



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

*Washington State  
Multilingual Learners:  
Policies and Practice Guide*

**2023**

# CHAPTER 3: PROGRAM MODELS

## Introduction

The TBIP Task Force created 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 learners within their district. In Washington, the priority model is Dual Language.

The two most common program models taught entirely in English are the Supportive Mainstream and Content-Based/Sheltered Instruction programs.

## Supportive Mainstream

While students served within the Supportive Mainstream model receive their designated ELD services through participation in their mainstream classrooms, that instruction must be planned by a teacher with appropriate expertise (typically an endorsement in ELL or Bilingual Education or a lifetime certificate and extensive training and experience teaching MLs). This approach requires time built into the master schedule for the ELD teacher and the general education teacher or content teacher to collaborate/co-plan units of content instruction.

Designated ELD is provided via small group or individual instruction within the classroom or a separate location; however, this does not equate to a pull-out model. Pull-out models often use separate curricula while supportive mainstream models utilize the key language use and language expectations identified for the content unit of instruction. This co-planning allows the ELD teacher to target the needed language functions and forms for the content unit.

Some LEAs offer an ELD Support class at the secondary level. This course would be considered part of the Supportive Mainstream model and is not the same as a Content-Based/Sheltered Instruction course. Language taught within the ELD Support class should align to the language needed for the student to access and be successful in one or more content courses.

## Content-Based/Sheltered Instruction

Content-Based/Sheltered Instruction (CBI) courses are “replacement” content, meaning that if a student is in a CBI ELA, Math, Science, or Social Studies course, this is the only place where they receive that content instruction. Designated ELD is provided within the CBI classroom in conjunction with the content standards. The students within the course are currently eligible MLs. For this reason, CBI is not a model utilized at the elementary level except in rare situations where there is a very high percentage of a school’s population that are identified MLs.

The Multilingual Education Program provides condensed definitions in the Multilingual District Planning Template and in the TBIP Grant application. The complete definitions follow this table.

# Program Model Descriptions

Program Type	Description
<b>Dual Language (two-way or one-way):</b>	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.
<b>Transitional Bilingual (early or late exit)</b>	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.
<b>Content-Based/ Sheltered Instruction</b>	Content-Based Instruction (CBI) or “sheltered” instruction is used in classes comprised predominantly of multilingual learners. Explicit English language development (ELD) and grade-level academic content are delivered by specifically trained EL teachers.
<b>Supportive Mainstream</b>	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.
<b>Newcomer Programs</b>	Newcomer Programs provide specialized instruction to beginning-level multilingual 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.
<b>Other Special Programs</b>	Other special programs such as Alternative Learning Environments, Open Doors, Virtual Schools, and Institutional Education 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 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 learners and English speakers. As multilingual learners become proficient English speakers (ever-English learners), the student balance is maintained by including the ever-English learners in the multilingual learners' portion of the balance.

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

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

**NOTE:** Current schedules of TBIP eligible students (multilingual 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 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 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 support to multilingual learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual learners.
- provide professional development pertaining to language development for multilingual learners and build educator capacity to implement an effective dual language program.

**NOTE:** Current schedules of TBIP eligible students (multilingual 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 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 primary language (L1) and English language (L2) instruction by means of content areas, unit of study, or 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 support to multilingual learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual learners.
- provide professional development pertaining to language development for multilingual learners and build educator capacity to transition to a dual language model.

**NOTE:** Current schedules of TBIP eligible students (multilingual 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.

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

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

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

## Alternative Program Models

Alternative Program Models include any program that is not taught using a bilingual approach that integrates the home language of the student. English-based programs are considered alternative program models because they do not meet the state requirement to provide bilingual instruction. These models can only be used if the district is unable to implement dual language or transitional bilingual programs due to a lack of sufficient bilingual staff, a low number of students from one language group, or an insufficient concentration of students from one language group in a particular area.

## Content-Based (Sheltered) Instruction (CBI)

Content-Based Instruction (CBI) is used in classes comprised predominantly of multilingual 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 are 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 (ELL/Bilingual) teacher and a content teacher.

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

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

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

## Supportive Mainstream

Students in this model access grade-level academic content and English language development through participation in their general education (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 learners in their classrooms.

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

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

**NOTE:** Current schedules of TBIP eligible students (multilingual learners) must be kept on file indicating the type and amount of English language development 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 support to multilingual learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual learners.
- provide professional development pertaining to language development for multilingual learners.

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

## Resources

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