

Review of State and Federal Laws and Requirements for Bilingual Programs

Bilingual Education Recommendation Committee (BERC)

September 28, 2016



Objectives

- Ensure the committee has a collective understanding of state and federal guidelines for bilingual education funding.
- Deepen our understanding of types of programming in Walla Walla and how each is funded.

Agenda

- Review norms of collaboration
- Review state and federal laws
- Funding details by school
- Planning for the next meeting

Norms of Collaboration

1. Pausing
2. Paraphrasing
3. Posing Questions
4. Putting Ideas on the Table
5. Providing Data
6. Paying Attention to Self and Others
7. Presuming Positive Intentions



Purpose of Bilingual Programming

- To provide temporary English language development services until ELLs develop adequate English language skills.
- To support ELL students to participate equally in the standard instructional program within a reasonable time.

Why Bilingual Educational Programs?

Revised Code of Washington

RCW [28A.180.010](#) through [28A.180.080](#) shall be known and cited as "the transitional bilingual instruction act." The legislature finds that there are large numbers of children who come from homes where the primary language is other than English. **The legislature finds that a transitional bilingual education program can meet the needs of these children.**
(2009)

•In WA St. **“Transitional bilingual instruction”** means: A system of instruction which uses two languages, one of which is English, as a means of instruction to build upon and expand language skills to enable the pupil to achieve competency.

Three Parts of Identification and Eligibility

Identification of Eligible Students for Initial and Continuing Eligibility

- (1) **District procedures—Identification of primary language required:** Every school district board of directors shall adopt written procedures governing the identification of each student's primary language and the determination of which students with a primary language other than English are eligible students. Such procedures shall include:
 - (a) **A home language survey**, completed by the student and the student's parent(s) or guardian(s), which identifies the student's primary language as other than English; and
 - (b) Provisions for testing students on the **state-approved screener**.

Identifying and Assessing All Potential ELL Students in Walla Walla

During registration a home language screener is completed. If a language other than English is a response to one of the questions below, ELL Placement testing occurs:

- What language did your child first learn to speak?
- What language does your child use the most at home?

Identification of Eligible Students for Initial and Continuing Eligibility

- (2) **Deadline for determining eligibility of newly enrolled students:** The primary language and eligibility of each newly enrolled student shall be established **no later than the tenth school day** after the date upon which the student registers and commences attendance at a particular school district. Provided that no eligible student shall be required to participate in a transitional bilingual instructional program or an alternative instructional program, if the parent/guardian chooses to opt the student out of program services.

Identifying and Assessing All Potential ELL Students in Walla Walla

Building ELL Coordinator administers necessary testing:

- Blue Ridge, Edison, Green Park, Sharpstein, Garrison, Pioneer & Wa-Hi

District Bilingual Coordinator administers necessary testing:

- Berney, Prospect Point

Identifying and Assessing All Potential ELL Students in Walla Walla

English Language Proficiency Assessment administered to potential ELLs, **WELPA- ELPA21**

- 4 major language domains: Speaking, Listening, Reading, & Writing
- Students who score a level 1, 2, or 3 on this test qualify for the State Transitional Bilingual Instructional Program and will receive English Language Development services
- Level 4 score indicates a “Transitional” level and students do not qualify for services

In 2015-16 a new test was implemented: WELPA became ELPA21 and was aligned to the new English Language Proficiency Standards

Parent Notification

Parents are informed of results and of a recommendation for a program placement.

- **If the student speaks Spanish and their home school provides a bilingual program** they are given the choice to attend their home school
- **If the student speaks Spanish and their home school does not have a bilingual program** then they are given the option to move to another school with bilingual programming and “specially placed” at that school.
- If a student speaks a language other than Spanish they receive services at their home school or can be “specially placed” at another school that has a similar language group represented.

Parents can opt out of receiving ELL services for their children. Parents opt out by signing a parent waiver, however that student still has to take the annual ELL assessment.

Identification of Eligible Students for Initial and Continuing Eligibility.

- (3) **Annual reassessment of all (eligible) students is required: Each school year each school in which an eligible student is enrolled shall conduct an evaluation of the overall academic progress and English language development of the student.** This evaluation must include, but not be limited to, the administration of a standardized test in reading, writing, listening and speaking in English as set forth in WAC 392-160-035.

Recommended Transitional Bilingual Programming in Washington State

Transitional Bilingual Programming in Washington State Means...

"Transitional bilingual instruction" means a system of instruction which:

- (a) Uses two languages, one of which is English, as a means of instruction to build upon and expand language skills to enable a student to achieve competency in English;
- (b) Introduces concepts and information in the primary language of a student and reinforces them in the English language; and
- (c) Tests students in the subject matter in English.

WAC 392-160-005

Dual Language Program (Two-Way Immersion or Two-Way Bilingual Education)

- Mixed classrooms of ELLs and native English speakers
- Content instruction in both languages
- Language of instruction is balanced with goal of 50/50 balance by completion of program
- Academic content is made meaningfully accessible using sheltered strategies
- Program length is clearly established, and TBIP exited students continue for duration of program
- Goal of bilingualism, biliteracy, biculturalism, and grade level academic achievement for all students

*Walla Walla currently has this type of programming at Edison, Green Park, and Sharpstein

Developmental Bilingual Education (DBE or Late-Exit)

- Classrooms of English language learners in K-6 grades
- 90% of instruction using students' native language during primary grades, progressing to 50/50 balance by 5th or 6th grade
- Program length is clearly established, and TBIP exited students continue for duration of program
- Goal of bilingualism, biliteracy, and grade level academic achievement for English language learners

*Walla Walla currently has this type of programming at Blue Ridge (One-Way Dual Program)

Transitional Bilingual Education (Early-Exit)

- Classrooms of English language learners
- Instruction using students' native language initially
- Instruction progresses toward using only English over approximately a 3-year period
- Goal of English proficiency and grade-level academic achievement with gradual reduction of native language supports

*No Walla Walla schools currently have this model

Supportive Mainstream

- Students in mainstream English speaking classrooms most of the day
- ELL teachers provide supplemental English language support inside or outside of the mainstream classroom
- Mainstream and supplemental English instruction conducted using English with specific strategies to foster English language development and make grade-level content meaningfully accessible mainstream content teachers collaborate with ELL teacher or ELL coach to facilitate language support in content classrooms
- Goal of English language proficiency integrated with grade-level academic achievement

*Walla Walla currently has this type of programming at Berney and Prospect Point Elementary

Content-Based Instruction (CBI) or Sheltered Instruction (SI)

- Classrooms of English language learners
- ELL teachers provide content instruction using English sheltered strategies to foster English language development and make grade-level content meaningfully accessible Goal of English language proficiency integrated with grade level academic achievement

*Offered at elementary schools for students that speak a language other than Spanish and at Garrison, Pioneer and Wa-Hi

Monitoring Bilingual Students

Monitoring Students Who Exit Bilingual Programs

- As a district, we monitor exited students through district and classroom assessments
- The content teacher provides feedback on the progress of the students up to 4 times a year to building ELL coordinator

*Students who exit services continue to be monitored, but state and federal funding stops

Funding

Level of Funding for Bilingual Education

1st: Basic Ed

2nd: Title I or LAP

3rd: Bilingual (TBIP) Title III

- To provide supplemental instruction to support language development for ELLs.

Bilingual Funding and Allowable Uses

TBIP(State)

- Certificated/Classified Salaries
- ELL Assessment related costs
- ELL Materials & Supplies
- Professional Development (Registration, travel, subs, materials)

Title III (Federal)

- Certificated/Classified Salaries
- Supplies
- Instructional resources
- Professional Development
- Travel costs associated with PD

Walla Walla Funding

State Funding (TBIP): \$797,497

- \$420,471: Certificated Salaries
- \$365,419: Classified Salaries
- \$16,750: Supplies & Materials
- \$30,986: Professional Development
- \$36,909: Indirects

Title III

Title III: \$110,000

- \$59,558: Certificated & Classified Salaries
- \$9,659: Supplies & Materials
- \$36,644: Professional Development
- \$2,167: Indirects

Staffing to Funding Ratio

Funding and Dual Language Models for 2016-17 School Year

Blue Ridge		Edison		Green Park		Sharpstein		Pioneer		Garrison		Wa-Hi		
Program	Funding	Program	Funding	Program	Funding	Program	Funding	Program	Funding	Program	Funding	Program	Funding	
K Bil.one way	Basic Ed	Bil.two way	Basic Ed	Bil.two way	Basic Ed	Eng.two way	Basic Ed	Span.two way	Basic Ed	Span.two way	Basic Ed	Span.WL	Basic Ed	
K Eng only	Basic Ed	Bil.two way	Basic Ed	Eng only	Basic Ed	Span.two way	Basic Ed	Eng.two way	Basic Ed	Eng.two way	Basic Ed	Span.WL	Basic Ed	
K Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Span.WL	Basic Ed	
K														
1 Bil.one way	Basic Ed	Bil.two way	Basic Ed	Eng only	Basic Ed	Eng.two way	Basic Ed	Span.two way	Basic Ed	Span.two way	Basic Ed	Span.WL	Basic Ed	
1 Eng only	Basic Ed	Bil.two way	Basic Ed	Eng only	Basic Ed	Span.two way	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Span.WL	Basic Ed	
1 Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Span.two way	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Span.WL	Basic Ed	
1														
2 Bil.one way	Basic Ed	Bil.two way	Basic Ed	Bil.two way	Basic Ed	Eng.two way	Basic Ed	Span.two way	Basic Ed	Span.two way	Basic Ed			
2 Eng only	Basic Ed	Bil.two way	Basic Ed	Eng only	Basic Ed	Span.two way	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed			
2 Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed			
3 Bil.one way	Basic Ed	Eng.two way	Basic Ed	Bil.two way	Basic Ed	Eng.two way	Basic Ed	Eng.two way	Basic Ed	Eng.two way	Basic Ed			
3 Eng only	Basic Ed	Span.two way	Basic Ed	Eng only	Basic Ed	Span.two way	Basic Ed	Span.two way	Basic Ed	Span.two way	Basic Ed			
3 Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed			
4 Bil.one way	Basic Ed	Eng.two way	Basic Ed	Eng only	Basic Ed	Eng.two way	Basic Ed	Eng.two way	Basic Ed	Eng.two way	Basic Ed			
4 Eng only	Basic Ed	Span.two way	Basic Ed	Eng only	Basic Ed	Span.two way	Basic Ed	Span.two way	Basic Ed	Span.two way	Basic Ed			
4		Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed			
5 Bil.one way	Basic Ed	Eng.two way	Basic Ed	Eng only	Basic Ed	Eng.two way	Basic Ed	Eng.two way	Basic Ed	Eng.two way	Basic Ed			
5 Eng only	Basic Ed	Span.two way	Basic Ed	Eng only	Basic Ed	Span.two way	Basic Ed	Span.two way	Basic Ed	Span.two way	Basic Ed			
5		Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed	Eng only	Basic Ed			
4/5 Dual Teacher				Span.two way	Basic Ed									
ESL Coordinator	0.5 Bilingual		0.5 Bilingual		0.5 Bilingual		0.5 Bilingual		0.5 Bilingual		0.5 Bilingual		1 Bilingual	
Bilingual Paras	2 @ 7 hrs Total	Bilingual	1 @ 6.5 hrs Total	Bilingual	1 @ 4 hrs Total	Bilingual	4 @ 17.5 hrs Total	Bilingual	1 @ 6.5 hrs Total	Bilingual	1 @ 6.5 hrs Total	Bilingual	3 @ 21 hrs Total	Bilingual
# of ELL students	145		143		100		115		101		94		131	
District Bilingual Programs Coordinator	0.5 Bilingual													
	0.3 Title III													
	0.2 Title II													

Eng only= Regular English classroom teacher: teaches students in regular education classroom

Bil.one way= Bilingual One-Way Teacher: single teacher in a self-contained class teaching in both languages for a class of only native Spanish speakers

Bil.two way= Bilingual Two-Way Teacher: single teacher in a self-contained class teachin in both languages for a dual language mixed group of students

Eng.two way= English side of dual program teacher: teaches a dual language mixed group of students content in English

Span.two way= Spanish side of dual program teacher: teaches a dual language mixed group of students content in Spanish

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Next Meetings

- White Paper
- Belief Statement
- October 12

Date Conflict for November 9

Alternative Dates:

- Wednesday, November 2
- Tuesday, November 8