

Program Models

Introduction

The TBIP Task Force created and curates the legal definitions of program models offered in Washington State. Districts may choose from among these models to provide a language instruction education program for multilingual/English learners within their district. In Washington, the priority model is Dual Language.

The Multilingual Education Program provides condensed definitions in the Multilingual Planning Template and in the TBIP Grant application as well as a [comparison document](#) outlining the similarities and differences between the models. The complete definitions follow this table.

Dual Language Program (Two-way or one-way): Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.
Transitional Bilingual Programs (Early or late exit): Transitional bilingual programs use the student's primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.
Alternative Programs (Content-based Instruction): Content-Based Instruction (CBI) or "sheltered" instruction is used in classes comprised predominantly of multilingual/ English learners. Explicit English language development (ELD) and grade-level academic content is delivered by specifically trained EL teachers.
Alternative Programs (Supportive Mainstream): Students in the Supportive Mainstream model access grade-level academic content and English language development through participation in their mainstream classrooms with support provided either individually or in small groups by specifically trained educators.
Newcomer Programs: Newcomer Programs provide specialized instruction to beginning level multilingual/English learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.
Other Special Programs (Alternative Schools, Open Doors, Juvenile Detention, etc.): Other special programs provide English language development and access to grade-level content through individualized programming, based on the student's needs.



Bilingual Program Models

Two-Way Dual Language Program

Dual language education in Washington State is designed to close opportunity gaps for student groups who have been traditionally underserved. The dual language program prioritizes multilingual/ English learners and/or Native American students. The goals of the program are to: 1) become bilingual and biliterate, 2) attain high academic achievement in all content areas, and 3) develop sociocultural competence. Programs begin in kindergarten and continue through middle and/or high school to fully develop bilingual and biliterate proficiency. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Two-way dual language programs begin with a balanced number of multilingual/ English learners and English speakers. As multilingual/ English learners become proficient English speakers (ever-English learners), the student balance is maintained by including the ever-English learners in the multilingual/ English learners' portion of the balance.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.
- provide professional development pertaining to language development for multilingual/ English learners and build educator capacity to implement an effective dual language program.

NOTE: Current schedules of TBIP eligible students (multilingual/ English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

One-Way Dual Language

Dual language education in Washington State is designed to close opportunity gaps for student groups who have been traditionally underserved. The dual language program prioritizes multilingual/ English learners and/or Native American students. The goals of the program are to: 1) become bilingual and biliterate, 2) attain high academic achievement in all content areas, and 3) develop sociocultural competence. Programs begin in kindergarten and continue through middle and/or high school to fully develop bilingual and biliterate proficiency. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

One-way dual language programs serve only multilingual/ English learners and/or Native American students. One-way dual language is implemented when the district's demographic composition cannot support a two-way dual language model.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.
- provide professional development pertaining to language development for multilingual/ English learners and build educator capacity to implement an effective dual language program.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

Developmental Bilingual Education (Late-Exit)

Developmental Bilingual Education Late-Exit Bilingual programs are programs in which instruction is carried out in both English and the student's native language. All students entering the program are multilingual/English learners who speak the target language as their primary language. Typically, Late-Exit programs begin in kindergarten or first grade with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. The 50/50 division of instructional time continues through the completion of the program, which is usually in the 5th or 6th grade. Students then transition into classrooms in which the instruction is all in English. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Developmental Bilingual Programs typically divide native language (L1) and English language (L2) instruction by means of content areas, unit of study, or by instructional time such as class period or day. As with Dual Language programs, students may continue in the Late-Exit program after they exit TBIP on the annual English language proficiency test. However, once the student exits TBIP based on the annual English language proficiency test, they are no longer counted for TBIP funding. Such exited students would then be counted as "Exited TBIP Students" for up to two years after scoring at exit level on the annual English language proficiency test.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.
- provide professional development pertaining to language development for multilingual/ English learners and build educator capacity to transition to a dual language model.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

Transitional Bilingual Education (Early-Exit)

Transitional Bilingual Education (TBE) or Early-Exit Bilingual programs are similar to Late-Exit, however instruction takes place over 3-4 years before the student transitions into instruction all in English. The purpose of a Transitional Bilingual Education or Early-Exit model is to use the student's primary language as a foundation to support English language development. Early-Exit models generally begin by initially providing 90% of instruction in the primary language and 10% in English, increasing English instruction systematically until all instruction is provided in English. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

After completing the Early-Exit model, students move into classes in which instruction is in English. When a student exits TBIP on the annual English language proficiency test, the student may or may not continue to be served in an Early-Exit model and will no longer be counted for TBIP funding. Such exited students would then be counted as "Exited TBIP Students" for up to two years after scoring at a proficient level on the annual English language proficiency test.

Early-Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or Late-Exit model. Students in this model do not receive primary language instruction long enough to achieve full biliteracy.

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- provide supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.
- provide professional development pertaining to language development for multilingual/ English learners and build educator capacity to transition to a dual language model.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

Alternative Program Models

Content-Based (Sheltered) Instruction (CBI):

(This is an alternative instructional program. Please ensure that the Alternative Instructional Program section in iGrants is completed.)

Content-Based Instruction (CBI) is used in classes comprised predominantly of multilingual/ English learners.

The CBI model pairs English language development with academic grade-level content using English as the language of instruction. **Explicit English language development instruction and rigorous, grade-level academic content** is delivered by teachers specifically trained in the field

of second language acquisition and instructional strategies for language learners. CBI classes can be designed to meet core content credit requirements and/or to serve as language development support classes. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Districts must follow [State Certification Requirements](#) for both English language development and content qualifications when assigning teachers to provide Content-Based Instruction. CBI courses may be team taught or co-taught by an appropriately endorsed (EL/Bilingual) teacher and a content teacher.

This is a basic education program. TBIP funds can be used to:

- provide EL-certified staffing and supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.
- provide professional development pertaining to language development for multilingual/ English learners.

NOTE: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Supportive Mainstream:

(This is an alternative instructional program. Please ensure that the Alternative Instructional Program section in iGrants is completed.)

Students in this model access grade-level academic content and English language development through participation in their mainstream classrooms.

Designated English language development: Explicit English language instruction is delivered either individually or in small groups by teachers who have been specifically trained in the field of second language acquisition and instructional strategies for language learners. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Meaningful access to rigorous, grade-level content: In this model, English language instruction is delivered throughout the day to ensure access to core content in English. It is therefore imperative that districts implementing this model ensure that sufficient time and resources are allocated for on-going professional development of classroom teachers who are responsible for providing access to grade-level curriculum for the multilingual/ English learners in their classrooms.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.
- provide professional development pertaining to language development for multilingual/ English learners.

NOTE: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Newcomer Program

(Newcomer Programs are considered a separate group and are not required to meet the criteria for an Alternative Instructional Program.)

Newcomer Programs provide specialized instruction to beginning level English language learners who have newly immigrated to the United States and are especially useful for districts with large numbers of students with limited or interrupted formal education who may have low literacy in their primary language. Newcomer programs provide a foundation in both basic English language skills and basic content instruction to facilitate students' transfer into a district's regular TBIP program while familiarizing newcomers with the American education system. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

The amount of time that students spend in a Newcomer Program varies both in daily schedule and program length depending on the student's individual needs with a typical length of one semester to one year for most students. Districts must establish clear criteria for students to move out of the Newcomer Program and into the regular TBIP program. Criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Newcomer Programs should never constitute the district's entire English language development program but should serve only as a foundation for students to move into the regular district TBIP program.

This is a basic education program. TBIP funds can be used to:

- provide EL-certified staffing and supplemental supports to multilingual/ English learners in this program;
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners;
- provide professional development pertaining to language development for multilingual/ English learners.

NOTE: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Resources

The [USDE Office of English Language Acquisition \(OELA\) Newcomer Toolkit](#) is designed for staff who work directly with newcomers, immigrants, asylees, refugees, and their families and provides additional information and resources.