

# ENGLISH LEARNERS & SCHOOL FUNDING IN ILLINOIS

ILLINOIS SCHOOL FUNDING REFORM COMMISSION  
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# INSTRUCTIONAL SERVICES FOR ENGLISH LEARNERS

- To provide comprehensive research-based services K-12 that meet federal requirements of equitable and meaningful access to education as well as meet state requirements



# FEDERAL ACTS AND CASES PERTAINING TO ENGLISH LEARNERS

- ***Title VI, Civil Rights Act of 1964***

Prohibits denial of equal access to education to PK-12 public school students who are not yet proficient in English.

- ***Equal Educational Opportunity Act of 1974***

A school district must provide services that will enable English learners to “overcome barriers that impede equal participation by these students in the district’s instructional programs” (see 20 USC 1703).



# FEDERAL ACTS AND CASES PERTAINING TO ENGLISH LEARNERS

## ○ *Lau v. Nichols (1974): The Lau Remedies*

Public school districts must:

- Identify and evaluate national-origin-minority students' English language skills;
- Determine appropriate instructional treatments;
- Decide when English learners are ready to transition to general education classes;
- Determine the professional standards to be met by teachers of English learners.

## ○ *Castaneda v. Pickard (1981): The Castaneda Standard*

Programs for language-minority students must be:

- Based on a sound educational theory;
- Implemented effectively with sufficient resources and personnel;
- Evaluated to determine whether they are effective in helping students overcome language barriers.



# FEDERAL ACTS AND CASES PERTAINING TO ENGLISH LEARNERS

- ***Elementary and Secondary Education Act – Title III - 'English Language Acquisition, Language Enhancement, and Academic Achievement Act'***

Ensure that English learners and immigrant students attain English proficiency and develop high levels of academic attainment (Sec. 3102 (1)).

- ***From the Every Student Succeeds Act (ESSA) of 2015***

States must include progress towards English language proficiency as a factor for accountability.

States must develop their own English learner accountability systems that measure progress in English language development and the number of students who become English proficient.



# ELs WITH DISABILITIES

- ELs with disabilities must be provided *both* the language assistance and disability-related services to which they are entitled under Federal law.
- ELs with disabilities are now designated as a subgroup for ESSA accountability



## OTHER IMPORTANT CONSIDERATIONS

- Testing – ELs expected to take ACCESS (annual English language proficiency assessment), PARCC in grades 3-8, and SAT in high school
- State should seriously consider financial support for standardized assessments in Spanish; such assessments are permitted under ESSA



# ILLINOIS REQUIREMENTS FOR ENGLISH LEARNERS

- *Illinois School Code Article 14C – Transitional Bilingual Education*

“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, and to allow this State to directly or indirectly provide technical assistance and professional development to support transitional bilingual education programs statewide.”





# ILLINOIS REQUIREMENTS FOR ENGLISH LEARNERS

## ○ *23 Illinois Administrative Code 228: Transitional Bilingual Education*

This Part establishes requirements for school districts' provision of services to students in preschool through grade 12 who have been identified as English learners in accordance with Article 14C of the School Code [105 ILCS 5/14C]. The requirements of Article 14C of the School Code and this Part shall apply to every school district in Illinois and each charter school established in accordance with Article 27A of the School Code [105 ILCS 5/Art. 27A], regardless of whether the district or charter school chooses to seek funding pursuant to Section 228.50 of this Part.



# PURPOSE OF TBE/TPI PROGRAMS

- Increasing English language proficiency through English as a Second Language/ESL
  - ESL is specialized instruction designed to assist English Learners to attain English language proficiency. ESL instruction includes skill development in listening, speaking, reading, and writing.
- Content area learning
  - Provided through native language instruction as well as through sheltered instruction



## TBE: TRANSITIONAL BILINGUAL EDUCATION

- Required when there are 20 or more ELs from the same language background in school (preschool 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 the school (preschool counted separately)
- District / school locally determined: The program usually offers at least English as a second language (ESL), and native language support as needed



# English Learners (ELs) PreK-12, School Year (SY) 2005 to 2013 per County

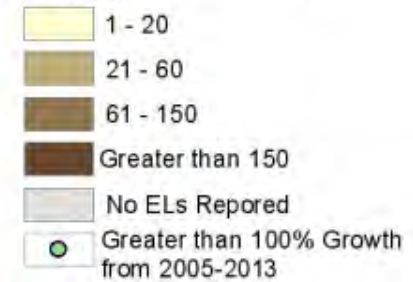
SY 2005



SY 2013



Number of ELs (PreK-12)  
(Per County)



62 counties experienced greater than 100% growth in EL students from 2005 to 2013

Top 15 by Number of EL Increase (SY 05-13)

Rank	Name	Increase	Increase (%)	2005 EL	2013 EL
1	Cook	18,445	18%	102,332	120,777
2	Kane	6,650	44%	15,148	21,798
3	Lake	4,767	38%	12,464	17,231
4	DuPage	4,549	39%	11,747	16,296
5	Will	4,471	121%	3,684	8,155
6	Winnebago	1,695	72%	2,351	4,046
7	McHenry	1,502	71%	2,116	3,618
8	Rock Island	1,110	126%	878	1,988
9	Kendall	883	184%	479	1,362
10	Kankakee	783	380%	206	989
11	Champaign	758	94%	808	1,566
12	Peoria	670	221%	303	973
13	Boone	582	110%	527	1,109
14	Madison	577	319%	181	758
15	LaSalle	470	205%	229	698

## Overall EL Growth

	2005	2013	Increase
Number of ELs	156,350	207,703	33%
Percentage of Counties Serving ELs	62% (63 of 102 counties)	84% (86 of 102 counties)	37%



Map created by Carlos Lopez  
October 2015

ISBE "2005 ELL Student Statistical Report", ISBE "2013 Bilingual Education Programs and ELs in Illinois"

Grade Level	Number	Percent
PK	22,091	10.63
K	31,642	15.22
1!	32,065	15.43
2	30,454	14.65
3	26,342	12.67
4	12,364	5.95
5	8,746	4.21
6	7,422	3.57
7	8,334	4.01
8	8,078	3.89
9	8,763	4.22
10	4,888	2.35
11	3,728	1.79
12	2,913	1.40
<b>Total</b>	<b>207,834</b>	<b>100.00</b>

# EL Enrollment

FY14 Statistical Report



# SOURCES OF FUNDS FOR ENGLISH LEARNERS

- **Source #1 – General State Aid**
- **Source #2 – Supplemental TBE/TPI**
- **Source #3- Federal Title III Funds  
(LIPLEPS and/or Immigrant Program)**
- **Others such as Title I & II**



# HOW TBE/TPI STATE FUNDS ARE USED

- Reimbursement to districts for the **excess cost** of providing TBE/TPI programs
- At least 60% of state funds must be spent on instruction (e.g teachers and teacher aides)
- Formula funding based on number of ELs as well as the number of former ELs (2 years after exit from services)



# HOW TBE/TPI STATE FUNDS ARE USED

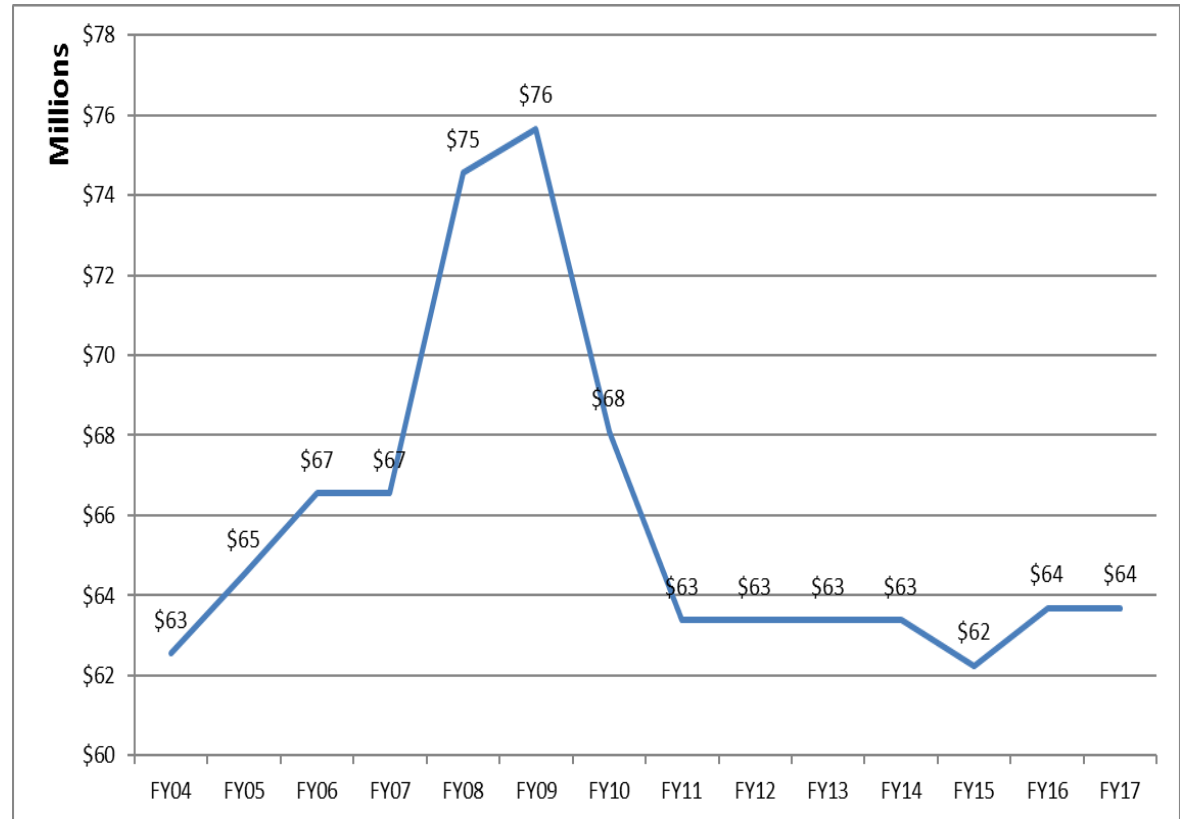
- State funding can also include summer programming, instructional materials, technology, professional development, parent workshops (BPAC), as well as some administrative costs.
- Districts must receive approval of the TBE/TPI application from ISBE.
- The district must budget and spend the full allocated amount in order to receive full prorated reimbursement.





# STATE FUNDING FOR BILINGUAL EDUCATION: FY04-FY17

Fiscal Year	State Appropriation
FY04	\$62,552,000
FY05	\$64,552,000
FY06	\$66,552,000
FY07	\$66,552,000
FY08	\$74,552,000
FY09	\$75,652,000
FY10	\$68,086,800
FY11	\$63,381,200
FY12	\$63,381,200
FY13	\$63,381,200
FY14	\$63,381,200
FY15	\$62,248,400
FY16	\$63,681,200
FY17	\$63,681,200



## Per Student Allocation Based on Level of EL Services

<b>ELEMENTARY (PreK-8th grade)</b>		
	Per Pupil Allocation	
Level of Service	TBE	TPI
Grades 1-8 with five or more, but fewer than 10, periods per week (Moderate)	\$304	\$304
Grades 1-8 with ten or more periods per week (High)	\$607	\$607
PreK-K with 5 or more periods per week	\$607	\$607
<b>HIGH SCHOOL (grades 9-12)</b>		
Level of Service	TBE	TPI
Five or more, but fewer than 10, periods per week (Moderate)	\$380	\$354
Ten or more periods per week (High)	\$759	\$707



# FUNDING CONSIDERATIONS FOR ELS

- Does the proposal maintain non-funding provisions of Article 14C of the school code?
- Does the proposal continue requiring ISBE to review and approve school districts' English learner programs?
- Does the proposal increase the state's investment for English learner programs?
- Does the proposal include provisions that require school districts to account for how they use state funds intended to serve English learners?



