



# **Building Capacity for Multilingual Learner Success in Maine Schools**

**Elementary & Secondary Cohorts  
Session 3: March 2026**

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## **Facilitated by:**

Melanie Junkins, Multilingual and Bilingual Education Specialist  
Jane Armstrong, English for Speakers of Other Languages (ESOL) State Specialist

# Maine Department of Education

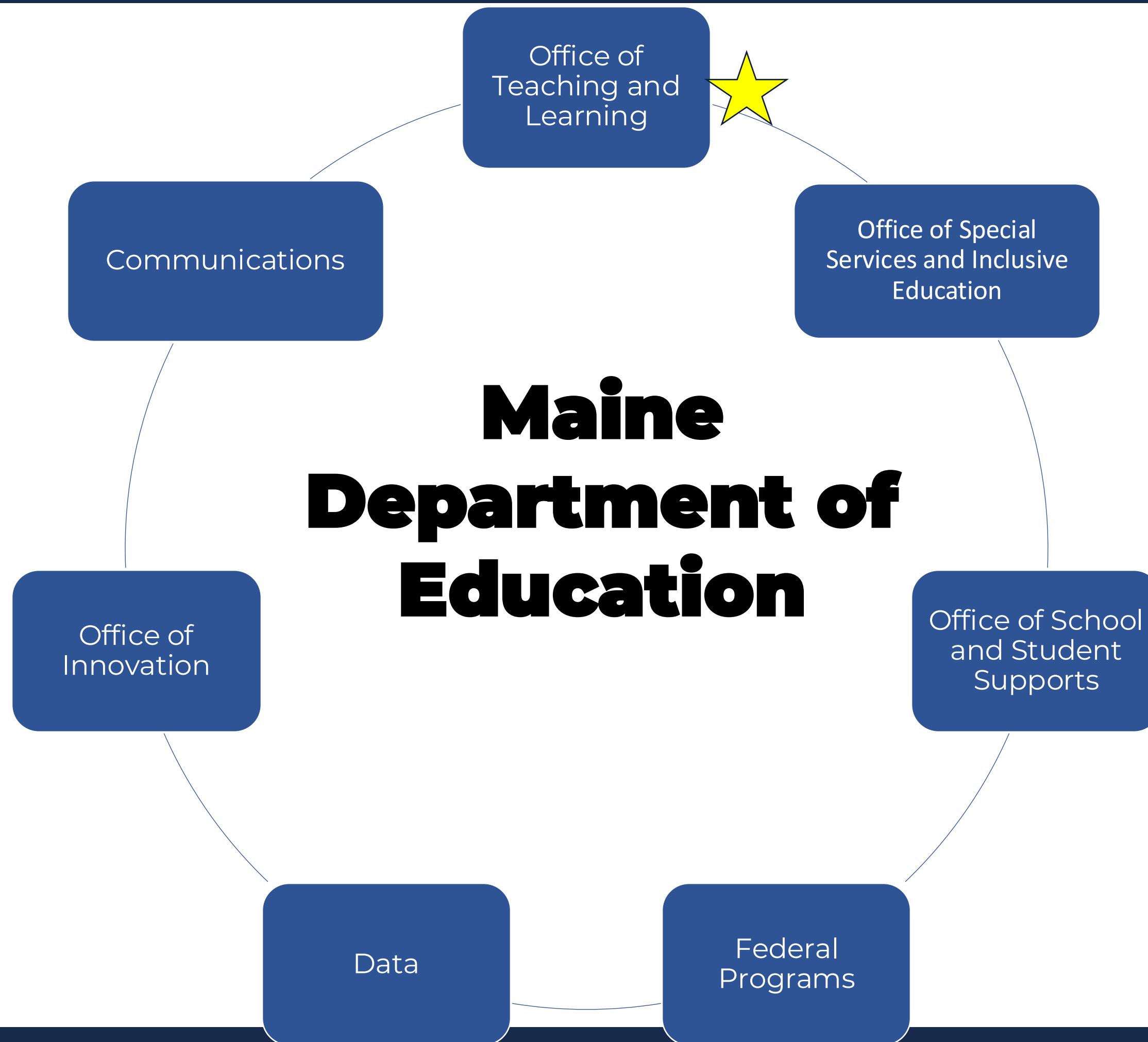
## Mission & Vision



To promote the best learning opportunities **for all Maine students** by providing **information, guidance,** and **support** to our schools, educators, and leaders through **adequate and equitable** school funding and resources.



**Helping Educators,  
Students, & Schools Thrive**



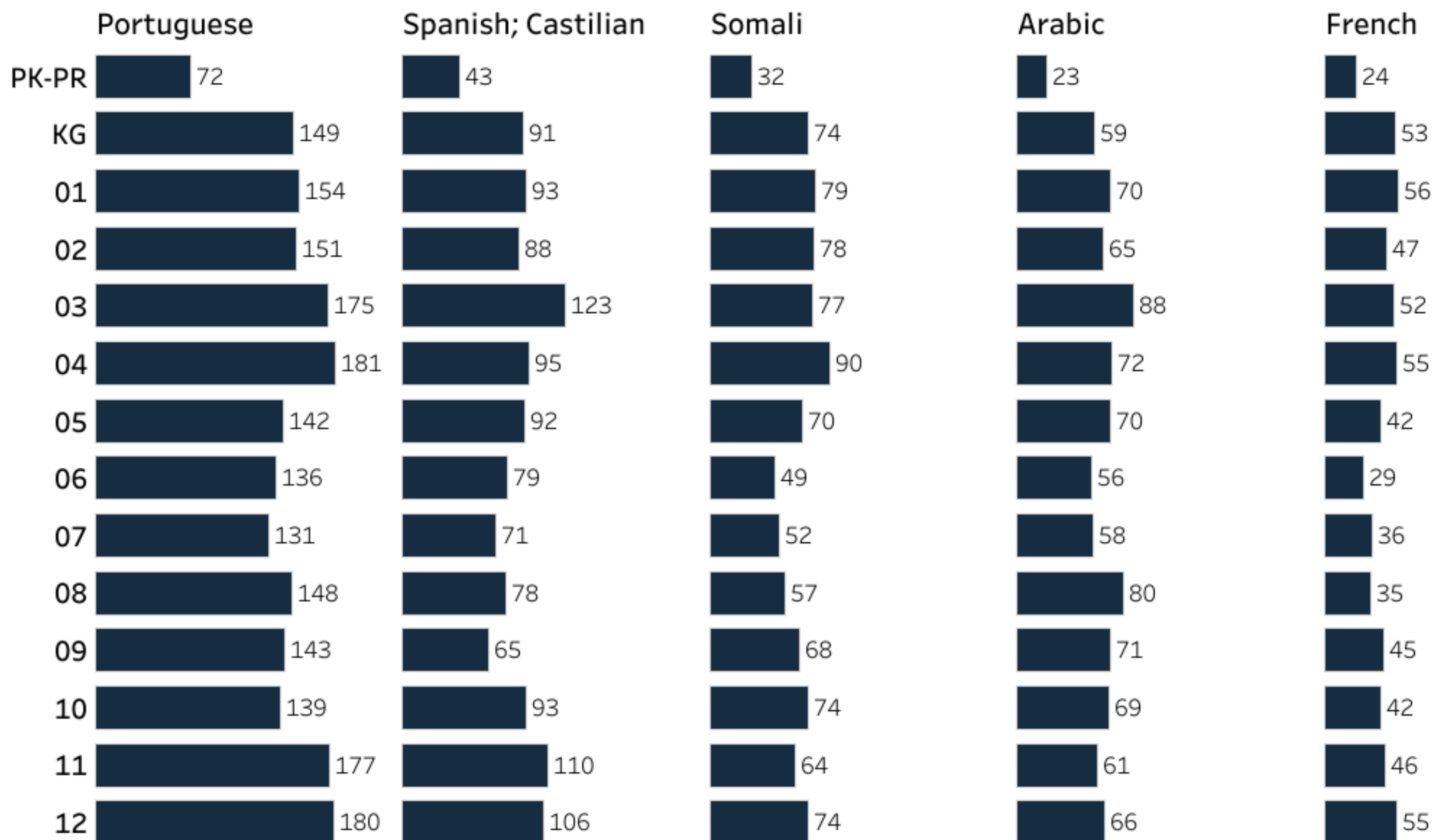
## Collaboration

Supporting Maine's multilingual population is a shared responsibility.

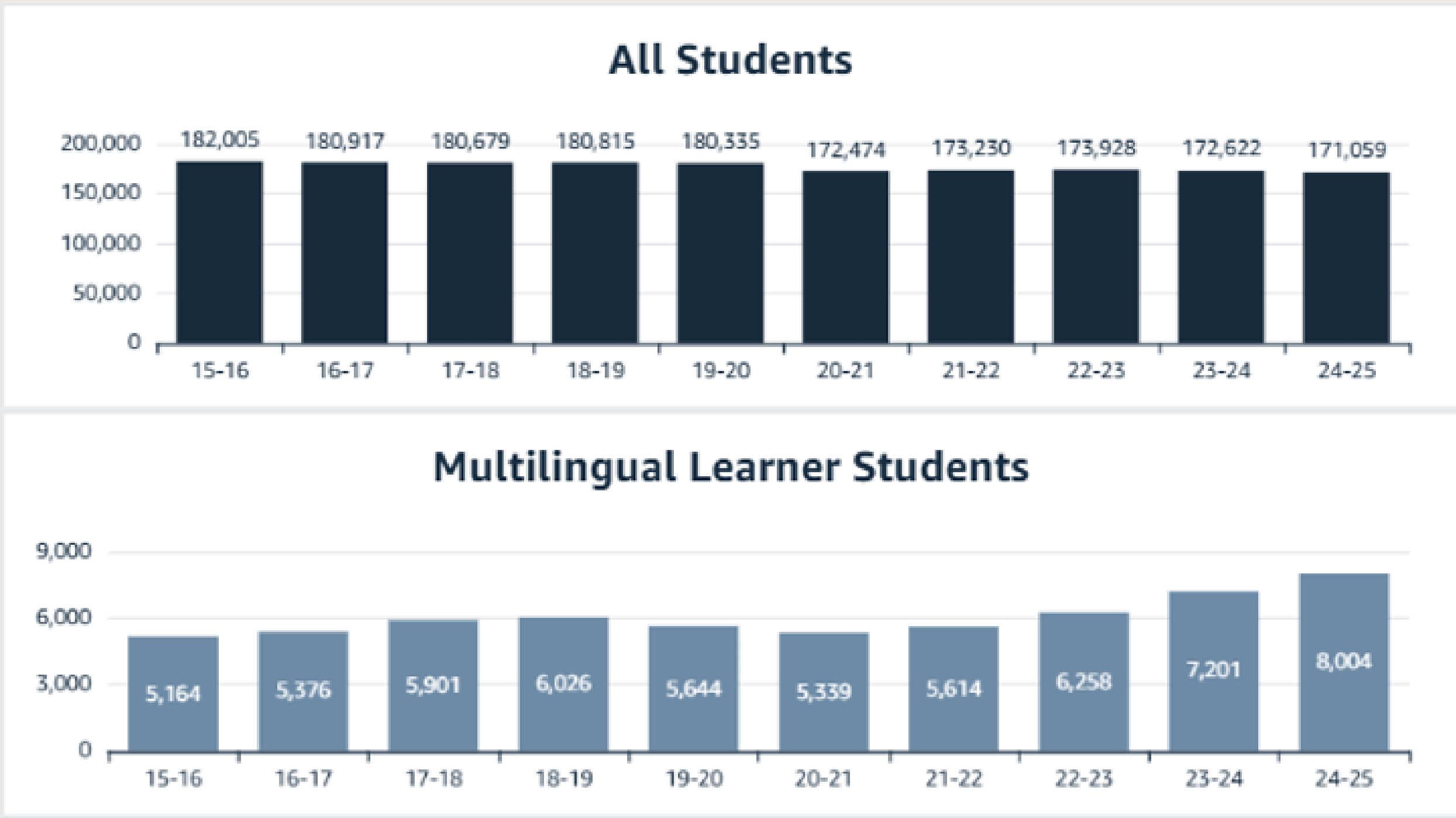
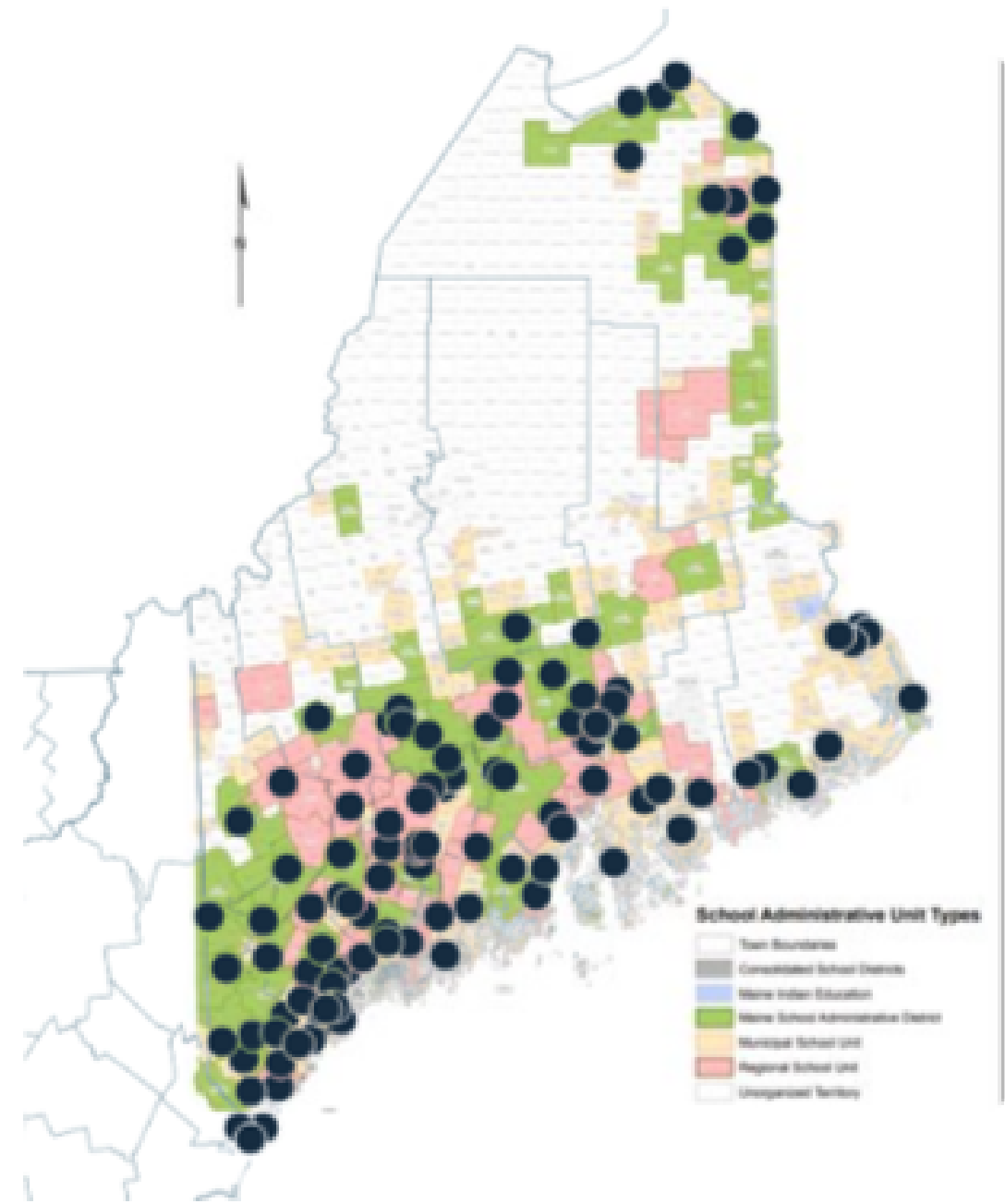
# Why Multilingual Learners?



## Top Five Home Languages of Multilingual Learners by Grade Level, 2024-2025



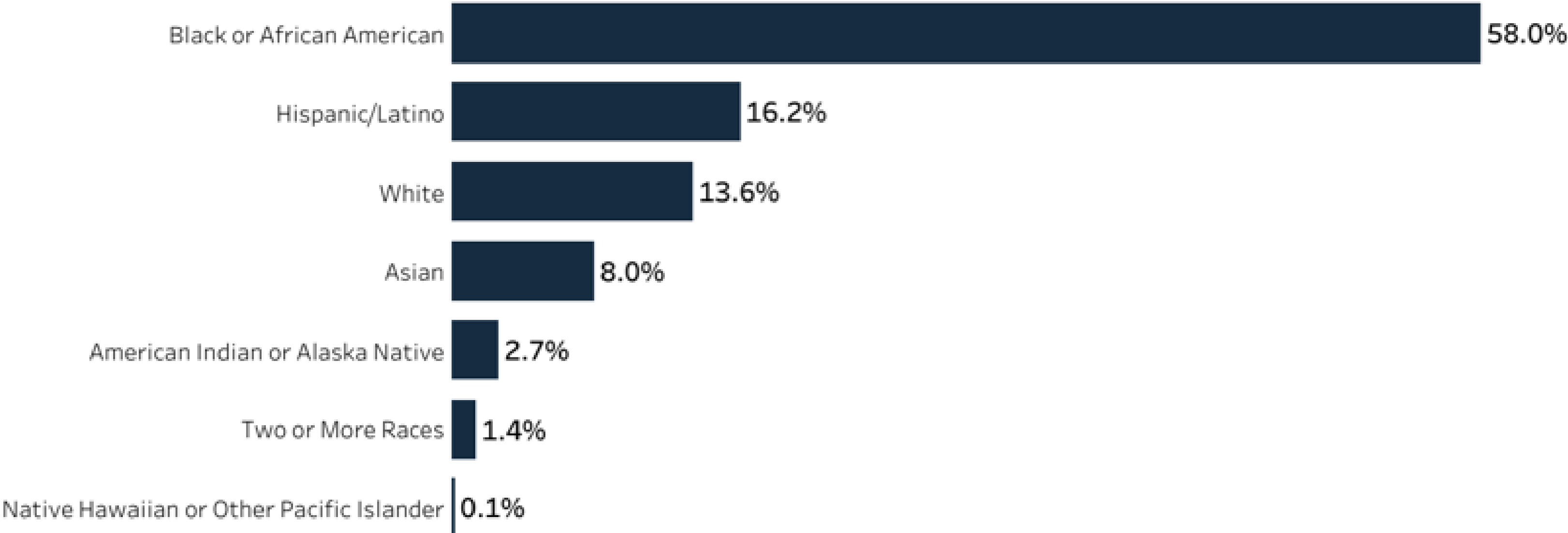
# Maine Student Data



Maine DOE Multilingual Learner Dashboard

# Ethnoracial Diversity of MLs in Maine

Multilingual Learners by Race/Ethnicity, 2024-2025



# Why Multilingual Learners?



# During the last year, the US Administration has...

- Revoked a policy memo declaring schools a “protected area” from immigration enforcement, leaving school districts serving immigrant students and English learners to address safety concerns for students and their families;
- Laid off almost all employees in the federal office dedicated to English learners;
- Withheld federal dollars intended for English learners, known as Title III Part A formula grants (and though the funds were eventually released to states, President Donald Trump still calls for cutting this funding for the 2026-27 school year);
- And issued an executive order declaring English the country’s official language, with the U.S. Department of Justice publishing initial guidance in July aimed at minimizing “non-essential multilingual services.”

Source: [Education Week](#)



**U.S. Department of Justice**  
*Civil Rights Division*

**U.S. Department of Education**  
*Office for Civil Rights*



January 7, 2015

Dear Colleague:

Forty years ago, the Supreme Court of the United States determined that in order for public schools to comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI), they must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services.<sup>1</sup> That same year, Congress enacted the Equal Educational Opportunities Act (EEOA), which confirmed that public schools and State educational agencies (SEAs) must act to overcome language barriers that impede equal participation by students in their instructional programs.<sup>2</sup>

Ensuring that SEAs and school districts are equipped with the tools and resources to meet their responsibilities to LEP students, who are now more commonly referred to as English Learner (EL) students or English Language Learner students, is as important today as it was then. EL students are now enrolled in nearly three out of every four public schools in the nation, they constitute nine percent of all public school students, and their numbers are steadily increasing.<sup>3</sup> It is crucial to the future of our nation that these students, and all students, have equal access to a high-quality education and the opportunity to achieve their full academic potential. We applaud those working to ensure equal educational opportunities for EL students, as well as the many schools and communities creating programs that recognize the heritage languages of EL students as valuable assets to preserve.

Rescinded by the US DOE :  
August 11, 2025



**U.S. Department of Justice**  
*Civil Rights Division*

**U.S. Department of Education**  
*Office for Civil Rights*



### **Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs**

English learner (EL) students constitute nine percent of all public school students and are enrolled in nearly three out of every four public schools. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

The U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) have issued joint guidance to remind state education agencies (SEAs), public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs.



# MULTILINGUAL LEARNERS

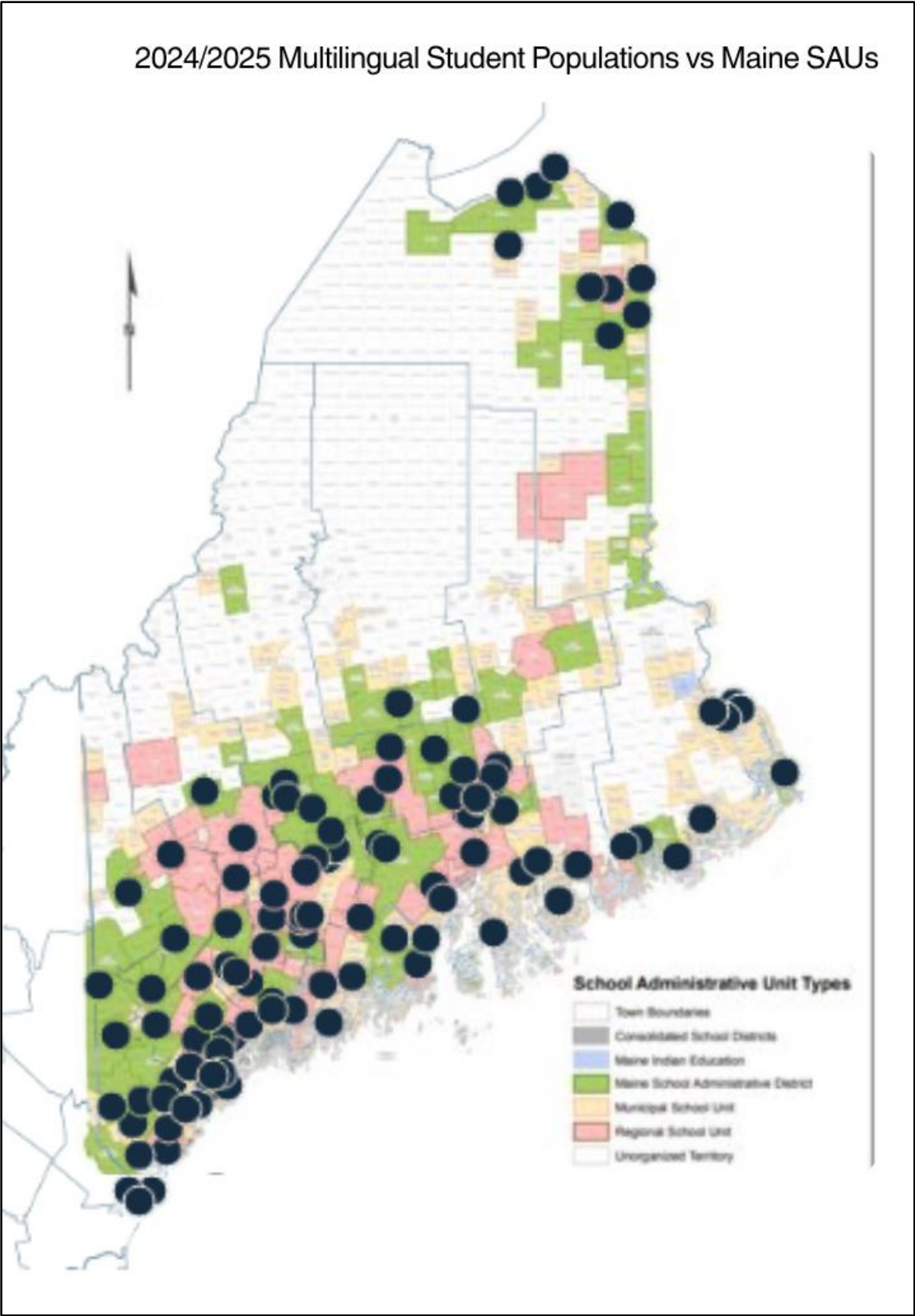
*Although the 2015 U.S. Department of Education 'Dear Colleague' guidance on English Learners has been rescinded, the civil rights protections underlying that guidance remain fully in effect. Under both federal law (Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974) and the Maine Human Rights Act, school administrative units have an obligation to ensure that Multilingual/English learners have meaningful access to the district's educational programs and services.*

*Failure to provide appropriate language assistance services or to remove barriers to participation may constitute discrimination on the basis of national origin and language, which is prohibited under the Maine Human Rights Act. School administrative units are therefore accountable for implementing policies, practices, and supports that guarantee equitable access to instruction, comparable participation in academic and extracurricular programs, and timely communication with families in languages they can understand.*

# Geographic Equity for Multilingual Programming

- High Incidence: 100+ students
  - Mid-level: 50-99 students
  - Low-Incidence: less than 50
- 87.8%

| ML Identification                                                                                                           | ML Instruction                                                                                                                                                | Assessment                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• WIDA Screener</li><li>• ML data upload to School Information System (SIS)</li></ul> | <ul style="list-style-type: none"><li>• Evidence-based curriculum</li><li>• Explicit &amp; systematic instruction led by ESOL 660 certified teacher</li></ul> | <ul style="list-style-type: none"><li>• Required annual language assessment: WIDA ACCESS &amp; WIDA Alternate ACCESS, K-12</li></ul> |



# Lau Plan Framework

A Lau Plan, named after the landmark [Lau v. Nichols U.S. Supreme Court Decision of 1974](#), is an equal access plan that protects students who are multilingual learners (MLs).

***All Maine School Administrative Units (SAUs) are required to have a board-approved Lau Plan.***

| Section 1: Legal Foundation for Providing Effective Educational Services to English Learners |
|----------------------------------------------------------------------------------------------|
| Section 2: English Learner Identification                                                    |
| Section 3: Development of Individualized Language Acquisition Programs                       |
| Section 4: Meaningful and Equitable Access to Academic and Extracurricular Programs          |
| Section 5: Equitable Personnel, Facilities, and Materials                                    |
| Section 6: Annual English Language Proficiency Test Administration                           |
| Section 7: Exit and Monitoring Guidance                                                      |
| Section 8: Ongoing Program Evaluation                                                        |
| Section 9: Meaningful Communication with Parents/Guardians                                   |



**All identified multilingual learners** (MLs) in Maine public schools, as well as publicly funded multilingual learners in non-public schools, must be **administered WIDA’s ACCESS** or **Alternate ACCESS annually**.



# Multilingual Learners Resources



## Multilingual Learners Resources | Department of Education

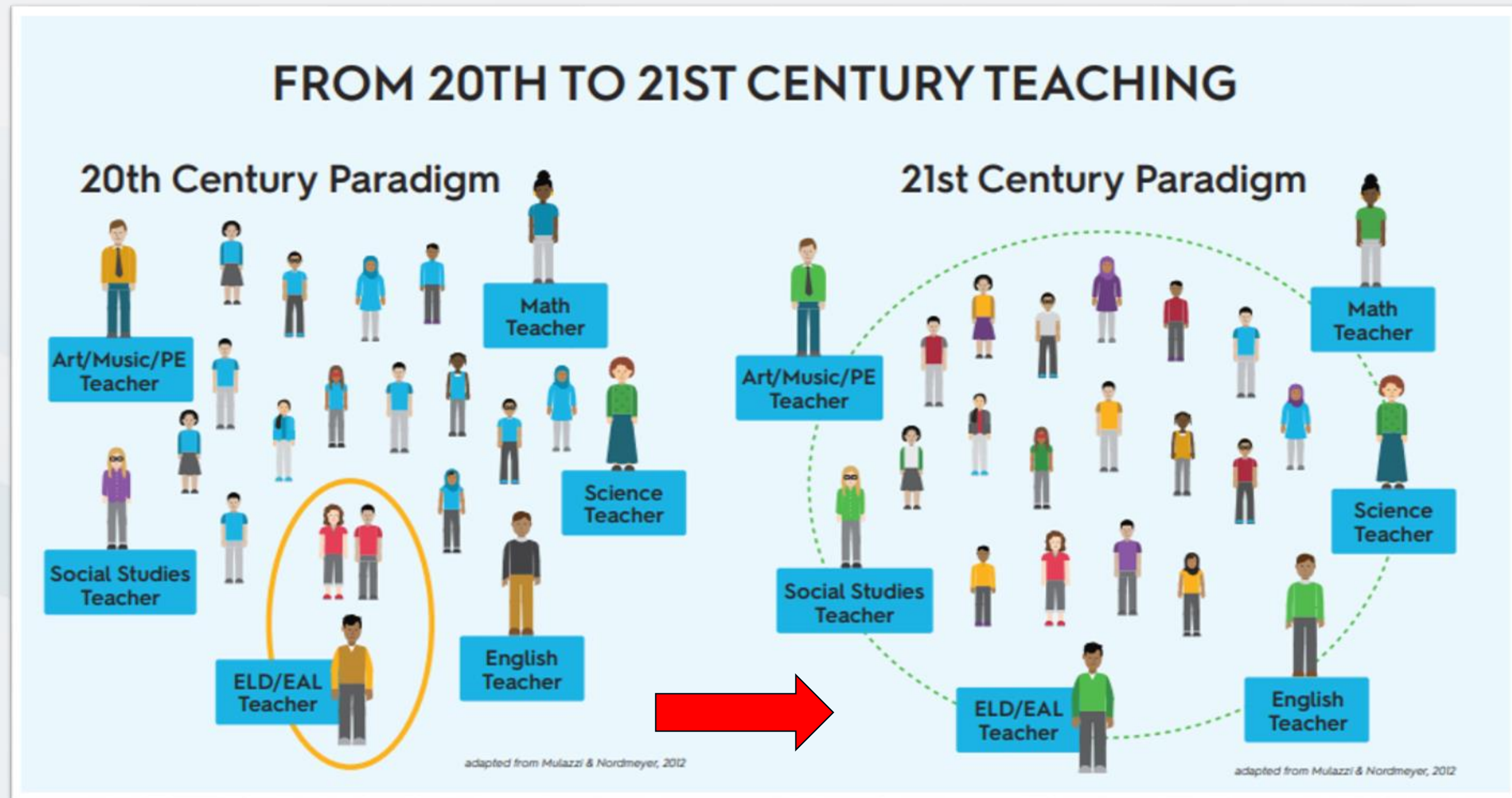
### Templates and Guidance

- [SAU Multilingual Program Self-Assessment](#)
- [Maine DOE Lau Plan Template and Guidance](#)
- [Individual Language Acquisition Plan \(ILAP\) Template](#)
- [Identifying and Serving Students Who Are Multilingual Learners with Disabilities: Policy and Resource Guide](#)
- [Programming and Grade Placement Guidance for Multilingual Learners Transitioning to Maine High Schools](#)
- [ESOL Service Provision Guidelines for Dual Language Learners in Pre-K](#)
- [ESOL/Bilingual Program Types for State Data Collection](#)



**Pause**

# Why Collaborate?



<https://wida.wisc.edu/sites/default/files/resource/FocusBulletin-Collaboration.pdf>

# District Approaches

## MTSS

- SIOP training: multiple year implementation plan
- PLUSS Framework
- HQIM Implementation

## WIDA Modules

- Flipped Classroom Style
- Whole Group PD

## Maine DOE EngageMEnt Series

- Couldn't make a session? Contact Office of Teaching and Learning for a session tailored for your district

## Maine DOE Evaluation

- Lau Plan
- ELD Programming
- District Programming
- English Language Proficiency Data Reviews

## WIDA Accounts

- Encourage anyone with a Maine email
- Access to Professional Development
- Includes Higher Education

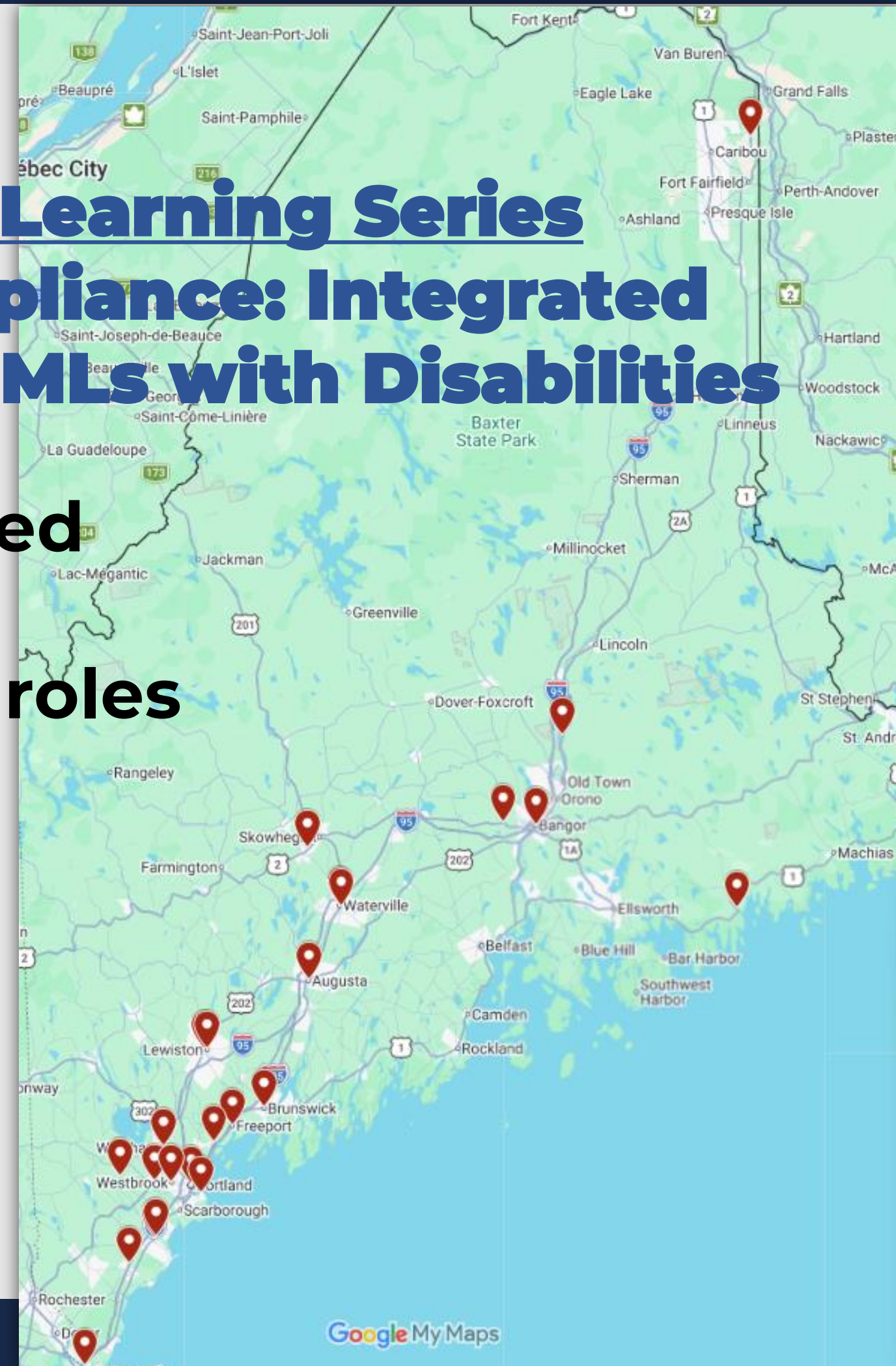
Director of Special Services  
Director of Curriculum  
Curriculum & Assessment Coordinator  
Assistant Superintendent  
Director of Instructional Supports  
ESOL Coordinator  
Preschool Program Manager, CDS  
District IEP Administrator  
PreK SPED Administrator  
SPPS Assistant Director  
Educational Consultant, CDS

School Psychologist  
Bilingual Speech and Language Pathologist  
School Counselor  
SPED educator  
ESOL educator  
Ed Tech  
Sewing instructor, Adult Education  
Math Coach  
Early Interventionist  
Reading Specialist

DOE: Inclusive Education Specialist, Literacy Specialist, ESEA Director

# **Professional Learning Series** **Beyond Compliance: Integrated Supports for MLs with Disabilities**

- ✓ **62 registered**
- ✓ **9 counties**
- ✓ **25 specific roles**



# The Gist

- Today's schools are more culturally and linguistically diverse than ever before—multilingualism is the new norm.
- In 21st-century classrooms, English proficiency cannot be viewed as a prerequisite for meaningful participation in the core curriculum.
- Language develops through learning when students are supported and have access to the richest curriculum our schools offer.
- All teachers share responsibility for engaging every learner in the core curriculum while also developing essential language skills.

# English Language Acquisition Service Provision and Staffing Guidance





## MULTILINGUAL STUDENTS

### MULTILINGUAL PROGRAMMING RECOMMENDED SUPPORT

Multilingual learners thrive when districts use a coordinated approach through an Integrated Multi-Tiered System of Support (IMTSS), aligning academic, behavioral, and social-emotional strategies. The Maine DOE recommends minimum standards for ESOL direct instruction in Tier 1, guided by an Individual Language Access Plan (ILAP), to provide timely, individualized support that honors students' language needs, identities, and strengths, fostering growth and engagement.

1-2

2-3

3-4

4.1-4.5

#### WIDA PROFICIENCY LEVELS

##### ENTERING-EMERGING

Minimum: 2 periods of ESOL instruction per day

- ESOL Educators: Provide targeted ELD instruction in literacy and oral language.
- Content Teachers: Collaborate with ESOL educators to integrate language objectives and support comprehension.
- Ed Techs: Assist with classroom routines and language-rich activities.

##### EMERGING-DEVELOPING

Minimum: 2 periods of ESOL instruction per day

- ESOL Educators: Provide small-group instruction on vocabulary and sentence writing.
- Content Teachers: Use scaffolding strategies, such as sentence frames and graphic organizers.
- Ed Techs: Reinforce language objectives during independent work.

##### DEVELOPING-EXPANDING

Minimum: 1 period of ESOL instruction per day

- ESOL Educators: Develop academic language through content-based reading and writing.
- Content Teachers: Scaffold instruction with peer interactions and collaborative learning.

##### EXPANDING-BRIDGING

Minimum: 1 period of ESOL instruction per day

- ESOL Educators: Scaffold academic language and address language challenges.
- Content Teachers: Scaffold for higher-order thinking through debates, presentations, and research.

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##### MONITORING STATUS (2 YEARS)

- ESOL Educator: Conduct periodic check-ins to monitor academic progress
- Content Teachers: Continue with an IMTSS approach and update

Director/Coordinator of ML Programming; provide support as needed.

A "period" is defined as the usual amount of time allocated to any other core content area, such as math or English Language Arts.

[maine.gov/learning/multilinguallearner](https://maine.gov/learning/multilinguallearner)

# Roles and Responsibilities

What is your role?

What are your successes?

Where are there opportunities to collaborate?

## DIRECTOR/COORDINATOR OF MULTILINGUAL PROGRAMS

- Designate and lead ML programming across all grade levels, including identification, instruction, and family engagement.
- Develop and implement compliant ML programs aligned with federal and state laws.
- Coordinate professional learning on effective ML instructional strategies.
- Monitor program effectiveness and make data-informed improvements.

## ESOL EDUCATOR (660 CERTIFICATION)

- Develop Individual Language Acquisition Plans (ILAPs) and deliver WIDA-aligned ELD instruction.
- Collaborate with teachers to embed language objectives.
- Use assessment data to track progress and adjust instruction.
- Engage in ongoing professional learning through team-based structures.



## DISTRICT ADMINISTRATORS SECONDARY SCHOOL ADMINISTRATORS

- Uphold federal and state civil rights laws to ensure meaningful access for MLs
- Implement school board approved Lau Plan
- Collaborate with the Director/Coordinator of Multilingual Programs
- Ensure equitable access to meaningful family communication through Section 9 of Lau Plan



## EDUCATORS INSTRUCTIONAL STAFF

Includes grade level teachers, content teachers, Special Education teachers, and Ed Techs

- Collaborate with ESOL specialists to scaffold curriculum for multilingual learners.
- Integrate language objectives with content objectives and IEP goals, if applicable, in lesson planning.
- Use scaffolding techniques to support language development.
- Monitor and assess academic progress.

## EDUCATIONAL TECHNICIANS

- Assist with language development activities under educator guidance.
- Support multilingual learners in accessing materials and resources.
- Facilitate small group or individual language support without direct instruction.

## SCHOOL STAFF

- School counselors, nurses, social workers, bus drivers, cafeteria workers, and administrative assistants all play a role in supporting multilingual learners.



**Pause**

# Roles and Responsibilities

Opportunity to share with group.

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# ML Programming Considerations

## Roles and Responsibilities

| SAU/District                                                                                                                                                                                                                 | School/Leadership                                                                                                                                                                                                                      | Teacher/Team                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>❑ District priorities</li><li>❑ Lau Plan</li><li>❑ Resources: Staff, Curriculum, Professional Learning</li><li>❑ Role of MTSS</li><li>❑ Data trends to inform prioritization</li></ul> | <ul style="list-style-type: none"><li>❑ Leadership Teams</li><li>❑ School priorities</li><li>❑ Resources: Staff, Curriculum, Professional Learning</li><li>❑ Role of MTSS</li><li>❑ School schedules: collaboration, teaming</li></ul> | <ul style="list-style-type: none"><li>❑ Individual Language Acquisition Plan goal construction &amp; progress monitoring</li><li>❑ Role of MTSS</li><li>❑ Collaboration models</li><li>❑ Communication: students, families</li></ul> |

**Reminder:** *Assessment data should be intentionally triangulated with multiple sources when forming a more complete picture of a learner.*





## What is an Individual Language Acquisition Plan?

An Individual Language Acquisition Plan (ILAP) is a required, personalized plan that outlines each multilingual learner's language-development needs. Developed by the students' ESOL teacher and team and updated annually, the ILAP is shared with students, families, and staff who support them. It provides clear guidance on the student's English proficiency levels, language goals aligned with Maine's English Language Development (ELD) Standards, and recommended linguistic scaffolds for classroom instruction and assessments.

Access resources to learn how to develop effective ILAPs for multilingual learners, with collaboration and instructional planning in mind.

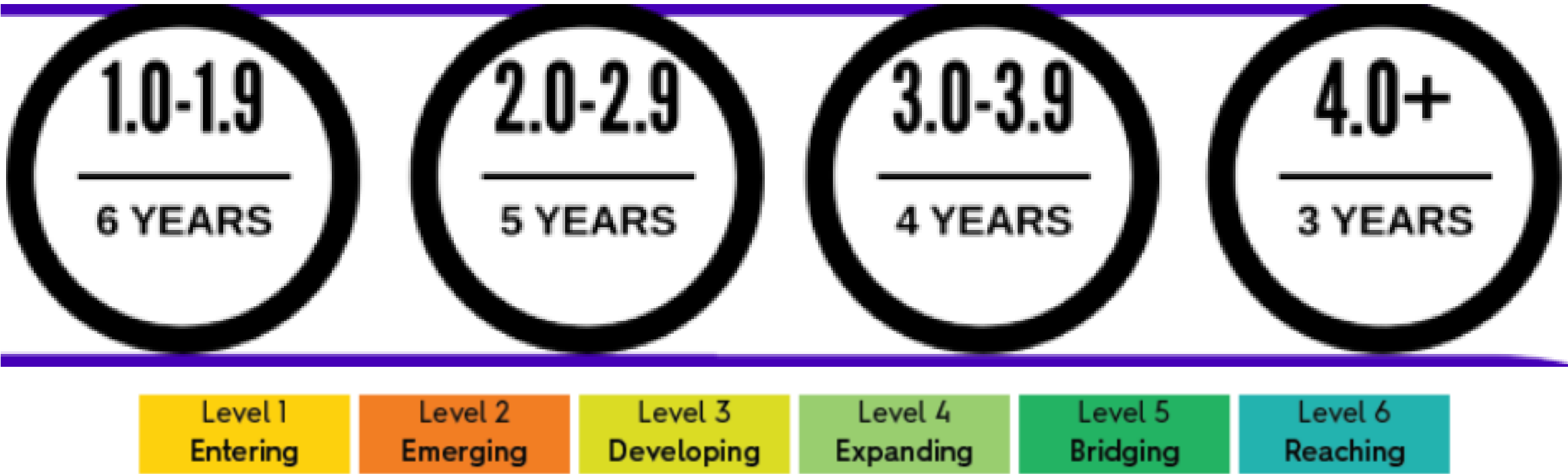
- ILAP Series Session 1 - [Video](#) | [Presentation](#)
- ILAP Series Session 2 - [Video](#) | [Presentation](#)
- [ILAP Series Resource Document](#)

# Maine DOE ESSA State Plan

*“English learners are expected to reach English language proficiency in 3-6 years, depending on their initial levels of proficiency. **The six-year maximum is based on Maine’s definition of a long-term English learner, which is an English learner who has been identified for more than five years.***

*Each English learner’s annual target for progress in English language proficiency is calculated according to their initial level of proficiency and the number of years within which they are expected to exit English learner status. **Annual targets are recalculated each year depending on the actual amount of progress achieved, allowing for variable growth trajectories.”***

Initial English Language Proficiency Level (ELP) Relative to Expected Length of Time for Reclassification



# WIDA English Language Proficiency Levels



## 4.5 composite on WIDA ACCESS

Maine’s ELP score for reclassification  
Students “exit” ML services and are monitored for 2 years



## 4.0 composite on WIDA Alternate ACCESS\*

Maine’s ELP score for reclassification  
Students “exit” ML services and are monitored for 2 years  
\* For students identified with an IEP with the most significant cognitive disabilities

# Meaning Making Resource + Padlet Interim Activities



# Why does this matter?

# Thank You!



**@MaineDepartmentofEducation1**



**Maine Department of Education**



**@mainedepted**



**@MaineDOEComm**



# Additional Resources



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Language Assistance

Search Maine DOE Webs SEARCH

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Home → Learning → Multilingual Learners → Multilingual Learners

Multilingual Home

Multilingual Learners Resources

Multilingual Learner Identification

Multilingual Learners with Disabilities

Service Provision & Staffing Guidance

Multilingual Learners



## Multilingual Learners | Department of Education



### WIDA

**What is WIDA?**  
*WIDA, or World-Class Instructional Design and Assessment, is a consortium that creates assessments, standards, and professional development for English language learners (ELLs)*

Maine is a member of the [WIDA Consortium](#), and the foundation for Maine's ESOL programs is the [WIDA English Language Development Standards](#). Maine WIDA is a resource for upcoming testing dates, updated Identification and Program Document, and professional development offerings.

[Visit Maine WIDA](#)



[www.maine.gov/doe](http://www.maine.gov/doe)

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# Universal Design for Learning (UDL)

## CAST Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



[WIDA Reflection Tool](#)

[WIDA: Universal Design for Learning Example Ideas](#)

[CAST Universal Design for Learning Guidelines](#)

# 10 Essential Understandings for Supporting Multilingual Learners



## Developing Language for Learning in Mathematics

Illustrates the benefits of designing mathematics instruction to provide multilingual students with opportunities to use language to express their ideas and co-construct ideas with others. *For K-12 mathematics and ELL educators.*

**Time to complete: 4 hours**

## Engaging Multilingual Learners in Science: Making Sense of Phenomena

Provides multiple strategies for engaging multilingual students in the central work of sensemaking in science. *For K-12 science and ELL educators.*

**Time to complete: 3-4 hours**

## Exploring the WIDA PreK-3 Essential Actions

Introduces the WIDA PreK-3 Essential Actions. Provides an opportunity to build knowledge and understanding of the Essential Actions and to reflect on one's own ideologies, practices, and settings. *For PreK-3 educators.*

**Time to complete: 2 hours**

**NEW**

## Let's Play! Multilingual Children's Joyful Learning in PreK-3

Explores what play for multilingual children is, why it is ideal for multilingual children's language development and learning, and how to implement more joyful learning. *For educators who teach or collaborate with teachers of multilingual children in PreK-3 classrooms and programs.*

**Time to complete: 2 hours**

## Making Language Visible in the Classroom

Highlights the Big Idea of a functional approach to language development. Focuses on intentional language instruction in the classroom using the WIDA ELD Standards Framework, 2020 Edition. *For K-12 school educators and administrators.*

**Time to complete: 1 hour**

## Newcomers: Promoting Success through Strengthening Practice

Offers opportunities to challenge personal and systemic biases, create an atmosphere and system of shared responsibility, and incorporate and build on the rich resources that multilingual newcomers bring. *For K-12 educators.*

**Time to complete: 3 hours**

**NEW**

## Reading Comprehension Across Content Areas with Multilingual Learners

Provides tools and strategies to enhance the reading comprehension of multilingual learners. Offers practical approaches to actively engage students in meaning-making from text, with an emphasis on the explicit teaching of organization and language patterns in disciplinary texts. *For K-12 educators.*

**Time to complete: 1.5 hours**

## Reframing Education for Long-term English Learners

Gives educators an opportunity to reframe the education of multilingual learners classified as long-term English learners (LTEs). *For K-12 educators and administrators.*

**Time to complete: 1 hour**

**UPDATED**

## Teaching Multilingual Learners Social Studies through Multiple Perspectives

Provides a unique opportunity to foster connections between our multilingual students' identities as global citizens and their social context. Features concepts, theory, terminology, and approaches that promote thinking and discourse through a global lens. *For K-12 educators.*

**Time to complete: 3 hours**

## The WIDA ELD Standards Framework: A Collaborative Approach

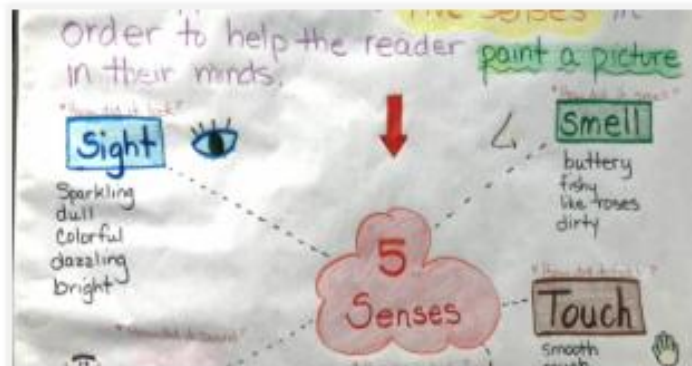
Explores ways to use the WIDA ELD Standards Framework, 2020 Edition, to support multilingual learners' achievement and language development. *For K-12 educators.*

**Time to complete: 4 hours**





Accountable Talk



Anchor Charts



Annotated Diagrams



¡Colorín colorado!

A bilingual site for educators and families of English language learners



Building Background Knowledge



Cognates



Collaborative Reading Protocol



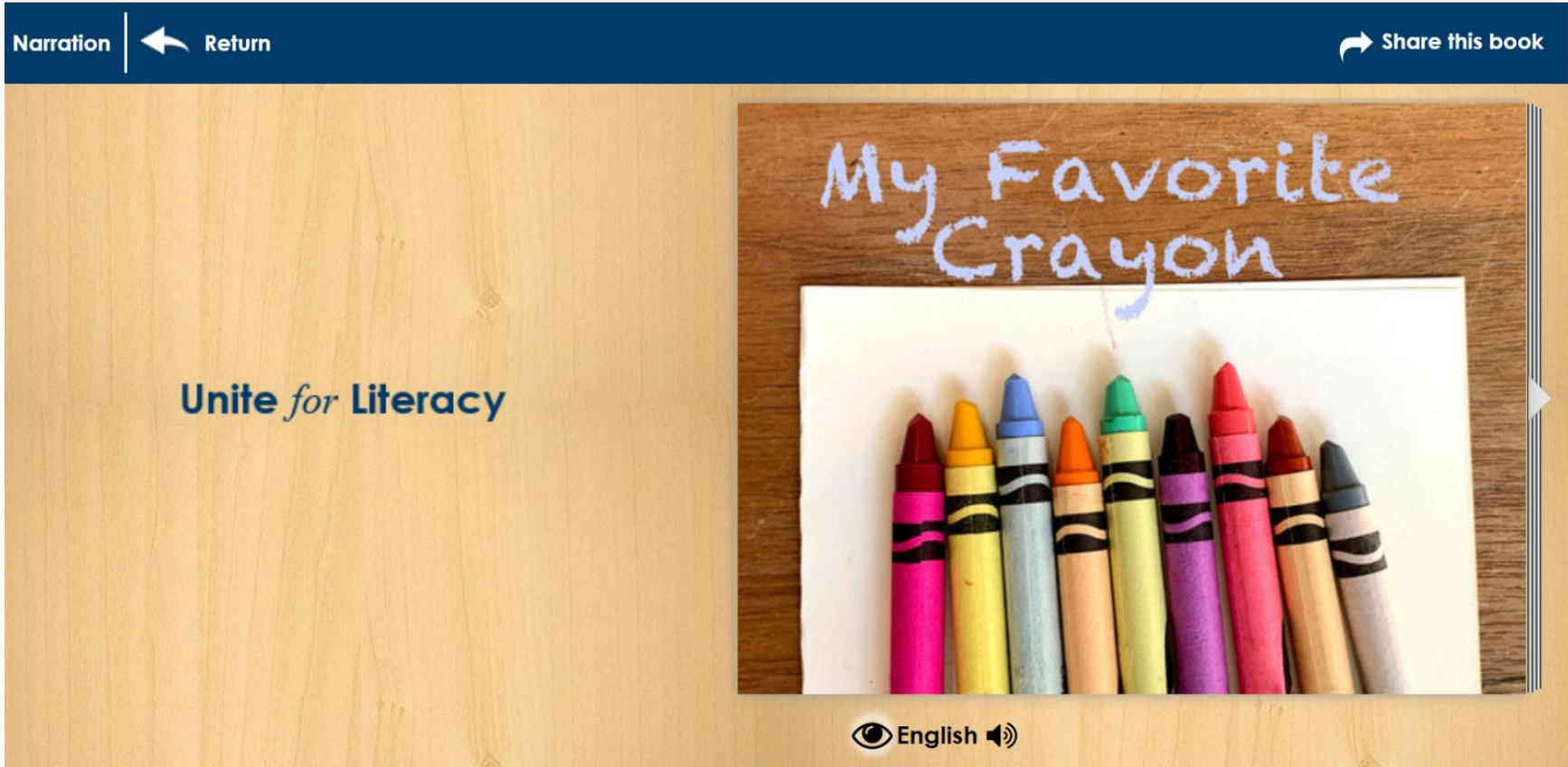
Comprehension Checks



Concept Maps



Engineered Templates



Family Engagement  
Resource

# Unite *for* Literacy

## What is Unite for Literacy?

Unite for Literacy is an online digital library that provides free access to hundreds of picture books, narrated in over 50 languages. Designed with early and emergent readers in mind, it is a powerful tool to support literacy development and celebrate language diversity.

## Key Benefits for Districts

### Supports Multilingual Learners

- Books are narrated in over 50 languages, including Spanish, Somali, Arabic, Vietnamese, French, Mandarin, Tagalog, and many more.
- Helps bridge home and school literacy by providing families with books they can enjoy together in their own language.
- Supports language preservation and affirms the identities of multilingual students and their families.

### Anytime, Anywhere Access

- 100% free and accessible via phone, tablet, or computer.
- No login, no download, just click and read!

### Promotes Literacy Equity

- Offers diverse, inclusive content for students who may not have regular access to books at home.
- Great for building foundational reading skills and vocabulary, particularly for PreK-Grade 3.

### Family Engagement Made Easy

- Families can read and listen to books in English or their home language, helping to create literacy-rich environments at home.
- Encourages shared reading experiences, which foster belonging, connection, and early literacy skills.

### How Districts Use Unite for Literacy

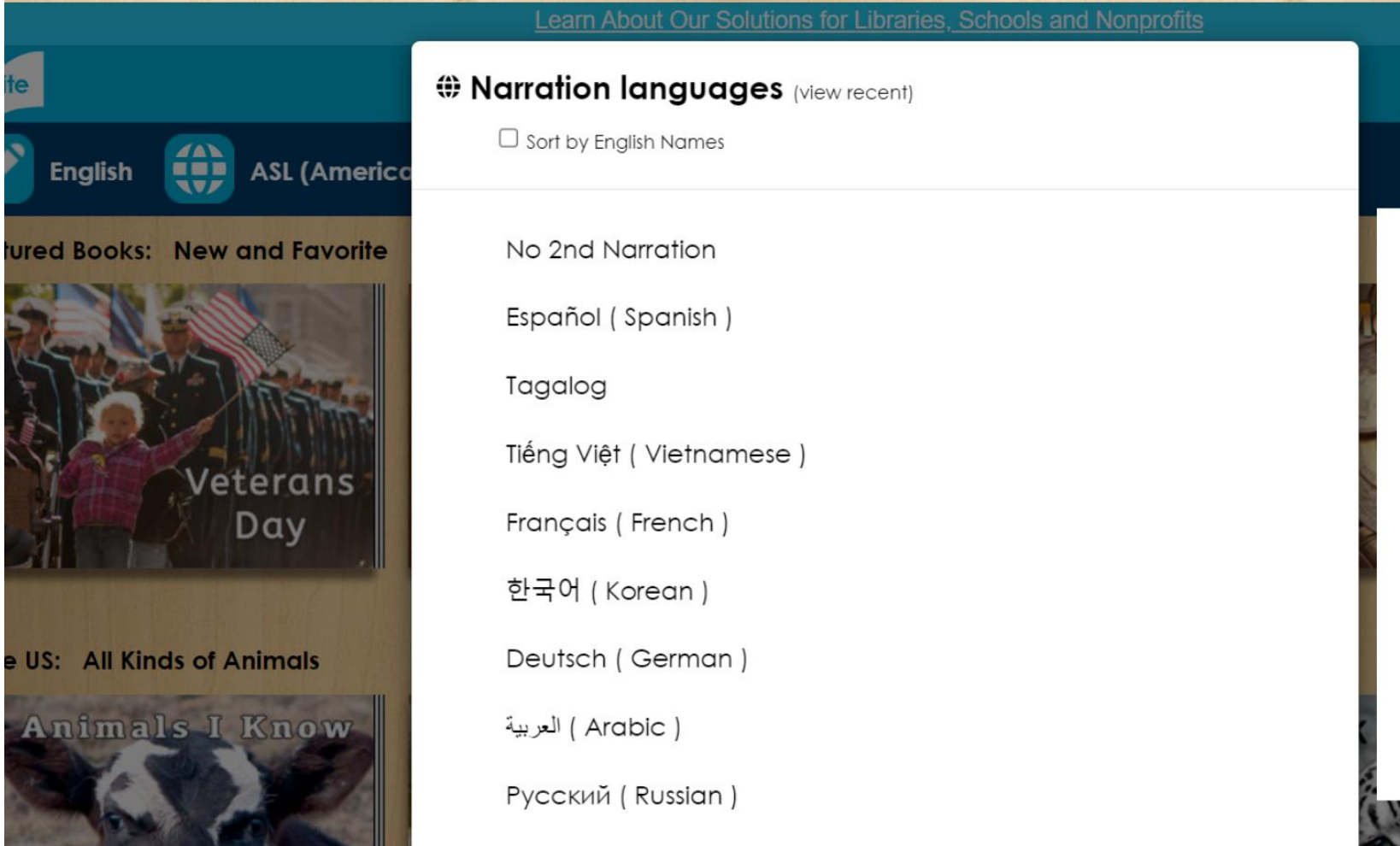
- Embed into school websites, classroom newsletters, and digital learning platforms
- Feature in newcomer and multilingual learner welcome kits
- Share links at family literacy nights or during parent-teacher conferences
- Use in small group instruction, read-alouds, and choice reading time

### Take the Next Step

- Bring equity and joy to reading for every student in your district.



# No Cost No Signups





The Maine DOE brings two incredible resources to every district in the state:

## **The Welcoming Library: Pine Collection** **The Pine Professional Development series**



A selection of 30 picture books with embedded SEL-aligned discussion questions featuring the experiences of immigrant families and their new generations.