Percent of Total Multilingual English Learner (ML)</u>	<u>Based on the data from column 2 and 3, describe the action steps that will be taken to improve the TBIP services and outcomes for each group of students (row).</u>
Number and % of MLs attaining ELP and exiting ML services (indicates program effectiveness).	▲ Number <input type="text"/>	▲ Percentage <input type="text"/>	▲ Action steps <input type="text"/>
Number and % of former MLs who meet standard on academic assessments for 2 & 4 years after exiting.	▲ Percentage <input type="text"/>	▲ Number <input type="text"/>	▲ Action steps <input type="text"/>
Number and % of MLs who have not exited ML services after 5 years.	▲ Number <input type="text"/>	▲ Percentage <input type="text"/>	▲ Action steps <input type="text"/>
Number and % of MLs who dually qualify for Special Education.	▲ Number <input type="text"/>	▲ Percentage <input type="text"/>	▲ Action steps <input type="text"/>

Program Evaluation, Improvements and Professional Learning: Section 2

Improvements

Gather information on...

- Goal(s) relative to improving EL services from building(s) identified for English Learner Progress
- How building(s) are measuring progress toward the goal(s)
- High leverage activities in which the building(s) are engaging to achieve the goal(s): Examples provided and other can be entered

▲ Districts with one or more buildings that have been identified for English Learner Progress

⚠ 1. Please state the goal(s) relevant to improving EL services and outcomes from each building's school improvement plan. ⓘ

⚠ 2. How is each building measuring progress toward that goal? ⓘ

3. What high leverage activities are being taken to achieve their stated goal(s)?

Program Evaluation, Improvements and Professional Learning: Section 3

Budget Activity Details: Gather information on...

- Descriptions on how funds will be spent for each object code for each activity code

tion of Goods and Services Purchased with Title III Dollars

on

udget Categories Save

** Records are sorted by Last Modified Date ascending*

ng 1 to 1 of 1 records

Transfer	Salaries Certificated	Salaries - Classified	Benefits and Payroll Taxes	Supplies Instr. Resources & Non- Capitalized	Purchased Services	Travel	Capital Outlay	A

Total Records: 1



Program Evaluation, Improvements and Professional Learning: Section 4

Professional Learning:

Gather information on...

- Planned professional learning that is **specific to language acquisition** (*NOTE: On-going training on WIDA ELD Standards Framework – not just Assessments – is expected for all teachers*)
- Planned professional learning that is on-going and of sufficient intensity to make a difference in student outcomes
- How district will **measure the effectiveness of the Professional Learning** – implementation and impact on student outcomes



Eligible American Indian/Alaska Native



- Language and literacy supports for students who are AI/AN, Eng/Eng on HLS, and demonstrate academic need
- The supports must align to [ONE Guidelines](#) for culturally appropriate language and literacy services
- Questions are the same as last year's application in iGrants
- Districts must complete tribal consultation **prior to grant approval: The Consolidated Grant Application will be approved as a whole, not in parts**



Services to Native American Students Eligible for Title III Participation



Culturally relevant instruction for Native American students eligible for Title III funded language and literacy support

- 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 align to **ONE guidelines for culturally appropriate language and literacy services**.



Need additional support?

For assistance with questions pertaining to Tribal Consultation, please feel welcome to contact the Native Education Team:

Joan Banker

joan.banker@k12.wa.us | 360-725-6160

Laura Lynn

laura.lynn@k12.wa.us | 360-725-6157



Equitable Services for Eligible Private School Students



- District conducts **annual consultation** (see page 33) with private schools to create plans for services for private schools wishing to access Title III funds for eligible MLs
- Data will pre-populate list of schools
- District can update the numbers on this form
- **Consortiums:** Lead district must enter ALL private school information for each participating district



Family Engagement Section of CGA



- Family Engagement activities are a required component of Title III
- Questions specific to MLs and family engagement are a part of the Consolidated Grant Application form



CGA: Family and Community Engagement Strategies by Student Group

Multilingual Learners

ESEA Sec. 3111(b)(2)(D)(iv); 3115 (d)(6)(B);

3121 (b)(4)(C)

⚠ Select strategies:

- Select All
- Improvements to the school system of identifying family language needs.
- Free and effective language assistance for interpreting documents and school events.
- Expanded communications to families who may not be able to access traditional routes of communication
- Workforce development of interpreters and other school staff who assist in communications.
- The creation of supporting documents that help families understand matters of informed consent such as report cards, class registrations, and assessment reports.
- Professional development that distinguishes engagement from notification.
- Other

If "Other", please describe [i](#)



CGA: Family and Community Engagement In Development of the Title III Plans

▲ Family and Community Engagement in Development of the Consolidated Plan (LEAs receiving Title III and/or Title I, Part C funds only)

Provide a brief summary of recommendations made by the families and communities of students receiving services through Title III and/or Title I, Part C funds that informed the development of the LEA's Consolidated Plan. ⓘ

- Families **should be consulted** and **input from families should be utilized** in designing Title III funded supplementary services
- **Summarize the recommendations** made by families/community members.

Please note: If your district does not typically elicit recommendations from families, this must change!





Professional Development Report (FP 972)

iGrants Form Package 972

- Auto-populated with the professional development plan provided in the TBIP Grant, Form Package 219, for SY 21-22
- PD Report MUST BE submitted/approved in order for us to review/approve TBIP and Title III grants.
- Due June 30, 2022



Multilingual Education Team



Thank you!

Feel free to contact us at:

Kristin Percy Calaff, Multilingual Education
Director, Supports ESD 101
kristin.percycalaff@k12.wa.us

Sue Connolly, Multilingual Program
Supervisor, ESD 105, 123, 171, Charter Schools
sue.connolly@k12.wa.us

Shannon Martin, Multilingual Program
Supervisor, ESD 112, 113, 114
shannon.martin@k12.wa.us

Virginia Morales, Multilingual Program
Supervisor, ESD 121, 189
virginia.morales@k12.wa.us

