Generation 27 Application Information Session: Serving Emergent Bilingual Students

Division of English Learner Support
Objectives

Charter Applicants will:

Understand emergent bilingual students' demographics in Texas and identify key steps in the State’s process for identifying and serving emergent bilingual students

Understand certification requirements and the steps to take if appropriately certified staff in not available

Differentiate allowable uses of State and Federal funds to support academic success of emergent bilinguals
Emergent Bilingual Students in Texas
- Demographics
- Process for Identification and Services

Emergent Bilingual Students Program Services
- State-approved Models
- "Rule of 20"

Program Staffing
- Teacher Certification Requirements
- Bilingual Education Exceptions and ESL Waivers

Program Funding
- State Bilingual Education Allotment
- Federal Title III, Part A

Agenda

Emergent Bilingual Students Program Services
- State-approved Models
- "Rule of 20"

Program Staffing
- Teacher Certification Requirements
- Bilingual Education Exceptions and ESL Waivers

Program Funding
- State Bilingual Education Allotment
- Federal Title III, Part A
Emergent Bilingual Students
<table>
<thead>
<tr>
<th>Question</th>
<th>What is the difference between the terms <em>Limited English Proficient</em>, <em>English Language Learner</em>, <em>English Learner</em> and <em>Emergent Bilingual</em>?</th>
</tr>
</thead>
</table>
| Answer   | Texas Education Code (TEC) 29.052 refers to students who are in the process of acquiring English and have a primary language other than English as *Limited English Proficient* (LEP).  
Texas Administrative Code (TAC) Chapter 89 used the term *English Language Learner* (ELL) but in recent revisions updated to the term *English Learner* (EL) in alignment with the Every Student Succeeds Act (ESSA).  
**Effective September 1, 2021, the agency will use Emergent Bilingual as per the 87th Legislative Session.**  
*Emergent Bilingual and English learners may be used interchangeably.* |
Identified Emergent Bilingual Students in Texas

Top 10 States with Highest Emergent Bilingual Enrollment (2018) *NCES

1. California
2. Texas
3. New Mexico
4. Nevada
5. Illinois
6. Washington
7. Alaska
8. Colorado
9. Massachusetts
10. Florida

Texas serves just under one in five (20%) of the nation’s emergent bilingual students
Identified Emergent Bilingual Students in Texas

In addition to having 1 out of 5 EBs in the country...

20% = EL Population in Texas
1 in 5 students in Texas

1,108,883
Distribution of Emergent Bilingual Students Across Texas

Distribution of EBs Population

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Number of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 9% of Students</td>
<td>19</td>
</tr>
<tr>
<td>10 – 19% of Students</td>
<td>18</td>
</tr>
<tr>
<td>20 – 29% of Students</td>
<td>15</td>
</tr>
<tr>
<td>30 – 39% of Students</td>
<td>20</td>
</tr>
</tbody>
</table>
An English Learner is a student who is in the process of acquiring English and has another language as the primary language. The terms English language learner and English learner are used interchangeably and are synonymous with limited English Proficient (LEP) student, as used in Texas Education Code 29, Subchapter B.

**English Language Learner (ELL) = English Learner (EL)**

Texas serves just under 1 in 5 of the nation's English Learners. English Learners are also receiving Special Education services.

### Fast Facts:
- 20% of the student population in Texas public schools are English Learners.
- 8% of English Learners are also receiving Special Education services.

### Languages in Texas:
- 90% Spanish
- 7.2% Other languages
- 1.6% Vietnamese
- 1.2% Arabic

### Distribution of English Learners Across Texas:
- 54% of School Districts have identified English Learners
- 120+ languages spoken in Texas public schools

For more information about the demographics of English Learners in Texas please click here.

---

**Identified Emergent Bilingual Students in Texas**

---
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
</table>
| 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. |
Statutory Requirements

TEC 29, Subchapter B

TAC 89, Subchapter BB
Standardized Statewide Processes

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

- Emergent bilingual/English learner identification
- Emergent bilingual/English learner placement in program services
- Monitoring of English acquisition
- Reclassification of Emergent bilingual/English learners as English proficient
- Post-reclassification monitoring
Process for Identification

**All Students**

Home Language Survey

- Language spoken at home and by student = English
  - English Proficient (EP)

- Language spoken at home and by student = English and any other language
  - Test
    - State-approved English language proficiency test for identification

Language Proficiency Assessment Committee (LPAC) Meeting

- EL
- EP

Parent Notification / Approval

Place **Placement: Bilingual Program**

- Parent Approval

Place **Placement: English as a Second Language (ESL) Program**

- Parent Approval

Four calendar weeks
Dear Parent or Guardian:

To determine if your child would benefit from Bilingual and/or English as a Second Language program services, please answer the two questions below.

If either of your responses indicates the use of a language other than English, then the school district must conduct an assessment to determine how well your child communicates in English. This assessment information will be used to determine if Bilingual and/or English as a Second Language program services are appropriate and to inform instructional and program placement 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.

For more information on the process that must be followed, please visit the following website: [http://web.esa20.net/LPAC-Interactive/InteractiveFlowchart-EN.htm](http://web.esa20.net/LPAC-Interactive/InteractiveFlowchart-EN.htm).

This survey shall be kept in each student’s permanent record folder.

NAME OF STUDENT: ___________________  STUDENT ID#: ___________________

ADDRESS: _______________________________  TELEPHONE #: ___________________

CAMPUS: _______________________________

NOTE: PLEASE INDICATE ONLY ONE LANGUAGE PER RESPONSE.

1. What language is spoken in the child’s home most of the time? ___________________

2. What language does the child speak most of the time? ___________________
Process for Identification

Four calendar weeks:

1. **All Students**
   - Home Language Survey
     - Language spoken at home and by student = English
       - English Proficient (EP)
     - Language spoken at home and by student = English and any other language
     - Language spoken at home and by student = Language(s) other than English
       - Test
         - State-approved English language proficiency test for identification
           - Language Proficiency Assessment Committee (LPAC) Meeting
             - EL
             - EP
             - General Education Classroom
               - Parent Notification / Approval
                 - Placement: Bilingual Program
                   - Parent Approval
                 - Placement: English as a Second Language (ESL) Program
                   - Parent Approval
               - Parent Approval
Process for Identification

- All Students
- Home Language Survey
  - Language spoken at home and by student = English
    - English Proficient (EP)
  - Language spoken at home and by student = English and any other language
    - Test: State-approved English language proficiency test for identification
      - Language Proficiency Assessment Committee (LPAC) Meeting
        - EL\(^1\)
        - EP
  - Language spoken at home and by student = Language(s) other than English

Parent Notification / Approval

Placement:
- Bilingual Program
  - Parent Approval
- English as a Second Language (ESL) Program
  - Parent Approval

Four calendar weeks
The bilingual LPAC is composed of a Campus administrator, a Parent of a current Emergent bilingual student participating in a bilingual or ESL program, and a Certified bilingual educator.

The ESL LPAC is composed of a Campus administrator, a Parent of a current Emergent bilingual student participating in a bilingual or ESL program, and a Certified ESL teacher.

All members must be present!

19 TAC §89.1220 (b); TEC §29.063
Process for Identification

Four calendar weeks

All Students

Home Language Survey

Language spoken at home and by student = English

English Proficient (EP)

Language spoken at home and by student = English and any other language

State-approved English language proficiency test for identification

Language Proficiency Assessment Committee (LPAC) Meeting

EL1

EP

General Education Classroom

Parent Notification / Approval

Placement: Bilingual Program

Parent Approval

Placement: English as a Second Language (ESL) Program

Parent Approval
Process for Identification

Four calendar weeks

All Students

Home Language Survey

Language spoken at home and by student = English

Language Proficient (EP)

Language spoken at home and by student = English and any other language

Test

State-approved English language proficiency test for identification

Language Proficiency Assessment Committee (LPAC) Meeting

EL¹

Language(s) other than English

EP

Parent Notification / Approval

Placement:

Bilingual Program

Parent Approval

Placement:

English as a Second Language (ESL) Program

Parent Approval

Parent Approval

General Education Classroom

English Learner Support Division | TEA
Process for Identification

For more information about identification of emergent bilingual students please click here.
Checking for Understanding

Language Proficiency Assessment Committee (LPAC)
Emergent Bilingual Students
Program Services
Emergent Bilingual Program Models in Texas

Six State-Approved Program Models for ELs

English as a Second Language (ESL) Program Models
- ESL Pull Out
- ESL Content Based

Bilingual Education (BE) Program Models
- Transitional Early Exit
- Transitional Late Exit
- Dual Language Immersion One Way
- Dual Language Immersion Two Way

Identified EL students' families deny services
2020-2021 Statewide Bilingual and ESL Program Participation

Bilingual Program Participation (482,649)
- TBE Early Exit: 32.2%
- TBE Late Exit: 13.7%
- DLI One-Way: 13.3%
- DLI Two-Way: 33%
- Alternative Bilingual: 7.6%

ESL Program Participation (527,150)
- ESL Pull-Out: 62.2%
- ESL Content-Based: 28.4%
- Alternative ESL: 9.3%
2020-2021 Emergent Bilingual Program Participation Data

Total Statewide Emergent Bilingual Student Participation (1,108,883 identified)

- Bilingual Education Programs: 36.9%
- ESL Program Models: 47.5%
- Alternative Language Programs: 11.5%
- No Services (Parental Denial): 4.1%
## State-Approved Bilingual Education Program Models

<table>
<thead>
<tr>
<th>Program Model Type</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual/early exit</td>
<td>Primary language is used as a resource to attain full proficiency in English.</td>
</tr>
<tr>
<td>Transitional bilingual/late exit</td>
<td></td>
</tr>
<tr>
<td>Dual language immersion/one way</td>
<td>Full proficiency in partner language and English.</td>
</tr>
<tr>
<td>Dual language immersion/two way</td>
<td></td>
</tr>
</tbody>
</table>
# State-Approved ESL Program Models

<table>
<thead>
<tr>
<th>Program Model</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content-Based ESL</td>
<td>Second language acquisition methods are used to attain full proficiency in English.</td>
</tr>
<tr>
<td>Pull-Out ESL</td>
<td></td>
</tr>
</tbody>
</table>
State-Approved Program Models

For more information about program models in Texas please click here.
Program Staffing
Certification Requirements – Bilingual Education

<table>
<thead>
<tr>
<th>Program Model</th>
<th>Departmentalization</th>
<th>Paired Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual Education Models</td>
<td>Local decision to use more than one content-area teacher to deliver core content instruction</td>
<td>Local decision to use two content-area teachers to deliver core content instruction</td>
</tr>
<tr>
<td>• early-exit</td>
<td><strong>Teacher/s must be certified in bilingual education</strong></td>
<td><strong>Teachers/ must be certified in bilingual education</strong></td>
</tr>
<tr>
<td>• late-exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Language Program Models</td>
<td>Local decision to use more than one content-area teacher to deliver core content instruction</td>
<td>Local decision to use two content-area teachers to deliver core content instruction</td>
</tr>
<tr>
<td>• one-way</td>
<td><strong>Teacher/s must be certified in bilingual education</strong></td>
<td><strong>Teacher/s instructing in the partner language component of instruction must be certified in bilingual education.</strong></td>
</tr>
<tr>
<td>• two-way</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher/s delivering the English component of instruction must be certified in either bilingual education or English as a Second Language (ESL)
## Certification Requirements – ESL Program Education

<table>
<thead>
<tr>
<th>Program Model</th>
<th>Goal</th>
<th>Instructional Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content-Based ESL</strong></td>
<td></td>
<td>English learners 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.</td>
</tr>
<tr>
<td><strong>Pull-Out ESL</strong></td>
<td>English learners will attain full proficiency in English in order to participate equitably in school.</td>
<td>English learners receive instruction in English Language Arts and Reading (ELAR) by an ESL certified teacher. A pull-out model can be implemented • by an ELAR and ESL certified teacher within the ELAR classroom • through co-teaching of an ESL certified teacher and ELAR certified teacher • through an additional ESL/ELAR course provided by an ESL and ELAR certified teacher</td>
</tr>
</tbody>
</table>
Staffing: Bilingual Education Exceptions and ESL Waivers

- School districts that are unable to employ a sufficient number of teachers shall:
  - take all reasonable affirmative steps to assign appropriately certified teachers to the required Bilingual Education (BE) and ESL programs.
  - apply on or before November 1 for an exception to the bilingual education program or a waiver of the certification requirements in the ESL program.
- The approval of an exception to the Bilingual Education program or an ESL waiver shall be valid only during the school year for which it was granted.

19 TAC §89.1207 (a)(1)
19 TAC §89.1245 (a) (b)
# Staffing: Bilingual Education Exceptions and ESL Waivers

**Bilingual Education Exception / English as a Second Language (ESL) Waiver Application**

**2021-2022**

<table>
<thead>
<tr>
<th>District</th>
<th>ESC Region</th>
<th>Superintendent Email</th>
<th>Application for Assurances Verified</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDN (AskTed)</td>
<td>Enter with NO dash.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Emergent Bilingual (EB) Students/English Learners (ELs) District Wide**

<table>
<thead>
<tr>
<th>Format: Salutation, First name, Last name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent Email</td>
<td></td>
<td>(Format: [Area] 999-9999 x99999)</td>
</tr>
</tbody>
</table>

**Bilingual/ESL Contact**

<table>
<thead>
<tr>
<th>Format: Salutation, First name, Last name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent Email</td>
<td></td>
<td>(Format: [Area] 999-9999 x99999)</td>
</tr>
</tbody>
</table>

**Report a District-Wide Number**

<table>
<thead>
<tr>
<th>Bilingual Certified (all personnel) Employed in the District</th>
<th>Bilingual Certified Teachers Currently Teaching in a Bilingual Education Program</th>
<th>Teachers needed to instruct EB students/ELs under a bilingual education exception (Spanish)</th>
<th>Teachers needed to instruct EB students/ELs under a bilingual education exception (languages other than Spanish)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Skip if not applying for a Bilingual Exception.**

**ESL Certified Teachers (all personnel) Employed in the District**

<table>
<thead>
<tr>
<th>Format: Salutation, First name, Last name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent Email</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Report a District-wide Number**

<table>
<thead>
<tr>
<th>ESL Certified Teachers (all personnel) Currently Teaching in an ESL Program</th>
<th>Teachers needed to instruct EB students/ELs under an ESL Waiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Skip if not applying for an ESL Waiver.**

**District Information**

- Bilingual Education Exception
- ESL Waiver
- Assurances
- Alternative Language Program
Staffing: Bilingual Education Exceptions and ESL Waivers
Bilingual Exceptions and ESL Waivers: Documentation Requirements

As per TAC Chapter 89.1207(a)(2)(D) for LEAs filing a Bilingual Education Exception and 89.1207(b)(2)(D) for LEAs filing an ESL Waiver, LEAs shall maintain written records of all documents supporting the application and assurances listed in the application:

(A) a description of the proposed alternative language program designed to meet the affective, linguistic, and cognitive needs of the English learners;
(B) the number of teachers for whom a bilingual education exception is needed by grade level and per campus;
(C) a copy of the school district's comprehensive professional development plan; and
(D) a copy of the bilingual allotment budget documenting that a minimum of 10% of the funds were used to fund the comprehensive professional development plan.
Comprehensive PD Plan

Implementation of a comprehensive professional development plan that:

(i) is **ongoing and targets the development of the knowledge, skills, and competencies** needed to serve the needs of English learners;
(ii) includes the teachers who are not certified or not appropriately certified who are assigned to implement the proposed alternative program; and
(iii) may include additional teachers who work with English learners;

Allowable Use of BEA Funds for Comprehensive PD Plan
Bilingual Education Exceptions and ESL Waivers

For more information about Bilingual Education Exceptions and ESL Waivers please click here.

Bilingual Education Exception and ESL Waiver Resources

Application Requirements

- Local Education Agencies (LEAs), including school districts, districts of innovation, and open-enrollment charter schools that are unable to provide the appropriately certified teachers to implement the bilingual education program must request from the commissioner of education an exception for the bilingual education program and approval to offer a temporary alternative language program as per 19 TAC §89.1207(a).
- Local Education Agencies (LEAs), including school districts, districts of innovation, and open-enrollment charter schools that are unable to provide the appropriately certified teachers to implement the ESL program must request from the commissioner of education a waiver for the ESL program and approval to offer a temporary alternative language program as per 19 TAC §89.1207(b).
Coordinated State Supports for Emergent Bilingual Students

TEC 29, Subchapter B

Bilingual Education Allotment (BEA) Funds

TAC 89, Subchapter BB

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%:

- Instructional materials and equipment
- Staff development
- Supplemental staff expenses
- Salary supplements for teachers
- Incremental costs associated with providing smaller class sizes
- Other supplies required for quality instruction
Title III, Part A Federal Funds

$784,959,633 have been appropriated to carry out Title III, Part A efforts for the 2019 fiscal year.

$113,236,866
95% - School Districts
5% - TEA

14%
Title III, Part A: Allowable Use of Funds

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 2018-2019, they may NOT use Title III, Part A funds for that purchase in 2019-2020

- Go “above and beyond”

- Comprehensive Professional Development
  - To build future capacity to serve English learners, Title III, Part A funds pay for teacher certification preparation courses (for teachers NOT currently serving English learners 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 click here.
Checking for Understanding

TEC 29, Subchapter B
Bilingual Education Allotment (BEA) Funds

TAC 89, Subchapter BB
Title III, Part A Funds

TEA Technical Assistance, Tools, Resources
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 English learners please visit our web portal: www.txel.org.
Contact Information

English Learner Support Division

(512) 463 - 9414

EnglishLearnerSupport@tea.texas.gov

Visit the Bilingual/ESL webpage for most up-to-date information

Txel.org