

Background: Dual Language Education (DLE) includes the following programs as described in the *2018 Master Plan for English Learners and Standard English Learners*:

- 1. Dual Language Two-Way Immersion (TWI)**
(formerly known as Dual Language Program)
- 2. Dual Language One-Way Immersion (OWI)**
(formerly known as Maintenance Bilingual Education Program)
- 3. World Language Immersion (WLI)**
(formerly known as Foreign Language Immersion Program)

The District allocates base teacher staffing resources to schools based on board-approved staffing ratios or norm tables. For secondary schools, the District also allocates supplemental resources in the form of auxiliaries to support DLE programs at the secondary level. DLE programs include the Dual Language Two-Way Immersion, the Dual Language One-Way Immersion, and the World Language Immersion programs.

Below are some of the most frequently-asked questions regarding DLE auxiliaries:

Q1: How many norm auxiliaries does my school receive for a secondary dual language/bilingual/foreign language immersion program and when does my school receive them?

Six norm auxiliaries (the equivalent of one FTE) are allocated per program language for each participating school.

Auxiliary allocations are implemented during Budget Development under program 11119, Dual/Foreign Language/Bilingual Programs. These resources can only be used for teaching periods that support the program language for which they were allocated and cannot be redirected for other school determined needs.

Q2: I want to hire a full-time dual language teacher by combining the auxiliaries into 1 FTE. When can I do this?

Pending validation of MISIS Master Plan Programming information by Budget Services after Norm Day counts are finalized, the number of auxiliaries approved for conversion into 1 FTE may vary. If your school would like to offer a full-time position to a dual language teacher, your school can front fund the position for the entire year before Norm Day. Once MISIS Master Plan Programming information is validated, your school will be reimbursed for the cost of the position up to the number of auxiliaries approved for conversion. However, if the MISIS Master Plan Programming information is NOT validated for all 6 auxiliary periods to be converted to 1 FTE, your school will be responsible for the cost of the position

Q3: How do the auxiliaries support Dual Language Education programs?

At minimum, each participating school is required to offer two periods in the program target language. Because these periods are only available to students participating in the program language, it is expected that these periods are offered as auxiliaries to minimize the impact to class size for the general student population. For example, a math teacher may have a regular 6-period day but may teach an extra period or auxiliary of math in Spanish for students participating in a Spanish program language.

For these dual language auxiliaries, the teacher is time reported under absence/attendance code "AA" for the auxiliary assignment under program 11119.

If a school determines that auxiliaries do not meet the instructional needs of the program, auxiliaries may be converted into one full position or may be used to multi-fund a teacher position after Norm Day if one of the two following conditions are met:

- a) Conversion of six auxiliaries into one full FTE is permitted if a teacher provides instruction to DLE program students for the entire day.
- b) A teacher's position may be multi-funded up to the number of periods where a teacher provides instruction to DLE program students. Each period is equivalent to .20 FTE or 20% of one FTE. For example, a teacher providing instruction in Spanish for the Spanish Dual Language Program for two periods can be multi-funded at .40 FTE or 40% of one FTE.

Multi-funding is limited to the total cost of the six auxiliaries combined or the nominal difference to one FTE.

Refer to Attachment A, *Possible Scenarios and Outcomes for Auxiliary Funding Requests*, which describes in detail the multi-funding scenarios that are allowed for a school to utilize DLE auxiliary allocations.

Q4: When can I request multi-funding of a position or conversion of the six auxiliaries to one FTE?

There may be a decline in norm teacher allocations from ECAST to Norm Day which may result in changes to staffing or master scheduling. As such, multi-funding or conversion requests are considered after Norm Day enrollment counts are finalized.

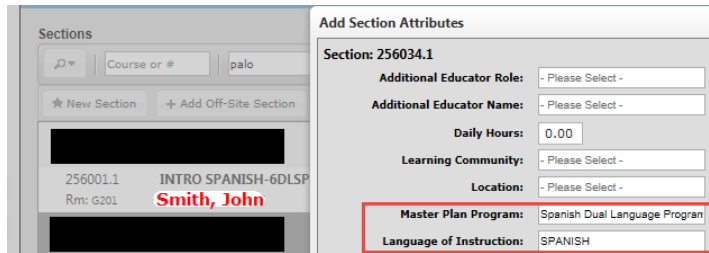
Q5: What is the procedure to request multi-funding of a position or conversion of the six auxiliaries to one FTE?

Send an email to your fiscal specialist with the following information:

- a) Teacher Name and Person ID
- b) Indicate if the request is to convert the 6 auxiliaries into 1 FTE or to multi-fund the teacher. For the latter, specify which periods are for dual language (e.g., period 1 Intro to Spanish, period 5 Spanish 1B).
- c) Your fiscal specialist sends the completed request to Budget Services who will consult with the Multilingual and Multicultural Education Department (MMED).
- d) When the request is reviewed by Budget Services, MiSiS data must support the request as follows:
 - 1) The teacher’s section data must demonstrate that the section or period is coded with a Dual Language Master Plan program. Please refer to the MMED **Secondary Dual Language Education Programs, Procedures for Updating MiSiS Section Attributes** document for further instructions.

Example of section attributes with Master Plan Program for DLE program classes:

Sections Editor



- 2) The teacher’s section data must demonstrate that the majority of students in the section or period have the Master Plan Program for the target language. Please refer to the latest MiSiS job aid on updating student Master Plan Program for further instructions.

Example of student attribute with Master Plan Program for DLE program:

English Learner Services

| Master Plan Instructional Program Information | | | |
|---|-------------|------------|----------|
| Program Placement | EL Services | Start Date | End Date |
| Spanish Dual Language Program | NA | 8/14/18 | 6/30/19 |

- e) Your fiscal specialist will notify you if additional information is required or if the request is approved and implemented in the budget.

Q6: For teachers funded by the dual language auxiliaries, how is substitute coverage handled when these teachers are absent?

**FAQ FOR SECONDARY DUAL LANGUAGE
EDUCATION PROGRAMS AUXILIARY ALLOCATIONS**

- a) For norm-generated register-carrying teachers, day-to-day teacher substitute time should be reported under program 13027, General Fund School Program. The District allocates 10 days of substitute time per norm-generated teacher.

For register-carrying teachers budgeted by specially funded programs (e.g., Title I), 4 days of substitute time must be funded from the program of the position. Schools will be allocated 6 additional substitute days after budget development in program code 13027. Schools will time report the first 4 days of substitute time from the funded program of the position.

- b) If the regular teacher is teaching an extra period or auxiliary to support the program target language, then the substitute teacher’s regular hours should be time reported following the guidelines under Q6 (a) with the extra period or auxiliary time reported under program 11119.

For additional questions, please contact the appropriate office:

| Topic | Contact |
|-----------------------|---|
| School Budget | Your Local District Fiscal Specialist/Fiscal Services Manager |
| Instructional Program | Dual Language/Bilingual Programs Office (213) 241-5582 |

Possible Scenarios and Outcomes for Auxiliary Funding Requests

The following table depicts various multi-funding combinations under this cost constraint:

Average cost for one auxiliary = \$19,760

Average cost for six auxiliaries = \$118,560

Average cost for one FTE = \$117,632

| | Scenario | Funding | Cost | Total Cost | Allowable |
|---|--|----------------------------|--------|------------|-----------|
| 1 | Teacher A providing 3 periods of instruction to program students | 50% funding for position A | 58,818 | 58,818 | Yes |
| 2 | Teacher A providing 3 periods of instruction to program students | 50% funding for position A | 58,818 | 117,636 | Yes |
| | Teacher B providing 3 periods of instruction to program students | 50% funding for position B | 58,818 | | |
| 3 | Teacher A providing 2 periods of instruction to program students | 40% funding for position A | 47,055 | 117,639 | Yes |
| | Teacher B providing 2 periods of instruction to program students | 40% funding for position B | 47,055 | | |
| | Teacher C providing 1 period of instruction to program students | 20% funding for position C | 23,529 | | |
| 4 | Teacher A providing 1 period of instruction to program students | 20% funding for position A | 23,529 | 117,645 | Yes |
| | Teacher B providing 1 period of instruction to program students | 20% funding for position B | 23,529 | | |
| | Teacher C providing 1 period of instruction to program students | 20% funding for position C | 23,529 | | |
| | Teacher D providing 1 period of instruction to program students | 20% funding for position D | 23,529 | | |
| | Teacher E providing 1 period of instruction to program students | 20% funding for position E | 23,529 | | |
| 5 | Teacher A providing 3 periods of instruction to program students | 50% funding for position A | 58,818 | 105,876 | Yes |
| | Teacher B providing 1 period of instruction to program students | 20% funding for position B | 23,529 | | |
| | Teacher C providing 1 period of instruction to program students | 20% funding for position C | 23,529 | | |

Possible Scenarios and Outcomes for Auxiliary Funding Requests

| | Scenario | Funding | Cost | Total Cost | Allowable |
|---|--|----------------------------|-------------|-------------------|------------------|
| 6 | Teacher A providing 1 period of instruction to program students | 20% funding for position A | 23,529 | 141,174 | No |
| | Teacher B providing 1 period of instruction to program students | 20% funding for position B | 23,529 | | |
| | Teacher C providing 1 period of instruction to program students | 20% funding for position C | 23,529 | | |
| | Teacher D providing 1 period of instruction to program students | 20% funding for position D | 23,529 | | |
| | Teacher E providing 1 period of instruction to program students | 20% funding for position E | 23,529 | | |
| | Teacher F providing 1 period of instruction to program students | 20% funding for position E | 23,529 | | |
| 7 | Teacher A providing 2 periods of instruction to program students | 40% funding for position A | 47,055 | 141,165 | No |
| | Teacher B providing 2 periods of instruction to program students | 40% funding for position B | 47,055 | | |
| | Teacher C providing 2 periods of instruction to program students | 40% funding for position C | 47,055 | | |
| 8 | Teacher A providing 3 periods of instruction to program students | 50% funding for position A | 58,818 | 141,165 | No |
| | Teacher B providing 3 periods of instruction to program students | 50% funding for position B | 58,818 | | |
| | Teacher C providing 1 period of instruction to program students | 20% funding for position C | 23,529 | | |