

Multilingual Learners in Open Doors Programs

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 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, 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
- 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 an Open Doors program are entitled to Transitional Bilingual Instruction Program (TBIP) services.

- The school district has the responsibility for identifying potential English learners with a [home language survey](#).
- 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 Open Doors staff to administer ELP assessments.
- The school district retains records of student eligibility in the student's cumulative file.
- The school district receives additional TBIP funding for their TBIP-eligible students.



- 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 Open Doors program or contract with the Open Doors program provider to deliver services. If the Open Doors 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 this [Services for Exited Students](#) document.
- For P223 reporting:
 - Students who are TBIP-eligible and enrolled in an Open Doors program are claimed monthly on the P223 as one headcount in the TBIP field. The student's TBIP program would be reported at the Open Doors school. If the TBIP services are provided outside of the Open Doors 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 Open Doors 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.

District TBIP Grant Application (Form Package 219)

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 Open Doors 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 Open Doors can be used in the TBIP grant application.

Resources for Supporting Multilingual English Learners

The following resources may be helpful in developing supports for multilingual English learners in Open Doors programs:

- Civil Rights Guidance: [Dear Colleague Letter \(January 7, 2015\)](#)
- [Meeting the Civil Rights Requirements for Multilingual Learners](#)
- [Supporting Long-Term English Learners](#)
- [WIDA English Language Development Standards and Professional Learning](#)
- [English Language Learner Toolkit](#)
- [Newcomer Toolkit](#)
- [WA State Multilingual Learners Policies and Practices Guide](#)
- [Translation and Interpretation Services](#)

For questions regarding TBIP services, contact:

- [Kristin Percy Calaff](#) (ESD 101)
- [Shannon Martin](#) (ESD 112, 113 & 114)
- [Virginia Morales](#) (ESD 121 & 189)
- [Sue Connolly](#) (ESD 105, 123 & 171)

For questions regarding Open Doors programs, contact:

- [Mandy Paradise](#)

For questions regarding P223 reporting, contact:

- [Becky McLean](#).