EL Requirements and Funding a Local Vision

Once the district has adopted a local vision and School Board policies to guide the EL programs, the work of implementation begins. This chapter begins with a review of federal laws regarding ELs as well as Illinois statutes and requirements. A crosswalk is provided to show how federal and state requirements align. School leaders must understand the legal requirements in order to design programs that align with federal and state law.

Along with legal requirements, school funding in Illinois went through substantive changes in 2018. The resulting Evidenced-Based Funding Model has implications for EL programming and therefore administrators must be well-versed on how funds must be used. This chapter discusses all the available funding streams that school districts can utilize to fund their EL program vision. Examples of specific school demographics and the funding timeline are offered as a tool for implementation.

What does the law require regarding the education of ELs? Federal law and Article 14C from the Illinois School Code provide context. It is important to understand that ELs are a protected population under federal civil rights law. Federal law always takes precedence over state mandates. In the case of ELs, the Civil Rights Act of 1964 states:

“The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that limited English proficient (LEP) students, now more commonly known as known as English Learner (EL) students or English Language Learners (ELLs), can meaningfully participate in educational programs and services, and to communicate information to LEP parents in a language they can understand.”
Below are three seminal federal court cases that shape the education of ELs, immigrant and refugee students throughout the nation.

This section has been excerpted from the U.S. Department of Education (see: https://www2.ed.gov/about/offices/list/ocr/ell/lau.html).

Federal Supreme Court Rulings defining rights of ELs, immigrant and refugee students

**Lau v. Nichols**

Lau v. Nichols, 414 U.S. 563 (1974), was a United States Supreme Court case in which the Court unanimously decided that the lack of supplemental language instruction in public school for students with limited English language proficiency violated the Civil Rights Act of 1964. The court held that since non-English speakers were denied a meaningful education, the disparate impact caused by the school policy violated the Civil Rights Act of 1964. The school district was demanded to provide students with “appropriate relief.”[1]

The Supreme Court determined that ELs are entitled to specialized language instruction in order to access academic content. Students cannot learn new concepts if they are unable to understand the language in which they receive instruction. Techniques, such as bilingual education with native language instruction, ESL and sheltered-content instruction, fulfill the federal requirements of the Civil Rights Act of 1964. School districts must bear in mind that simply including ELs in general education settings without qualified teachers, appropriate material or instructional approaches, constitutes a violation of their right to an equitable education.

**Casteñeda v. Pickard**

The case of Casteñeda v. Pickard was tried in the United States District Court for the Southern District of Texas in 1978. This case was filed against the Raymondville Independent School District (RISD) in Texas by Roy Casteñeda, the father of two Mexican-American children. Mr. Casteñeda claimed that the RISD was discriminating against his children because of their ethnicity. He argued that the classroom his children were being taught in was segregated, using a grouping system for classrooms based on criteria that were both ethnically and racially discriminating.
Mr. Castañeda also claimed the Raymondville Independent School District failed to establish sufficient bilingual education programs, which would have helped his children overcome the language barriers that prevented them from participating equally in the classroom.

According to Lau v. Nichols, school districts in this country are required to take the necessary actions in order to provide students who do not speak English as their first language the ability to overcome the educational barriers associated with not being able to properly comprehend what is being taught to them. Castañeda argued that there was no way to sufficiently measure the Raymondville Independent School District’s approach to overcoming this barrier.

In 1981 the United States Court of Appeals for the Fifth Circuit ruled in favor of the Castañedas and, as a result, the court decision established a three-part assessment for determining how bilingual education programs would be held responsible for meeting the requirements of the Equal Educational Opportunities Act of 1974.[2] The criteria are listed below:

1. The bilingual education program must be “based on sound educational theory.”
2. The program must be “implemented effectively with resources for personnel, instructional materials and space.”
3. After a trial period, the program must be proven effective in overcoming language barriers/handicaps.

This ruling establishes criteria for developing equitable educational programs for ELs. School districts must ensure that ELs have access to programs that are effective in preparing them academically and that they are integrated to the degree possible with their English-speaking peers. The school district has a responsibility to provide teachers, classroom space and materials for instruction with local funds. Supplemental instruction in addition to core instruction can be paid for with the state contribution through EBF and the federal Title III funding. Programs offered to ELs must be based on research and best practice and are to be evaluated on a regular basis.

Plyer v. Doe

Plyer v. Doe, 457 U.S. 202 (1982), was a case in which the Supreme Court of the United States struck down both a state statute denying funding for education to undocumented immigrant children in the United States and a municipal school district’s attempt to charge an annual $1,000 tuition fee for each student to compensate for lost state funding.[1] The Court found that any state restriction imposed
on the rights afforded to children based on their immigration status must be examined under an intermediate scrutiny standard to determine whether it furthers a “substantial” government interest.

The application of Plyler v. Doe has been limited to K-12 schooling.

This Supreme Court Ruling established the rights for undocumented children to be enrolled in school K-12. No school district can deny registration or charge additional school fees to a student based on their immigration status. School Districts must also review their registration procedures to ensure that questions regarding residency do not in any way deter immigrant families from enrolling their children in school.

In 2015 the U.S. Department of Education and the U.S. Department of Justice issued a joint memorandum, “The Dear Colleague Letter,” it honored the 50th anniversary of the historic Lau v. Nichols Supreme Court ruling that ELs are entitled to an equitable education by providing appropriate language services. The Supreme Court ruled that the lack of supplemental language instruction in public school for students with limited English proficiency violated the Civil Rights Act of 1964. The court held that since non-English speakers were denied a meaningful education, the disparate impact caused by the school policy violated the Civil Rights Act of 1964. The letter states: EEOA requires SEAs and school districts to take “appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs.”

See: https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf
Illinois English Learner Statute

Illinois has a number of long-established statutes, which align with federal mandates and are delineated in Article 14C of the Illinois School Code. The school code describes in detail the requirements of the identification of students, qualifications of personnel, language of instruction, instructional practice and parental involvement. All school districts in Illinois are required to serve ELs, even if only one student enrolled. Schools having 20 or more ELs have a subgroup under ESSA for accountability purposes:

“105 ILCS 5/14C-1 ... Therefore, pursuant to the policy of this State to insure equal educational opportunity to every child, and in recognition of the educational needs of children of limited English-speaking ability, it is the purpose of this Act to provide for the establishment of transitional bilingual education programs in the public schools, to provide supplemental financial assistance to help local school districts meet the extra costs of such programs to allow this State to directly or indirectly provide technical assistance and professional development to support transitional bilingual education programs statewide.”

The table below aligns federal and state requirements for school districts in regard to ELs. To further review the rules, visit www.isbe.net, under English learners.

<table>
<thead>
<tr>
<th>Federal Requirement</th>
<th>Mandated in Illinois</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must identify all ELs</td>
<td>School districts must screen students and place them in services (if they qualify) within 30 days if enrollment occurs at the beginning of the school year or 14 days thereafter.</td>
</tr>
<tr>
<td>Provide ELs with a language assistance program</td>
<td>If there are 1-19 ELs speaking different languages, a TPI Program is mandated. If there are 20 or more ELs enrolled in a school speaking the same language a bilingual education program is required.</td>
</tr>
<tr>
<td>Provide staff and resources for an EL program</td>
<td>Staff serving ELs must have licensure and ESL or Bilingual endorsements. Students are entitled to resources in their primary language.</td>
</tr>
<tr>
<td>Provide meaningful access to core curricular and extracurricular programs</td>
<td>ELs must be provided access to all programs offered within the school district. This includes gifted programs, special education, Advanced Placement, dual credit and international baccalaureate courses.</td>
</tr>
<tr>
<td>Create an inclusive environment and avoid segregation of ELs</td>
<td>Illinois School Code states that ELs must be integrated with English-speaking peers in instructional settings to the degree possible.</td>
</tr>
<tr>
<td>Federal Requirement</td>
<td>Mandated in Illinois</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Effective parental engagement opportunities</td>
<td>Bilingual Parent Councils, information in languages parents speak, access to classes with English-speaking peers are requirements in Illinois</td>
</tr>
<tr>
<td>Address ELs with disabilities</td>
<td>ELs are to be given access to multiple tiers of support or RTI services. If they qualify for special education, they must receive both EL and Special Ed. until they are eligible to transition.</td>
</tr>
<tr>
<td>Serve ELs who opt out of programs</td>
<td>If parents refuse EL services, districts are still responsible for the English language development of ELs.</td>
</tr>
<tr>
<td>Monitoring and Exiting ELs from EL Programs and Services</td>
<td>ELs who meet exit criteria must be monitored for two years after they transition. If they fail to make progress, support services must be offered.</td>
</tr>
<tr>
<td>Evaluate the Effectiveness of a District’s EL Program</td>
<td>Every three years a school district must review the EL programs to ensure that they are following best practice and are effective.</td>
</tr>
<tr>
<td>Ensure Meaningful Communication with Limited English Proficient Parents</td>
<td>Any district with an EL enrollment must provide information in languages parents can understand and must form a Bilingual Advisory Council</td>
</tr>
</tbody>
</table>
Types of Federal Funding

Federal mandates and Illinois School Code state that ELs are entitled to all programs and funding sources available to their English-speaking peers. **Districts must first use local and state funding to meet the basic instructional requirements, such as classroom teachers, textbooks, equipment and operational costs.** Any instructional program or resource provided to general education students must also be extended to ELs with local funds, before tapping into federal funds.

Additional resources for ELs to achieve academically may then come from federal funding, such as Titles I, II, III and IV, Perkins Career Technical Education funding and 21st Century Community Schools funds. Each of these funds has a specific use, but these types of funding streams can be combined to achieve goals set forth in the district’s vision and policy. For example, a district choosing to implement dual language programs may pay for specific curriculum development in the native language with Title III funds or may choose to send administrators and teachers to a conference on dual language using Title II or Title I professional development funds. Employing an instructional coach who is able to facilitate the program enhances dual language education; Title III or Title I dollars can be used for this purpose. Dual language models that are one-way (only ELs are enrolled) can use EL specific funds to implement the program, which is considered to be an enriched educational program.

Those districts implementing two-way dual language models (enrolls ELs and English-speaking students) will need to consider how to blend funding to accomplish the goals set forth by the district vision. Title III can only be used to support ELs and not the non-ELs in a dual language program. Districts can use federal funds to explore/start the implementation of dual language programs but should plan to transition those costs to local/state funds for full implementation. Federal funds can only be used as supplemental monies. Once a dual language program becomes the main program of instruction for ELs, it is no longer supplemental and must be funded with local funds.

The table below provides a brief description of these sources. A more extensive table with a listing of requirements and the available funding sources is in the appendix of this handbook.

<table>
<thead>
<tr>
<th>Type of Funding</th>
<th>Appropriate Uses</th>
<th>EL Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local Funding</strong></td>
<td>Classroom teachers, administrators, support services, enrichment programs, operational costs.</td>
<td>Teachers of record serving ELs must be licensed and have ESL and/or bilingual endorsements.</td>
</tr>
<tr>
<td><strong>Evidenced-Based State Funding</strong></td>
<td>Additional EL Teacher, EL Interventionist, summer school, after school, remediation and enrichment.</td>
<td>All these recommendations are in addition to licensed and endorsed classroom teachers paid for with local funds.</td>
</tr>
<tr>
<td><strong>Perkins V Funds</strong></td>
<td>New law, signed July 2018, provides new opportunities to provide career and technical training.</td>
<td>Can be shared between high school and community colleges. States must make a plan regarding the transition to post-secondary. Considerations could include support for ELs enrolling in postsecondary education or career education.</td>
</tr>
<tr>
<td>Type of Funding</td>
<td>Appropriate Uses</td>
<td>EL Requirement</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>IDEA</td>
<td>Federal funding for the education of children with disabilities between the ages of 3 and 21.</td>
<td>Districts must identify, locate, evaluate and serve EL students with disabilities between 3 and 21.</td>
</tr>
<tr>
<td>Title I</td>
<td>Supplemental supports for ELs, low-income and students with achievement gaps. ELs are explicitly named in Title I. All accountability for the EL subgroup is now under Title I.</td>
<td>Instructional coaches, summer school, after school, family and community, fees for advanced placement assessments, and homeless and McKinney Vento (federal funding for homeless and refugee students).</td>
</tr>
<tr>
<td>ESSA Title I School Improvement Funds</td>
<td>Funding to increase achievement of subgroups failing to meet growth and achievement targets. An EL subgroup is formed when 20 or more students enrolled in a school.</td>
<td>An initiative written into the local school improvement plan to boost the growth or achievement of ELs.</td>
</tr>
<tr>
<td>Title II</td>
<td>Professional development, class size reduction, recruitment of teachers in shortage areas such as Bilingual Ed.</td>
<td>Core instruction must be delivered in the primary language where there are 20 or more students from that language enrolled in a school. Professional development must focus on EL strategies in order to be effective.</td>
</tr>
<tr>
<td>Title III Language Instruction Educational Programs (LIEP)</td>
<td>Supplemental services for ELs and their parents.</td>
<td>EL qualified instructional coaches, supplemental books or materials, summer school, after-school tutoring, professional development for properly endorsed educators working with ELs, or parental involvement activities and computer-aided instruction.</td>
</tr>
<tr>
<td>Title III Immigrant Education</td>
<td>Immigrant Education is for schools experiencing an increase in immigrant students.</td>
<td>Direct services to immigrant families can be used for parental liaisons, summer programs, credit recovery, adult ESL, etc.</td>
</tr>
<tr>
<td>Title IV</td>
<td>Provide all students with a well-rounded education. Provide school conditions for student learning and safety and improve use of technology.</td>
<td>Assessment fees for AP or dual credit courses for ELs. Fees for extracurricular activities for low-income ELs. STEM activities and vocational education.</td>
</tr>
<tr>
<td>21st Century Community Schools</td>
<td>Designed to provide after-school programs for low-income students.</td>
<td>ELs participating in extracurricular activities can be covered.</td>
</tr>
</tbody>
</table>
It is imperative that school leaders understand the appropriate uses of funding sources. School districts often employ site-based management; therefore, professional development for school leaders is essential to allocate funding earmarked for ELs and not for other purposes. Resources and guidelines are also helpful tools to provide direction in making informed schoolwide decisions. In designing funding allocation guidance, the vision for ELs and the accompanying School Board policies should be cited. This practice ensures alignment between policy and practice.

School districts employing site-based management must prepare principals to manage EL funding effectively. Therefore, written guidance must be part of the budgeting process. Consider the following guidance given to school principals in a large urban school district:

**Practice Exemplar: Guide for Principles**

**Leadership Planning Expectations**

School Leaders must consider the demographics of the students in their schools for the purpose of planning and budgeting. Schools serving ELs must factor in the following:

1. Language/s spoken by the students: Are TBE and/or TPI Programs required?
2. Research- and evidence-based instructional practices for ELs, including English Language Development Standards
3. The desired goals for the TBE and/or TPI Programs: Is the program additive and is the aim to have students earn the Seal of Biliteracy?
4. Staffing: Does the school have bilingual/ESL endorsed teachers? Are the teachers assigned to ELs?

Schools must ensure that all ELs have access to core curriculum and opportunities to increase their English proficiency and academic performance through standards-based instruction (Common Core and WIDA English Language Development Standards), as well as targeted and appropriate Multi-Tiered Systems of Supports (MTSS). All ELs must also have opportunities to build on their linguistic, social, cultural and cognitive abilities in their native language.
The following core programs and requirements must be in place in all schools where ELs are enrolled:

- Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI) are state-required programs for ELs, so these programs must be in place in schools where ELs are enrolled.
- All ELs are provided instruction by teachers with a Professional Educator License (PEL) and a Bilingual and/or ESL Endorsement and appropriate endorsements for content areas in the middle grades and high school.
- All ELs in TBE Programs are instructed in their native language and in English in all core subject areas: language arts/reading, math, science and social science.
- All ELs are instructed in the history and culture of their country of origin and of the United States.
- All stakeholders share a collective responsibility of educating ELs.

Program Design

The following requirements are governed by Illinois State Law (Illinois Administrative Code 228: http://isbe.state.il.us/rules/archive/pdfs/228ARK.pdf) and District policy:

- Intake, Placement, Assessment and Transition of ELs (Appendix A)
- TBE and/or TPI Programs must reflect Illinois state standards (Illinois Readiness Standards, WIDA ELD Standards and WIDA Spanish Language Arts standards)
  1. If a school has 20 or more identified ELs of the same language classification, the school must implement and place students in a TBE Program.
  2. If a school has 19 or fewer ELs of any single language classification, the school must implement and place students in a TPI.
- Qualification of teachers serving ELs (PEL with a Bilingual and/or ESL Endorsement);
- Use of supplemental EL funds
- Professional Development for Key Stakeholders: Central Office, Principals, Teachers and Parents
- Research- and evidence-based practices for instructing ELs: Culturally responsive curriculum, instruction in the native language, history of the U.S. and country of origin and second language acquisition.
Scheduling Considerations

All ELs:
• Are assigned to classrooms with teachers who are Bilingual and/or ESL Endorsed
• Receive appropriate core instruction (e.g. native language, ESL, sheltered core content) according to the EL Program Model (TBE, TPI, Dual Language Education)
• Receive all other resources, services and supports offered at the school
• Are programmed according to the recommendation of the EL teachers, using the course codes outlined by the District and ACCESS scores (the Illinois-designated English Language Proficiency assessment)
• All current ELs, including Parent Refusals, must be assessed annually with ACCESS to determine their progress in English
• Are administered formative assessments in English and in their native language (when appropriate) to determine and monitor academic growth.

Budgeting Considerations

ELs enrolled in most schools, and the education and supports for these students, must come from local district. Because additional supports and services can significantly enhance and maximize programs for ELs, schools receive supplemental funds from the state based on the core services ELs receive.

This guidance document is part of the district’s overall budgeting process and is presented at state-sponsored workshops designed to facilitate site-based management. The Leadership Planning Guidance is designed for school principals and provides specific information allowing them to envision the EL services they plan to implement at the local level. The information is in line with both federal and Illinois policy requirements, thereby ensuring compliance with state statutes. This document supports the guidance presented in this chapter of the handbook and can be used in any school where ELs are enrolled.

Staffing Considerations

All preschool-12 teachers assigned to teach ELs (in TBE or TPI Programs) must hold a valid Illinois Professional Educators License with a Bilingual and/or ESL Endorsement. (For more information: http://www.isbe.net/documents/ell-licensure-matrix.pdf.) Teachers of ELs must also have the appropriate content-area and/or grade-level license/endorsements. This includes both locally funded (classroom) and Supplemental EL positions, as prescribed by Evidenced Based Funding and Title III.
Evidenced-Based Funding Principles Regarding ELs

Evidence-based funding (EBF) was implemented in Illinois in 2018. Illinois has a history of attempting to balance out inequities in educational spending. Students with specific needs, such as ELs, are spread across the state and the costs related to supplemental services can strain local budgets. ELs were weighted in the EBF formula so that these additional costs could be covered up front. EBF considers the demographics of a school district and the cost to educate the students enrolled. Local tax base and funding are compared to the cost in order to determine whether the district is adequately funded. Districts that are far from adequacy are allocated new funding every time the legislature appropriates more dollars to EBF. This method of funding is intended to provide greater equity across districts in Illinois. The Illinois General Assembly outlined its commitment to ELs and to Bilingual Education in the EBF legislation. It went further to recommend and outline research-based strategies to improve academic outcomes for ELs.

These specific recommendations outlined below are intended to be added to the core instruction delivered by properly endorsed EL teachers. Each year, Illinois State Board of Education (ISBE) posts calculations for EBF based on local demographics, and the specific allotments or calculated costs for EL programming are listed. Each year ISBE publishes a spreadsheet with allotments for specific populations and tiers. It is important that school district budgets reflect the full state allotment and Title III funding in designated line items for ELs within their local budgets. State law requires that districts expend these funds exclusively on ELs. A detailed accounting of expenditures for EL education is due to ISBE and is required at the end of each school year.

Additional investments in ELs.

In addition to, but not in lieu of all other funding under this paragraph (2), each Organizational Unit (school/district) shall receive funding based on the average teacher salary for grades Pre-K through 12 to cover the costs of:

(i) one Full Time Equivalent (FTE) intervention teacher (tutor) position for every 125 English Learner students;
(ii) one FTE pupil-support staff position for every 125 English Learner students;
(iii) one FTE extended-day teacher position for every 120 English Learner students;
(iv) one FTE summer-school teacher position for every 120 English Learner students; and
(v) one FTE core teacher position for every 100 English Learner students.

Below is a crosswalk between Evidence-Based Funding in Illinois and best practice as discussed previously.

<table>
<thead>
<tr>
<th>Evidence Based Funding</th>
<th>Best Practice for ELs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified Classroom Teachers</td>
<td><strong>YES</strong> Extensive research suggests that teachers working with ELs should be bilingual.</td>
</tr>
<tr>
<td>Reduced Class Size</td>
<td><strong>NO</strong> It is not specifically mentioned in research for ELs.</td>
</tr>
<tr>
<td>Extra EL Intervention Teacher for every 125 students</td>
<td><strong>POSSIBLY</strong> Depends on the role of these teachers and if they are bilingual.</td>
</tr>
<tr>
<td>Professional Development</td>
<td><strong>YES</strong> If professional development is related to ELs and is research-based.</td>
</tr>
<tr>
<td>Summer School/After-School Programs Teacher for 125 students</td>
<td><strong>YES</strong> Principle 1.3 - extended learning time is recommended for ELs.</td>
</tr>
<tr>
<td>Instructional Support Personnel</td>
<td><strong>POSSIBLY</strong> Social worker, parent liaison, counselor if bilingual.</td>
</tr>
</tbody>
</table>
Funding Examples

In this section, examples of different types of programs designed for ELs are presented. Each of the program designs meets the federal and state requirements and some embed the implementation of the research-based principles.

Dual Language Education
Preschool Model

Preschool programs offered in Illinois must abide by the Illinois School Code Article 14C with respect to Bilingual Education, whether programs are offered in school or community-based settings. Whenever a preschool program enrolls 20 or more students speaking the same native language, bilingual education must be offered. Dual language education is a bilingual education model supported by research and approved by the Illinois State Board of Education. Dual Language programs offer instruction in the native language and in English to develop language skills, pre-literacy, social English, early math literacy. Quality preschool programs incorporate language and culture into the classroom environment and play-based centers. Students are taught from an early age to respect diversity and to be autonomous learners.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Funding Streams</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC Licensed Bilingual Education Teacher</td>
<td>Local funds, Preschool for All, or EBF Pre-K funds</td>
<td>Use local funds, Preschool for All, or EBF Pre-K funds. Teacher should have training in dual language education</td>
</tr>
<tr>
<td>Bilingual Paraprofessional</td>
<td>Local, PFA, or EBF funds</td>
<td>See PFA requirements.</td>
</tr>
<tr>
<td>Native Language Instructional Materials</td>
<td>Local or PFA</td>
<td>Local dollars or the “Preschool for All” can be used to provide basic curricular materials for all students</td>
</tr>
<tr>
<td>Developmentally appropriate ESL materials</td>
<td>Local or PFA</td>
<td>Local dollars or the “Preschool for All” can be used to provide basic curricular materials for all students</td>
</tr>
</tbody>
</table>
### Requirements and Funding Streams

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Funding Streams</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmentally appropriate ESL materials</td>
<td>Local or PFA</td>
<td>Local dollars or the “Preschool for All” can be used to provide basic curricular materials for all students</td>
</tr>
<tr>
<td>Professional Development</td>
<td>EBF, local, Title III or PFA</td>
<td>Must be relevant to Bilingual Education</td>
</tr>
<tr>
<td>Developmentally appropriate assessment tools</td>
<td>Local, PFA, or EBF funds</td>
<td>Observational tools that can be administered in multiple languages</td>
</tr>
</tbody>
</table>

To visit a dual language preschool program, contact Rachel Carson Elementary or Inter American in Chicago Public Schools SD 299

### Pre-Kindergarten Bilingual Education (TBE) Programs

In Illinois, all preschool programs for children ages 3-5 that are administered by a public school district, including charter schools, must offer Transitional Bilingual Education instruction per rules Part 228 when 20 or more students speaking the same home language are enrolled in the school. Upon initial enrollment, parents must complete a Home Language Survey and, if warranted, students are screened for eligibility.

ELs are entitled to instruction in the home language and in English as a Second Language (ESL) that is developmentally appropriate. Instruction must be offered by a licensed Early Childhood teacher who holds a bilingual endorsement and/or ESL endorsement. This may be the classroom teacher or team teacher. Districts must offer at least two professional development sessions annually to both certified and non-licensed staff. In addition to state Preschool for All (PFA) funds, there are also Pre-K Bilingual EBF funds available for these programs.
Elementary Dual Language Education Program

**Dual Language Programs**

Instruction is provided in English and a partner language through all curricular content starting in pre-K or K through at least sixth grade and ideally through high school. The three major goals of dual language programs are to achieve bilingualism and biliteracy, develop socio-cultural competencies and support academic achievement. These programs align with the State Seal of Biliteracy and are considered additive programs.

Dual language programs follow one of two models (both share the same goals stated above):

**Two-Way:** ELs and English proficient students participate in the program and receive instruction in English and the partner language in all content areas throughout the duration of the program.

**One-Way:** (also known as developmental or maintenance bilingual education). ELs receive instruction in their home language in all content areas for an extended duration, well after they have achieved English proficiency, typically from pre-K or K through 8th grade or beyond. Students receive ESL instruction until they have been reclassified as English proficient.

Dual language programs may implement three allocation models (all share the same goals stated above): 50-50 model; 80-20 model; 90-10 model.

**Curriculum Writing, PD, and Supplemental Materials funded with Titles I and Title III**

- **DUAL LANGUAGE INSTRUCTIONAL COACH FUNDED WITH LOCAL FUNDS**
- **BILINGUAL CLASSROOM TEACHERS EC-6 FUNDED WITH LOCAL DOLLARS**
- **BILINGUAL INTERVENTION TEACHER FUNDED WITH EL EBM**
- **PARENT LIASION FUNDED WITH TITLE I**

Extended day, summer school and extracurricular activities for ELs can be added to dual language education. In this case, funding from Titles I, III and IV can supplement these programs. Title III funds can be used to pay the salaries of paraprofessionals or teachers of after/ before/summer school. Dual language education has proven to be the most effective program for eliminating the achievement gap.

To visit dual language programs, which have trend data, contact Naperville SD 203, Schaumburg SD-54, Elgin U-46, or Woodstock SD 200.
Elementary Transitional Bilingual Education (TBE) Program

**Transitional Bilingual Education (TBE) Programs**

Instruction is offered in the ELs’ home language and English to enable them to transition to English. ESL is offered daily in addition to content-area instruction. The goal is to help ELs transition to general education classrooms as quickly as possible. The linguistic goal of TBE programs is English acquisition. TBE programs meet federal and state requirements as long as students are afforded enough specialized instruction to meet state standards and to perform commensurate with their English-speaking peers after they leave the TBE program. TBE does not necessarily ensure that ELs will meet the criteria for achieving the State Seal of Biliteracy after they have exited the program given that they are not able to continue to develop academic first-language competencies.

School districts may choose to focus professional development funding on sheltered instruction training for all general education teachers, so students receive specialized language instruction all day. Others choose to form EL Leadership Teams where bilingual/ESL Interventionists and a general education teacher from each grade level work together. ELs are placed in classrooms with these general education teachers in order to facilitate joint planning, communication and scheduling. Over time, the general education staff develops expertise, and some may choose to pursue ESL endorsement. EL Leadership Teams can support the school principal in developing plans for assessment, instruction and parental engagement.

To visit school districts with TBE programs consider visiting Indian Prairie SD 204 or West Chicago SD 33.
Transitional Program of Instruction (TPI) K-8: Many Low-Incidence Languages

Transitional Program of instruction (TPI)
Is offered when 19 or fewer ELs from the same language group are enrolled in a school. The school offers ESL and home language support as needed. ESL consists of specialized instruction that includes English language development in listening, speaking, reading and writing. ESL instruction must be offered by qualified teachers who hold licensure and an ESL endorsement. Home language support can be offered through tutors, paraprofessionals or use of technology. ESL and home language instruction must be at the language-proficiency level of the student and include language objectives and WIDA Model Performance Indicators in accordance to their proficiency level (for more information visit: wida.wisc.edu/).

It is important for ELs to have access to English-speaking peers, and they should also be involved in extracurricular activities. Since they are a priority group under Title I, these funds can be used to provide the necessary fees and materials.

To visit schools with TPI Programs, consider visiting Elmhurst SD 205.
Transitional Program of Instruction (TPI) - High School

High schools with fewer than 20 ELs from the same home language are mandated to offer language assistance programs which include ESL, sheltered content classes required for graduation and support for ELs taking electives. Qualified teachers must hold teacher licensure in their content area and ESL endorsements. ESL must be offered as credit-bearing courses. Students can be placed in ESL-level courses per their language-proficiency level data on ACCESS regardless of grade level.

A resource class is often offered in lieu of study hall, taught by an ESL endorsed teacher who can provide support to students taking classes in the general education program. It is highly recommended that general education teachers in mathematics, science, social studies and English be encouraged to earn an ESL endorsement so they can have the necessary background to address the needs of ELs in their general education classrooms.

Title II and III dollars are eligible for long-term professional development, which might include sheltered instruction and/or graduate ESL endorsement courses. Many districts have partnered with local universities to offer these training opportunities on site. Students should also have access to advanced placement, dual credit and International Baccalaureate programs. Other important investments that have proven to be effective for ELs include: (1) Involvement in extracurricular activities; (2) summer credit-recovery classes; and (3) extra guidance counseling.

<table>
<thead>
<tr>
<th>EL COURSES FOR CREDIT</th>
<th>RESOURCE COURSE FOR SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should be an extension of the English Department</td>
<td>Taught by a bilingual or ESL endorsed teacher</td>
</tr>
<tr>
<td>EXTRA CURRICULAR ACTIVITIES</td>
<td>SHELTERED MATHEMATICS, SCIENCE AND SOCIAL STUDIES</td>
</tr>
<tr>
<td>Funded by Title I</td>
<td>Taught by ESL endorsed Content teachers</td>
</tr>
</tbody>
</table>

To visit high schools offering TPI Programs, consider visiting Indian Prairie SD 204.
District Highlight

Indian Prairie SD 204: Supporting ELs at the High School Level

Dr. Rafael Segarra, Director of English Language Learning

School District 204 EL Demographics

SD 204 is about an hour west of Chicago and is a suburban district in Kane County. The district is composed of 27,859 students in pre-K-12. Only 17 percent of students qualify as low-income and the mobility rate is 6 percent. ELs comprise 10 percent of the overall student enrollment. Families that move to this community tend to be well-established.

Indian Prairie School District 204 values the linguistic and cultural diversity that our students bring to our schools.

- Approximately 24 percent of students come from homes where a language other than English is spoken.
- More than 115 different languages are spoken in the homes of our students.

Slightly more than 4 percent of students are ELs and are provided specialized services through the English Language Learning (ELL) Program.

School District 204 EL Philosophy

Learning Environment: Within our classrooms, we establish a caring, inclusive, safe, linguistically and culturally rich learning community where students take intellectual risks and work both independently and collaboratively.

We believe that all ELs need to feel respected. Both the native language and the native culture should be valued. Prejudice and discrimination in the school community should be addressed and challenged. High expectations should be maintained for ELs with respect to their English-language proficiency levels.

ELs bring diverse cultural knowledge and experiences that contribute positively to the classroom and school environment.

Meaningful Learning: Through a variety of research-based approaches, we provide meaningful, authentic English-language instruction to meet the specific needs of ELs. We provide multiple paths to help students develop language proficiency and build knowledge and strengthen understanding of the “Big Ideas” of academic content. To accomplish this, we select, adapt, create and use rich and varied resources.

We believe that ELs require sheltered content instruction according to their English language proficiency level. Native language support and development facilitates ELs’ capacity to acquire the English language and academic content.

ELs are entitled to access all programs and services in the school as appropriate and necessary.
How does the district serve ELs at the high school level?
The high school ESL program offers ELs a series of courses to assist them in attaining English-language proficiency and in meeting state learning standards.

- ESL classes teach students the listening, speaking, reading and writing skills necessary to transition into regular high school English classes. Students receive English credit for ESL classes, and these classes meet English requirements for graduation.
- The high school ESL curriculum is tied to the Common Core State Standards and WIDA English Language Development Standards.
- EL Resource class provides academic support in English or Spanish to ELs to assist them in succeeding in the content classes. ELs receive assistance with the development of cognitive academic language as well as with reading and writing skills and receive elective credit for this class.

Bilingual Education (not offered at every school)
In addition to ESL instruction, in schools where there is a TBE Program, ELs receive native literacy instruction and/or native language support.

- Spanish for Spanish Speakers classes are designed to develop literacy skills in the native language for ELs whose first language is Spanish. The focus is on reading, writing and grammar skills. ELs also learn about the history and culture of countries where Spanish is spoken. Students receive elective credit for this class.
- Spanish for Spanish Speakers aligns with the Illinois Spanish Language Arts Standards.

EL Resource Course
- EL Resource class provides academic support in English or Spanish to assist ELs in succeeding in the content classes. ELs receive assistance with the development of cognitive academic language as well as with reading and writing skills and receive elective credit for this class.

Sheltered EL Content Classes
- Sheltered EL Content classes are specialized sections of general high school classes that cover the same curriculum but use instructional materials and techniques appropriate for ELs. This makes grade-level academic content more accessible for ELs while they continue to develop English skills.

How does the district support ELs in the elective courses?
ELs that receive elective courses such as Computer Tech, Health, Government and Consumer Ed, have an EL teacher assigned to co-teach with the general education classroom teacher of that subject (unless the EL teacher has that content certification). Additionally, a teacher assistant goes to certain general education classrooms to assist students that are considered bilingual. In addition, we offer Resource Classes. We also provided 25 bilingual paraprofessionals the coursework leading to a BA in Elementary Education, licensure, and the bilingual/ESL endorsements.

Tips for high schools serving ELs
Provide as much support through the counselors as possible and staff the schools with counselors that speak the languages represented in the student body to be able to convey important information to students and their parents. Provide informational meetings in the evenings for families to become well-informed on topics related to curriculum and other type of school information. The district provides parents time to go to a Computer Lab and fill information online that they may not be able to do at home. Lastly, if you are bringing families in, offer them food and a room for their younger children to do activities with a staff member! This will incentivize them to come in for a meal so the school can provide important information without parents being worried about childcare.
Reflection: Does the Budget Support ELs?

The overarching principle of school funding is that it should be maximized to serve students most in need. To that end, ELs are entitled to local, state and federal funds that provide the necessary supports to assist them in reaching college and career readiness. Coordinating a local school district budget involves the participation and intentional collaboration of many key district and school administrators. Timelines are critical with respect to budgeting processes, teacher recruitment, hiring, purchasing appropriate instructional materials, operational expenses and extensive planning to make programs successful. There are many important steps that need to be discussed and implemented to ensure equity. This section provides a snapshot for the typical timelines involved in approving the annual district budget.

<table>
<thead>
<tr>
<th>Month</th>
<th>Key Initiative</th>
<th>Administrators Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Recruitment of EL teachers through college, job fairs and international recruitment</td>
<td>High school principal, EL Program Director and Human Resources</td>
</tr>
<tr>
<td>November</td>
<td>Determining additional EL staffing needed for the next school year</td>
<td>Coordination between High School Principals and EL Program Director, Human Resources and Chief School Business Official</td>
</tr>
<tr>
<td>December</td>
<td>Drafting proposal for the district Board of Education regarding staffing for all EL programs (can be a part of an overall district staffing proposal)</td>
<td>EL Program Director and Human Resources</td>
</tr>
<tr>
<td>January</td>
<td>Staffing recommendations and planning for EL Summer School; recruitment of teachers for summer work</td>
<td>Board approves staffing proposal; EL Program Director, Human Resources and Curriculum Department</td>
</tr>
<tr>
<td>February</td>
<td>Recruitment of EL teachers through college, job fairs and international recruitment</td>
<td>EL Program Director and Human Resources</td>
</tr>
<tr>
<td>March</td>
<td>The next year’s budget is drafted</td>
<td>EL Program Director and Chief School Business Official project EL funding, local, state and federal dollars required to fund the EL programs</td>
</tr>
<tr>
<td>April</td>
<td>Early contracts offered for new EL staff; EL budget is refined</td>
<td>Human Resources and EL Program Director</td>
</tr>
<tr>
<td>Month</td>
<td>Key Initiative</td>
<td>Administrators Responsible</td>
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<tr>
<td>May</td>
<td>EL Professional Development and Parental Activities planned and budgeted</td>
<td>Curriculum Department and EL Program Director</td>
</tr>
<tr>
<td>June</td>
<td>Summer school programs begin. Services for ELs are included</td>
<td>EL Program Director and Curriculum Office</td>
</tr>
<tr>
<td>July</td>
<td>Budget proposal goes to the Board of Education for approval</td>
<td>Superintendent and Chief School Business official</td>
</tr>
<tr>
<td>August</td>
<td>Onboarding and Teacher Orientation for new EL staff</td>
<td>EL Program Director, Curriculum Department and Human Resources</td>
</tr>
<tr>
<td>September</td>
<td>Assign mentors for new EL teachers</td>
<td>EL Program Director and Curriculum Department assign specific mentors for bilingual and ESL teachers.</td>
</tr>
</tbody>
</table>
District Highlight

**Moline Coal Valley SD 40: Putting Finances to Good Use for EL Programs**

Stephanee Jordan, Director for Grants and Curricular Support

It is imperative that district leaders collaborate to create and adequately fund a shared vision for ELs that meets state and local requirements. Consider the following explanation given to school leaders during the budgeting process in an urban school district.

**Challenge:** The district does not currently have enough ESL and/or licensed bilingual education teachers, especially in the area of special education.

**Solution:** Using professional development dollars from Title I, II, III or IDEA (for SPED only), create a district EL endorsement cohort with a local college or university. Note that all other college credit benefits must be paid out of grant funds and are not district paid.

**Challenge:** The district would like to purchase and implement an expensive language software program that could be used by ELs, students with IEPs and in interventions for RTI.

**Solution:** Purchase the software and professional development with a proportional combination of IDEA, Title I, Title II (for professional development only), Title III and possibly IV funds (for buildings that do not qualify for Title I.) Use district interventionists to implement the program. Tablets and headphones with microphones could also be purchased with supplementary grant funds in Titles I, III, or IV to support this supplementary program that would not be possible with supplemental grant funds.

**Challenge:** A large influx of refugees from Burma have resettled in our community.

**Solution:** Use a combination of Title III Immigrant Education grant dollars for materials, Title I Family and Community funds for additional parent coordinator hours, as well as possible parent education/ESL classes and McKinney-Vento Homeless funds under Title I to assist refugee families who may qualify as homeless. Title II funds could be used to provide an in-service on refugee resettlement.

**Challenge:** There are multiple first languages in the district and few native language materials in classrooms or library.

**Solution:** Native language materials can be purchased through Title III, Title I (utilizing either instructional supply money or family/community funds depending on purpose) or under the well-rounded student provision of Title IV.

**Challenge:** Students do not have books of their own and do not live in an area close to a public library. This is especially problematic during the summer.

**Solution:** The district leverages Title I funds to buy books in English and other languages to give to families who attend sponsored reading events throughout the community. We also put baskets of books in laundromats, barber shops and grocery stores for students.
Challenge: The district had poor attendance at its traditional half-day summer program. Additionally, this program was very expensive.

Solution: The Moline-Coal Valley School District does not hold a traditional half-day summer program. Instead, the district works collaboratively with five agencies to provide summer learning for students.

Several years ago, the district evaluated its summer program and found it to be expensive, with many students unable to attend because of parent work schedules. We decided that the district would bring summer learning to the sites where our students have their summer day care. Teachers and paraprofessionals teach small-group, intensive reading and math for 30-60 minutes daily at the Boys and Girls Club, the Salvation Army, Springbrook Courts of the Moline Housing Authority, the YMCA and SKIP-a-Long Childcare of Moline. Students enjoy enriching, safe summer programming through the agency programs and those who need science and math remediation receive instruction from certified district staff.

Students who do not participate in a full-day summer program are able to participate in reading or math instruction at drop-off sites. Additionally, tablet carts and devices are loaned to the agencies for the summer and students are able to utilize computerized instructional programs from the district in the areas of language arts, ESL, math and coding. Agency summer staff members are trained on software programs by district staff.

Summer enrichment, remediation and credit-recovery programs 6-12 are funded through 21st Century Lights on for Learning funds. Summer ESL and bilingual courses can be funded through these dollars. Family and community dollars in federal grants can also be used to support summer family reading programs for ELs and their families.

Providing an equitable education for all students takes commitment on the part of all school leaders, as students vary in their specific needs. Considerations for ELs:

- Is the district maximizing local, state and federal funding to support the local vision for ELs?
- How is the district equitably allocating local funds to cover EL expenditures, such as classroom teachers, texts and operational expenses?
- Is there congruence between what ISBE allots to the district in state EL funding and the locally passed budget?
- How does the budget allocate all of the federal Title III funding and carryover to EL programs?
- How have funds for parent involvement activities been included?
- How have funds accounted for required professional development sessions?
- How is funding being used to provide equitable educational opportunities for EL students, such as extracurricular, honors and advanced placement courses?