



A Detailed Look at Full-Time TBE, Part-Time TBE, and TPI Component Requirements

Division of English Language Learning



Overview

- Purpose
- What is Transitional Bilingual Education (TBE)?
- What is the difference between full-time and part-time TBE?
- What is Transitional Program of Instruction (TPI)?
- TBE/TPI through Grants, Compliance, and an Instructional Lens



Purpose

- The purpose of this PowerPoint is to provide some clarification around full-time TBE, part-time TBE, and TPI
- Focus will be around teasing out the TBE/TPI components through Grants, Compliance, and an Instructional Lens



What is Full-Time TBE?

Full-Time Transitional Bilingual Education requires:

- Content area instruction:
 - Instruction in both English and native language for **ALL** 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
- English as a Second Language (ESL)



What is Part-Time TBE?

Part-Time Transitional Bilingual Education requires:

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



What is TPI?

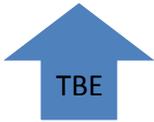
Transitional Program of Instruction requires:

- English as a Second Language (ESL)

And may include:

- Native language instruction and/or support in content areas
- History and culture of native country and U.S.

TBE or TPI?



Mandated in attendance centers in districts with at least 20 English learners who have the same native language background



Attendance Centers in districts with 19 or fewer English learners from the same language background have the flexibility to offer a TPI program (or FT/PT TBE)

Preschool students are counted separately from students in grades K-12.

Refusal students are included in this count.

Part-time TBE Criteria – Step 1

- Students that score **ABOVE** a 3.5 literacy (4.0 oral for 1st semester of K) composite are considered to be eligible for Part-time TBE services
 - Based on the needs of the student, districts may choose to provide Full-time OR Part-time TBE services to these students

Part-time TBE Criteria – Step 1 (continued)

- Students that score **BELOW** 3.5 literacy (4.0 oral for 1st semester of K) are considered to be eligible for full-time services
 - Districts may provide Full-time TBE services to these students **OR** use one of the additional state-determined Part-time TBE criteria (see next slide) for Part-time TBE placement

Part-time TBE Criteria – Step 2

- The following state-determined criteria may be considered for placement of students that score **BELOW** 3.5 literacy (4.0 oral for 1st semester of K), but whose needs are better met in a part-time TBE program:

Part-time TBE Criteria Districts May Use	
English Proficiency Levels	Academic Performance
Native Language Proficiency	Individualized Education Plan (IEP) goals
Academic Performance in Subjects Taught in English	Limited Native Language Instruction
Parental Preference	

- Districts do not have to use all the criteria listed on this form. However, no other criteria may be used to determine part-time placement eligibility.

Part-time TBE Criteria Documentation

- If the Part-time TBE criteria is used, two things are required to be included in the EL folder:
 - PT TBE Criteria Form (see sample at <http://www.isbe.net/bilingual/htmls/forms-and-notifications.htm>)
 - Documentation supporting the criteria used

**TBE/TPI THROUGH GRANTS,
COMPLIANCE, AND AN INSTRUCTIONAL
LENS**



TBE or TPI? Legal Requirements

- The School Code mandates TBE for ELs.
- When 19 or fewer ELs from the same language group are enrolled in a school, the school has the flexibility to offer TBE (FT/PT) or a TPI for this language group.
- **ISBE Clarification:** It is possible to have multiple TBE program(s) for some ELs and a TPI program for others enrolled in the same school.



ISBE Clarification: Full/Part "Time" TBE Definition

- Full-time or Part-time TBE has nothing to do with the amount of instructional TIME (minutes)
- Full-time or Part-time TBE services may be the same amount of instructional TIME (minutes) but will consist of different services for English learners
- Full-time or Part-time TBE services may both be provided through self-contained classrooms, pull-out/co-teaching models, or resource models



TBE/TPI Grant Allocations

"Time" is related to grant allocation: state TBE/TPI funding is based on the number of ELs who receive at least moderate or high levels of service sessions. For students in 1st – 12th grade:

- One level of funding for 5 or more periods per week
- Higher funding for 10 or more periods per week

**a period is equal to however a district defines "a period" (e.g. if distinct class periods are used, or a block schedule where each block consists of 2 or 3 periods) or at least 30 minutes if not defined by the district*



TBE or TPI? Instructional Lens

- English learners’ needs drive instructional decisions.
- Instructional breakdown of the programs:

Full-time TBE	Part-time TBE	TPI
Native language and English instruction in all core subjects	Native language instruction/support that is determined by English learners’ needs	
English language development instruction aligned to the English language development standards		
Instruction in the history and culture of the students or of their parents and in the history and culture of the United States		N/A



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