



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

*Washington State  
Multilingual Learners:  
Policies and Practice Guide*

**2023**

# CHAPTER 10: STAFFING, PROFESSIONAL LEARNING & ALLOWABLE EXPENSES

## Staffing

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

### Basic Education Staffing

Teachers who are providing sheltered content or English Language Development (ELD) classes for eligible multilingual learners (MLs) should be funded primarily from Basic Education. Even if the teacher holds an ELL or Bilingual endorsement, if they are serving as the primary teacher of record for a given course, their funding must come primarily from Basic Education. TBIP may supplement this funding to allow for smaller class sizes.

Districts that fund sheltered content or ELD classes for MLs entirely from TBIP funds may be in violation of the “supplement vs. supplant” standard. MLs are Basic Education students first, and the district receives funds for these students for the entire school day. If a school uses TBIP funds to pay for one class out of six, then those students are receiving one-sixth less Basic Education funding than their peers, and TBIP is supplanting funds to which they are entitled.

For more information, please see [OSPI Bulletin No. 011-23 Use of Transitional Bilingual Instruction Program \(TBIP\) funds](#)

### TBIP & Title III 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 and are not serving as the teacher of record. For example, teachers who provide push-in or pull-out ELD services, serve as an instructional coach or specialist, or serve as a co-teacher alongside a general classroom teacher are serving in a supplemental capacity and may be fully funded from TBIP.

Paraeducators providing supplemental ELD services may also be funded from TBIP.

Title III funding is more limited for staffing and is primarily used for professional development positions, extended day/year activities, and supports for Title III-eligible American Indian/Alaska Native students.

*TBIP funding can be used for the following staffing:*

- Teachers serving multilingual 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 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
- Paraeducators who support ELD services
- Non-instructional administrators who oversee or support the TBIP program, regardless of their endorsement

### *Title III funding can be used for the following staffing:*

- Extended day or extended school year support focused on language development for multilingual 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 providing professional development
- Multilingual learner advocate positions

### *Other funding for staffing:*

Many multilingual 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 Restrictions*

TBIP funds may not be used for the following:

- Teachers without an ELL or Bilingual endorsement
- Instructional coaches and trainers without an ELL or Bilingual 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 or support for multilingual learners

## Staffing Ratios

The ideal ratio of ELL/Bilingual-endorsed teachers to multilingual learners is difficult to identify due to the differences in program models and how ELD services are provided such as through dual language, co-teaching, or sheltered instruction. 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 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 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 II 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 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 learners and AI/AN students
- WIDA English Language Development standards and assessments
- Second language acquisition
- Instructional strategies for English language development and 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 MLs (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 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 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 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.

## Other Expenses

### 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 learners.

- Computer software that is specifically designed for supporting language development for multilingual learners (general programs for teaching reading are not allowed)

## Family Engagement

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

- Training for families and caregivers on supporting their students' linguistic and academic progress (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)
- 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 or to supplant basic requirements under state or federal law which include:

- Identification and English language proficiency assessment (TBIP allowable)
- Language development services with qualified staff, including for multilingual learners who also qualify for special education (Primary use of TBIP funds)
- Meaningful access to content without unnecessary segregation (Basic Ed)
- Program evaluation (TBIP allowable, Title III allowable only for in-depth evaluation, data analysis, program improvement/development)
- Language access for parents (Basic Ed or charged to applicable program)
- Attainment of an ELL or Bilingual endorsement that is required for the position the teacher holds (TBIP-funded positions)

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

## Resources

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