



Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI) Requirements

Division of English Language Learning



Webinar Module Sequence

- Module 1: Federal Rules and Regulations
- Module 2: Identification and Screening of English learners
- **Module 3: Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI) Requirements**
- Module 4: Educator Licensure Requirements
- Module 5: Grants and Funding



Overview

- Purpose of services for ELs
- Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI)
- Full-time and part-time TBE components
- Program models for TBE and TPI services
- Other requirements for programs
- Meeting the needs of students whose parents have refused services and students who meet the criteria for English language proficiency
- Bilingual Parent Advisory Committee



Purpose of EL Services

- Increasing English language proficiency through ESL
 - "English as a Second Language" or "ESL" means specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL instruction includes skills development in listening, speaking, reading, and writing.
- Content area learning
 - Native language instruction
 - Sheltered instruction



TBE:

Transitional Bilingual Education

Required when there are 20 or more ELs from the same language background in school (preschool is counted separately). May be offered to fewer than 20 ELs

English as a Second Language (ESL) and instruction in English and in the home language in core academic subjects

TPI

Transitional Program of Instruction

The school has an option to offer these services instead of TBE when there are 19 or fewer ELs from the same language background at school (preschool is counted separately)

District / school locally determined: The program usually offers at least English as a second language (ESL), and native language support as needed



TBE: Full-time and Part-time Components

Full-time TBE

- English as a Second Language (ESL)
- Instruction in both English and native language for core academic subjects at school (language arts, math, science, and social studies)
- Instruction in the history and culture of the country, territory, or a geographic area which is the native land of the students or of their parents and in the history and culture of the United States

Part-time TBE

- English as a Second Language (ESL)
- Components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Daily instruction in English and in the home language as determined by student's needs.



Criteria Part-time TBE (part 1)

English Proficiency Levels

- Specific scores on ACCESS (English proficiency assessment) or English language proficiency screener as determined by the state and can be found on our website. The current cut-off scores are:
- In kindergarten: at least 4.0 Oral composite score. In the older grades: at least 3.5 literacy composite score .

Native Language Proficiency

- A native language proficiency test documents that the student has minimal or no proficiency in the home language
- Parents confirm that English is the primary language spoken at home

Academic Performance in Subjects Taught in English

- Grades, teacher recommendations, and State and local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English

Academic Performance

- Any student in a departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English.



Criteria Part-time TBE (part 2)

Students with Disabilities

- Any student with a disability whose Individual Education Plan (IEP) developed in accordance to state rules identifies part-time TBE as the least restrictive environment for the student

Limited Native Language Instruction

- The limited use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available. Oral native language instruction or support should be provided based on the student's needs.

Parental Preferences

- The parents wrote a letter to the school waiving enrollment of their child in "Full-time TBE" and expressing a preference for "Part-time TBE"



TPI

TPI

- English as a Second Language (ESL)
- Components of TBE services, as needed



Examples of Program Models

- Two-way Dual Language
- One-way Dual Language
- Transitional Bilingual Program (Self-contained)
- Transitional Bilingual Program (Pull-out/Push-in)
- Sheltered-instruction + ESL (Self-contained)
- Sheltered-instruction + ESL (Differentiation/Pull-out/Push-in)
- ESL only



Examples of TBE services

Full-time TBE



- Two-way Dual Language
- One-way Dual Language
- Transitional Bilingual Program (Self-contained)
- Transitional Bilingual Program (Pull-out/Push-in)
- Sheltered-instruction + ESL (Self-contained)*
- Sheltered-instruction + ESL (Differentiation/Pull-out/Push-in)*
- ESL only*

**Native language support must be available*



Part-time
TBE



Examples of TPI services

- Two-way Dual Language
- One-way Dual Language
- Transitional Bilingual Program (Self-contained)
- Transitional Bilingual Program (Pull-out/Push-in)
- Sheltered-instruction + ESL (Self-contained)*
- Sheltered-instruction + ESL (Differentiation/Pull-out/Push-in)*
- ESL only*

**Native language support may be available*



TPI



Required Components of a Program

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- Curriculum aligned to standards
 - English Language Development Standards
 - Spanish Language Arts Standards
- 90% Student-teacher ratio for self-contained classroom;
- Placement with students of approximately same age and grade; appropriate differentiated instruction for multi-grade classes
- Participation in subjects in which language is not essential to understanding with English-speaking peers
- Comparable facilities
- Course credit
- Extracurricular activities



Meeting the Needs of Parent Refusals/Withdraw of EL Programs or Particular Services

- All EL students are entitled to services. Parents may, however, choose to refuse/withdraw their children out of a school district's EL program or out of particular EL services within an EL program.
- School districts may not recommend that parents refuse/withdraw for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to refuse/withdraw their child from the program.
- A school district must still take steps to provide refuse/withdraw EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.



Monitoring EL Students Exited from EL Program

- School districts must monitor the academic progress of former EL students for at least two years to ensure that students have not been prematurely exited; any academic deficits they incurred resulting from the EL program have been remedied; and they are meaningfully participating in the district's educational programs comparable to their peers who were never EL students (never-EL peers).



EL Students Exited from EL program

- Under *Title III* of the *ESEA*, as amended by *ESSA* [Section 3121(a)(5)], LEAs must report on the number and percentage of former ELs meeting state standards for four years. For more information, see section J of the NRG (U.S. Department of Education, Office of Elementary and Secondary Education, 2016). In addition, the *ESEA* [Section 3113(b)(2)] requires standardized statewide entrance and exit procedures for ELs.



Bilingual Parent advisory Committee

Districts that have a TBE program have to have a Bilingual Parent Advisory Committee (BPAC)

- Consists of bilingual program parents, guardians, TBE teachers, counselors and community leaders
- Gives recommendations to program
- Majority of members are parents/guardians of children in the program
- Membership representative of the languages served



Bilingual Parent Advisory Committee

The Parent Advisory Committee will:

1. Meet four times per year
2. Keep minutes of meetings
3. Receive training from the district to make informed decisions
4. Participate in planning, operation and evaluation of programs.
5. After forming, the committee operates autonomously, including the election of officers and the establishment of internal rules and procedures



Division of English Language Learning

<https://www.isbe.net/Pages/English-Learners.aspx>

(312) 814-3850

dell@isbe.net

THANK YOU!