



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 is not available

Differentiate allowable uses of State and Federal funds to support academic success of emergent bilinguals



Agenda



Emergent Bilingual Students in Texas

Demographics

Process for Identification and Services



Emergent Bilingual Students Program Services

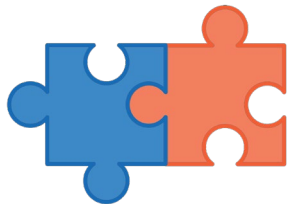
State-approved Models

“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





Emergent Bilingual Students



Frequently Asked Questions (FAQ)

Question

What is the difference between the terms *Limited English Proficient, English Language Learner, English Learner and Emergent Bilingual* ?

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.

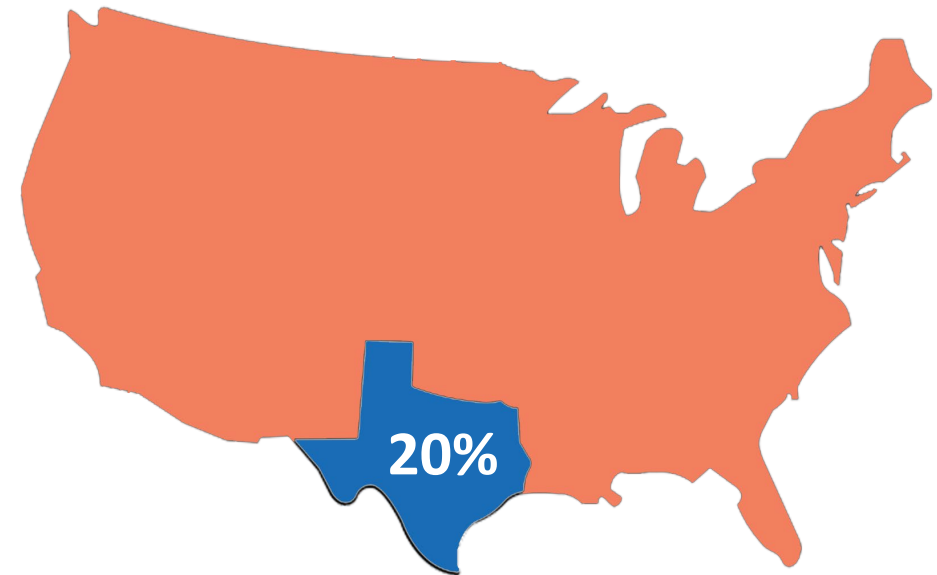


Identified Emergent Bilingual Students in Texas

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

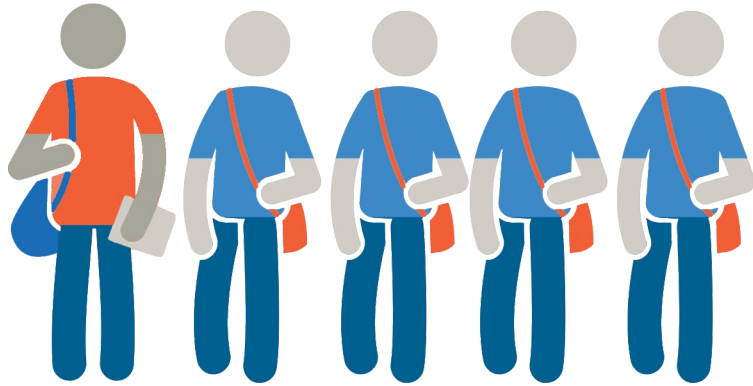
1. California
2. **Texas**
3. New Mexico
4. Nevada
5. Illinois
6. Washington
7. Alaska
8. Colorado
9. Massachusetts
10. Florida

Texas serves just under one in five (20%) of the nation's emergent bilingual students



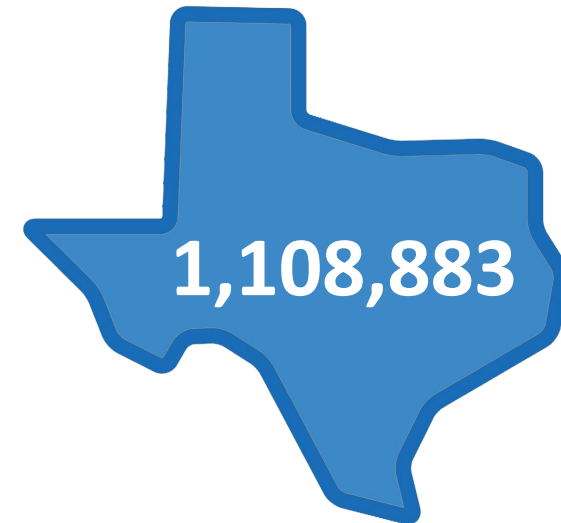
Identified Emergent Bilingual Students in Texas

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



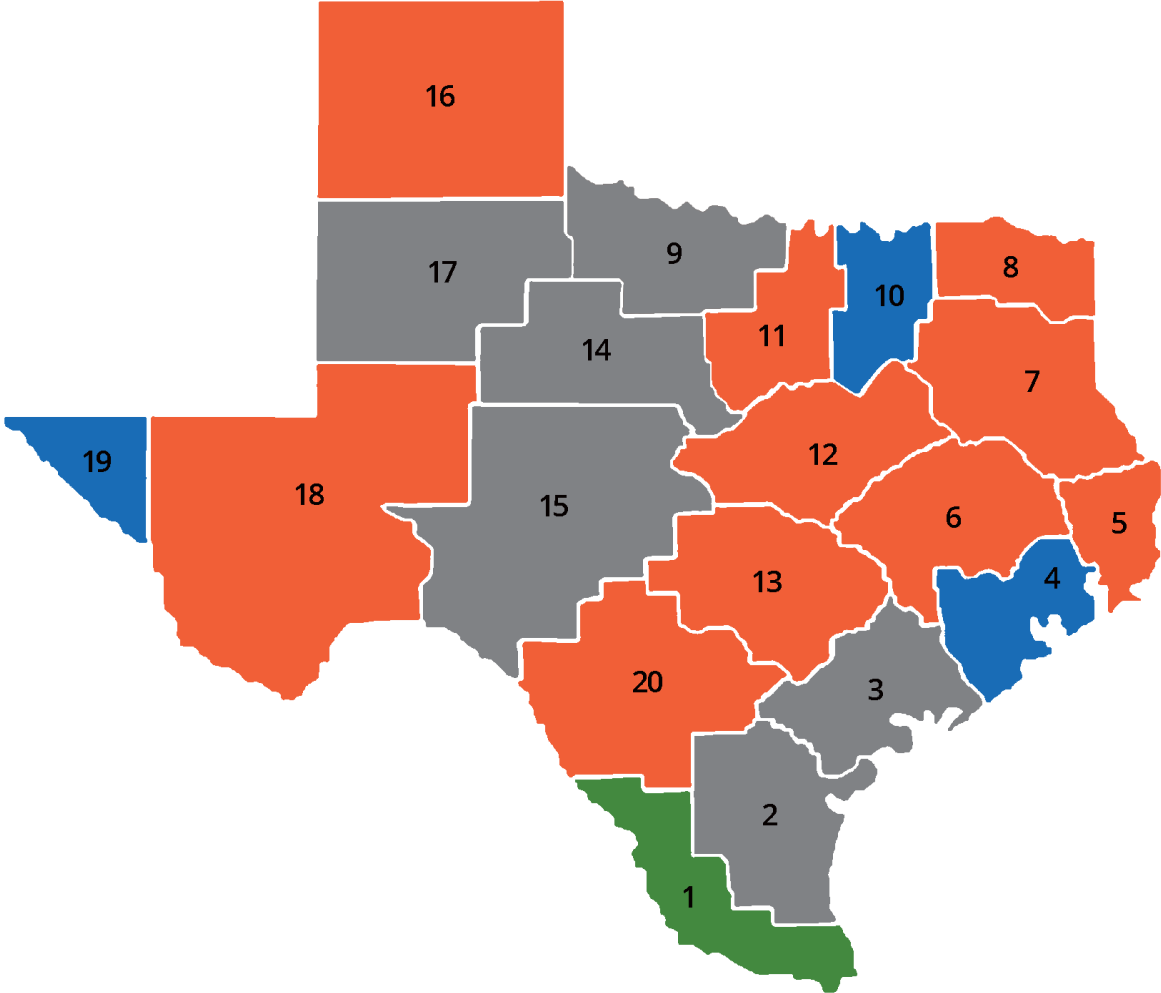
20% = EL Population in Texas

1 in 5 students in Texas



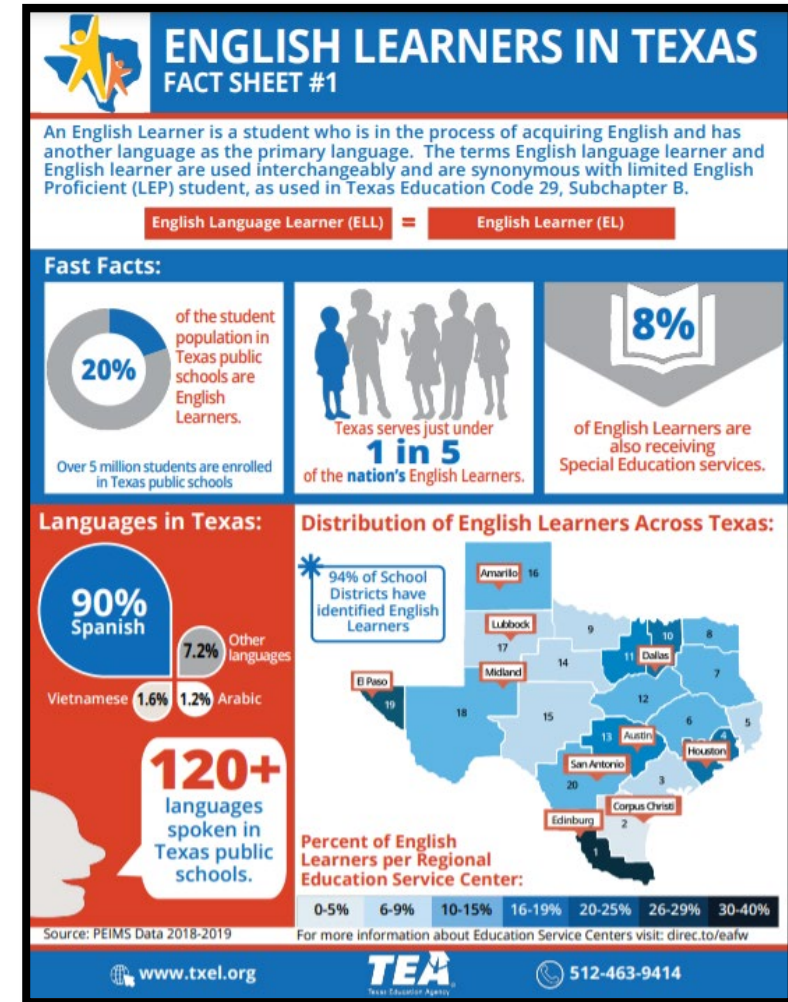
Distribution of Emergent Bilingual Students Across Texas

| Distribution of EBs Population |
|--------------------------------|
| 0 – 9% of Students |
| 10 – 19% of Students |
| 20 – 29% of Students |
| 30 – 39% of Students |



Identified Emergent Bilingual Students in Texas

For more information about the demographics of English Learners in Texas please [click here](#).



Frequently Asked Questions

| | |
|-----------------|---|
| Question | Are open-enrollment charter schools in Texas required to provide Bilingual or ESL Education? |
| Answer | <p>Yes.</p> <p>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.</p> |



Statutory Requirements



TEC 29, Subchapter B

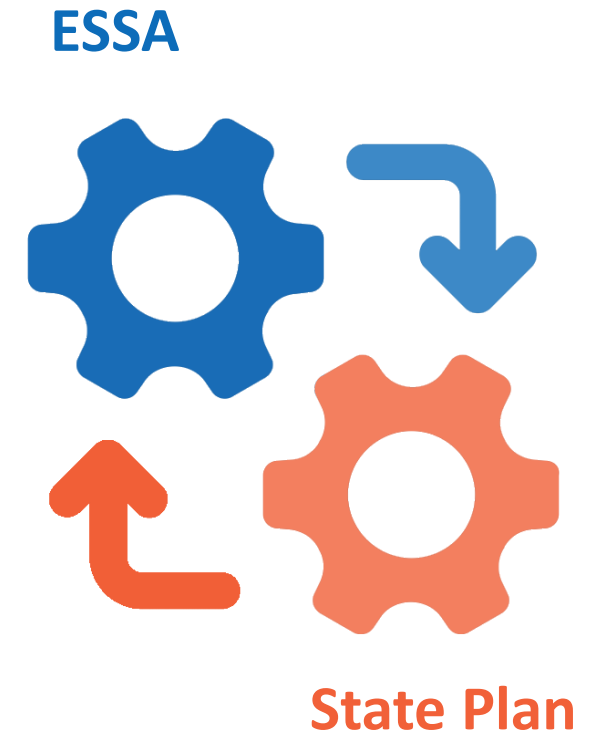
TAC 89, Subchapter BB



Standardized Statewide Processes

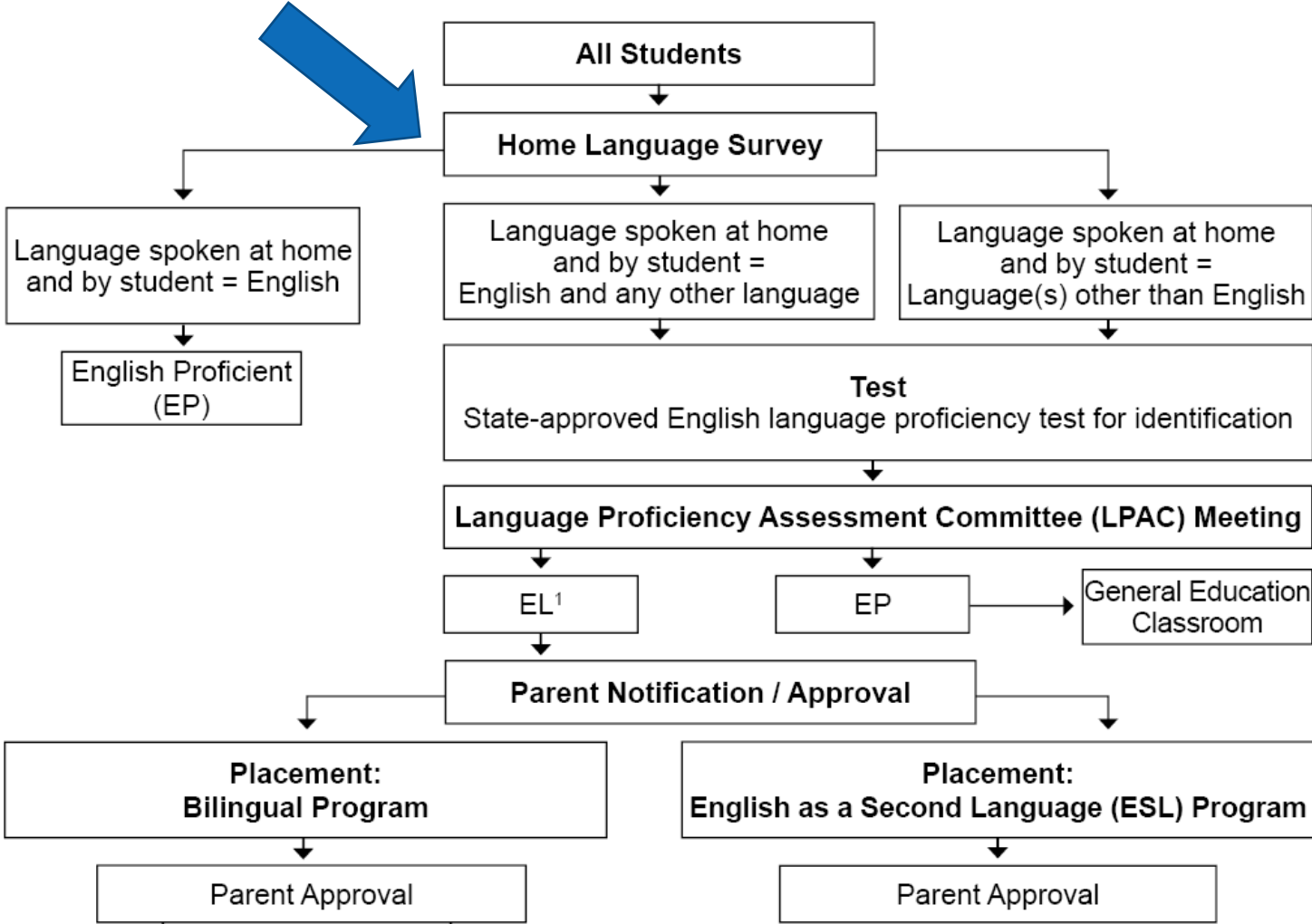
Every Student Succeeds Act (ESSA) State Plan, Title III, Part A requires that Texas have a standardized, statewide process for:

- 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

Four calendar weeks



Process for Identification

_____ INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19 TAC Chapter 89, Subchapter BB, §89.1215
(Home Language Survey applicable ONLY if administered for students enrolling in pre-kindergarten through grade 12)

TO BE COMPLETED BY PARENT OR GUARDIAN FOR STUDENTS ENROLLING IN PREKINDERGARTEN THROUGH GRADE 8 (OR BY STUDENT IN GRADES 9-12): The state of Texas requires that the following information be completed for each student who enrolls in a Texas public school for the first time. It is the responsibility of the parent or guardian, not the school, to provide the language information requested by the questions below. |

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.esc20.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 #: _____

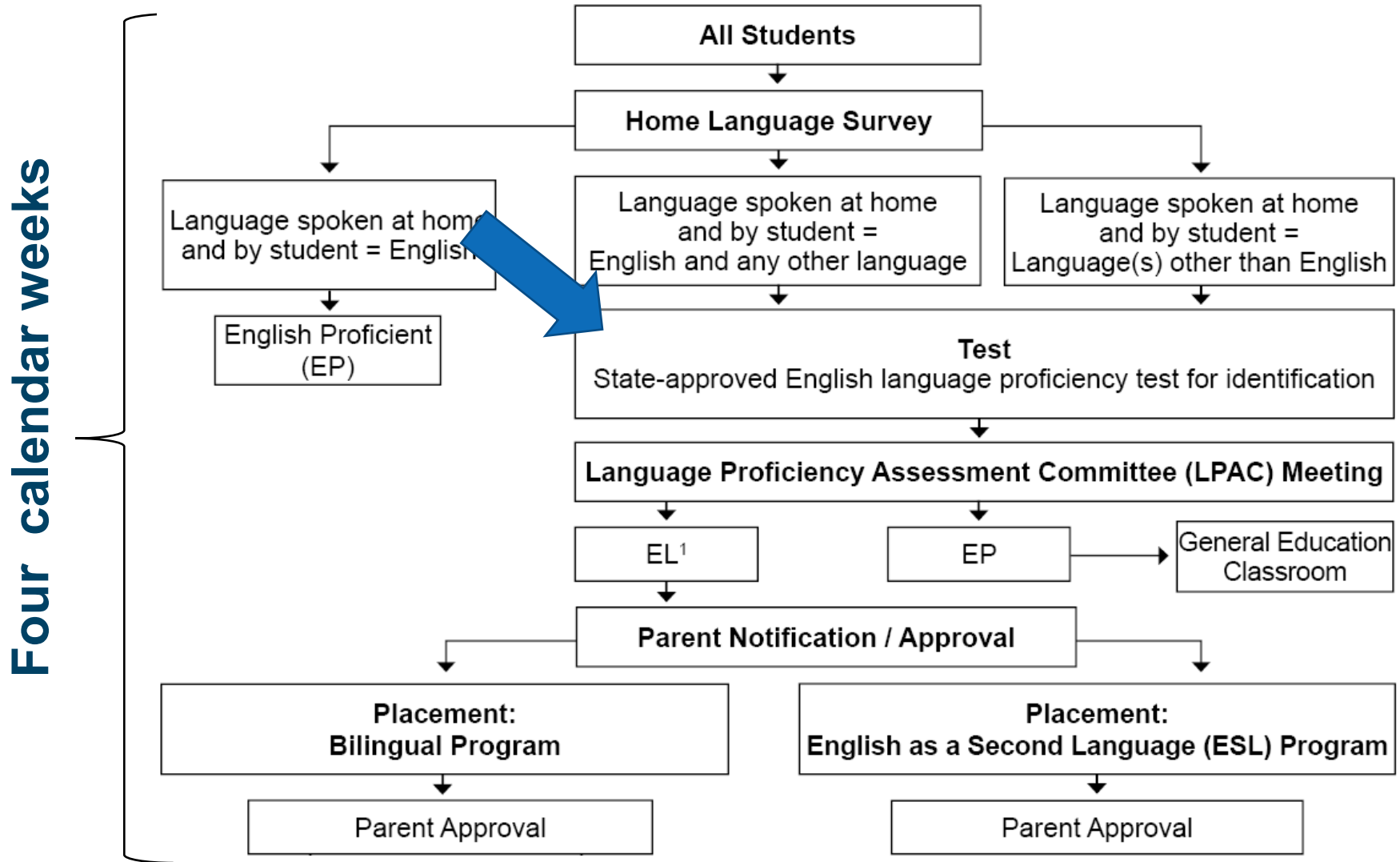
CAMPUS: _____

NOTE: PLEASE INDICATE ONLY ONE LANGUAGE PER RESPONSE.

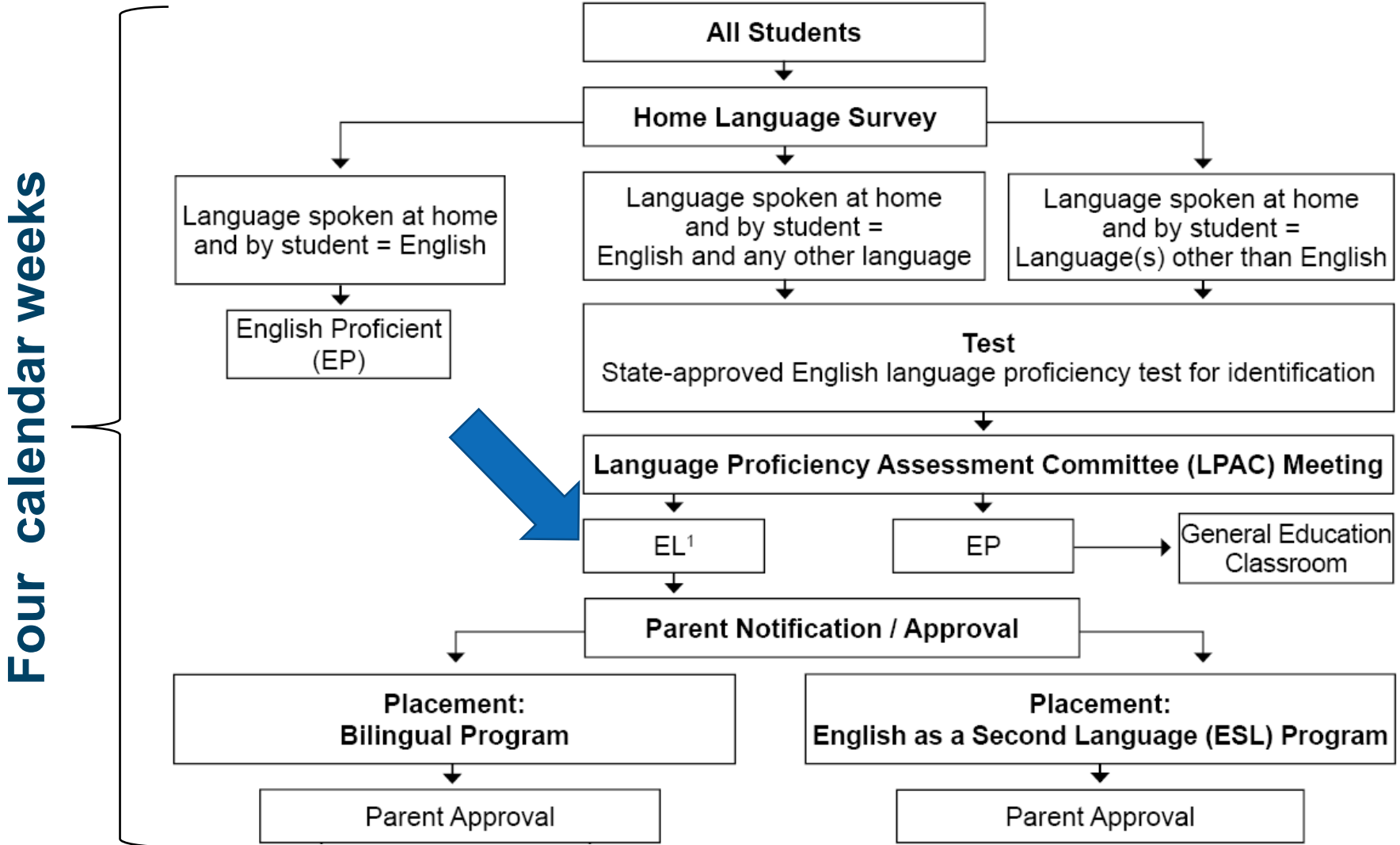
- 
1. What language is spoken in the child's home **most of the time**? _____
 2. What language does the child speak **most of the time**? _____



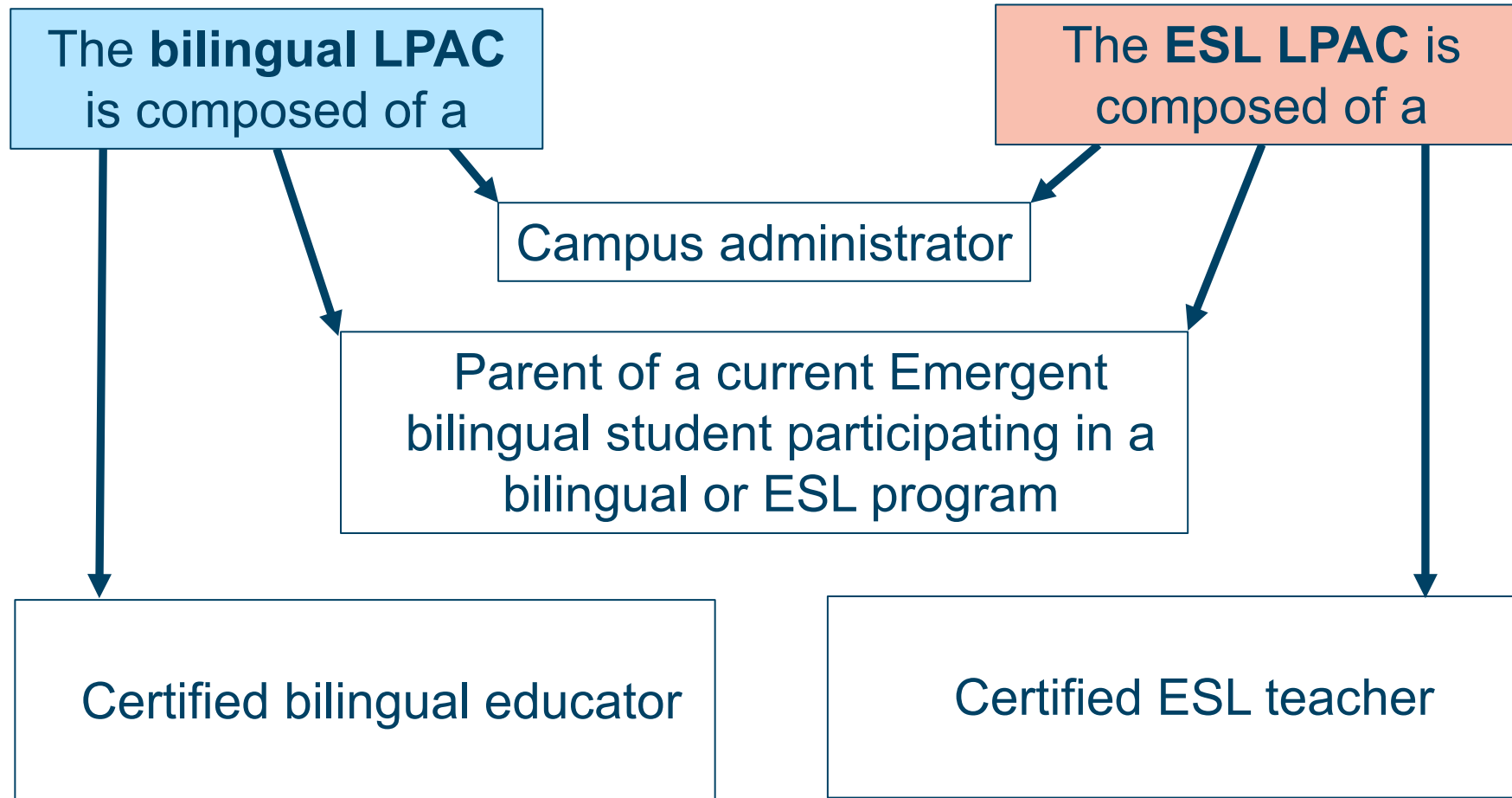
Process for Identification



Process for Identification



LPAC Membership

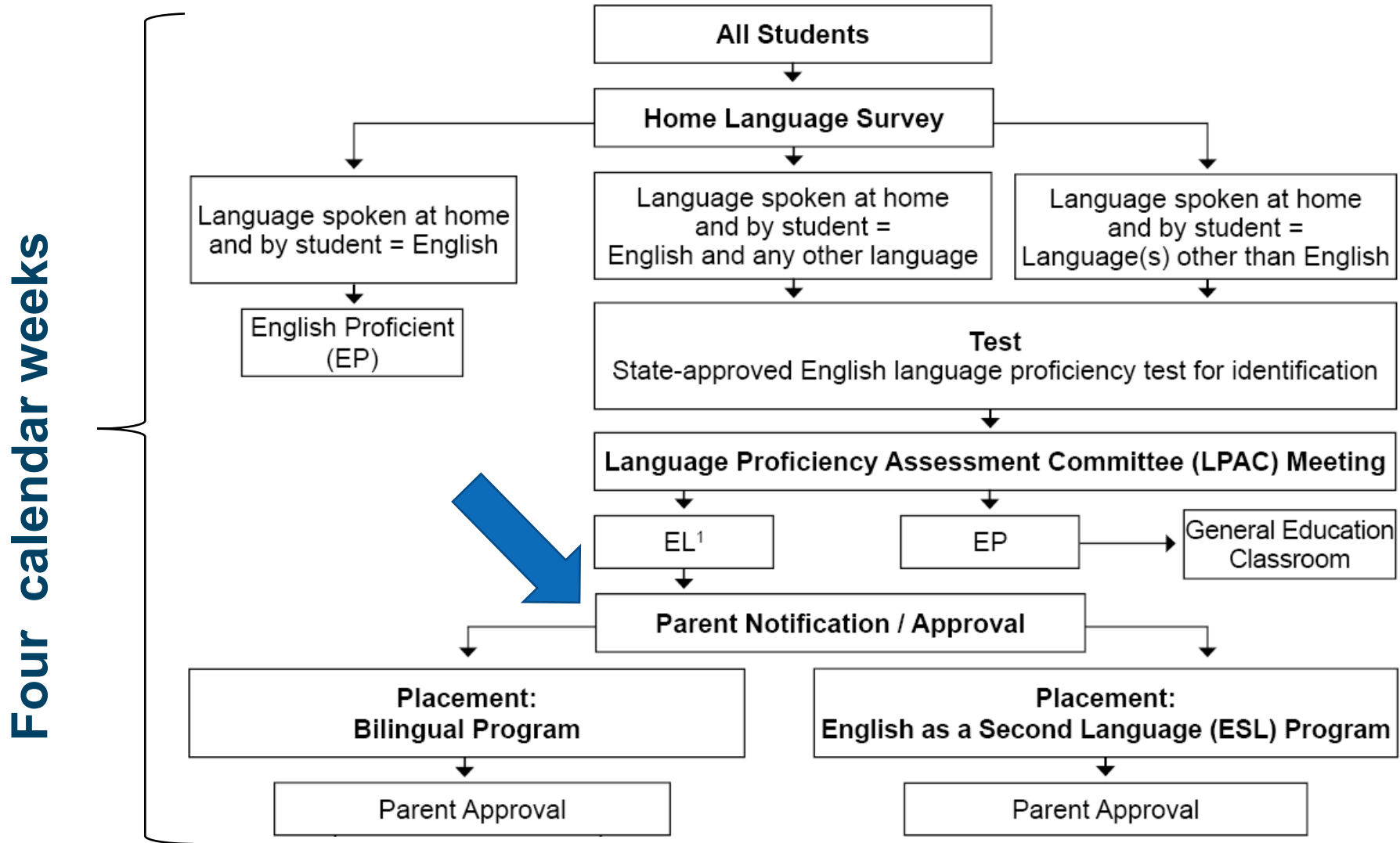


All members must be present!

19 TAC §89.1220 (b); TEC §29.063

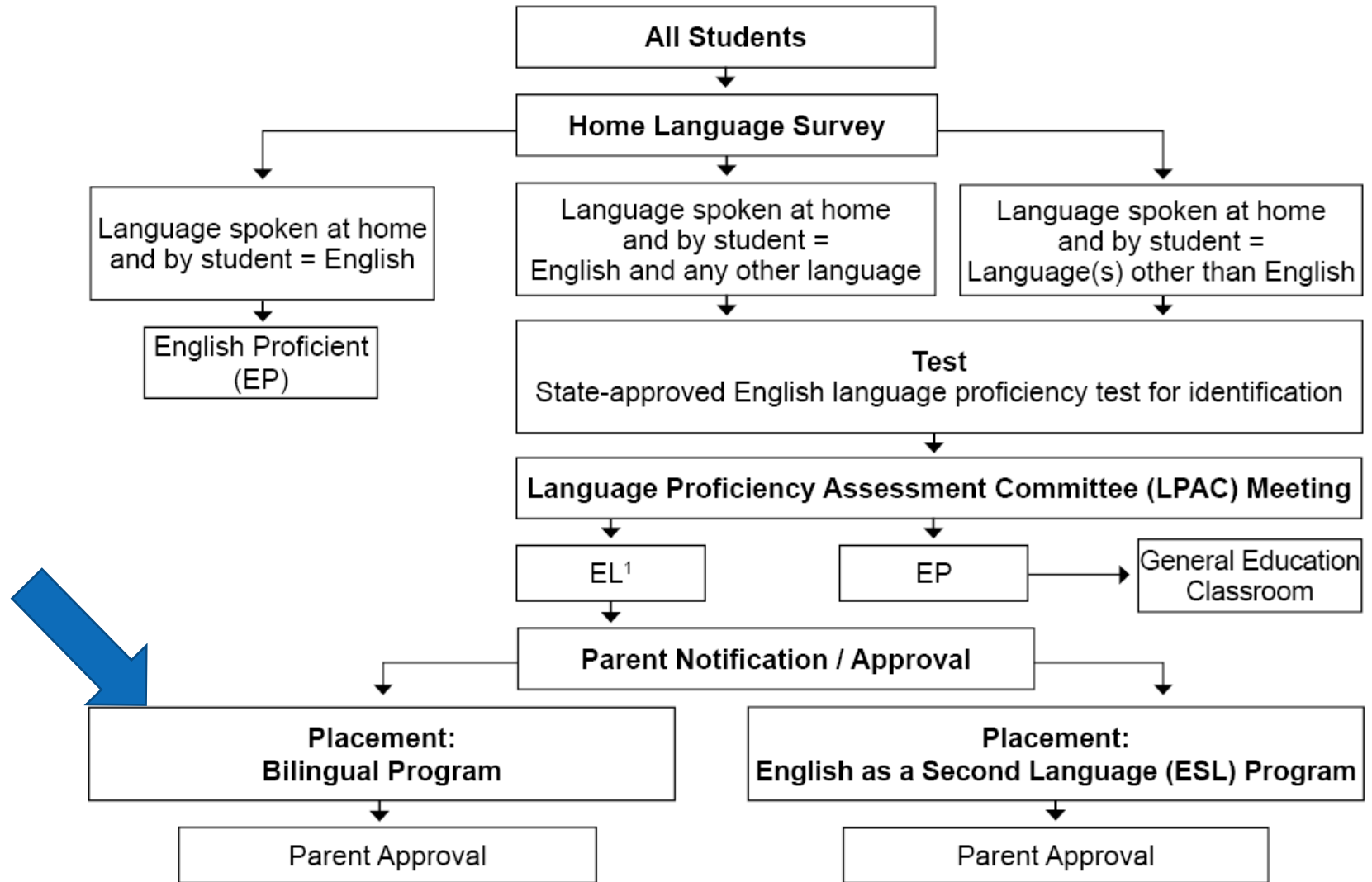


Process for Identification



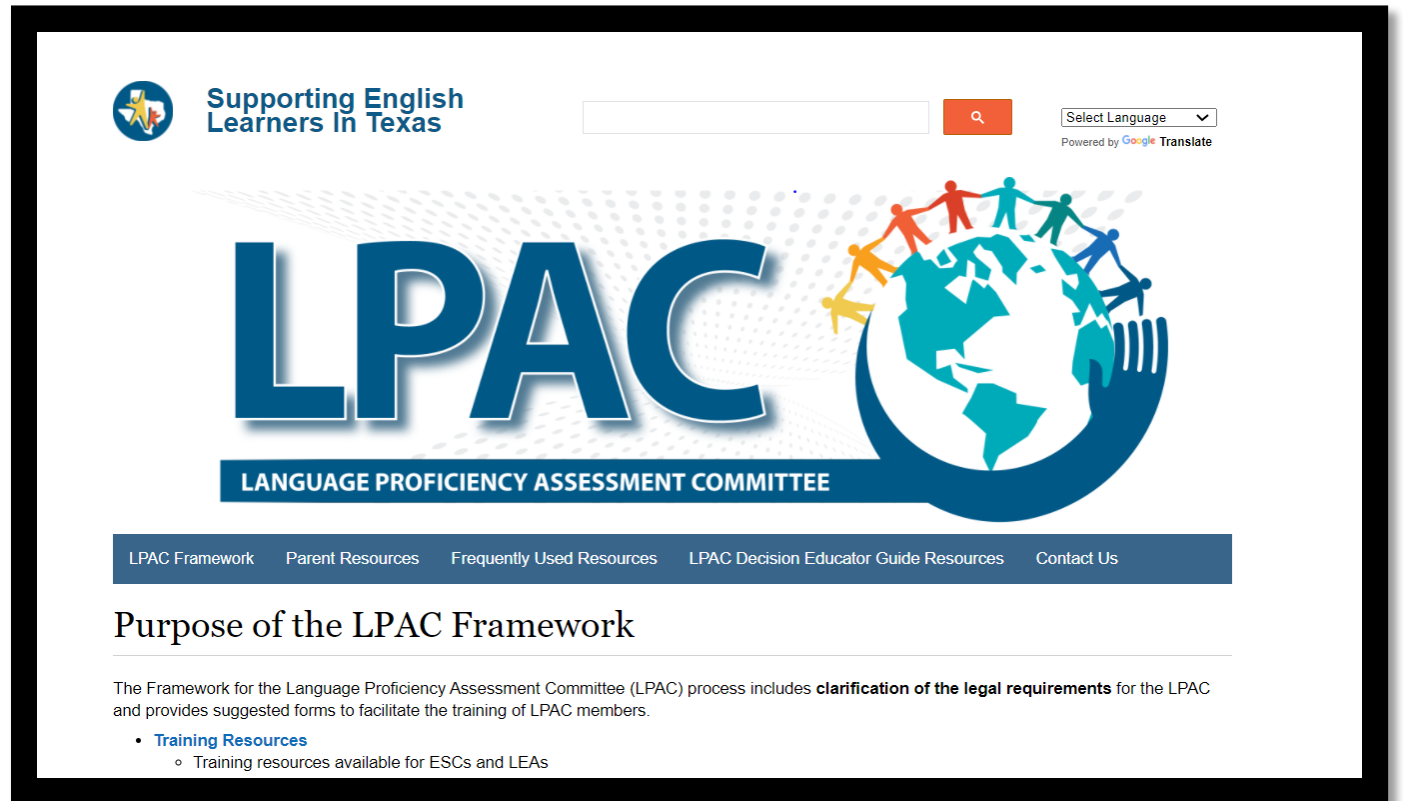
Process for Identification

Four calendar weeks



Process for Identification

For more information about identification of emergent bilingual students please [click here](#).



The screenshot displays the website for the Language Proficiency Assessment Committee (LPAC). At the top left is the logo for 'Supporting English Learners In Texas' with a star icon. To the right is a search bar and a language selection dropdown menu labeled 'Select Language' with a downward arrow, and a small note 'Powered by Google Translate'. The main content area features the large text 'LPAC' in blue, with 'LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE' written in white on a dark blue banner below it. To the right of the text is a graphic of a globe with colorful human figures holding hands around it. Below the banner is a dark blue navigation bar with white text links: 'LPAC Framework', 'Parent Resources', 'Frequently Used Resources', 'LPAC Decision Educator Guide Resources', and 'Contact Us'. The main heading 'Purpose of the LPAC Framework' is followed by a paragraph: 'The Framework for the Language Proficiency Assessment Committee (LPAC) process includes **clarification of the legal requirements** for the LPAC and provides suggested forms to facilitate the training of LPAC members.' Below this is a bulleted list with one item: '• **Training Resources**' followed by a sub-bullet: '◦ Training resources available for ESCs and LEAs'.

Checking for Understanding



Language Proficiency Assessment Committee (LPAC)

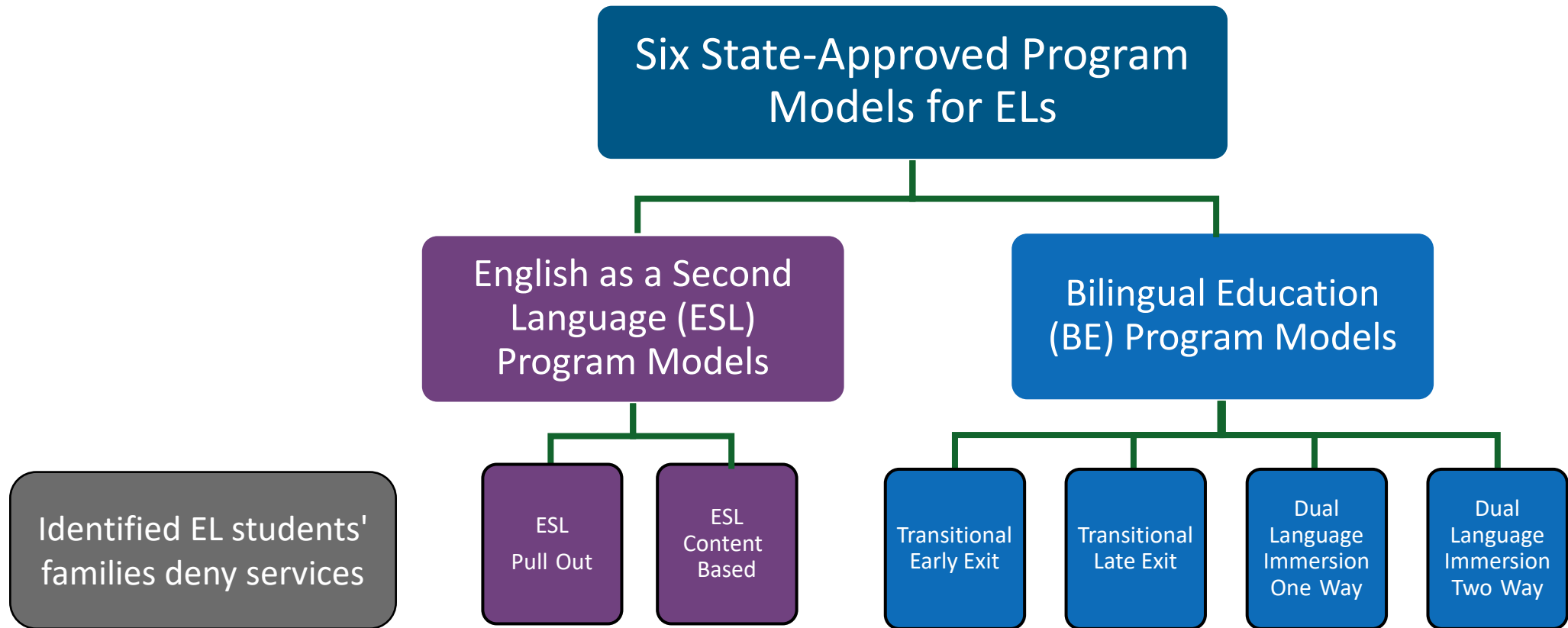




Emergent Bilingual Students Program Services

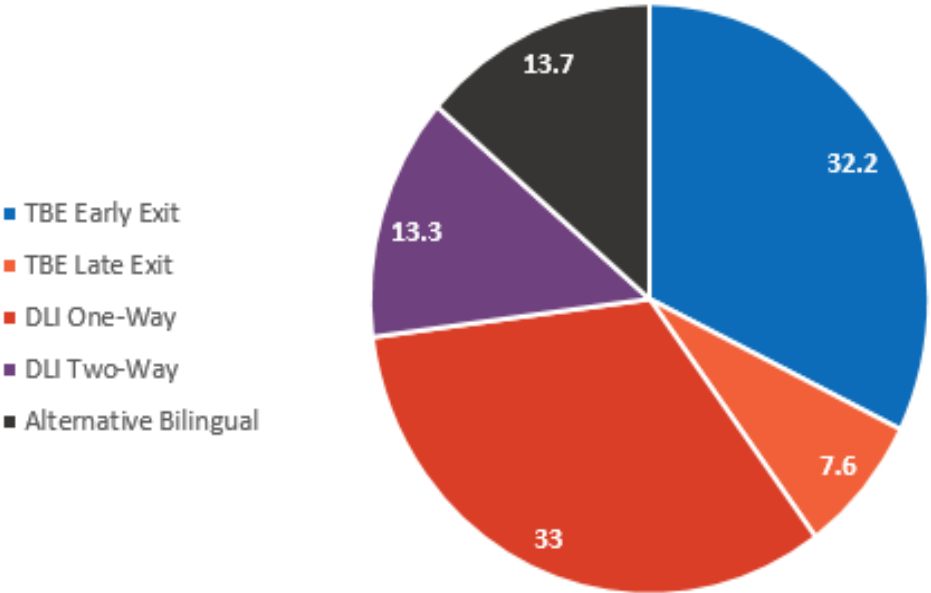


Emergent Bilingual Program Models in Texas

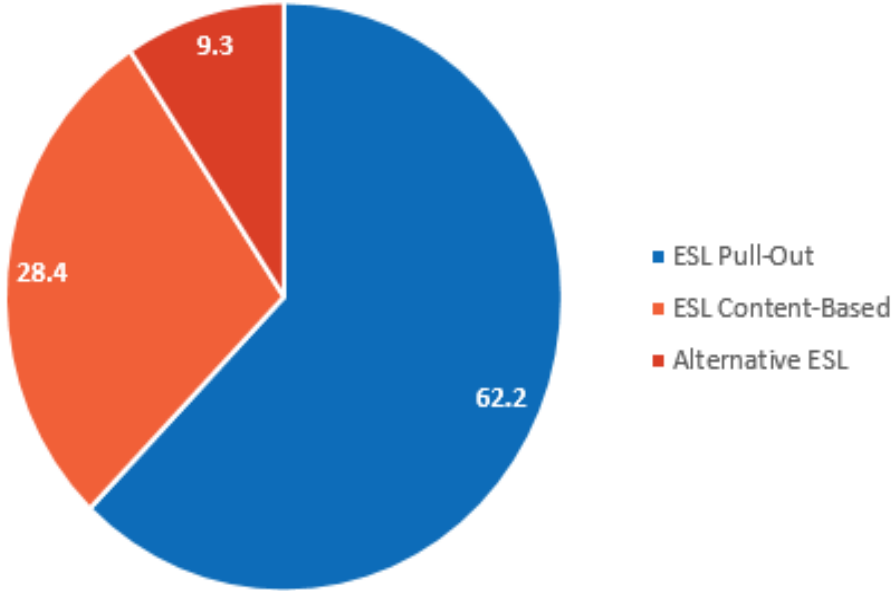


2020-2021 Statewide Bilingual and ESL Program Participation

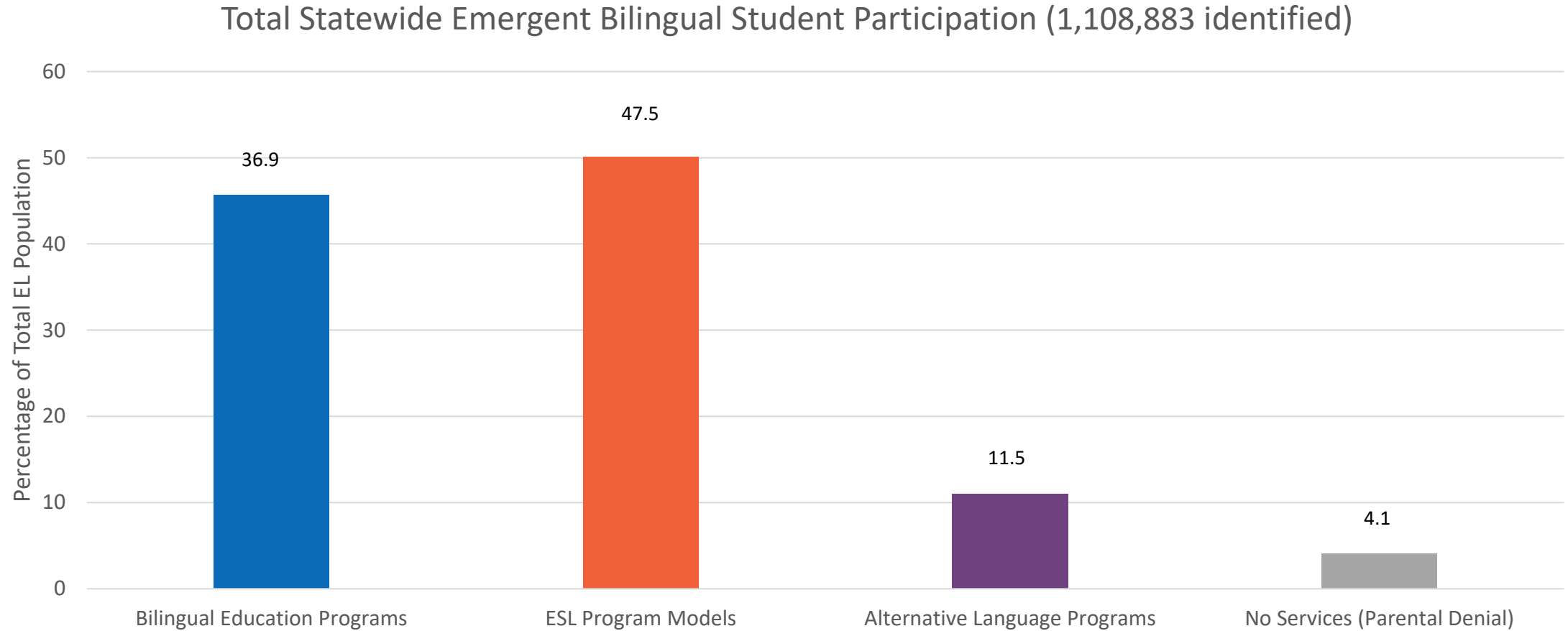
Bilingual Program Participation (482,649)



ESL Program Participation (527,150)



2020-2021 Emergent Bilingual Program Participation Data



State-Approved Bilingual Education Program Models

| Program Model Type | Goal |
|---------------------------------------|---|
| Transitional bilingual/ early exit | Primary language is used as a resource to attain full proficiency in English. |
| Transitional bilingual/ late exit | |
| Dual language immersion/ one way | Full proficiency in partner language and English. |
| Dual language immersion/ two way | |



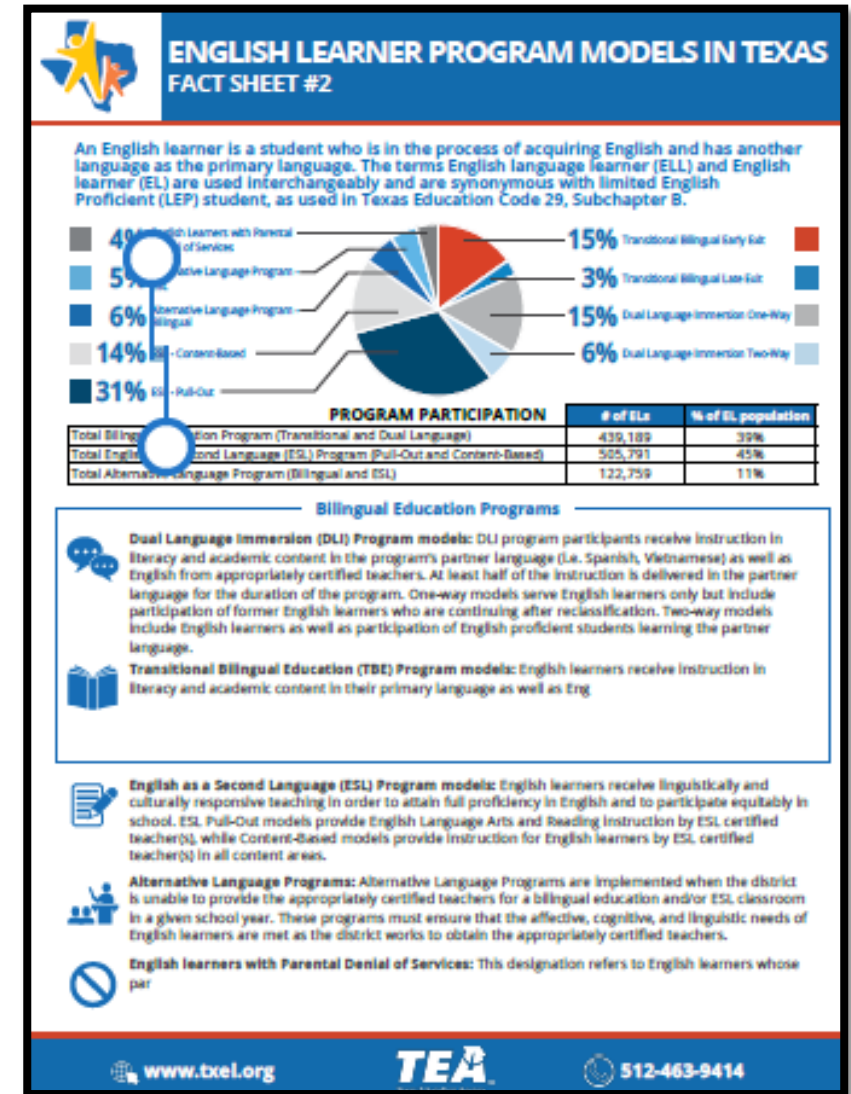
State-Approved ESL Program Models

| Program Model | Goal |
|-------------------|---|
| Content-Based ESL | Second language acquisition methods are used to attain full proficiency in English. |
| Pull-Out ESL | |



State-Approved Program Models

For more information about program models in Texas please [click here](#).





Certification Requirements – Bilingual Education

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

| Program Model | Goal | Instructional Approach |
|--|---|--|
| <p align="center">Content-Based ESL</p> | <p align="center">English learners will attain full proficiency in English in order to participate equitably in school.</p> | <p>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.</p> |
| <p align="center">Pull-Out ESL</p> | | <p>English learners receive instruction in English Language Arts and Reading (ELAR) by an ESL certified teacher.</p> <p>A pull-out model can be implemented</p> <ul style="list-style-type: none"> • 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 |



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 | | | | | | NOTE: GREY FIELDS ARE AUTOMATICALLY FILLED FROM YOUR ENTRIES IN EACH WORKSHEET. MANUALLY ENTER CORRECTIONS AS NEEDED. IF AN ITEM IS NOT APPLICABLE, LEAVE THE IT BLANK. | |
|---|----------|---|---|--|---|---|---|
| CDN (AskTed) Enter with NO dash. | District | ESC Region | Superintendent (Format: Salutation, First name, Last name) | | Email | Application for | Assurances Verified |
| | | | | | | | |
| Emergent Bilingual (EB) Students/English Learners (ELs) District-Wide | | Bilingual/ESL Contact | | | Phone (Format: (Area) 999 - 9999 x99999) | | |
| | | (Format: Salutation, First name, Last name) | | | Email | | |
| | | | | | | | |
| Report a District-Wide Number | | Bilingual Certified (all personnel) Employed in the District | | Bilingual Certified Teachers Currently Teaching in a Bilingual Education Program | Teachers needed to instruct EB students/ELs under a bilingual education exception (Spanish) | Teachers needed to instruct EB students/ELs under a bilingual education exception (languages other than Spanish) | Teachers needed to instruct EB students/ELs under a Bilingual Education Exception (Spanish and other languages) |
| Skip if not applying for a Bilingual Exception. | | | | | 0 | 0 | 0 |
| Report a District-wide Number | | ESL Certified Teachers (all personnel) Employed in the District | | ESL Certified Teachers (all grade levels) Currently Teaching in an ESL Program | Teachers needed to instruct EB students/ELs under an ESL Waiver | | |
| Skip if not applying for an ESL Waiver. | | | | | 0 | | |

←
District Information
Bilingual Education Exception
ESL Waiver
Assurances
Alternative Language Program
+



Staffing: Bilingual Education Exceptions and ESL Waivers

2021-2022 Bilingual Education Exception/English as a Second Language (ESL) Waiver Application – Part 2

CDN: _____

District Name (No abbreviations): _____

ALTERNATIVE LANGUAGE PROGRAM AND RECRUITING ACTIVITIES

WHAT IS AN ALTERNATIVE LANGUAGE PROGRAM (ALP)?

If a district/local education agency (LEA), including school districts, open-enrollment charters, and districts of innovation, does not have the appropriately certified educators for their required bilingual education or English as a second language (ESL) program, the district files the applicable bilingual education exception or ESL waiver for the teacher(s) and student(s) impacted, per 19 TAC §89.1207. Students under the bilingual education exception or ESL waiver will temporarily participate in the alternative language program, as described in the district's application (part 2) for the current school year. Teachers providing the ALP will be supported by the district's comprehensive professional development plan. The ALP must

- align as closely as possible to the district's required bilingual or ESL program;
- meet the affective, linguistic, and cognitive needs of their emergent bilingual (EB) students/English learners (ELs); and
- ensure students are given the opportunity to master the essential knowledge and skills of the required curriculum, including TEKS for foundation and enrichment areas, the English language proficiency standards (ELPS), and college and career readiness standards (CCRS) [19 TAC §89.1207(a)(1)(B) and §89.1207(b)(1)(B)].

WHAT ARE THE APPLICABLE ALTERNATIVE LANGUAGE PROGRAM PEIMS CODES?

The PEIMS Alternative Language Program Code Table will only be utilized if a district has submitted a bilingual education exception and/or an ESL waiver and must be used in combination with the appropriate PEIMS Parental Permission codes as described below. The [Code Guide](#) for Bilingual and ESL Program Association provides further details on how to appropriately use these codes for participating students.

- If the parent of an EB student/EL approves placement of the student in the bilingual education program but the district is under a **bilingual education exception**, the student's Parental Permission Code is E, the Alternative Language Program Code is 01, and the Bilingual Education and ESL Program Codes are 0.
- If the parent of an EB student/EL approves placement of the student in the ESL program but the district is under an **ESL waiver**, the student's Parental Permission Code is J, the Alternative Language Program Code is 02, and the Bilingual and ESL Program Codes are 0.

INSTRUCTIONS

- If applying for
 - a **bilingual education exception only**, complete sections 1, 3, and 4.
 - an **ESL waiver only**, complete sections 2, 3, and 4.
 - **both** a bilingual education exception and an ESL waiver, complete all sections.
- Save a copy of this form prior to submission. Maintain all supporting documentation at the local level.



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).





Program Funding



Coordinated State Supports for Emergent Bilingual Students



TEC 29, Subchapter B

TAC 89, Subchapter BB

Bilingual Education Allotment (BEA) Funds

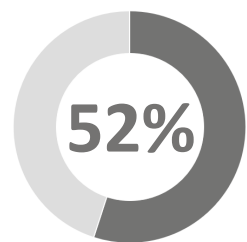
Title III, Part A Funds

TEA Technical Assistance, Tools, Resources

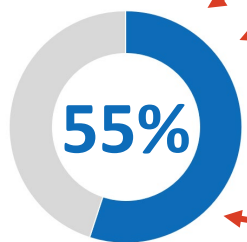


Bilingual Education Allotment: TEC 48.105

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%:



BEFORE

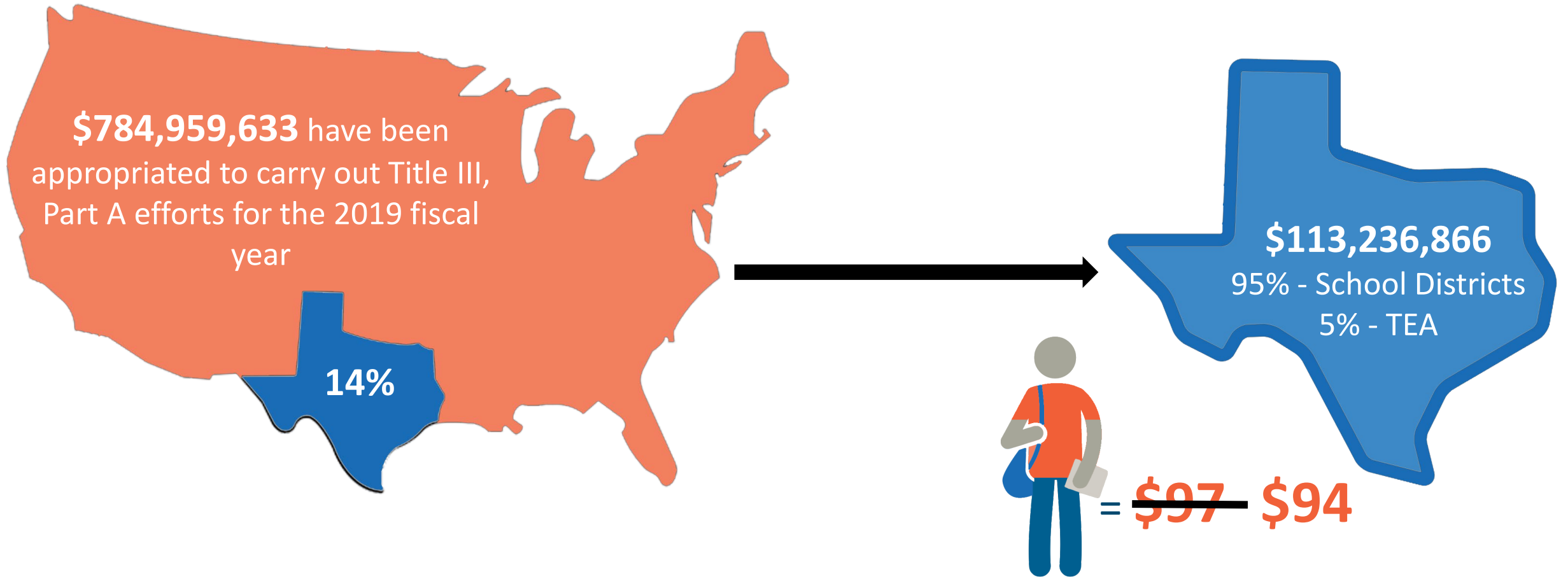


AFTER

- 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



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](#).

**Side-by-Side Guidance Document:
Allowable vs. Unallowable Use of
Funds To Support English
Learners**

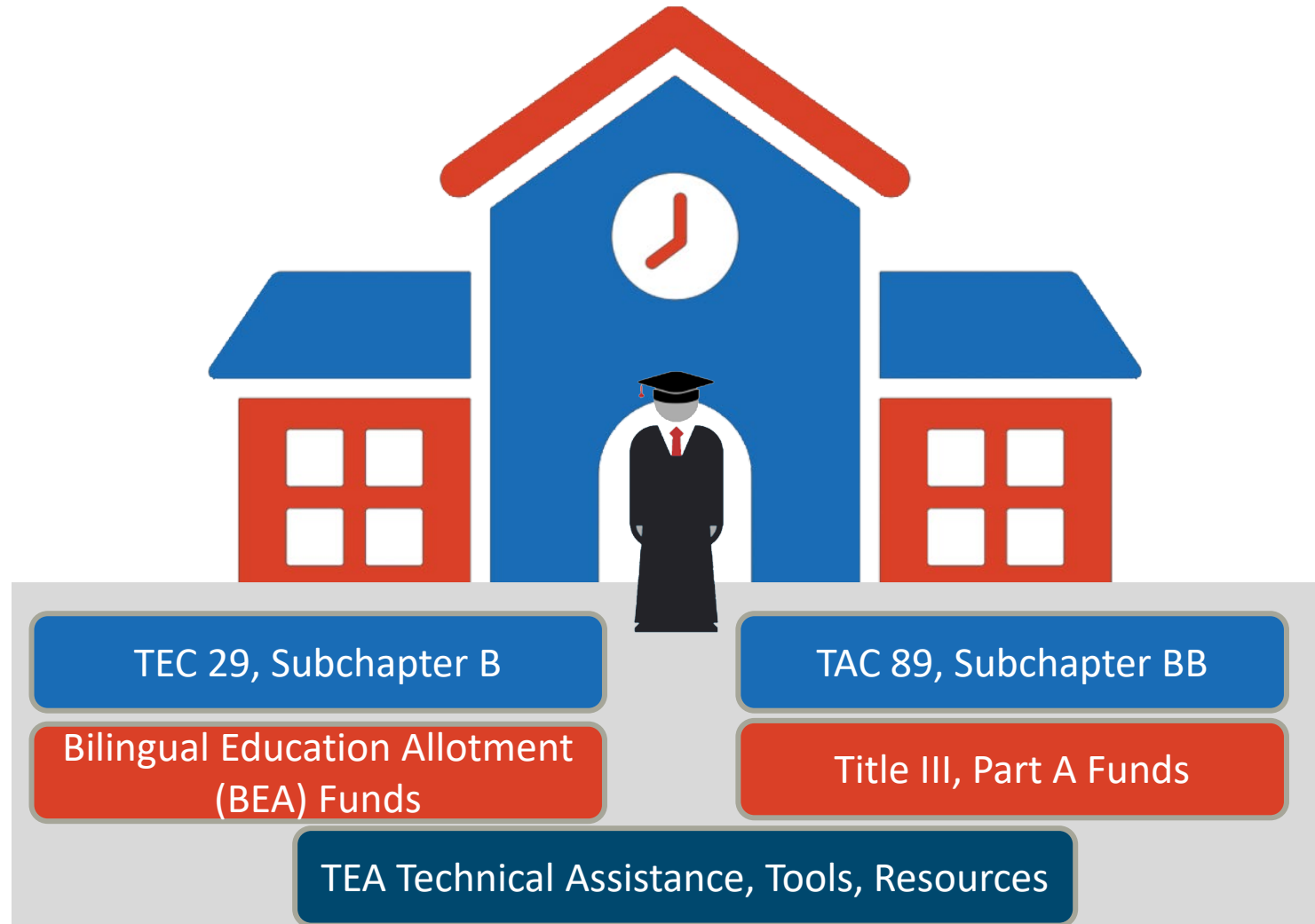


Topics Covered:

1. [Bilingual Education Allocation \(BEA\) Funds](#)
2. [Title III, Part A Funds](#)
3. [Supplement, Not Supplant](#)
4. [Side-by-Side Guidance](#)



Checking for Understanding





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.

TEA Texas Education Agency

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Supporting English Learners In Texas

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Contact Information

English Learner Support Division



(512) 463 - 9414



EnglishLearnerSupport@tea.texas.gov



Visit the [Bilingual/ESL webpage](http://Txel.org) for most up-to date information

Txel.org

