



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

*Washington State  
Multilingual Learners:  
Policies and Practices Guide*

**2024**

# APPENDIX B: MULTILINGUAL LEARNERS IN ALTERNATIVE LEARNING ENVIRONMENTS

Public schools must take affirmative steps to ensure that multilingual 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.

## Civil Rights Requirements

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

- Identify all eligible multilingual learners, including those with disabilities, using a [home language survey](#) and English language proficiency screening.
- Provide all multilingual 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 learners from general education programs and services.
- Assess and progress monitor English language development for all eligible multilingual learners.

## Identification and Testing

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 learners each spring. Following state procedures, the District Assessment Coordinator can also train staff from the alternative learning environments to administer ELP assessments.

Students who attend virtual programs are served by the school they attend, not by the local school district. However, if the student needs to do ELP screening or WIDA ACCESS testing, the virtual school can contract with the local school district to conduct testing. Many virtual programs already have a Memorandum of Understanding (MOU) in place with the local district to allow for academic annual state testing, and ELP testing can be added to that MOU if needed.

The school district must ensure that all eligible multilingual learners are identified and begin receiving English language development services within 10 school days of enrollment. The school district retains records of student eligibility in the student's cumulative file.

## Newcomer Students in ALEs

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 students with limited or interrupted formal education (SLIFE). These students may prefer to enroll in Open Doors or other alternative learning environments. School counselors and ELD teachers should be aware of these alternative options and work with newly arrived SLIFE to allow students and their families to make an informed choice and develop an individualized plan to meet their needs.

## Providing English Language Support

Multilingual learners in Alternative Learning Environments (ALEs) are entitled to Transitional Bilingual Instruction Program (TBIP) services. The school district receives additional TBIP funding for their eligible multilingual English learners, including those enrolled in ALEs. The district also receives funding for Exited ML students who continue to receive monitoring and academic support for two years after the student reaches proficiency on the annual assessment.

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 the district will retain for oversight, testing, and professional development.

It may be beneficial to utilize an [individualized learning plan](#) to target students' specific and unique needs, which can guide all teachers and support collaboration among teachers and with the student to reach the student's goals. More information on providing English language development and accessible content instruction in ALE settings can be found in *Policies and Practices Guide Chapter 2: Program Models*.

## TBIP Grant Application

In order for a school district to receive TBIP funding for the ALE program, 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, 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, and
- How these services will be evaluated on an annual basis.

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

## **P223 Count**

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 partial FTE at the school where the 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 MLs can be claimed for two years after exiting services and are reported monthly on the P223 as one headcount in the Exited TBIP field at the Open Doors school or other ALE program.

## **Technology Supports for Eligible Students**

Many districts recognize the potential of software applications to support the development of academic English in ALE programs. Districts may choose to use TBIP funds for technology for MLs provided:

- Software was specifically designed for English language development for MLs.
- Technology supports are NOT the sole designated ELD provided to the student.
- Technology may ONLY be used to supplement (never to replace) ELD planned and provided by a teacher with the appropriate endorsement and 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.