

Bilingual Education Webinar

JUNE 1, 2018



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Agenda

- Welcome & Review Agenda - Alyssa Westall
- Title III in Title I schoolwide – Larry F.
- Program Reminders – Bilingual Team
- OSSI Recruitment Announcement – Jenny Choi
- Parent Leaders: Presentation by Evergreen School District



Inclusion of Title III Funds in a Schoolwide Program

LARRY FAZZARI, LARRY.FAZZARI@K12.WA.US, 360-725-6189

ALYSSA WESTALL, ALYSSA.WESTALL@K12.WA.US, 360-725-4476



What is Title I, Part A?

Title I, Part A is a federal program designed “To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”

Title I, Part A can support Early Learning and Kindergarten to grade 12. Title I, Part A programs and services provide customized instruction and curricula that provides intervention services to helps students reach academic standard.

Under ESSA, Title I, Part A funds may be used for activities and instruction for enrichment as part of a “well-rounded education”.



Schoolwide Program Model

Schoolwide Programs allow a school to consolidate its federal, state, and local funds to upgrade the entire educational program. Research suggests that in schools with relatively high poverty, students' needs are more widespread throughout the entire school population. Though the school is not required to identify certain children as being eligible for services or to provide certain students with any specific supplemental benefits, the focus of the program must be on addressing the needs of low-achieving children and those at risk of not meeting state student academic achievement standards. Any school with a poverty average of at least 40% (or if the building has applied for and received a waiver from OSPI) may operate a Schoolwide Program.



Consolidating Title III funds in a Schoolwide Program

- Districts can consolidated Title III funds within schoolwide programs.
- If funds are consolidated within a schoolwide program, the district is not required to maintain separate fiscal accounting records.
- It must maintain records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purpose of each Federal program from which it consolidates funds.
- In a school that consolidates Title III funds in a schoolwide program, the Title III supplement-not-supplant provision would not apply to the Title III funds.

Title III Non-Regulatory Guidance:

<http://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidentenglishlearners92016.pdf>



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Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education	\$1,719,026	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <p>Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</p>
Title I, Part A	\$269,477	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Title II, Part A	\$33,118	Preparing, training, and recruiting effective teachers, principals, or other school leaders.
Title III	\$17,855	<p>To ensure that English learners, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Funds are used to support language instruction education programs designed to help English learners achieve these standards.</p>
Learning Assistance Program (LAP)	\$100,000	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements
Local funds		Local levy revenue may be combined in schoolwide programs.
Total	\$2,139,476	

Purposes of Title III

Section 3102

1. Assist ELs and immigrant children and youth to attain English proficiency and high levels of academic achievement in English.
2. Assist ELs and immigrant children and youth to meet the same challenging State academic standards that all children are expected to meet.



Purposes of Title III (cont.)

Section 3102

3. Assist teachers, principal and other school leaders to establish, implement and sustain effective language instruction education programs designed to assist ELs.
4. Assist teachers, principal and other school leaders to develop and enhance their capacity to provide effective instruction to ELs.
5. Promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of ELs.



How can schools ensure that they meet the intent and purpose of Title III funds within a Schoolwide Program?

- Engage key stakeholders in the planning process. *(e.g. teachers who lead instructional teams, special education teachers, **English language development teachers**, key professional staff, parents representing diversity of student body, principal, administrator from “feeder pattern” school, district administrator)*
- Collect and review academic, language proficiency and non-academic data pertaining to English learners.
- Employ schoolwide reform strategies that have been found through research to be effective for English learners.
- Implement activities designed to meet the academic, non-academic, and language development needs of English learners.



Need Help a Title I Schoolwide Plan?

- Download the [Title I, Part A Schoolwide Plan directions | Template Only](#)
- [Larry Fazzari](#), Program Supervisor (360) 725-6189



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Bilingual Program Reminders

ALYSSA WESTALL, BILINGUAL EDUCATION PROGRAM SUPERVISOR



Immigrant Competitive Grant iGrants Form Package 228

Due: July 2, 2018

- Family literacy, parent outreach, and training activities designed to assist parents 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 instruction services that are directly attributable to the presence in the school district of immigrant children and youth, 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 instruction services;
- Other instructional services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the U.S., 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 of immigrant children and youth by offering comprehensive community services.



Increase in
immigrant
count of
20% or
greater

Districts Eligible to Submit Proposal for Competitive Grant in the Amount of:

\$10,000	\$20,000	\$40,000
Cascade	Aberdeen	Federal Way
Chehalis	Battle Ground	Mukilteo
Enumclaw	Centralia	Northshore
Highland	Fife	Pasco
Newport	Franklin Pierce	
Nooksack Valley	Lake Stevens	
Omak	Lynden	
Oroville	Moses Lake	
Port Townsend	Shelton	
Quillayute Valley	Snoqualmie Valley	
Ridgefield	Wapato	
Soap Lake		
South Whidbey		
Vashon Island		
West Valley (Spokane)		
White Salmon Valley		



Title III Preliminary Allocations

<http://www.k12.wa.us/SAFS/Misc/BudPrep18/TitleIIIA2018-19PreliminaryPosting.xlsx>

2018-19 Title III A Preliminary Allocation		
23309	Shelton	<- Selet from the dropdown
	2018-19 P	2017-18 F
Enrollment	728.5728571	642
Basic Funding	\$ 88,548.00	\$ 78,109.00
Emerg Immigrant - Competitve	\$ -	\$ -
Emerg Immigrant - Formula	\$ -	\$ -
Reallocation from Non-Participants	\$ 1,491.00	\$ 1,222.00
Title III Allocation	\$ 90,039.00	\$ 79,331.00
Change from Prior Year	\$ 10,708.00	
Percent Change	11.89%	



Communications Survey - How are we doing?

Respond to a short customer service survey for the Bilingual Education office: <https://bit.ly/2KOJnE7>.

- What topics should we focus on in technical assistance?
- How should we provide technical assistance?
- How can we communicate more effectively with you?



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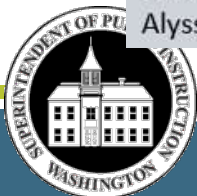
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Bilingual Program Reminders

DAVID MURPHY, BILINGUAL EDUCATION PROGRAM SUPERVISOR



District & Presenter	Practice & Start Time in the Recording
Selah Susan Petterson (district contact)	Engaging internal stakeholders, 7:14
Shoreline Melissa Sargent	Supporting exited TBIP students, 11:40
Lake Washington Kelly Pease	Co-teaching, 30:35
Moses Lake Jennifer Hammer	Supporting paraeducators, 41:35
Spokane Naomi Hagen	Newcomer centers, 50:10
Bellingham Bethany Barrett, Sarah Ferris, and Melanie Haines	Collaboration for teachers and EL specialists, 57:57
Highline Dr. Kristin Percy Calaff	PD for language learning, 1:08:08
Tonasket Tyler Graves	Elementary school home-based summer program, 1:24:20
Kennewick Alyssa St. Hilaire	Parent engagement strategies, 1:35:50



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Access the May 1st, 2018 iGrants training at the link above!
You'll hear promising practices from fellow educators!!!

Seeking input: WIDA Post-Administration Survey

Survey link:

<https://www.surveygizmo.com/s3/4346142/Post-Administration-Survey-WIDA-Alternate-ACCESS>

OSPI is interested in your feedback regarding the first administration of the WIDA Alternate ACCESS for ELLs assessment. We value your work and your time. Please take a few minutes to complete the survey. We expect it will not take more than 10 minutes. This survey is only for those who were involved (training, administering, identifying eligible students, observing, assisting) with the WIDA test. We will use your feedback to plan trainings and support for this assessment as well as to inform any future changes that may be necessary.



Now Available!

iGrants Form Packages 219, 231, and 232!



The screenshot shows the iGrants web application interface. At the top, the header includes the Washington State OSPI logo and the iGrants logo. Below the header, there is a 'Fiscal Period' dropdown menu set to '18-19'. On the left side, there is a sidebar with a 'Select a Form Package' icon and two buttons: 'Report Tool' and 'Group Email'. The main content area is titled 'Form Package Selector' and contains a 'Search' button. Below the title, there are four input fields: 'Form Package ID' (with the value '219'), 'Organization Name' (empty), 'Form Package Name' (empty), and 'Form Package' (a dropdown menu with 'All' selected).

WASHINGTON STATE
OSPI Office of Superintendent
of Public Instruction

iGrants

Fiscal Period 18-19 ▼

Select a Form Package

Report Tool

Group Email

Form Package Selector Search

Form Package ID: 219

Organization Name:

Form Package Name:

Form Package: All ▼



iGrants Login: <https://eds.ospi.k12.wa.us/iGrants/>

Summary of BEAC Student Panel Recommendations

JENNY CHOI, BILINGUAL EDUCATION PROGRAM SUPERVISOR



BEAC Student Panel Summary

- Building relationships
- Highly value education
- Access to higher level class
- Dual language
- Culturally competent staff
- “I didn’t know how to tell my teacher that I didn’t know.”
- Language access



BEAC Recruitment Reminder

JENNY CHOI, BILINGUAL EDUCATION PROGRAM SUPERVISOR



Want to advocate for ELs?

The Bilingual Education Advisory Committee has openings for:

- A principal in a bilingual school that serves bilingual students and families;
- Teachers that serve English learners, including immigrant and refugee students;
- A paraeducator working in a school;
- A Native American community member.



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Letter of interest and a résumé or curriculum vitae by

Friday, June 15, 2018 to

Jolynn Engellant

Jolynn.Engellant@k12.wa.us,

360-725-6145.



OSSI Seeks EL Expert Partners

The RFQ for System and School Improvement's Continuous Improvement Partners is now posted! Interested parties please apply at <http://www.k12.wa.us/RFP/default.aspx>. Open until filled.

Questions concerning this procurement? Refer to the website or email contracts@k12.wa.us.



The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.



Surface Culture

Above sea level

Emotional load: relatively low

food ▪ dress ▪ music ▪
visual arts ▪ drama ▪ crafts
dance ▪ literature ▪ language
celebrations ▪ games

Deep Culture

Unspoken Rules

Partially below sea level

Emotional load: very high

courtesy ▪ contextual conversational patterns ▪ concept of time
personal space ▪ rules of conduct ▪ facial expressions
nonverbal communication ▪ body language ▪ touching ▪ eye contact
patterns of handling emotions ▪ notions of modesty ▪ concept of beauty
courtship practices ▪ relationships to animals ▪ notions of leadership
tempo of work ▪ concepts of food ▪ ideals of childrearing
theory of disease ▪ social interaction rate ▪ nature of friendships
tone of voice ▪ attitudes toward elders ▪ concept of cleanliness
notions of adolescence ▪ patterns of group decision-making
definition of insanity ▪ preference for competition or cooperation
tolerance of physical pain ▪ concept of “self” ▪ concept of past and future
definition of obscenity ▪ attitudes toward dependents ▪ problem-solving
roles in relation to age, sex, class, occupation, kinship, and so forth

Unconscious Rules

Completely below sea level

Emotional load: intense



Parent Leaders: Presentation by Evergreen School District

DR. CATHERINE CARRISON, ELL DEPARTMENT DIRECTOR
ADRIANA GARCIA & YELENA DALTOSO, FAMILY LIAISONS
JENENDA ELIES, PACIFIC ISLANDER STUDENT SPECIALIST



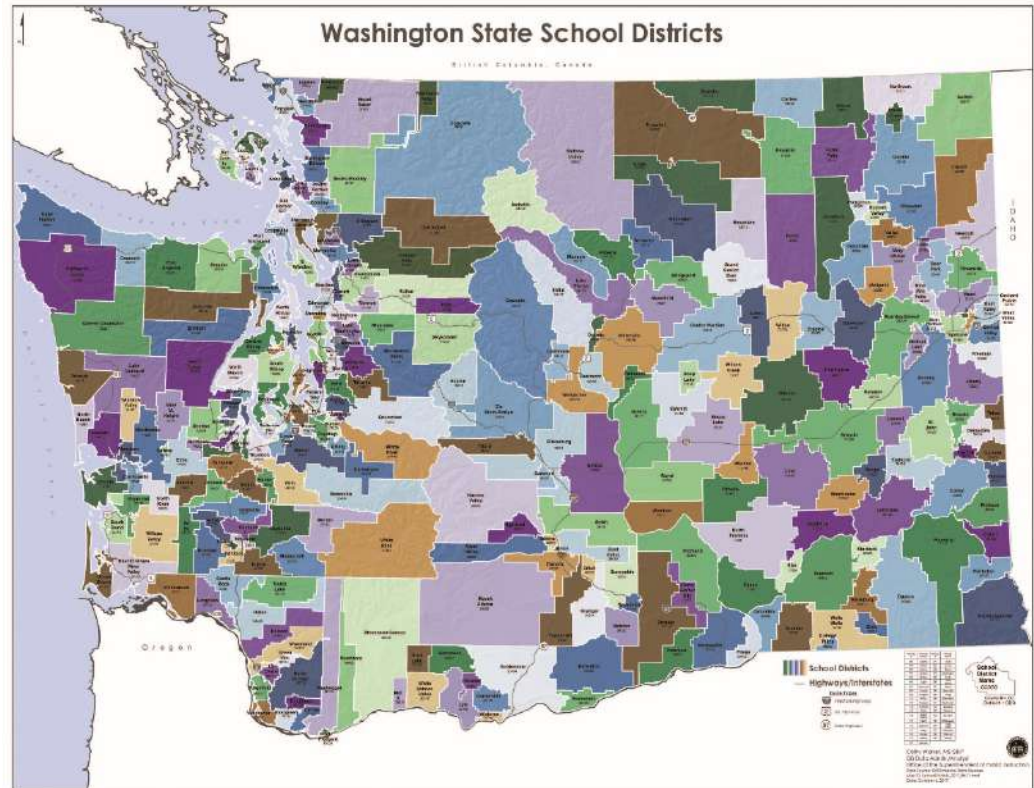
Evergreen School District (Clark County)

Practice we are highlighting:

- Parent Leadership.

About Evergreen:

- Total Enrollment: 25,999 students
- 13.2% EL, 22% Hispanic, 46% FRL
- 66 languages: 2055 Spanish speakers, 727 Russian speakers, 86 Chuuk speakers



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Evergreen Public Schools

ELL Family Engagement

June 1, 2018

Dr. Catherine Carrison, ELL Department Director

Adriana Garcia & Yelena Daltoso, Family Liaisons

Janenda Elies, Pacific Islander Student Specialist

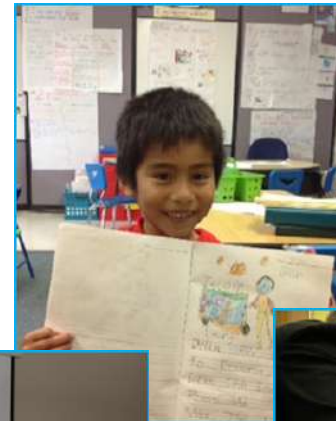
Evergreen Public Schools

26,000+ total student enrollment
EPS ELL Department serves over 5,100 students
and their families.

- 3,532 currently in-program receiving daily language and academic support.
- Over 1,640 Native American and recently “transitioned” students who qualify to receive support.

Support Models:

- Newcomers Program K-8
- ELD Teachers @ Secondary
- In-Class Para Support
- Spanish Dual Immersion
(K-12; currently K-6)



Parent Outreach

FAMILY LIAISONS

Spanish & Russian/Ukrainian
speaking

Funded through General Fund



PACIFIC ISLAND STUDENT SPECIALIST

Chuukese speaking
Funded through AAPI Grant

Focus of Parent Engagement Efforts:

- Empowering parents to engage in the education process of their children
- Raising awareness of district and community resources
 - Parent advocacy
- Interpreting & translation
 - Innovation

Parents as Natural Leaders

History:

- Began program in 2010 through a partnership with Washington Alliance for Better Schools. For more: <http://www.wabsalliance.org/community-leadership/natural-leaders/>
- Co-facilitated with Family Liaisons until Liaisons assumed full responsibility in 2016-17.

Current Structure:

- PD provided by Liaisons, NL Coordinators at schools, majority of elementary; 1 middle school, initial mandatory training, Monthly meetings, including 2 potlucks, other opportunities such as attending WABE.

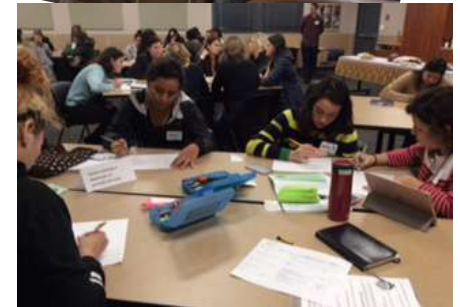
Meeting Topics:

- Plan developed through a parent survey about their questions/needs: field trip to WSUV, effective parenting skills, nutrition, Community Resource Fair, CCSS, Assessment, Math, College & Career, district discipline, Special Programs such as Excel, ELL, SpEd, NLs who attend WABE present to NL peers, all NLs present at final meeting about their projects and involvement at the schools during the school year.

Classroom/School Activities:

- Supporting students with L1 in classroom, support teachers (i.e., reading, writing, counting with students), support school office staff, chaperone school trips, invite parents to events, connect with other parents at school events, assist ELL Staff to organize events and more!

In their Own Words...



Empowering Parents...



LATINO PARENT GROUPS

Active groups at 10 schools all levels - 11 this fall.

Goal: To encourage greater involvement by helping parents feel welcome and part of the school community.

Meet at the schools (Elementary FCRCs) once a month during the school day (Americorps staff provides activities for children).

Topics include:

- Learning about how the school works – academics, instruction, and policies
- Skyward and other technology skills
- Discipline practices of the district
- Meet Principal and other school staff
- Volunteer opportunities (FCRCs, school events)
- Resources and services available
- Natural Leaders Program

RUSSIAN PARENTING CLASSES

“Parents & Kids in a Modern Society”

First year – perhaps the first time in the Portland Metro – the first cohort just finished.

Pilot with 8 parents (wasn’t widely advertised outside of the host and partner school).

Parent participant feedback: *The classes should be mandatory!* Parents shared that it was very eye-opening regarding their own parenting approaches.

Next year:

- Greater recruiting efforts, district-wide
- Content will be modified to include “Positive Discipline” practices as well as more interactive activities.
- Focusing on aligning family practices with school practices

3D-ID: Raising a Generation Without Borders



Outcomes of the 10 Week Program:

- Parent and community engagement.
- Increased awareness of the importance of having a well-defined identity and healthy relationships.
- Recognize symptoms of trauma, addictions, depression in the family.
- Resources and referrals according to parent needs.
- Build a community of hope that practices universal principles of respect, acceptance, compassion, and trust.

Activities Include:

- Workshops and classes for parents on identity, communication, integration, parenting skills, ESL classes for adults, social/skills gathering groups such as cooking club, reading club, and business networking.
- High school mentoring program for 5th graders.
- Family events: workshops/classes, special celebrations, multicultural family night, art and poetry night, family game night.
- Mentoring for parent couples and single parents.
- Training for volunteers, mentors, community partners and school staff.



ELL Parent English Classes

Offered at a local school through a partnership with Clark Community College.

CC Grant provides tuition for parents.

Goal is to move parents to a proficiency level that enables them to join the regular CC ESL classes on campus.

Children's language experience classes run simultaneously.

Fall 2017 partnership with WSUV Professor for Family Literacy component focused on learning English through the creation of Identity Texts.



Community Tours



EPS hosts three community tours throughout the school year: Russian, Spanish, and English.

Community members tour 2 to 3 schools, hear from students, visit classrooms and meet administrators before visiting the Skills Center for a tour and lunch.

Russian and Spanish tours average 20 participants. This year is our first year to intentionally recruit Chuukese parents to join us for the English tour.

Parents meet the Superintendent and learn more about the opportunities their children have in Evergreen Public Schools.



Additional District Parent Outreach

Situational Awareness – General Safety in Spanish, with our District Security Manager

Technology/Skyward Classes

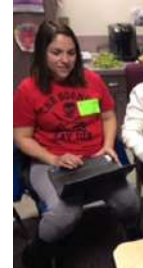
Immigration 101 workshops: in partnership with LULAC;
Emergency Family Planning in partnership with LCRG

School-sponsored ELL Nights

Community Multicultural Events (participation of Liaisons)

Diversity presentations to school staff and community groups:
encourage fostering relationships with families and
recognizing funds of knowledge

District Translators – making information accessible



In Planning for 2018-19:

- Newcomer Parent Classes
- Additional Technology and Skyward Classes
- Positive Behavior (restorative practices) classes for parents

Bilingual Education Program Staff

Staff member:		Who do I contact?
	David Murphy Program Supervisor, Districts A-M David.Murphy@k12.wa.us 360-725-4980	Your district is assigned to a program supervisor, who serves as your main contact: <ul style="list-style-type: none"> • Grant applications and budget revisions • Allowable activities
	Alyssa Westall Program Supervisor, Districts N-Z alyssa.westall@k12.wa.us 360-725-4476	<ul style="list-style-type: none"> • Consolidated Program Review • Student eligibility and LEP Application • Services to EL students • Program Guidelines
	Jenny Choi Program Supervisor Jenny.Choi@K12.wa.us 360-725-4477	<ul style="list-style-type: none"> • Consolidated Program Review • House Bill 1541 Implementation • RCW and WAC Amendments • Asian American Pacific Islander Data Disaggregation Grant
	Patty Finnegan Special Projects Program Supervisor Patty.Finnegan@k12.wa.us 360-725-4468	<ul style="list-style-type: none"> • Dual Language Expansion Grants and Statewide Professional Learning Network and Support • ELLs who qualify for Special Education services • English Learner ESSA Work Group



Migrant and Bilingual Education Administration Staff

	Staff member:	Who do I contact?
	Terry Garrett Director Terry.Garrett@k12.wa.us 360-725-6144	<ul style="list-style-type: none"> • Program and Policy oversight including State Transitional Bilingual Instructional Program, Title I Part C Migrant and Title III under ESSA • Supervises program staff • Bilingual Education Advisory Committee (BEAC) • Migrant State Advisory Committee (SAC)
	Mea Moore Program Manager mea.moore@k12.wa.us 360-725-6148	<ul style="list-style-type: none"> • Located in Eastern Washington • Technical Assistance to districts and ESDs • Migrant Student Data Recruitment and Support (MSDRS)
	Sheri Dunster Program Coordinator sheri.dunster@k12.wa.us 360-725-6148	<ul style="list-style-type: none"> • EL Student and Assessment Data • TBIP Legislative Report Appendices • LEP Application • ELPA21 Program Support
	Terrie Beckman Administrative Assistant terrie.beckman@k12.wa.us 360-725-6150	<ul style="list-style-type: none"> • Migrant and Bilingual Program support • CPR Logistical Support • Program announcements and notifications • Training/meeting information • Workgroup support
	Jolynn Engellant Administrative Assistant 360-725-6145	<ul style="list-style-type: none"> • Asian American Pacific Islander Data Disaggregation Grant • Bilingual Education Advisory Committee • Department Efficiency • Legislative Initiatives • ESSA Implementation



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