



Generation 30 Application Information Session

Serving Emergent Bilingual Students
Emergent Bilingual Support Division
September 19, 2024

Emergent Bilingual Support Division



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Our Goal is...



To lead the state with intentionality and focus at the blueprint level in the development of supports needed to equip our EB students for academic success.

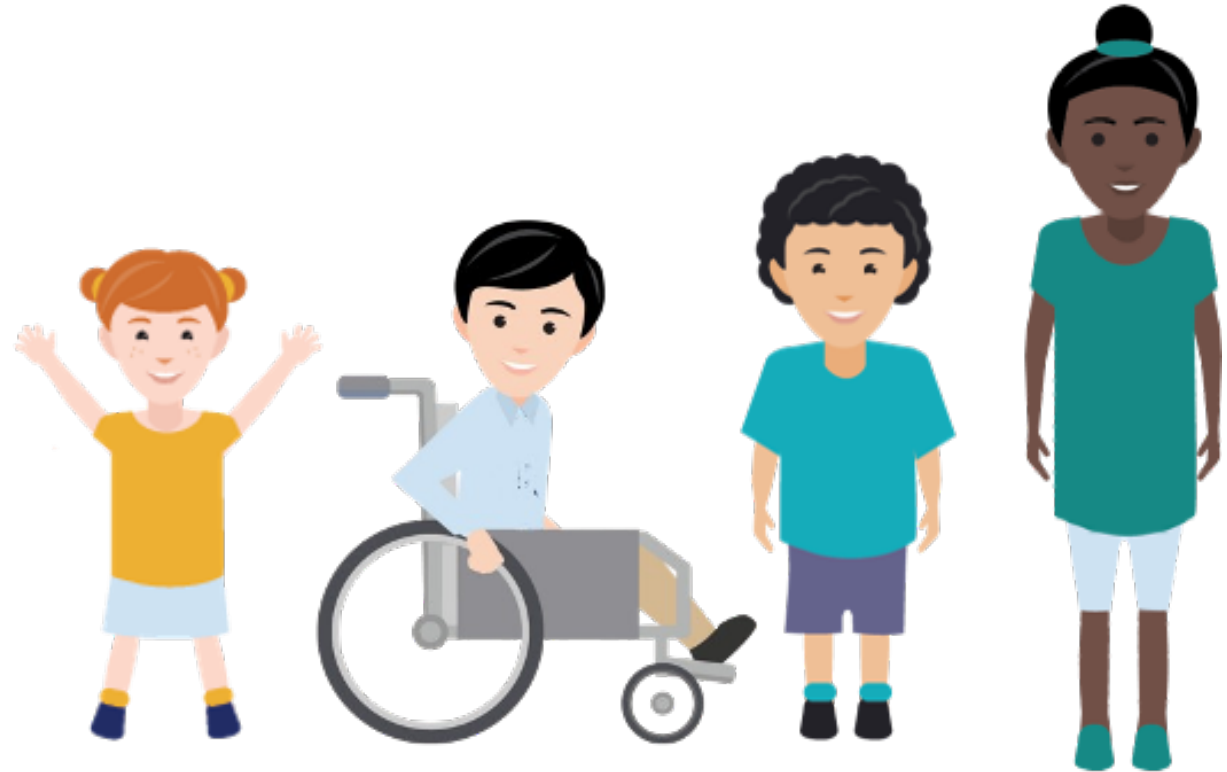
All students deserve access to equitable programs, instruction and materials that lead to positive school outcomes.

Topics for this session:

- Emergent Bilingual Students in Texas
 - Demographics
- Bilingual Education Services
 - State-approved Bilingual and ESL Program Models
- LPAC: Uniformed Process of Identifying EB Students
 - HLS, Identification, Placement, and Reclassification
 - Monitoring the Linguistic and Academic Progress
- Program Implementation
 - Instructional Support
 - Staffing & Professional Development
 - Bilingual Exception and ESL Waivers
- Program Funding
 - State Bilingual Education Allotment (BEA)
 - Title III, Part A



Emergent Bilingual Students In Texas

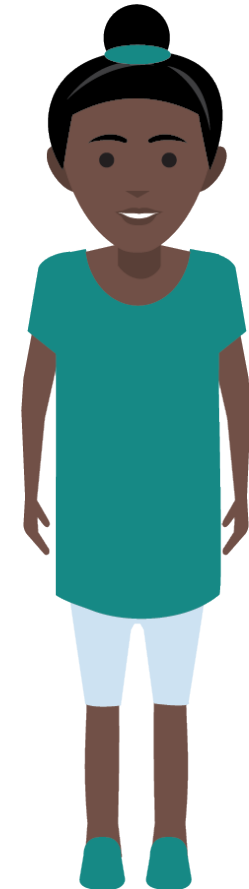


Defining Emergent Bilingual Student

- An **emergent bilingual student** is a student who is in the process of acquiring English and has another language as the home language. Emergent bilingual (EB) student= English Learner(EL)*

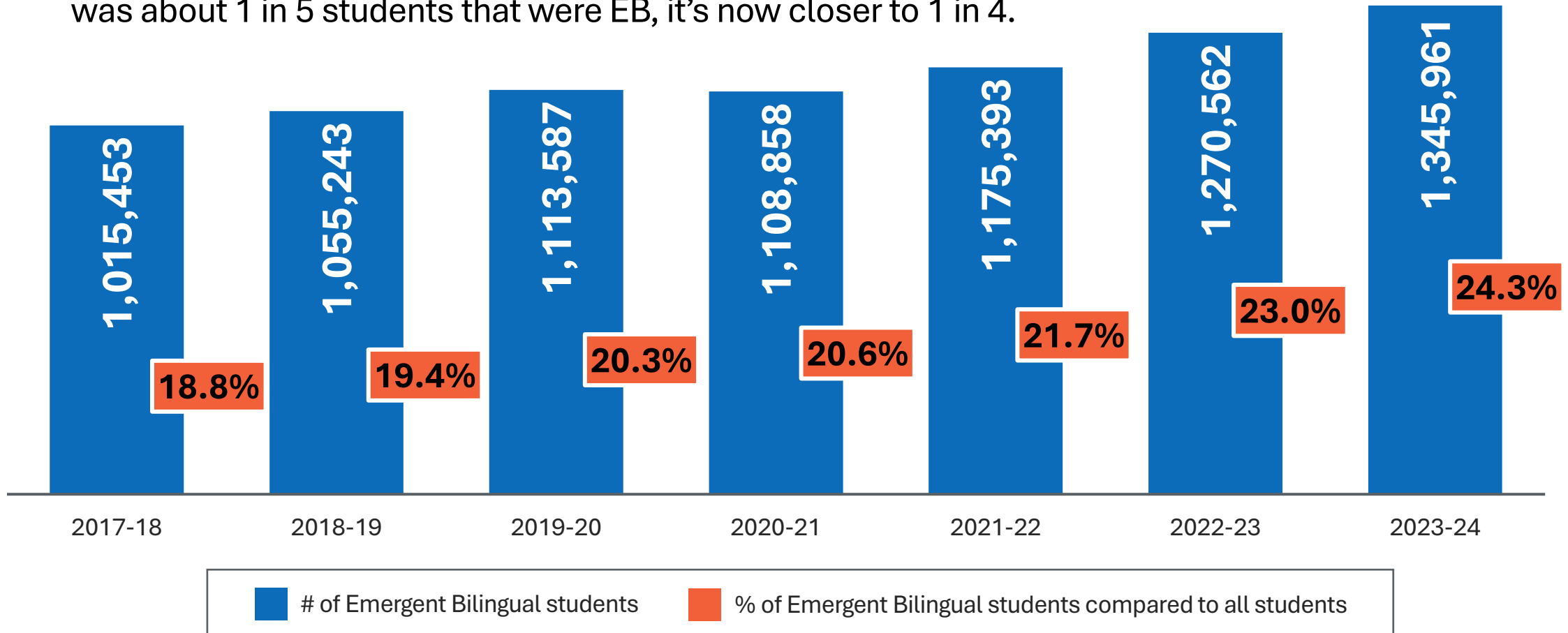
**Used as the federal term for policy and resources*

- TSDS – PEIMS has updated the terminology



Emergent Bilingual Students in Texas

Each year the number of students identified as emergent bilingual (EB) has increased, in 2019-2021 it was about 1 in 5 students that were EB, it's now closer to 1 in 4.



Note: All counts are unique, with no duplicates by student ID. Source datasets range from PEIMS FallSnapshots A.ENROLL_DEMOG24F to A.ENROLL_DEMOG18F , corresponding to the respective academic years.



1.3M identified EB Students

- 13% identified Dually Identified (Students with Disabilities)
- 4% identified as Gifted and Talented
- 10% identified as Newcomers
- 15% enrolled in CTE Courses

1, 202 Local Education Agencies

- 99% of LEAs Serve EB Students



Bilingual Education Program Services in Texas

Are open-enrollment charter schools in Texas required to provide Bilingual or ESL Education?

Yes, Texas Education Code (TEC) 12.104 states that open-enrollment charter schools are subject to the requirements outlined in Subchapter B, Chapter 29 related to bilingual education.



Bilingual Education in Texas

Six State-Approved Program Models for EB Students

TEC 29.066;
TAC 89.1210

Bilingual Program Models "Rule of 20"

English as a Second Language (ESL) Program Models

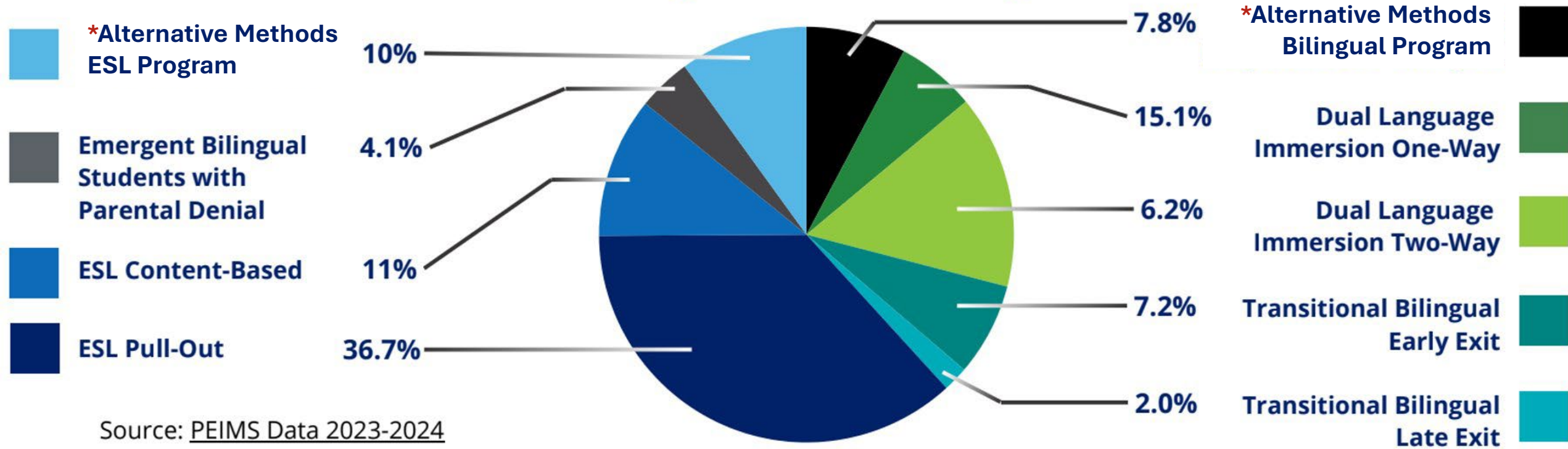
Districts must serve emergent bilingual (EB) students through BE or ESL

Program Requirements
TAC 89.1205



EB Students Coded in PEIMS Statewide

Enrollment in Bilingual Education Program Models



Based on 2023-2024 PEIMS Data

* Students served by a teacher under a BE exception and/or ESL waiver.



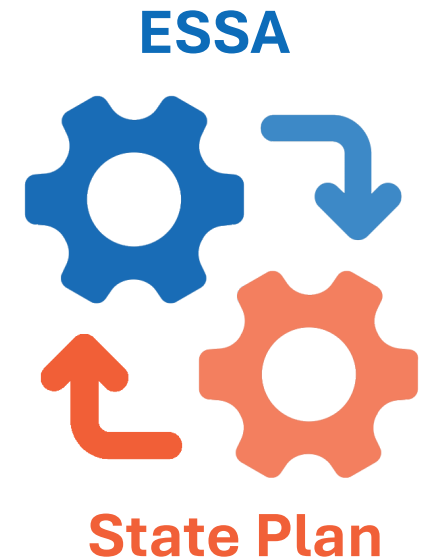
TEC 29, Subchapter B

TAC 89, Subchapter BB

LPAC: Uniformed Process of Identifying EB Students

Every Student Succeeds Act (ESSA) State Plan, Title III, Part A requires that Texas have a standardized, statewide process for:

- Emergent bilingual student *identification*
- Emergent bilingual student *placement* in program services
- *Measuring* linguistic and academic progress
- *Reclassification* of emergent bilingual student as English proficient
- Post-reclassification *monitoring* for the first 2 years



Standardized Letters

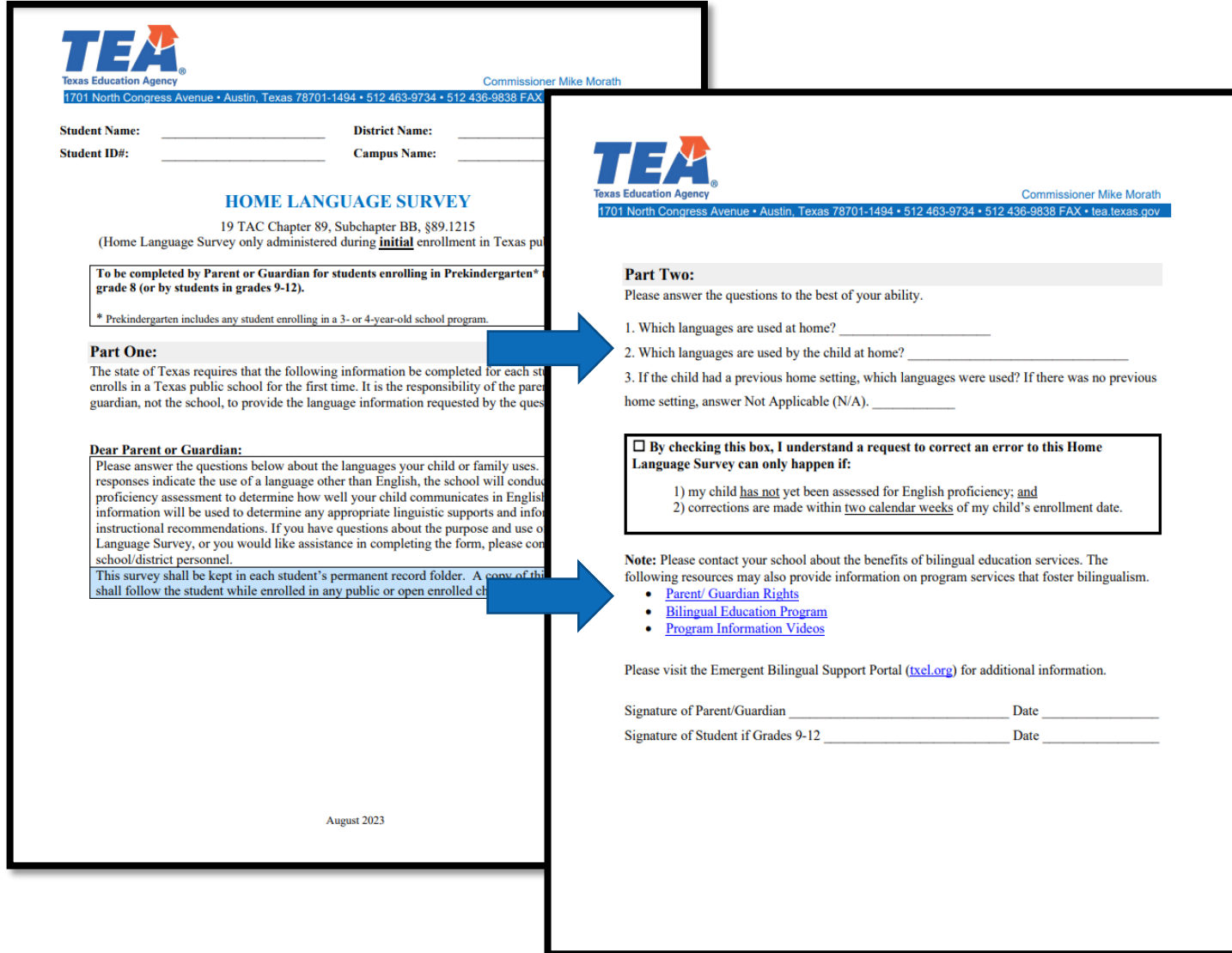
The TEA-developed standardized letters are designed to:

- Strengthen the uniform process for EB student identification, reclassification, and monitoring process.
- Increase educator and family awareness of the process and the benefits of bilingualism



Standardized Letters:

- Home Language Survey: in **91** languages
- Identification & Placement: for all program models
- Denial Letters
- Change of Service
- Reclassification & Program Exit or Continuance



TEA
Texas Education Agency
1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 436-9838 FAX

Commissioner Mike Morath

Student Name: _____ District Name: _____
Student ID#: _____ Campus Name: _____

HOME LANGUAGE SURVEY

19 TAC Chapter 89, Subchapter BB, §89.1215
(Home Language Survey only administered during **initial** enrollment in Texas public schools)

To be completed by Parent or Guardian for students enrolling in Prekindergarten* or grade 8 (or by students in grades 9-12).

* Prekindergarten includes any student enrolling in a 3- or 4-year-old school program.

Part One:
The state of Texas requires that the following information be completed for each student enrolling in a Texas public school for the first time. It is the responsibility of the parent/guardian, not the school, to provide the language information requested by the questions.

Dear Parent or Guardian:
Please answer the questions below about the languages your child or family uses. Your responses indicate the use of a language other than English, the school will conduct a proficiency assessment to determine how well your child communicates in English. This information will be used to determine any appropriate linguistic supports and instructional recommendations. If you have questions about the purpose and use of the Home Language Survey, or you would like assistance in completing the form, please contact your school/district personnel.
This survey shall be kept in each student's permanent record folder. A copy of this survey shall follow the student while enrolled in any public or open enrolled charter school.

August 2023

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Commissioner Mike Morath

Part Two:
Please answer the questions to the best of your ability.

1. Which languages are used at home? _____
2. Which languages are used by the child at home? _____
3. If the child had a previous home setting, which languages were used? If there was no previous home setting, answer Not Applicable (N/A). _____

By checking this box, I understand a request to correct an error to this Home Language Survey can only happen if:

- 1) my child has not yet been assessed for English proficiency; and
- 2) corrections are made within two calendar weeks of my child's enrollment date.

Note: Please contact your school about the benefits of bilingual education services. The following resources may also provide information on program services that foster bilingualism.

- [Parent/ Guardian Rights](#)
- [Bilingual Education Program](#)
- [Program Information Videos](#)

Please visit the Emergent Bilingual Support Portal (txel.org) for additional information.

Signature of Parent/Guardian _____ Date _____
Signature of Student if Grades 9-12 _____ Date _____

HLS

- Three questions for parents/families to indicate the language(s) spoken at home, by the child, or if the child had a different language from a previous home setting
- Acknowledgment of making corrections
- Videos / QR codes with the benefits of bilingual education
- HLS forms available online, **should not** have a drop-down menu for entering the languages(s) and no edits that change the readability, content, or style of the letter

Who is the LPAC Membership?



EB Student participating in a Dual Language or Transitional Bilingual Program



EB Student participating in a Content-Based or Pull-Out ESL Program



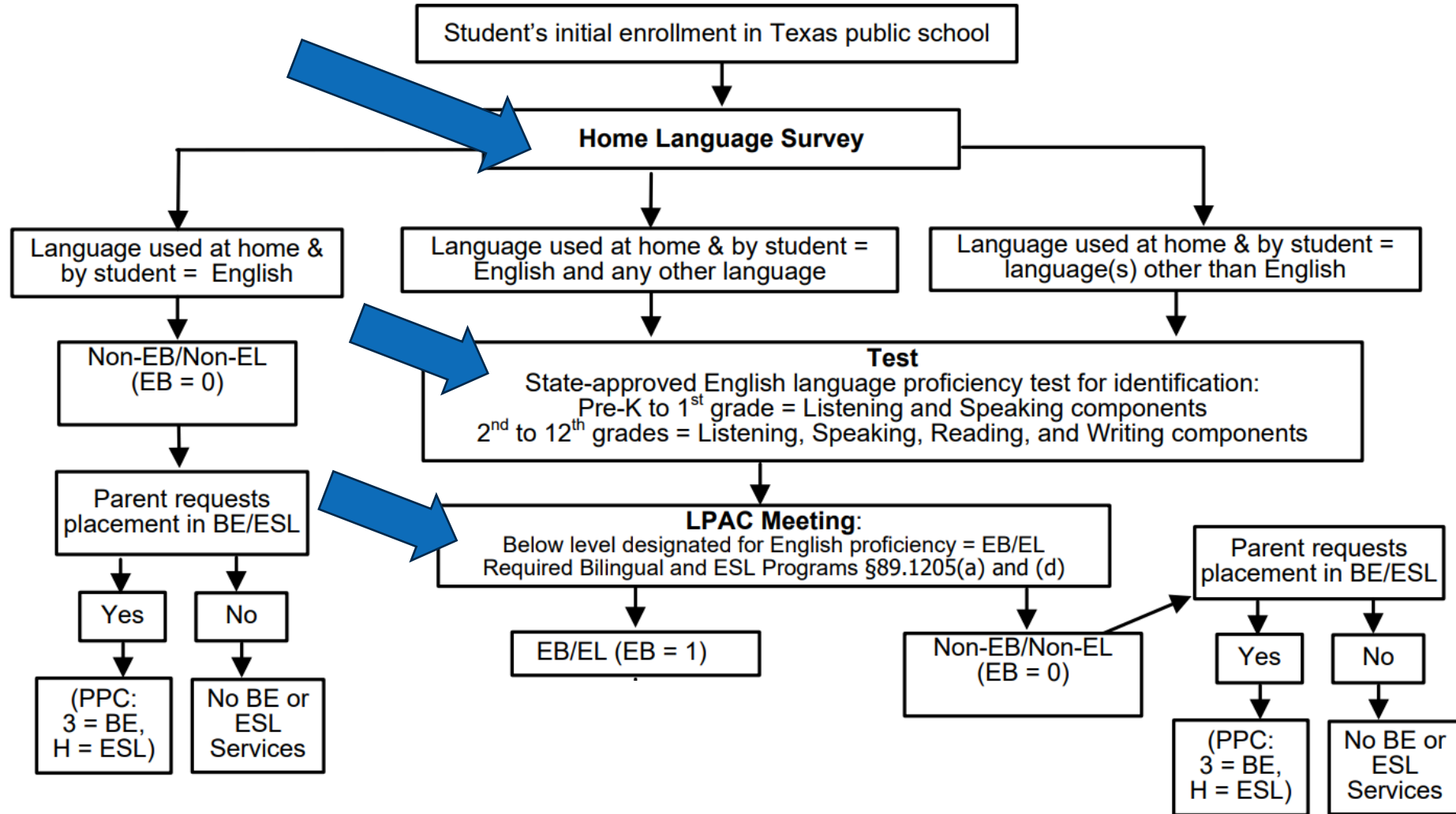
TAC §89.1220(a)



TAC §89.1220(b)

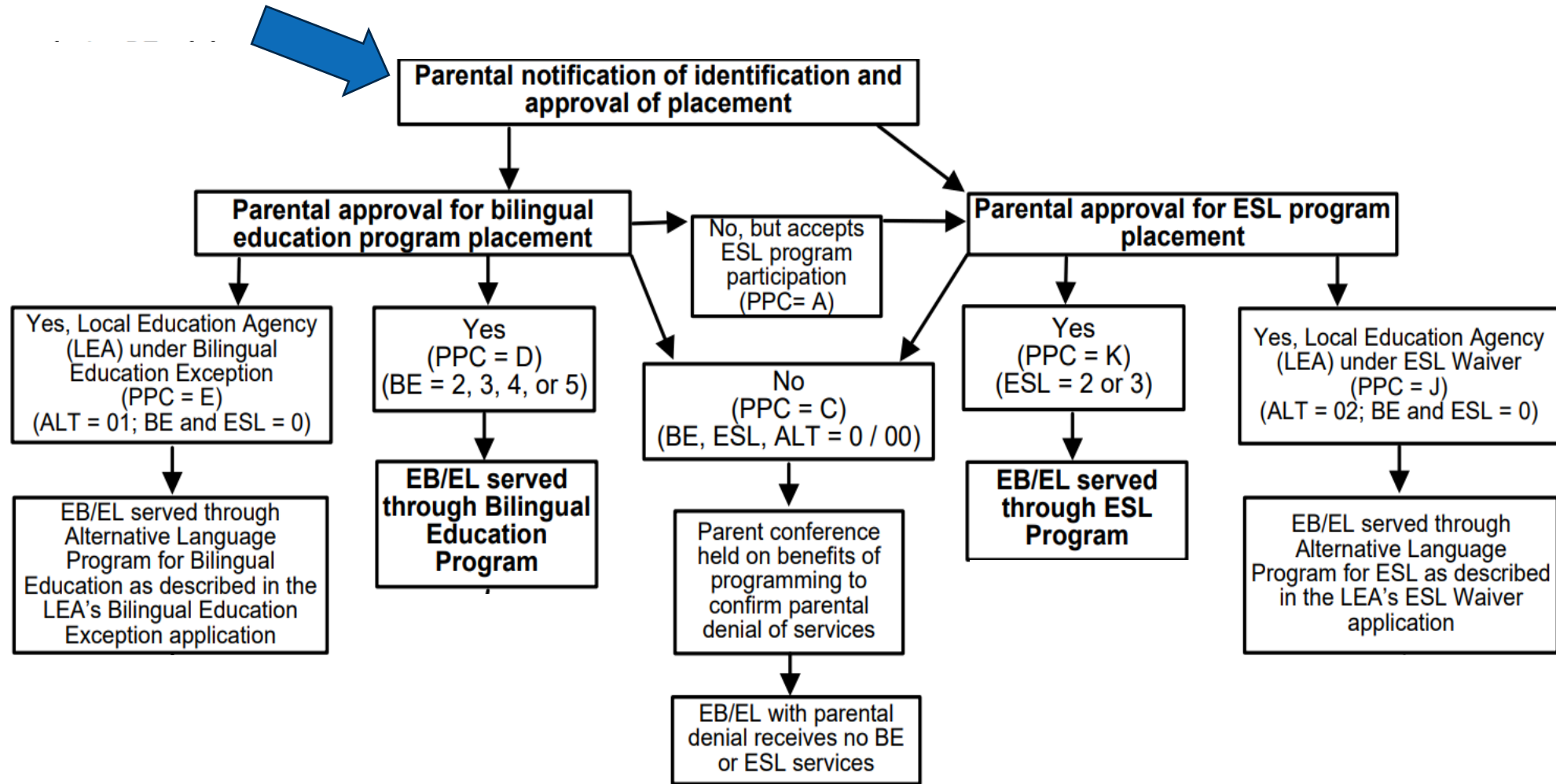
Note: Emergent bilingual students with parental denial for program services, the LPAC members should be the same as the required bilingual/ESL program.

Emergent Bilingual (EB) Student Decision Chart for the Language Proficiency Assessment Committee (LPAC)



Note: Initial identification happens the first 4 calendar weeks from enrollment.

Recommendation for Program Placement



Note: If an LEA is required to implement a bilingual program, LPAC should recommend placement for the bilingual program and ensure access to all EB students.

Reclassification: Exit or Continuation of Services

Meets reclassification criteria as English Proficient (EB = F, S, 3, 4, then 5)

Parent approves continued participation of reclassified English Proficient student in BE

Yes No

(PPC = G) No BE or ESL Services

Reclassification Criteria		
✓	TELPAS	Composite Score AH
✓	STAAR/ IOWA (1 st , 2 nd , 11 th , 12 th)	Pass STAAR/EOC in English
✓	Subjective Teacher Evaluation	Teacher Serving the EB Student

Meets reclassification criteria as English Proficient (EB = F, S, 3, 4, then 5)

Parent approves continued participation of reclassified English Proficient student in ESL

Yes No

(PPC = G) No BE or ESL Services

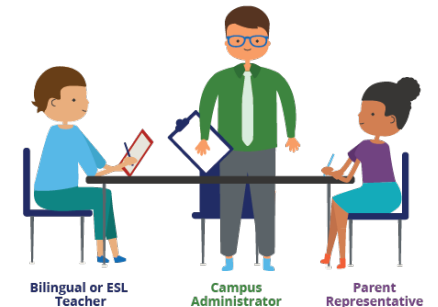
Note: LPAC should recommend continuation of DLI participation after reclassification.

The LPAC is responsible for making decisions...

- **The LPAC members review data to make collective recommendations for:**
 - new students in initial identification and transfers during the beginning of the year,
 - state assessments decisions, including language of assessment and designated supports, during the middle of the year,
 - measure the linguistic and academic progress any time of the year,
 - reclassification decisions and monitoring of academic progress at the end of each school year.
- **The LPAC members sign the recommendations during the meeting.**
 - Alternative methods are allowed, virtual participation and digital signatures
- **The LPAC collaborates with ARD when serving dually identified students**
(TAC §89.1220, §89.1226, §89.1230)

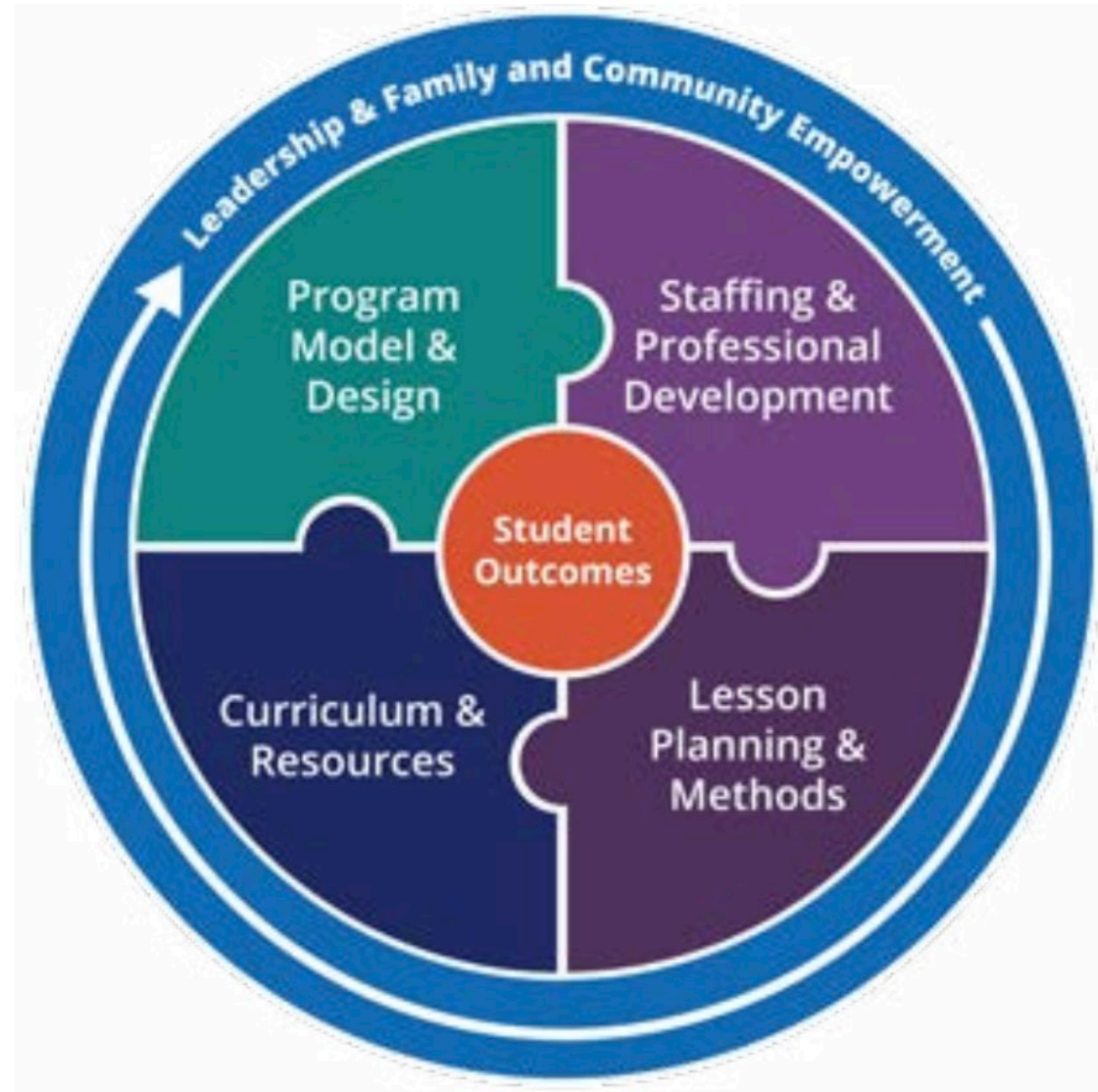
Note: See the [LPAC Guidance: Beginning of the Year Procedures](#) for additional information

LPAC MEETINGS



Program Implementation

- Instructional Support
- Staffing & PD
- Bilingual Exception and ESL Waivers



Bilingual Education (Bilingual /ESL Programs)

Dual Language Immersion Programs

L1+ L2 = L1 and L2

Goal: students develop bilingualism and biliteracy in partner language and English throughout all content areas for the duration of the program pathway.

One-way: EB students learn to listen, speak, write, and read content area material in both languages.

Two-way: EB students and non-EB students learn to listen, speak, write, and read content area material in both languages.

Transitional Bilingual Education Programs

L2 – L1 = L2

Goal: transition students from receiving academic instruction in their primary language to all English instruction.

Late Exit: EB students transition to English only instruction in later grades in elementary and/ or middle school.

Early Exit: EB students transition to English Only instruction as early as 1st grade.

ESL Programs

L2 = L2

Goal: students receive all English instruction.

Content-Based: EB students receive English only instruction with linguistic support in all content areas.

Pull-out: EB students are pulled from other instruction to provide additional English only instruction.

EB students are receiving grade level content and developing language through intentional and authentic learning experiences that foster communicated, sequenced, and scaffolded instruction in primary/partner language and English.

Content-Based Language Instruction

An integrated approach to language instruction in which language is developed within the context of content delivery that is **culturally and linguistically sustaining (CLSP)**.



Second Language Acquisition



Diversified Supports



Culturally & Linguistically Sustaining Practices



All Bilingual Education Program models

Any Language of Instruction

TIER 1 Instruction

During Explicit and Cooperative Learning

High Expectations with Content and Language Objectives

Asset-Based Approach

Certification Requirements – Bilingual Education

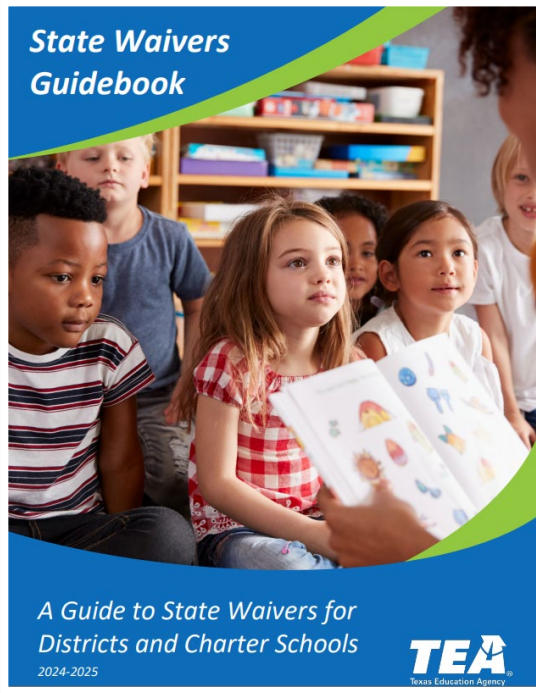
Program Model	Departmentalization	Paired Teaching
<p>Dual Language Program Models</p> <ul style="list-style-type: none"> • one-way • two- way 	<p>Local decision to use more than one content-area teacher to deliver core content instruction</p> <p>Teacher/s must be certified in bilingual education</p>	<p>Local decision to use two content-area teachers to deliver core content instruction</p> <p>Teacher/s instructing in the partner language component of instruction must be certified in bilingual education.</p> <p>Teacher/s delivering the English component of instruction must be certified in either bilingual education or English as a Second Language (ESL)</p>
<p>Transitional Bilingual Education Program Models</p> <ul style="list-style-type: none"> • early-exit • late-exit 	<p>Local decision to use more than one content-area teacher to deliver core content instruction</p> <p>Teacher/s must be certified in bilingual education</p>	<p>Local decision to use two content-area teachers to deliver core content instruction</p> <p>Teachers/ must be certified in bilingual education</p>

Certification Requirements – ESL Program Education

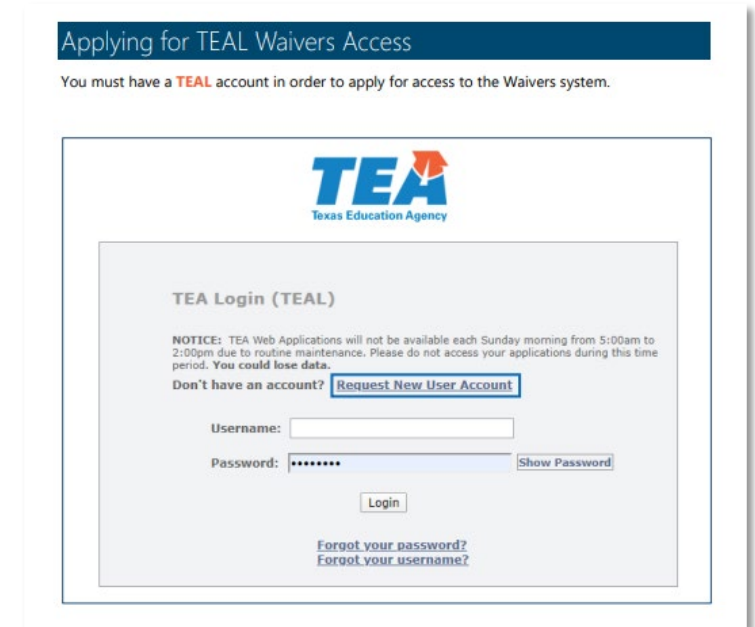
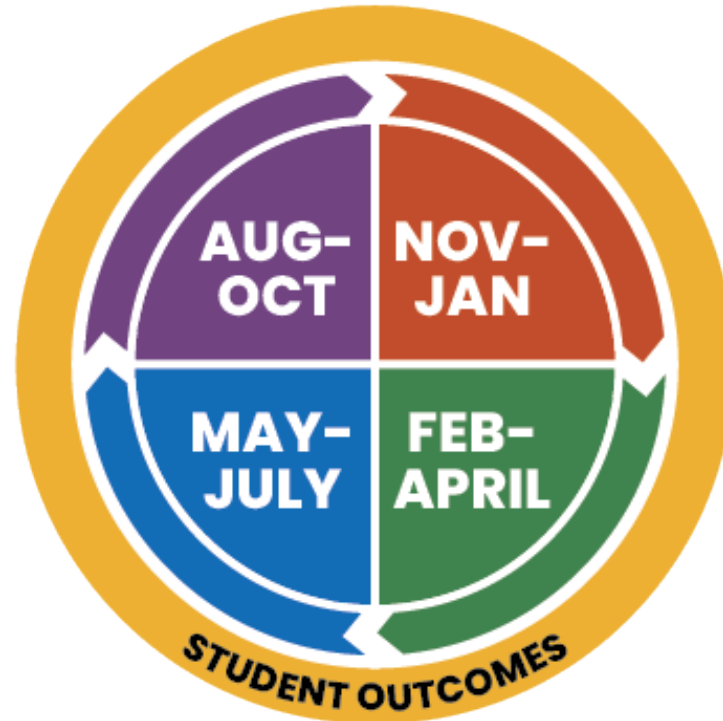
Program Model	Instructional Approach	Teacher
Content-Based ESL	English Proficiency All content Teacher/s must be ESL certified	Emergent bilingual students receive all content area instruction (English Language Arts and Reading, Mathematics, Science, and Social Studies) by teacher(s) certified in ESL and the appropriate grade level and content area.
Pull-Out ESL	ELAR Teacher must be ESL certified	Emergent bilingual students receive instruction in English Language Arts and Reading (ELAR) by an ESL certified teacher .

Cyclical Process of Bilingual Exceptions and ESL Waivers

All LEAs, districts, charters, and districts of innovation, that are required to implement a bilingual or ESL program and have an insufficient number of appropriately certified teachers shall request an exception and/or waiver by **November 1st** using the agency's TEAL Waiver Platform, as per *TAC §89.1207*.



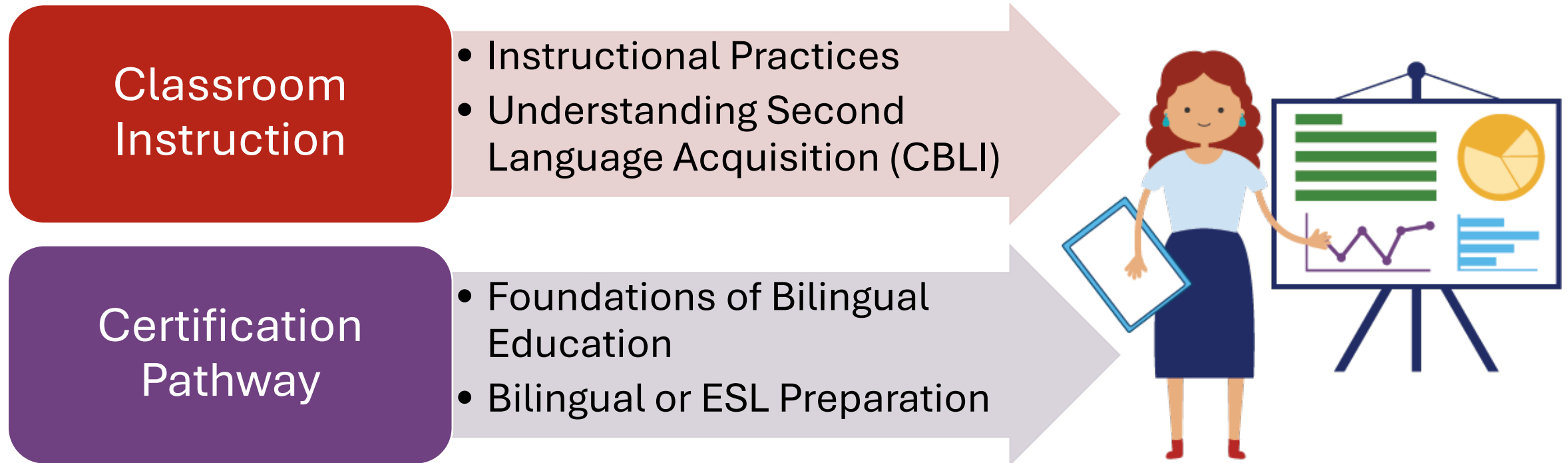
Learn how to file for an exception and/or waiver (see page 19).



Filing for 2024-2025 SY
It is important to get credentials.

Supporting Teachers Under Bilingual Exceptions and ESL Waivers

- Leveraging the 10% of BEA to support teachers under an exception or waiver.



Tx EDLIF | Texas Effective Dual Language Immersion Framework

Leadership & Family and Community Empowerment

Program Model & Design

Staffing & Professional Development

Student Outcomes

Curriculum & Resources

Lesson Planning & Methods

Pilot Year 2 - Revised October 2022

TEXAS EDUCATION AGENCY

Transitional Bilingual Education (TBE) Program Implementation Rubric

The Transitional Bilingual Education (TBE) Rubric provides holistic descriptions of TBE programs at different stages of development: established, exceeds, exemplary. Use this tool internally to diagnose your current state and the next stage of implementation.

TEXAS EDUCATION AGENCY
Emergent Bilingual Support Division

English as a Second Language (ESL) Program Implementation Rubric

The English as a Second Language (ESL) Rubric provides holistic descriptions of ESL programs at different stages of development: established, exceeds, exemplary. Use this tool internally to diagnose your current state and the next stage of implementation.

TEXAS EDUCATION AGENCY
Emergent Bilingual Support Division

Note: Content-Based Language Instruction is in Lever 4: Lesson Planning and Methods and S appropriate ly certified teachers are in Lever 3: Staffing and Professional Development.



Program Funding

Coordinated State Support for Emergent Bilingual Students



TEC 29, Subchapter B

TAC 89, Subchapter BB

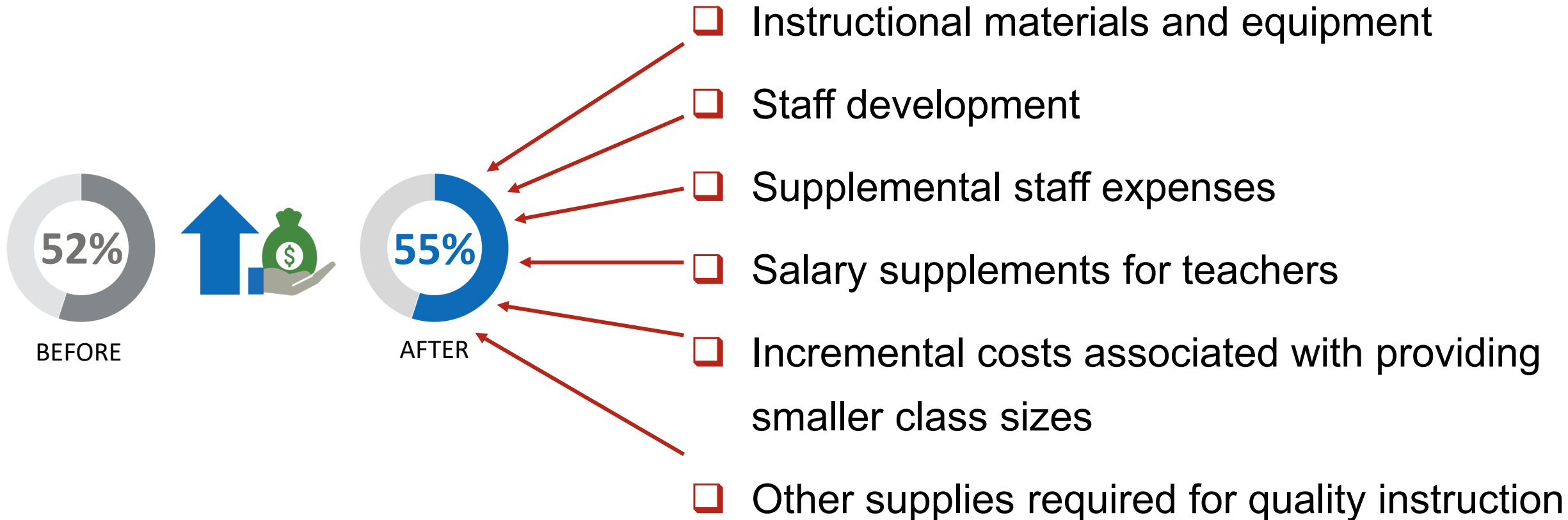
Bilingual Education Allotment (BEA) Funds

Title III, Part A Funds

TEA Technical Assistance, Tools, Resources

Bilingual Education Allotment: TEC 48.105

At least 55% of the BEA funds must be used in providing bilingual education or special language programs under Subchapter B, Chapter 29. These are the following that can apply towards the 55%:



Emergent Bilingual / English learners (including immigrant children and youth)

Help Attain
English
Proficiency

Development of
Academic
Achievement in
English

Achieve High
Levels in
Academic
Subjects

Sustain
Effective
Language
Instruction
Educational
Programs

Professional
Development
for Educators
Serving English
learners

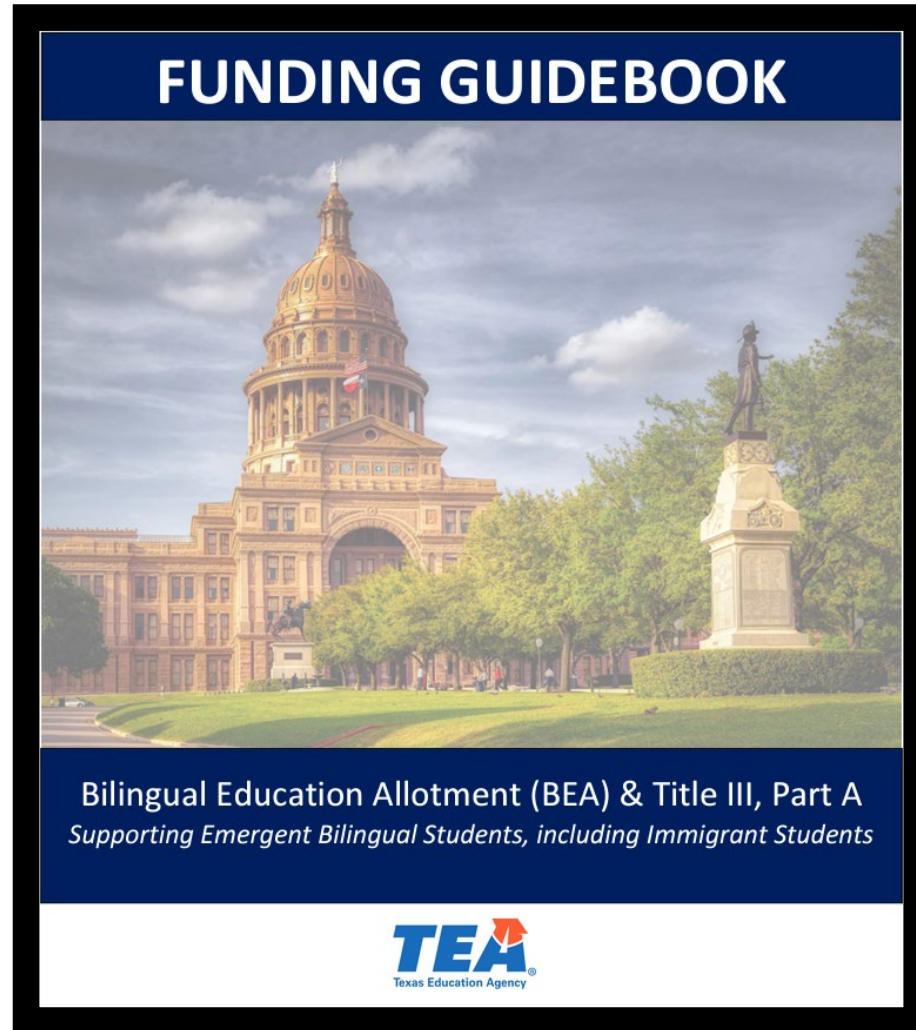
Promote Parent,
Family, and
Community
Engagement

Allowable Use of Title III, Part A Funds

- Supplement, not Supplant
 - If your district purchased or paid for something using local or BEA funds in 2023-2024, they may NOT use Title III, Part A funds for that purchase in 2024-2025.
- Go “above and beyond”
- Comprehensive Professional Development
 - To build future capacity to serve EB/ ELs, Title III, Part A funds pay for teacher certification preparation courses (for teachers NOT currently serving EB/ELs to fulfill state requirements, e.g. NOT under a BE Exception or ESL Waiver)



Allowable vs. Unallowable Use of Funds



- For more information about allowable vs. unallowable use of state and federal funds please see this Funding Guidebook for detailed information.

In Closing

Emergent Bilingual Student Program Support

ESC Support

Technical Assistance

Program Resources

Professional Development

Program Guidance



Emergent Bilingual Web Portal

For more information on Emergent Bilingual students please visit our web portal at TXEL.org.

- LPAC Training Modules
- Fact Sheets
- Program Implementation Resources
- CBLI
- Bilingual Exceptions and ESL Waivers
- Professional Development
- Bilingual/ESL Certification Pathways
- Educator Resources
- Parent/Family Resources



The screenshot shows the homepage of the TEA Emergent Bilingual Web Portal. The header includes the TEA logo, "Contact TEA", and "Sign Up for Updates". A navigation menu contains links for "Home", "Teacher Classroom", "Educators", "Parents and Families", "LPAC", and "Quick links". A language selection dropdown is set to "Select Language", with a note "Powered by Google Translate". A "Subscribe to TXEL Portal" button is also present. The main heading is "Supporting Emergent Bilingual Students in Texas" next to a search bar. Below this is a large image of diverse young children looking at a book. A blue banner at the bottom of the image contains the text "Who are you shaping the world for?" and a paragraph: "To ensure equity for emergent bilingual students in Texas, educators at all levels need access to relevant information and impactful resources that will ensure the academic success of emergent bilingual students."

¡Mil gracias! Thank you!



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DIVISION CONTACT

Emergent Bilingual
Support Division



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TXEL.org

FEEDBACK SURVEY



I Welcome your
Feedback!