



RIDE Rhode Island
Department
of Education

District Multilingual Learners (MLL)¹ Administrator and Coordinator Handbook

[Rhode Island Department of Education](#)
[Multilingual Learners Webpage](#)

Updated May 2023

¹ RIDE uses multilingual learners (MLLs) to refer to the same population in federal policy as English learners (ELs). This term reflects the agency's asset-based view of students who come to Rhode Island schools with broad linguistic repertoires. For a full list of MLL definitions, please see Rhode Island's [Strategic Plan for MLL Success](#).

INDEX

Rhode Island Vision for Multilingual Learners Success

1. ADMINISTRATOR OR COORDINATOR?
2. COMPLIANCE WITH APPLICABLE FEDERAL AND STATE LAWS AND POLICIES
3. ACTING AS YOUR DISTRICT POINT OF CONTACT FOR THE STATE / DISSEMINATING INFORMATION
4. ENSURING THE PROPER IDENTIFICATION OF MLLS
5. REPORTING MLLS IN THE MLL CENSUS
6. ENSURING THE PROPER INSTRUCTIONAL PLACEMENT OF MLLS IN YOUR DISTRICT
7. ENSURING THAT THE LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM IN YOUR DISTRICT ADHERES TO BEST PRACTICES
8. COORDINATING THE ANNUAL LANGUAGE PROFICIENCY ASSESSMENT (ACCESS FOR ELLS 2.0 OR ALTERNATE ACCESS) OF MLLS IN YOUR DISTRICT
9. COORDINATING TITLE III GRANT APPLICATIONS AND DISTRICT TITLE III ACTIVITIES
10. THE PROCESS FOR GRANT APPLICATION
11. THE PROCESS FOR STATE MLL CATEGORICAL FUNDS APPLICATION
12. COORDINATING PROFESSIONAL DEVELOPMENT FOR ESOL, B/DL, AND GENERAL EDUCATION TEACHERS IN YOUR DISTRICT
13. ANALYZING MLLS DATA IN YOUR DISTRICT AND DEVELOPING ACTION PLANS TO ADDRESS AREAS OF CONCERN
14. ENSURING A PROCESS FOR EXITING STUDENTS WHEN THEY MEET THE STATE-DEFINED, REQUIRED EXIT CRITERIA
15. ENSURING THAT PARENTS ARE PROVIDED WITH INFORMATION AS REQUIRED BY FEDERAL AND STATE REGULATIONS
16. WIDA SECURE PORTAL

Rhode Island Vision for Multilingual Learners Success

The Rhode Island Department of Education released the [Blueprint for MLL Success](#) and a [Strategic Plan](#) that identifies sustained effective evidence-based practices to strengthen services and outcomes for Multilingual learners (MLLs).

- [Video - MLL Blueprint overview](#)

The RI Blueprint for MLL Success and the related Strategic Plan are available in Spanish and Portuguese:

- [Anteproyecto para el Éxito de los Estudiantes Multilingües](#) y el [Plan Estratégico](#)
- [Modelo para o Sucesso dos Alunos Multilíngues](#) (Multilingual Learners, MLLs) e um [Plano Estratégico](#)

RIDE prioritizes its initiatives in relation to the Vision in the Blueprint and Goals in the Strategic Plan and is collaborating with districts to implement.

RIDE in collaboration with a wide stakeholder group began developing a framework for high-quality instruction for MLLs that includes evidence-based, student-centered tenets of teaching and learning.

- [Download PDF: High-Quality Instructional Framework for MLLs to Thrive](#)

In drafting the Blueprint for Multilingual learners Success, the Rhode Island Department of Education in collaboration with a wide stakeholder group analyzed 2018-2019 school year data. This data contextualizes the need for the Blueprint, a foundational document that sets the expectations for a successful education for multilingual learners in the state.

MLL Data Visualization

1. ADMINISTRATOR OR COORDINATOR?

The district must appoint an MLL Director² and possibly an MLL Coordinator based on the criteria from the [English Learners State Regulations \(R.I.G.L. 16-54\)](#) outlined below:

“3.11. Personnel — administrators. — (a) A school district with an English Language Learner program shall designate an administrator to be responsible for this program. An administrator in a low-incidence district who does not have an English as a Second Language teaching certificate or an English as a Second Language endorsement must appoint an ELL Coordinator, who must have at least one of these credentials. High-incidence school districts must appoint a full-time ELL Administrator whose primary responsibility is the development and management of the district’s ELL program. Low-incidence districts that utilize an ELL Administrator on a less than full-time basis must also appoint an ELL Coordinator.”

Responsibilities of the MLL District Administrator or Coordinator. (*Note, this is not an exhaustive list.*)

- Ensuring that the district complies with applicable federal and state laws and policies related to MLLs.
- Acting as the district point of contact for the state for matters related to MLLs.
- Disseminating information from the state to educators/administrators in the district.
- Ensuring the proper identification of MLLs.
- Make sure the district reports MLLs in the MLL Census.
- Ensuring the accuracy of the MLL Census data for the district.
- Ensuring the proper instructional placement of MLLs in the district.
- Ensuring that the language instruction educational program (LIEP) in the district adheres to best research-based practices.
- In collaboration with the district assessment coordinator, coordinate the annual language proficiency assessment (ACCESS for ELLs 2.0 and Alternate ACCESS) of MLLs in the district.
- Coordinating Title III grant applications and district Title III activities.
- Coordinating state MLL Categorical Funding and its activities.
- Coordinating professional development for ESOL, B/DL, and general education teachers in the district.
- Analyzing MLLs data in the district and developing action plans to address areas of concern.
- Ensuring a process of reclassification for exiting students when they meet the state-defined, required exit criteria.
- Ensuring that parents are provided with information as required by federal and state regulations.
- Manage, coordinate and oversee newcomers/SIFE programs.

This guide is meant to outline the relevant information necessary to fulfill the responsibilities as the MLL District Administrator or Coordinator, additional duties and expertise might be required at the district level.

2. COMPLIANCE WITH APPLICABLE FEDERAL AND STATE LAWS AND POLICIES

For state regulations regarding the education of MLLs, please refer to the [English Learners State Regulations \(R.I.G.L. 16-54\)](#)

² Note: in the following guide, ‘MLL Director’ is used interchangeably as ‘MLL Administrator’ as defined in [State Regulations](#).

For the Rhode Island Identification and Reclassification, and the Home and Language Survey, view the section 'Regulations and Guidance' on the [RIDE MLL webpage](#).

Other applicable federal laws and regulations:

- [Title III Part A](#)
- [Title VI of the Civil Rights Act of 1964](#)
- [EEOA of 1974](#)
- [Castañeda v Pickard](#)
- [OCR Obligations to EL Parents](#)
- [Office of English Language Acquisition \(OELA\)](#)
- [Other laws and court precedents](#)

[3. ACTING AS YOUR DISTRICT POINT OF CONTACT FOR THE STATE / DISSEMINATING INFORMATION](#)

The state relies on the network of district MLL Directors to disseminate information and gather feedback and input. Every district has the responsibility to notify the state of any change or new positions as the MLL administrator or coordinator so that distribution lists are updated regularly.

To be placed on the information distribution list, contact:

- **Flavia Molea Baker** – MLL/EL Program Coordinator, Title III, Office of Student, Community, and Academic Supports - flavia.moleabaker@ride.ri.gov
- or
- **Emily Klein** – Special Education Specialist, IDEA, Title III, Office of Student, Community, and Academic Supports – emily.klein@ride.ri.gov

The state facilitates several MLL Directors' network meetings. The meeting schedule is communicated with the annual PD schedule, and posted to the [RIDE MLL webpage](#) in the 'Professional Development' section. These meetings provide an excellent opportunity to network with colleagues from other districts, share experiences, ask questions, and provide input and feedback to the state. The meetings generally last one hour and are held remotely in the morning; the link to access is sent through the OSCAS MLL Directors and Coordinators update.

The MLL District Administrator or Coordinator will be the single point of contact for the district for all matters related to MLLs. Information from the state will be sent via the OSCAS MLL Directors and Coordinators update, e-mail and network meetings. It is the responsibility of the MLL District Administrator or Coordinator to disseminate information to teachers in the district. For example, the annual state-offered PD schedule and registration instructions sent from RIDE at the beginning of the new school year to the statewide MLL Directors network. If such a schedule is not shared with the appropriate personnel in the district (by e-mail, posting in the schools, hardcopy in mailboxes, or whatever means is most feasible), then teachers will not be able to take advantage of the PD offered.

[4. ENSURING THE PROPER IDENTIFICATION OF MLLS](#)

RIDE developed a statewide identification process for districts to use when identifying newly enrolling MLLs. The process and resources can be found on the [RIDE MLL webpage](#) under the section 'Regulations and Guidance'.

State regulations require that parents be afforded the opportunity to review the identification and program placement decision and either accept or waive the placement. A parent may not waive any part of the

identification process including language proficiency screening. A parent may also not waive the actual identification of their child as an MLL.

A parent may only waive placement in a specialized program of instruction (i.e., bilingual education, ESL class, after-school tutoring, etc.). Please review the guidance documents on the [RIDE MLL webpage](#), EL Toolkit, Section VII which contains important information regarding the district's responsibility for waived MLLs. Additional information regarding student Identification and waiving services is available in the document 'Multilingual Learners (MLL) students' Identification, Screening, Placement and Reclassification' on the [RIDE MLL webpage](#) in the 'Regulations and Guidance' section.

Failure to properly adhere to these responsibilities will result in OCR compliance findings and require corrective action by the district.

5. REPORTING MLLS IN THE MLL CENSUS

The top screenshot shows the 'Information Services' page. It features a navigation menu on the left with categories like 'DATA COLLECTIONS', 'DATA REPORTING', 'DIRECTORIES', and 'RESOURCES'. The main content area includes a 'Welcome to eRIDE!' message, a login form with fields for 'User Login:' and 'Password:', and a 'Login' button. Below the login form is a 'Login/Password Lookup' link. A small calendar icon shows the date '31-Jul-18'. A message states: 'To access the Teacher Certification system, please click on the following to I Teacher Certification'. At the bottom, it says 'eRIDE is developed by Rhode Island Department of Education. For help, contact: Help Desk. Public URL: http://www.eride.ri.gov/'. A status bar at the bottom indicates 'There are currently (26) Active Users on eRIDEWeb1.'

The bottom screenshot shows the 'Inform' page for user 'Flavia Molea-Baker'. It has a similar navigation menu. The main content area includes a 'Welcome to eRIDE!' message, a 'User Profile (fmo100)' section with fields for Name, Email, Phone, and District/Office, and a 'YOUR eRIDE portal for Rhode' section with a message: 'You have been given special acc Simply click on the application ic'. A map of Rhode Island is shown with a red arrow pointing to the 'ELL Census' link.

An important responsibility is to ensure that **all** MLLs in the district are reported to the state through the [MLL Census](#).

The Census is an eRIDE data collection tool hosted by the state. In order to login and have access to the MLL Census, an eRIDE account must be obtained. Please see your data manager or school administrator to obtain the login access.

RIDE makes available on the MLL Census page a timeline with important dates to LEAs at the beginning of the school year, together with the latest updates on how to use the Census.

In the MLL Census, the following sections are updated remotely through the LEA's enrollment data:

- [Demographic Data](#)
- [Program Status](#)

[Access Test Results](#) are updated annually by RIDE, after a validation process in collaboration with WIDA.

The MLL District Administrator/Coordinator or Data Media Specialist of the LEA, is responsible for updating the following sections:

- [Student Data](#)
- [MLL Identification](#)
- [Service & Monitoring](#)

Additionally, periodical Maintenance Reports must be run to maintain the accuracy of data. A system of validation is also in place to ensure completeness of data.

[provisional placement guide](#) || [users guide](#) || [planning guide for school year](#)
[set up language table](#) || [set up teacher table](#) || [set up country table](#) || [student listings](#)
[lookup/add student](#) || [maintenance reports](#)

For more information on how to use the MLL Census, refer to the '[User Guide](#)' on eRIDE.

6. ENSURING THE PROPER INSTRUCTIONAL PLACEMENT OF MLLS IN YOUR DISTRICT

A task of the MLL District Administrator or Coordinator is to determine which program models are to be employed in the district to meet the needs of MLLs. Once a student is identified as an MLL, ensure that the student is appropriately placed within the instructional program to best maximize opportunities for academic success based on all of the information gathered during the identification process, including current English proficiency, and IEP considerations for MLL students with special education.

For example, if the district has a newcomer program, ensure that there are clear criteria for students' placement in the program, and that enrollment personnel adheres to a process for appropriate placement based on those

criteria. Also, if the district has a bilingual program, ensure that there are criteria for placement in that program (e.g., students who would benefit the most from this type of program).

For additional information please refer to the [MLL Toolkit Sections I, II, IV, and VI](#).

[7. ENSURING THAT THE LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM IN YOUR DISTRICT ADHERES TO BEST PRACTICES](#)

Districts must employ a program to meet the needs of MLLs in accordance with OCR guidelines outlined in Castaneda vs. Pickard (1982). This is referred to as the language instructional educational program (LIEP).

Further information on LIEPs can be found in the [MLL Toolkit, Section II, and XI](#).

Any given district may have more than one program in place, so it may be necessary to evaluate programs by school. The district should periodically evaluate each program to ensure that it is comprehensive and designed to adhere to best research-based practices for students' success.

For more information on evaluating a district program, refer to the [MLL Toolkit, Section IX](#).

[8. COORDINATING THE ANNUAL LANGUAGE PROFICIENCY ASSESSMENT IN YOUR DISTRICT](#)

Rhode Island is a member of the World Class Instructional Design and Assessment (WIDA) Consortium. WIDA is a consortium of forty-one states and territories dedicated to the design and implementation of high standards and equitable educational opportunities for multilingual learners. As a member of the WIDA Consortium, Rhode Island utilizes the ACCESS for ELLs 2.0 and the Alternate ACCESS to annually measure the English language proficiency (ELP) of MLLs across the state. The ACCESS for ELLs 2.0 and Alternate ACCESS were developed by the Center for Applied Linguistics in collaboration with the WIDA Consortium. The ACCESS for ELLs 2.0 and Alternate ACCESS are aligned to the WIDA English Language Proficiency Standards and have been approved by the United States Department of Education as a valid and reliable assessment of English proficiency. Rhode Island requires that the ELP of all MLLs be measured annually with the ACCESS for ELLs 2.0 or Alternate ACCESS, until exit.

[Additional information about ACCESS for ELLs 2.0 and Alternate ACCESS in Rhode Island.](#)

Main shared responsibilities at the school level for the annual ELP assessment are:

- Ensure that the enrollment data of the district is up to date;
- Ensure that the [master directory](#) of the district is up to date on the RIDE website, included the mailing address;
- Ensure that the MLL Census data is up to date and correct prior to the state ordering of testing materials;
- Ensuring proper use of accommodations for students with and IEP and students taking the Alt Access
- Ensure the online administration of the assessment;
- Ensure that additional materials are ordered on time, if needed;
- Receive the test materials from DRC (the company that produces and scores the assessment);
- Ensure the security of the assessment materials while they are in the district;
- Ensure that all test administrators are properly trained and certified ([training on WIDA Secure Portal](#));
- Ensure that testing is completed within the testing window;

- Return ALL testing materials to DRC by the end of the testing window.

Ana Karantonis – Assessment Specialist, Office of Instruction, Assessment, & Curriculum – ana.karantonis@ride.ri.gov

For more information, updated state [ACCESS checklists](#) are available on the WIDA website.

WIDA AMS

WIDA AMS is managed by our partner company Data Recognition Corporation (DRC). You can order ACCESS materials, manage your student and test information, and find technology resources and testing software via WIDA AMS.

- To obtain a new login, contact your District Test Coordinator.
- New District Test Coordinators should contact DRC Customer Service to request an account.
- For assistance accessing your account, contact DRC Customer Service at wida@datarecognitioncorp.com or call (855) 787-9615.

9. COORDINATING TITLE III GRANT APPLICATIONS AND DISTRICT TITLE III ACTIVITIES

As the MLL District Administrator or Coordinator, there are responsibilities related to the district's application for Title III grants, if the district participates in Title III or is part of a Title III Consortium.

Title III provides funding for supplemental activities for MLLs. The district may apply for a Title III grant if it meets the minimum grant threshold of \$10,000. The number of MLLs required to meet this threshold changes slightly from year to year based on federal funding and the number of state grant applications. If a district does not have a sufficient number of MLLs to meet this threshold, it may enter into a consortium with other districts. In this case, the MLLs from all consortia members are combined to meet the threshold and one of the member districts, acting as the fiscal agent for the consortium, applies for a grant on behalf of all member districts.

Title III funds may only be used to supplement existing programs and activities for MLLs. They may not supplant local or state funds and they may not be used to fund activities required by state or federal laws or regulations. Title III, Section 3115(g), requires that funds available under a sub-grant be used "to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for MLL students and immigrant students and in no case to supplant such Federal, State, and local public funds." For example, if a particular activity last year was paid with nonfederal funds, the same activity this year cannot be paid for with federal funds. State-mandated activities must be paid with state funds first. In this section, "supplement" means "an addition;" "supplant" means "to take the place of." Title III funds must be used to increase the English proficiency of MLL students by providing high-quality supplements to language instruction educational programs. A full list of required and authorized expenditures may be found in [Section 3115\(c\), \(d\) of Title III](#). These services may be provided directly by the LEA, another LEA, and institutions of higher education, community-based organizations, or private sector entities in any combination.

- [AcceleGrants](#)

- [Title III Application Guidance \(in Title III Documents\)](#) DUE DATE: Spring, of each FY.
- [LEA Performance Report Directions Title III /RIGL. Ch. 16-54](#)

DUE DATE: October 31, of each FY.

10. THE PROCESS FOR GRANT APPLICATION

Each year districts submit a Consolidated Resource Program (CRP) application, which describes how the district will use the federal money supplied under the federal programs, Title I, Title II, Title III, Title IV A and IDEA.

The Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act (ESEA). ESSA includes provisions that will help to ensure success for students and schools, with a few examples below .

The 2015 law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

ESSA resources should be utilized to enhance existing state and local improvement efforts. The Consolidated Resource Plan (CRP) provides the opportunity to move towards a fuller integration in the use of these resources and other state and local funds.

For more information: [Rhodelsland-ESSA-State-Plan-Final-100119.pdf \(ri.gov\)](#)

The electronic application called [AcceleGrants](#) will require the district to provide information about the manner in which resources provided through the federal funding sources will be spent. These funds should provide supplementary support for the strategies found in the strategic plan. The investments detailed in this Consolidated Resource Plan should connect directly to action plans that are part of the Strategic Plan of the district. The final step in integrating the planning process is to draw connections between strategies and action plans, and the budgetary resources that are reported, as well as a broader budget.

The CRP should be fully consistent with the annual update of the District Strategic Plan.

Each district will supply the MLL Director or Coordinator with log-in information which will allow them access to [AcceleGrants](#). AcceleGrants system contains a library with a vast amount of information including detailed program guidance with links to federal web sites, program data, submission instructions, AcceleGrants navigation guidance, as well as the documents that need to be submitted with the plan. No log-in is needed to access the materials in the document library. (See screen shots below.)

The screenshot displays the RIDE Document Library interface. On the left, a navigation menu includes links for Home, Search, Document Library (highlighted with a red box), Contact RIDE, and Help. The main content area is titled 'AGENCY DOCUMENTS' and contains a list of document categories and links. Two orange arrows point to 'TITLE III DOCUMENTS' and 'Title III/ELL Performance Report'.

Production

AGENCY DOCUMENTS

- + FY 2019 CRP - OVERVIEW, GUIDANCE, AND REQUIRED FORMS
- + FY 2018 CRP AMENDMENT MATERIALS
- + TITLE I, PART D DOCUMENTS
- + ADULT BASIC EDUCATION
- + FISCAL DOCUMENTS
- + IDEA (PART B AND PRESCHOOL)
- + TITLE II (A) DOCUMENTS
- TITLE III DOCUMENTS
 - [Office of English Language Acquisition - US Department of Education](#)
 - [US Office for Civil Rights - English Language Learner Resources](#)
 - [Castañeda v. Pickard, 688 F. 2d 989, \(5th Cir. 1981\) - ELL program requirements](#)
 - [RI Chapter 16-54: Regulations Governing the Education of English Language Learners](#)
 - [Private School Title III Consultation Form](#)
 - [FY19 Application Guidance Document](#)
 - [FY19 Consortium Declaration of Intent](#)
 - [FY19 Private School Consultation](#)
 - [FY19 Winning Budget Tips](#)
- + UNIFORM GRANT GUIDANCE
- + FY 2019 CRP WEBINAR MATERIALS - 4/27/18
- + IDEA MAINTENANCE OF EFFORT FOR LEAS
- + TITLE I, PART A DOCUMENTS
- + Title III/ELL Performance Report

The CRP district coordinator will submit the entire grant once the superintendent has reviewed and approved the application. The Title III application is reviewed by personnel at RIDE in the Title III program office. The fiscal office reviews the application as well. The review page (see below) will indicate areas that need corrections indicated by Needs LEA Attention (NLA). If the OK column is filled, no corrections are needed. Usually, a comment will be added by the RIDE reviewer on the page where a correction is needed. An email is sent to the people in the district responsible for the program notifying them that the grant is approved or needs corrections. A process of submission is followed.

Review Details

Go To ▶

NA = Not Applicable
 NRR = Needs RIDE Review
 NLA = Needs LEA Attention
 OK = OK

Expand All Collapse All

	NA	NRR	NLA	OK
ACTIVITIES PD AND GROWTH DATA PROMPT				
1. Title III Activities Report	○	●	○	○
2. ACCESS Growth Data	○	●	○	○
3. Professional Development Activities	○	●	○	○
DESK AUDIT AND ACTION PLAN	NA	NRR	NLA	OK
1. Screening, Identification, Placement, and Exit	○	●	○	○
2. Parental Involvement, Parent Rights/Notices	○	●	○	○
3. Language Instruction Education Programs	○	●	○	○
4. Personnel & Professional Development	○	●	○	○
5. AMAO 1 Goal	○	●	○	○
6. AMAO 2 Goal	○	●	○	○
7. AMAO 3 Goal	○	●	○	○
8. Chapter 16-54 Monitoring Follow-Up	○	●	○	○
STAFFING PLAN	NA	NRR	NLA	OK
1. ELL Staffing	○	●	○	○
PRIVATE SCHOOL CONSULTATION AND COUNTS OF ELLS	NA	NRR	NLA	OK
1. Private School Counts/Consultation	○	●	○	○
RELATED DOCUMENTS	NA	NRR	NLA	OK
1. Private School Consultation	○	●	○	○
2. Screening/Identification/Placement/Exit	○	●	○	○
3. Parental Involvement/Parental Rights Notices	○	●	○	○
4. Language Instruction Education Programs	○	●	○	○
5. Personnel and Professional Development	○	●	○	○
6. Other	○	●	○	○

11. THE PROCESS FOR STATE MLL CATEGORICAL FUNDS APPLICATION

This funding application should be used by eligible districts in order to receive their allocation of MLL State Categorical Funding in support of services for multilingual learners across the state.

In approving the use of the categorical funds, the General Assembly was clear that RIDE must ensure the funds are used to (Source: House Bill 7171):

1. **Increase the number of new bilingual classrooms and programs;**
2. **Increase capacity of multilingual educators and English to Speakers of Other Language (ESOL) certified teachers;**
3. **Provide continuous training to retain multilingual and ESOL certified teachers;**
4. **Increase the knowledge and capacity of building administrators about MLL students to better support them;**
5. **Provide training for general education teachers to become certified in ESOL; and**
6. **Provide training for instructional coaches and personnel supporting differently-abled students to serve multilingual students.**

These funds must be used to provide high-quality, research-based services and may not be used for activities the district is currently funding from other sources. For example, if a district starts a new high quality, research-based program with the availability of the MLL State Categorical Funding, such program can continue to be funded with the same funding source in subsequent years if the district can assure that the program would not exist, absent the availability of the state categorical funding.

All eligible districts must submit the appropriate forms to ensure funds are utilized for the purposes specified above. For districts receiving \$10,000 or more, a full application with narrative and budget should be completed and submitted to RIDE through an online link included in the application. For districts receiving \$9,999 or less, a

complete Written Assurance regarding the intended use of funds must be submitted to RIDE through an online link included in the Written Assurance.

District may choose not to use the funds, and this choice must be communicated to RIDE through the same link provided for submission.

These are state funds approved by the RI General Assembly, funds must be spent and obligated within the fiscal year of reference, unspent funds will be returned to the General Assembly budget, funds might also be reallocated upon approval. Duration of the funds: Fiscal Year beginning July 1st and ending June 30th of the following calendar year.

12. COORDINATING PROFESSIONAL DEVELOPMENT FOR ESOL, B/DL, AND GENERAL EDUCATION TEACHERS IN YOUR DISTRICT

The district is responsible for providing professional learning related to teaching MLLs to **ALL** teachers working with MLLs (not only ESOL, B/DL teachers) in accordance with R.I.G.L. 16-54-3.12. This professional learning is not supplemental and cannot be funded with Title III.

3.12 Professional Development

A. All LEAs with ELL programs must provide sustained, high quality job-embedded professional development for administrators, coordinators, instructional coaches, school and community liaisons, guidance counselors, all teachers and other personnel who work with English Language Learners. The following topics, along with other topics the LEA deems to be appropriate, shall be addressed on a quarterly basis:

- 1. Research-based instructional methods and assessment practices for ELLs and ELLs with disabilities*
- 2. Second-language acquisition*
- 3. Culturally Responsive Education Practices.*
- 4. Family and Community involvement strategies*
- 5. Language minority issues in education*

B. During their first year of employment, all LEA staff who work with English Language Learners shall be trained in ELL program requirements as well as in LEA practices and procedures for English Language Learners.

C. ELL professional-development activities shall be included in the LEA's professional- development plan, in LEA and school improvement plans, and in teachers' I-Plans, and these activities shall be aligned with Rhode Island's Professional Development Standards.

Opportunities must be made available to teachers and teachers must be made aware of Professional Learning offerings.

In addition to Professional Learning opportunities provided by LEAs, the state also offers state offers Professional Learning opportunities each year. These training courses are free of charge, but the district must pay the cost of

substitute teachers. The annual PL calendar that includes detailed descriptions of the training can be found in the 'Professional Learning' section of the [MLL website](#) page. An MLL Directors and Coordinators update informing of additional PL opportunities is sent regularly by RIDE and should be disseminated appropriately. To be added to the mailing list contact: Flavia.MoleaBaker@ride.ri.gov

For more information on professional learning, please refer to the [MLL Toolkit, Section III](#).

[13. ANALYZING MLL STUDENT DATA IN YOUR DISTRICT AND DEVELOPING ACTION PLANS TO ADDRESS AREAS OF GROWTH](#)

Analyzing data from assessments that MLLs take is an important part of the MLL District Administrator or Coordinator work. It is essential that basic skills in working with data are developed, and a foundational knowledge of second language acquisition guides the work to affect outcomes on non-ELP assessments.

RIDE developed online data sources for data analysis, in addition to a [comprehensive assessment system](#). RIDE contracts with BRIDGE-RI to provide training on data analysis within MTSS including universal screening and progress monitoring. [BRIDGE-RI \(mtssri.org\)](http://mtssri.org)

More district and student level data is accessible at the [RIDE Portal](#), designed to facilitate easy access to all education applications for educators in the State of Rhode Island.

[14. ENSURING A PROCESS FOR EXITING STUDENTS WHEN THEY MEET THE STATE-DEFINED, REQUIRED EXIT CRITERIA](#)

Once a student has been exited, they begin a two-year monitoring process and must be reported in the MLL Census as Monitor 1 or Monitor 2. During this time, if a student begins to struggle academically as a result of second language acquisition needs, they may be reclassified, following a formalized process, as an active MLL and placed back into a LIEP.

Monitoring must be a formalized process and must be documented. Different methods for accomplishing this can be put in place, but they must, at a minimum, include periodic reviews of the students' academic progress in all core classes.

For more information, see the "Multilingual Learners (MLL) students' Identification, Screening, Placement and Reclassification" on the [RIDE MLL webpage](#), and the MLL Toolkit, Section VIII.

[15. ENSURING THAT PARENTS ARE PROVIDED WITH INFORMATION AS REQUIRED BY FEDERAL AND STATE REGULATIONS](#)

Both Title III and RI State Regulations require that parents receive certain types of information from the school and district. At a minimum, parents must be provided with:

- A complete description of the student's placement and the reasons for that placement;
- A detailed description of the academic program in which the student will be enrolled;

- A detailed description of the supports or specialized program for English language acquisition in which the student will be placed;
- Information regarding their right to waive placement in a specialized program for English language acquisition;
- The results of the annual ELP assessment (ACCESS for ELLs 2.0 or Alternate ACCESS);
- Notification of a change in the MLLs program or service;
- Written notification of the proposed exit decision and an explanation of the rationale for the decision;
- Information regarding their right to appeal the district’s decision to exit the student from the school’s multilingual learner program in accordance with [3.23 \[Procedural safeguards\]](#)

For additional information, please refer to the [MLL Toolkit, Section X](#).

In addition to the above listed requirements for [Section 3.22 of R.I.G.L. 16-54-2](#) outlines the minimum criteria for parental involvement.

[16. WIDA SECURE PORTAL](#)

WIDA Secure Portal

Use the WIDA Secure Portal to access test training manuals and resources, as well as Online Professional Learning modules.

- To obtain a new login as a Test Administrator, contact help@wida.us, call (866) 276-7735, or contact your District Test Coordinator.
- New District Test Coordinators should contact Flavia Molea Baker to request an account.
- For assistance with your account, contact the WIDA Client Services Center at help@wida.us or call (866) 276-7735.