

Staffing, Professional Learning, and Allowable Expenses

Staffing for the Transitional Bilingual Instruction Program (TBIP)

Staffing for English language development services and accessible content should be provided through various funding sources including basic education, TBIP and Title III. **Effective September 2019, all teachers funded by the TBIP must hold an ELL or Bilingual Education Endorsement.**

Basic Education Staffing

Teachers who are providing accessible content to eligible multilingual/English learners should primarily be funded from basic education. In a dual language program or a supportive mainstream model, most students will spend the majority of the school day in a classroom with a basic education funded teacher. Even if the teacher holds an ELL or Bilingual endorsement, if they are serving as the primary teacher of record, the teacher should be funded from basic education.

TBIP Funded Staffing

Teachers who are providing supplemental English language development services may be funded using TBIP, as long as they hold an ELL or Bilingual Endorsement. However, keep in mind that multilingual/English learners in content-based (sheltered) instruction classes at the secondary level are still basic education students and the school/district receives funds for those students for each class period throughout the day. If the EL teacher is the teacher of record for a given course, at least part of their funding should come from basic education, with TBIP used to supplement this funding or to allow for smaller class sizes than the typical formula allows.

TBIP funding can be used for:

- Teachers serving multilingual/English learners with an English Language Learner (ELL) or Bilingual endorsement (Teachers who have the National Board for Professional Teaching Standards in English as a New Language may add the English Language Learner endorsement by following the Certification Office's process.)
- Teachers holding a previously issued Washington endorsement titled, "English as a Second Language" (Primary, Secondary, or Support) or an equivalent endorsement with a new name, provided that the equivalent endorsement aligns with other ELL or Bilingual endorsements in the Certification Office's Migration Chart.
- Teachers serving multilingual/English learners who hold a Standard/Continuing certificate (issued prior to 1987) and have significant training and/or experience in providing language development services
- Instructional coaches and trainers with an ELL or Bilingual endorsement



- Non-instructional administrators who oversee or support the TBIP program
- Supplemental academic support for transitioned (exited) students
- Paraprofessionals who directly provide supplemental support for multilingual/English learners under the supervision of a qualified teacher. The percentage of TBIP funding should match the percentage of the time spent providing language development services (i.e. paraprofessionals who also provide core instruction support or supervision – lunch, playground, bus – must be paid from another funding source for the percentage of the time spent in those activities.)

TBIP funds CANNOT be used for:

- Teachers without an ELL or BE endorsement
- Instructional coaches and trainers without an ELL or BE endorsement
- Administrative costs of acquiring endorsements
- Paraprofessional time used to provide core reading support, supervisory duties, or other activities not specifically related to language development instruction/support for multilingual/English learners

Title III Funded Staffing

Title III funding can be used for:

- Extended day or extended school year support focused on language development for multilingual/English learners, including staffing support
- Tutoring and/or supplemental language development instruction
- Culturally responsive language and literacy instruction for Title III-eligible American Indian/Alaska Native students
- Instructional trainers and coaches
- Multilingual/English learner advocate positions

Other Funded Staffing

Many multilingual/English learners also qualify for Title I, Part A and Learning Assistance Programs. These funding sources may also be used to supplement English language development services and dual language programs. Please see the [Title I, Part A](#) and [Learning Assistance Program](#) websites for more information.

Staffing Ratios

What is the ideal ratio of ELL/Bilingual-endorsed teachers to multilingual/English learners? It can be difficult to identify an ideal ratio because of the differences in program models. In a dual language program, for example, ELD services may be integrated into the English portion of the day and may not require supplemental staffing. In a supportive mainstream program, EL teachers may be co-teaching or co-planning with classroom teachers. Each model may require different levels of staffing and expertise, depending on who is providing services and in what context.

Regardless of the program model, a healthy TBIP program will have a number of ELL/Bilingual endorsed teachers that is proportional to the number of eligible multilingual/English learners so that there is sufficient expertise throughout the system to provide high quality instruction and services to students. While the ideal ratio of ELL/Bilingual endorsed teachers to multilingual learners is likely around 1:25, an adequate ratio is around 1:50. If a school/district has a ratio that is much greater than this, there may be a lack of adequate knowledge and expertise to provide strong supports for students. These numbers are not meant to indicate a suggested “caseload” as all staff are responsible for the needs of multilingual/English learners, not just those who are ELL or Bilingual endorsed.

Schools and districts that lack sufficient ELL/Bilingual endorsed teachers should make significant efforts to provide professional learning to teachers in second language acquisition and English language development strategies and may want to consider use of Title III funds to support teachers earning an ELL or Bilingual endorsement. The Professional Educators Standards Board (PESB) offers a list of [approved educator programs](#) and provides information on ELL/Bilingual endorsements.

Professional Learning

Both TBIP and Title III funds can be used to support professional learning for ELL/Bilingual endorsed teachers, classroom teachers, and paraeducators who work with multilingual/English learners. Professional development must be ongoing and of sufficient duration and intensity as to have an impact on instruction.

Professional Learning Activities

Professional learning activities funded by Title III and/or TBIP may include:

- Effective services for multilingual/English learners and AI/AN students
- WIDA English Language Development standards & assessments
- Second language acquisition
- Instructional strategies for English language development & making content accessible
- Dual language research, program development, and instruction
- Culturally and linguistically responsive instruction for multilingual learners
- Core content or skills needed for ELL/Bilingual endorsed teachers to support content instruction for multilingual learners (i.e. foundational skill instruction for EL teachers working with PK–3 students, content for EL teachers doing co-teaching)
- Other topics related directly to services for multilingual/English learners

Professional learning activities, including conferences or workshops, should be designed as part of a comprehensive plan that will directly impact staff members ability to support improved educational outcomes for multilingual/English learners.

Monitoring Implementation

All planned professional learning activities that are funded by Title III and/or TBIP should be monitored to verify that new learning is implemented effectively and has a positive impact on the achievement of multilingual/English learners. There are three levels of implementation monitoring that can support strong professional learning plans:

1. **Feedback** – For each professional learning activity, the school/district should have an immediate plan for soliciting feedback from participants on the relevance and usefulness of the professional learning. This feedback can be used to improve professional learning and address additional needs of staff members.
2. **Implementation** – After providing professional learning, the school/district should arrange ways to determine how staff members are using and implementing the new strategies or new learning. Implementation data may be collected through self-report surveys, classroom observations, or focus groups. If difficulties are arising, these data can be used to determine what may be the cause of those difficulties and what may be needed to improve implementation.
3. **Student Outcomes** – After staff members have had time to implement new learning, student data should be examined to determine whether new adult learning has had an impact on student outcomes. These data may include student assessment results, student surveys or feedback, and/or observations of students. If student outcomes are not affected by professional learning, adjustments may be needed to the professional learning plan.

Instructional Resources

TBIP and Title III funds are supplemental and can be used only for instructional resources that would not otherwise be available to all students. These may include:

- Language development curriculum that is designed specifically for multilingual learners.
- Instructional resources and materials to support meaningful access to content (examples include bilingual texts, dictionaries, visual support materials)
- Supplies to implement effective instructional strategies for multilingual/English learners.
- Computer software that is specifically designed for supporting language development for multilingual/English learners (general programs for teaching reading are not allowed)

Family Engagement

Title III, Part A, specifically requires family engagement to support multilingual/English learners. These funds may be used for:

- Training for families and caregivers (Examples may include understanding language development programs, understanding the U.S. school system, how to support bilingualism and biliteracy at home, supporting culturally responsive language and literacy for AI/AN students and families)
- Collecting input from families regarding the district's TBIP program and ELD services for multilingual learners and their families.
- Home visits

Title III Restrictions

Title III funds are supplemental and CANNOT be used to meet the basic civil rights obligations of schools which include:

- Identification and English language proficiency assessment (TBIP allowable)
- Language development services, with qualified staff, including for multilingual/English learners who also qualify for special education (Primary use of TBIP funds)
- Meaningful access to content without unnecessary segregation (Basic Education)
- Program evaluation (TBIP allowable, Title III allowable only for in-depth evaluation, data analysis, program improvement/development)
- Language access for parents (Basic Education or charged to applicable program)

Please note that the only activity codes allowable for Title III expenditures are: 21, 24, 27, 31, 32, & 33.

For more information on Staffing and Supporting an English Learner Program, see the [U.S. Department of Education's EL Toolkit Chapter 3](#).