

# Bilingual Funding Overview

Dan Ruhl and Monty Guthrie  
Oklahoma State Department of Education



**OKLAHOMA**  
Education



# English Learners vs. Bilingual Students

- **English Learner Student:** Any student formally identified as limited English proficient, as measured by Oklahoma's federally mandated English language proficiency assessment (WIDA Screener/WIDA ACCESS)
- **Bilingual Student:** Any non-EL student qualified to receive a Bilingual allocation through the State Aid funding formula.
- **All ELs are considered Bilingual, but not all Bilingual students are necessarily EL**

# The Initial Identification Process

- The identification process begins with a submitted Home Language Survey (HLS)
- The answers provided on the HLS **do not** determine EL status, but they do indicate which students are to be screened with a WIDA assessment and play a role in how a student may qualify as Bilingual if not identified as an EL

20\_\_ - 20\_\_ HOME LANGUAGE SURVEY FOR PRE-K-12 SCHOOL DISTRICTS

**STUDENT INFORMATION**

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_  
Last Name First Name Middle Name

Date of Birth: \_\_\_\_\_ School: \_\_\_\_\_ Student ID # \_\_\_\_\_ Gender: Male \_\_\_\_\_ Female \_\_\_\_\_  
MM/DD/YYYY

Is the student of Hispanic or Latino culture or origin? Yes \_\_\_\_\_ No \_\_\_\_\_

Select one or more of the following races:  
 \_\_\_\_\_ African American/Black \_\_\_\_\_ American Indian/Alaskan Native \_\_\_\_\_ Asian  
 \_\_\_\_\_ Native Hawaiian/Pacific Islander \_\_\_\_\_ Caucasian/White

1. What is the dominant language most often spoken by the student? \_\_\_\_\_
2. What is the language routinely spoken in the home, regardless of the language spoken by the student? \_\_\_\_\_
3. What language was first learned by the student? \_\_\_\_\_
4. Does the parent/guardian need interpretation services? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, what language? \_\_\_\_\_
5. Does the parent/guardian need translated materials? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, what language? \_\_\_\_\_
6. What was the date the student first enrolled in a school in the United States? \_\_\_\_\_  
MM/YYYY

Date (MM/DD/YYYY) \_\_\_\_\_ Parent / Guardian Signature \_\_\_\_\_

**SCHOOL USE ONLY**  
*Please have test score documentation available for the Regional Accreditation Officer to review.*

Other language than English indicated TWO OR MORE times on questions 1 – 3 above. The student is classified as "more often" and automatically qualifies as bilingual on the accreditation report.

Other language than English indicated ONLY ONCE on questions 1 – 3 above. The student is classified as "less often" and only qualifies as bilingual on the accreditation report if he or she meets one of the following (any selection below REQUIRES appropriate documentation):

- 1. Designated English Learner on one of the Oklahoma English language proficiency assessments: ACCESS for ELLs 2.0, Alternate ACCESS for ELLs, WIDA Screener, WIDA MODEL, K-WAPT, W-APT or Oklahoma Pre-K Language Screening Tool (PKST).
- 2. Scored Basic or Below Basic in ELA on the Oklahoma State Testing Program (OSTP).
- 3. Scored at or below the 35<sup>th</sup> percentile (or equivalent) composite reading score from going of the previous school year on a state approved norm-referenced test (NRT).

**DOCUMENTATION OF A TEST RESULT FOR STUDENTS MARKED LESS OFTEN**

Date(s) of Kindergarten ACCESS, ACCESS for ELLs 2.0, or Alternate ACCESS Test	Score(s) on Kindergarten ACCESS, ACCESS for ELLs 2.0, or Alternate ACCESS	Date of WIDA Screener or K-WAPT/WAPT or WIDA MODEL	Score(s) on WIDA Screener or K-WAPT/WAPT or WIDA MODEL
	Composite / Overall Score		Composite / Overall Score
	1.		1.
	1.		
	1.		

Date(s) of ELA OSTP	Score(s) on ELA OSTP				Date of the Oklahoma Pre-K Language Screening Tool	Score on Pre-K Language Screening Tool %
	Below Basic	Basic	Proficient	Advanced		
	Below Basic	Basic	Proficient	Advanced		
	Below Basic	Basic	Proficient	Advanced		%
	Below Basic	Basic	Proficient	Advanced		

Date(s) Norm Reference Test (NRT)	Name of the NRT	Composite / Percentile Score(s)

Question 1: Reference WAVE code 1036  
 Question 2: Reference WAVE code 1037  
 Question 3: Reference WAVE code 1038

# EL Identification and Ongoing Assessment

- Students with a language other than English present on their submitted HLS are to be administered the WIDA Screener
- Students demonstrating English language proficiency (4.8 Composite score or above) are not considered EL but may qualify to receive a Bilingual funding weight (dependent on additional factors)
- Students yet to demonstrate proficiency are considered EL and will participate annually in the WIDA ACCESS assessment
- EL students will auto-exit EL status when reaching a 4.8 Composite score on the WIDA ACCESS assessment

# Who Currently Qualifies?

- Students can qualify to receive Bilingual funding in multiple ways:
  1. Be identified as an English Learner (EL) (64-68%)
  2. Be flagged as a potential EL but demonstrate proficiency on the WIDA Screener and have a qualifying Home Language Survey with supporting assessment documentation (if necessary) (6-8%)
  3. Exit EL status by demonstrating proficiency on the WIDA ACCESS and have a qualifying Home Language Survey with supporting assessment documentation (if necessary) (23-27%)

# How Many Students Qualify?

- In 2020, approximately 89,000 students qualified to receive a Bilingual funding weight through the State Aid funding formula
- Of those 89,000 students, approximately 60,000 were identified English learners
- This resulted in a state average of roughly 30% more Bilingual students than EL students

# Continued...

- Please note that the state average **does not** reflect similar averages at the LEA level. The local variance of Bilingual over EL spans a range from 0% (all EL and no Bilingual) to 10,000% (no EL and all Bilingual).
- Since 2017, the actual yearly amount generated per student in Bilingual funding has remained relatively consistent at approximately \$750.00, although 2019 did see an increase to just under \$860.00 due to increased state appropriations.

# Use of Funds

- An LEA serving one or more ELs must develop and implement a local **Language Instruction Educational Program (LIEP)** (*Castañeda vs. Pickard, 1981*)
- The local LIEP must comply with three primary criteria. The program must be:
  1. Based on sound educational theory
  2. Implemented effectively with resources for personnel, instructional materials, and space
  3. Proven effective in overcoming language barriers and handicaps



# Continued...

- A description of the local LIEP is submitted to SDE through the LEA's Consolidated Application for federal funds
- An LEA is required to support their LIEP with local funds. The expectation is that Bilingual funds be used to supplement existing services and interventions.

# Supplemental Federal Funding

- Title III, Part A, of ESSA allocates federal funds to assist LEAs in the provision of EL services and supports
- Historically, the program has allowed the state to allocate approximately \$4.5 million annually to LEAs
- Only one-third of LEAs serving ELs have populations large enough to generate the \$10,000 minimum grant award
- The average Title III per-student allocation is approximately 10% of the amount generated per-student in Bilingual funding in the same year

# Supplemental Services and Supports

- Generally speaking, the scope of the services and supports provided to EL students reflects the size and nature of the EL population served.
- LEAs serving small populations of ELs tend to rely on supports appropriate to “mainstreamed” students. Services often include:
  - Professional development focused on simultaneous instruction of content and English language acquisition
  - Access to online platforms focusing on English language acquisition

# Continued...

- LEAs serving larger populations of ELs often have both a greater range of need in the ELs they serve as well as the additional funds required to support a broader range of services. These services may include:
  - Supplemental staff working in a “push-in,” “pull-out” and/or after-hours tutoring capacity
  - “Newcomer” or other classes specifically designed to address English language acquisition
  - Site and/or district-level staff solely or primarily responsible for EL success

# Assessment Performance Data

- 2018 and 2019 OSTP and CCRA assessment results indicate:
  1. EL, Non-EL Bilingual, and Economically Disadvantaged students demonstrate consistent average scale scores within their group across Math, Reading, and English Language Arts (ELA)
  2. Non-EL Bilingual and Economically Disadvantaged students demonstrate similar average scale scores across Math, Reading, and English Language Arts (ELA)
  3. EL students consistently score 25 to 30 scale score points lower than Non-EL Bilingual and Economically Disadvantaged students across Math, Reading, and English Language Arts (ELA)

# Formula Funding for Bilingual

- October 1 Consolidated Report – Collects each district's Bilingual counts from their Student Information System (SIS) for the current school year.
- The funding formula has a specific weight for each pupil category (example weights below).

Gifted	0.34
Bilingual	0.25
Economically Disadvantaged	0.25

# Formula Funding for Bilingual

- Funding formula generates funding per weighted average daily membership (WADM)

- Student Example:

• KG Grade Level	1.50
• Bilingual	0.25
• Economically Disadvantaged	0.25
• Autism	<u>2.40</u>
Total Student Weight	4.40

# Example District Weighted ADM (WADM)

Weighted ADM	FY 2017-18	FY 2018-19	FY 2019-20
			First Nine Weeks
Average Daily Membership	647.59	638.96	649.74
With Grade Weights	129.75	129.19	129.82
Special Ed. Weights	128.00	145.00	149.05
Gifted	18.02	17.68	18.02
Bilingual	20.75	29.50	38.25
Economically Disadv.	108.75	103.50	98.75
Small School	-	-	-
OR			
Isolation	-	-	-
Teacher Index	<u>48.29</u>	<u>44.54</u>	<u>56.39</u>
<b>Total Weighted ADM:</b>	<b>1,101.15</b>	<b>1,108.37</b>	<b>1,140.02</b>



# District's High Year WADM

Funding formula generates funding per high year WADM

	FY 2017-18	FY 2018-19	FY 2019-20
Total WADM	1,101.15	1,108.37	1,140.02
X (Times)		X	X
Formula Factors		\$ 3,592.37	\$ 3,581.44
Equals			
Total \$\$ Generated		\$ 3,981,675 *	\$ 4,082,913 *
		July Initial Funding Using High Year	January Midyear Funding Using New High Year

\* Chargeables Not Considered

# Overview of Bilingual vs EL Funding

- Comparison of formula change from Bilingual 0.25 weight to EL 0.5 weight
- Increased the High Year WADM by 6,795.32 weights
- Caused 11 districts to change High Year
- Decreased the State Aid factors by \$21.35
- Applied to 541 Districts and Charter Schools:
  - 60 will gain funding
  - 40 no change
  - 441 will decrease funding



**OKLAHOMA**  
Education

