



FY 20 Budget Collaborative and Probable Organization Guidance for English Learners



December 2019

Goals for School Leaders:

1. Understand how OELL determines projected ESL FTE recommendation
2. Understand how the ESL FTE “buyback” process works
3. Understand how to best support English Learner needs in advance of the Budget Collab/Probable Org process

Note: This presentation addresses projecting schools' ESL FTE needs *only*. We will also be working with you to ensure that other teachers (e.g., SEI, SLIFE, dual language) are budgeted and coded appropriately and to ensure your Title I for ELs funds will be budgeted appropriately.

OELL Vision

Our vision is to provide a culturally and linguistically responsive education with the supports needed to ensure equitable access to opportunities that promote **language acquisition, bilingualism, biliteracy** and **lifelong learning**.



Ensuring Robust EL Program Strands & Services

SEI Language Specific

ELs who speak the same native language, taught by qualified teacher(s), and have English Language Development (ELD) Levels 1 to 3. The language of instruction is English, with native language clarification provided when needed.

HILT for SLIFE

Newcomer ELs who are ages 8 or older, have ELD levels 1 or 2, are at least two years behind their grade level peers in native language literacy, and have limited or interrupted formal schooling. HILT for SLIFE students in language specific programs will receive instruction in the student's native language while students in the HILT for SLIFE Multilingual program are from various linguistic backgrounds.

SEI Multilingual

ELs from various linguistic backgrounds apart from our language specific programming, taught by qualified teacher(s), and have English Language Development (ELD) Levels 1 to 3. The language of instruction is English.



Dual Language

In this program model, about half of students in the classroom are speakers of the program's partner language (e.g. Spanish, Haitian Creole) and the other half are English speakers, taught by qualified teacher (s). Instruction is provided in both languages with the goal that students will become bilingual or biliterate.

ESL FTEs Calculator

ELD Level	DOJ Approved Guidance for SY 17-18	Instructional Time Per Teacher Per Day (4 Hours or 240 Minutes)	Staffing (assuming 4 hours of Instructional Time or 240 minutes)*
ELD 1	135 minutes /day	135/240 →	0.6 FTE
ELD 2	90 minutes/day	90/240 →	0.4 FTE
ELD 3	60 minutes/day	60/240 →	0.3 FTE
ELD 4/5	45 minutes/day	45/240 →	0.2 FTE

1. This FTE projection calculator is based on a total of an available *240 Instructional Minutes* per Teacher.
2. K2-5 SEI Program (BE_, BL_) Homerooms are projected as a 0.6 FTE needed. If additional ELD 1-3 students are projected, beyond the numbers in your SEI projection for the school, then an additional FTE is projected based on the the above ELD level calculator.
3. For ELT schools, a 0.5 FTE will be calculated for ELD 1 groupings students.
4. A 1.0 ESL FTE is projected for each HILT for SLIFE classroom.
5. ESL FTEs needed for ELSWD (ELD 1-3) in sub sep classrooms are also included in the calculator, but it is based on current actuals students. The number is a baseline to guide conversation.

Scenario A (Grades 6-12)

Your projected ESL FTE is based on finalized student projections data. The FTE projection assumes that a “Standalone” ESL licensed teacher is providing direct instruction to that grouping of ELs.

ELD Level	Number of Students	Total Students Divided by class size of 20	# ESL Courses Needed	FTE Per 1 Course	Recommended SY 17-18 ESL FTE
ELD 1	60	$60/20 =$	3	3×0.6	1.8
ELD 2	40	$40/20 =$	2	2×0.4	0.8
ELD 3	30	$60/20 =$	3	3×0.3	0.9
ELD 4	40	$40/20 =$	2	2×0.2	0.4
ELD 5	20	$20/20 =$	1	1×0.2	0.2
Total					4.1 ESL FTE Needed

Scenario B: K2-5 SEI Program Homeroom teacher with buyback

ELD Level	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	FTE Per 1 Course	Recommended SY 17/18 ESL FTE
BES	19	-	-	-	-	-	1 X 0.6	0.6
BLS		20	20	20	18	14	5 X 0.6	3.0
ELD 4		6	6	11	5	7	5 X 0.2	1.0
ELD 5			1	6	5	3		
Total								4.6 ESL FTE Needed

School has 2 SEI Program (BLS) Homeroom Teachers who are ESL licensed (grade 2 and grade 4 teachers).



School can leverage these two ESL Certified SEI Homeroom teachers to provide ESL Embedded in Homeroom to ELD 1-3 students in those program classrooms.



Therefore, we can reduce the ESL FTE need by 1.2 (2 x 0.6), resulting in a revised total of 3.2 FTE needed for the school.

Scenario C: “Embed ELA” Teacher is ESL Licensed (Gr. K2-12)

ELD Level	Number of Students	Total Students Divided by class size of 20	# ESL Courses Needed	FTE Per 1 Course	Recommend SY 17/18 ESL FTE
ELD 1	60	60/20 =	3	3 X 0.6	1.8
ELD 2	40	40/20 =	2	2 X 0.4	0.8
ELD 3	30	60/20 =	3	3 X 0.3	0.9
ELD 4	40	40/20 =	2	2 X 0.2	0.4
ELD 5	20	20/20 =	1	1 X 0.2	0.2
Total					4.1 ESL FTE Needed

School has 1 ESL Certified ELA or Homeroom (K2-5) teacher who is scheduled to teach ELA to ELD 4 or 5 students.



School can leverage teacher to provide ESL Embedded in ELA for the 2 courses needed.



Therefore, we can reduce the ESL FTE need by 0.4 (2 x 0.2), resulting in a revised total of 3.7 FTE needed for the school.

Summary of ESL FTE “Buyback”

- ❖ If you have an SEI program in grades K2-5 Only:
 - For every SEI Homeroom teacher that is ESL licensed schools can reduce the required ESL FTE by 0.6 (or .5 for ELT schools) as the homeroom teacher will provide “ESL Embedded in Homeroom” for this program model.
 - For every non-SEI Homeroom teacher who is ESL licensed, where ELD 4 and 5 students are to receive “ESL Embedded in ELA” instruction, schools can reduce the required ESL FTE by 0.2.

- ❖ For all other schools (Excluding Dual Language and SLIFE programs)
 - Elementary: For every homeroom teacher who possesses the ESL license and will provide “ESL Embedded in ELA” instruction for ELD 4 and 5, schools can reduce the required ESL FTE by 0.2.
 - Secondary: For every ELA teacher who possesses the ESL license and will provide “ESL Embedded in ELA” instruction for ELD 4 and 5, schools can reduce the required ESL FTE by 0.2.



Important: This buyback process is contingent on the teachers that schools expect to fill these positions. If the school hires a teacher who does not have an ESL license for SEI programs (Embed/Homeroom ESL instruction) or for Embed/ELA ESL instruction, *the school remains responsible for the cost* of the ESL FTE necessary to appropriately service EL students.

What can you do to prepare for Budget Collab?

1. Review your EL Shortfalls report to determine what staffing issues impacted the beginning of the schools year
2. Create your EL schedules for SY 20-21
3. Determine your EL staffing needs based on your schedule
4. Review your projections data & ESL FTEs to determine potential "buybacks"
5. Complete SEI/DL/SLIFE Program Checklists ([p.19-22](#))
6. Plan how you will be spending your Title I for ELs Funds (meeting requirements of META consent decree, [p. 10-15](#))
7. Reach out to OELL for support!

RESOURCES

BPS OEL Website: <http://www.bostonpublicschools.org/ell>

[BPS OEL English Learner Program & Scheduling Guidance:](#) Guidance on how to schedule ELs across all program types.

[BPS Title I for ELs website:](#) Guidance on how to use your Title 1 -EL funds and listing of approveable activities

Reminder: As we are in December, schools are reminded to ensure to effectively use your current year funds for the service of ELs