



Generation 29 Application Information Session: Serving Emergent Bilingual Students

Division of Emergent Bilingual Support



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Our Goal Is...

At the blueprint level, we will lead the state by developing guidance, tools and resources that bring intentionality and focus to emergent bilingual students and ensure their access high quality programs and instruction which lead to positive academic success.



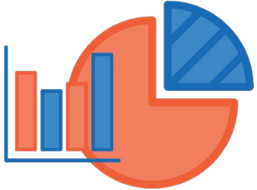
Agenda



Emergent Bilingual Students in Texas

Demographics

Process for Identification and Services



Emergent Bilingual Students Program Services

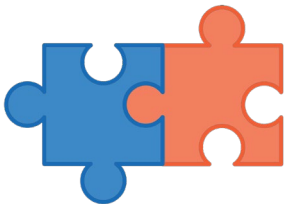
State-approved Models

“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



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 primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021, update.

English Learner (EL) = Emergent Bilingual (EB) Student

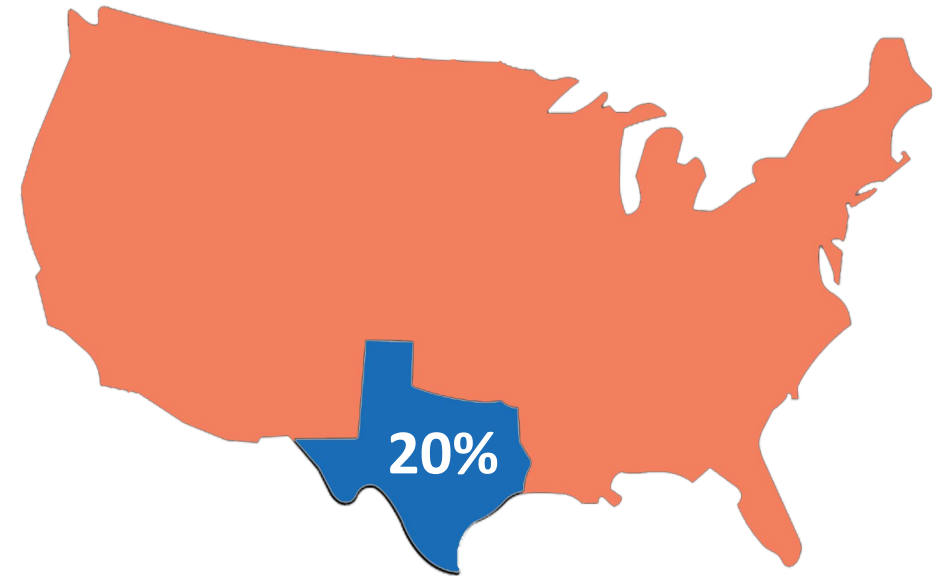


Identified Emergent Bilingual Students in Texas

Top 10 States with Highest Emergent Bilingual Enrollment (2019) *NCES

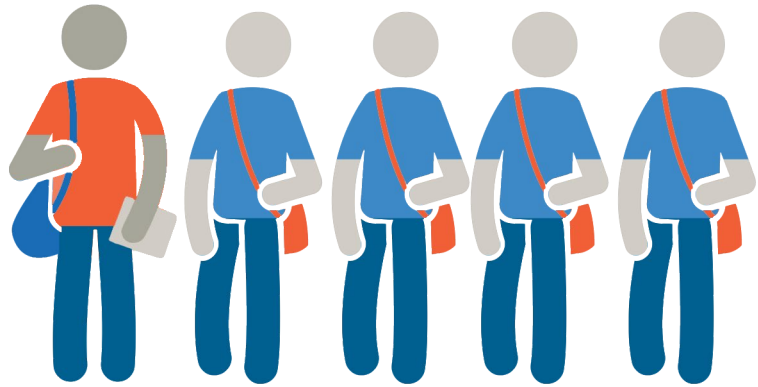
1. **Texas**
2. California
3. New Mexico
4. Nevada
5. Illinois
6. Washington
7. Alaska
8. Colorado
9. Massachusetts
10. Florida

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



Identified Emergent Bilingual Students in Texas

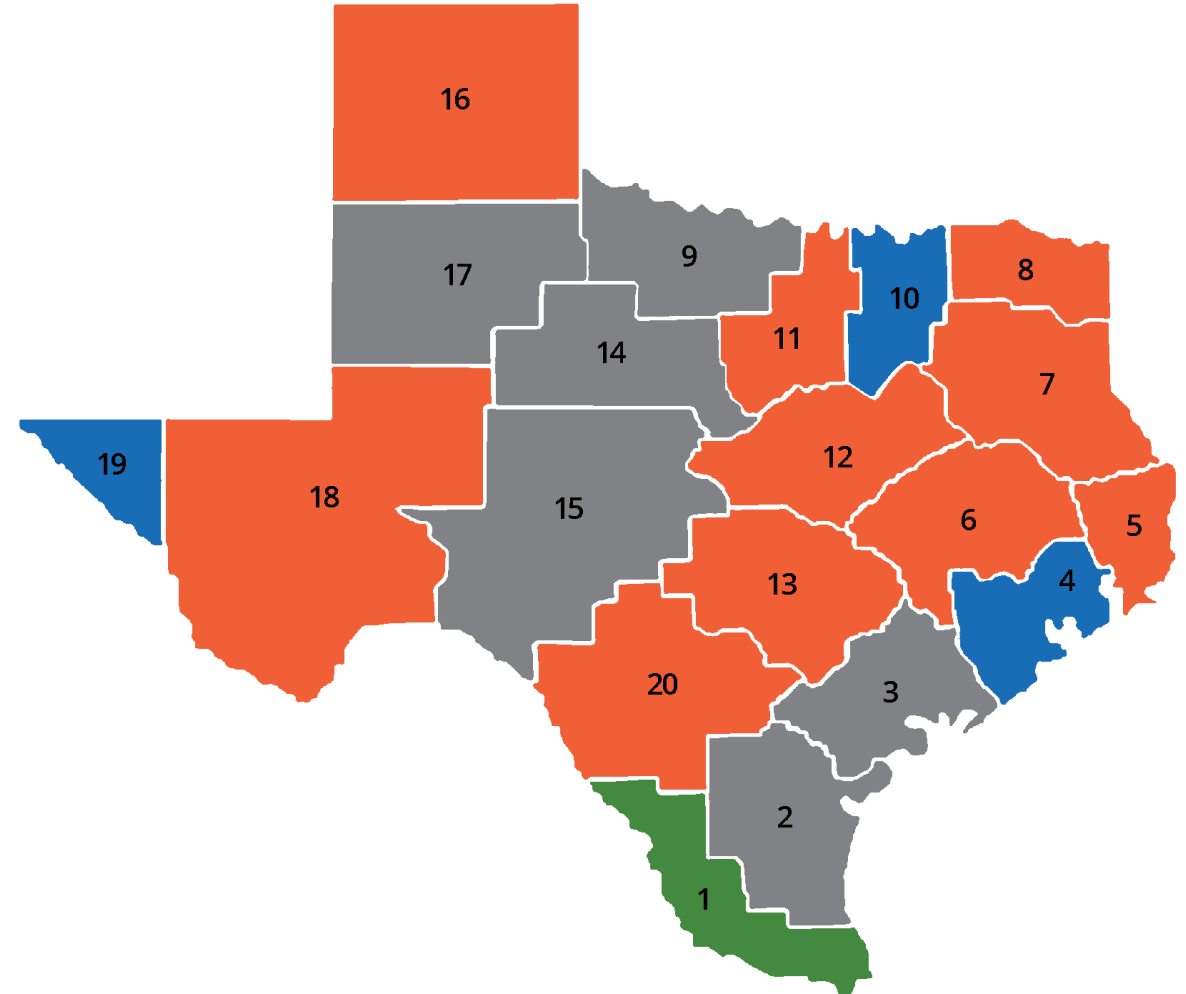
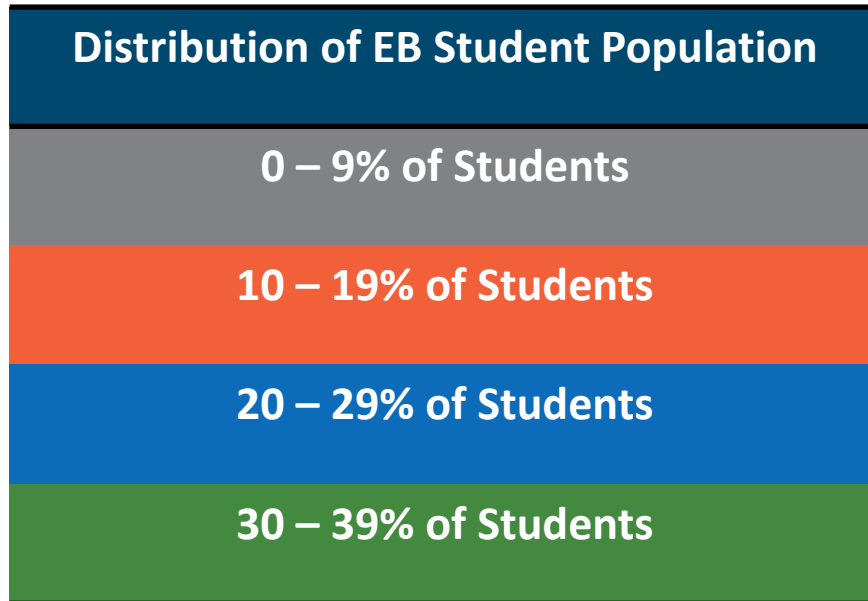
In addition to having 1 out of 5 EBs in the country...



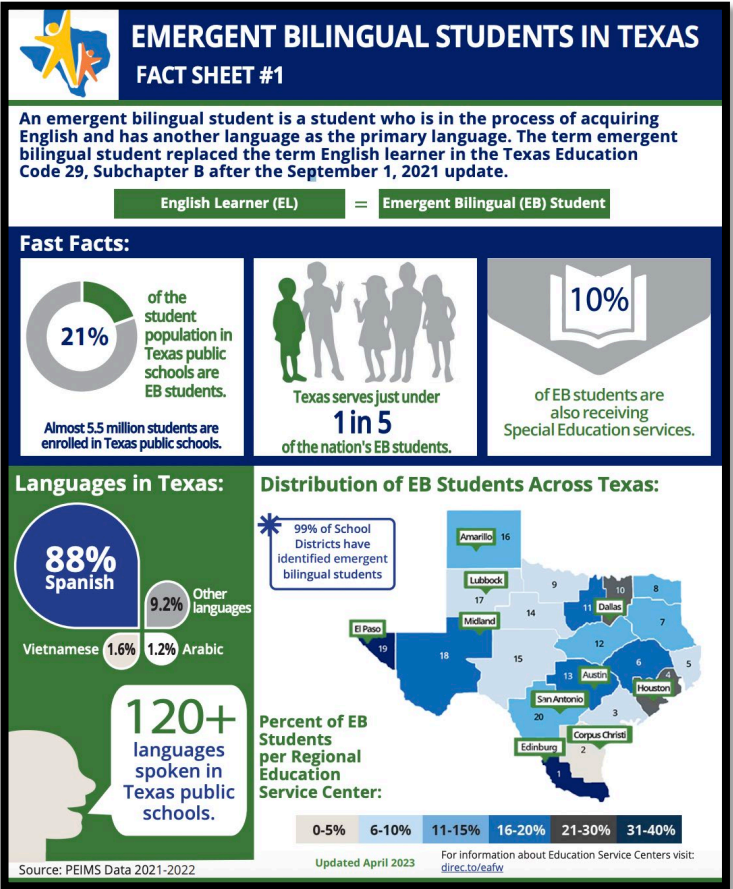
20% = EB Student Population in Texas
1 in 5 students in Texas



Distribution of Emergent Bilingual Students Across Texas



Identified Emergent Bilingual Students in Texas



For more information about the demographics of emergent bilingual students in Texas please [click here](#).

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

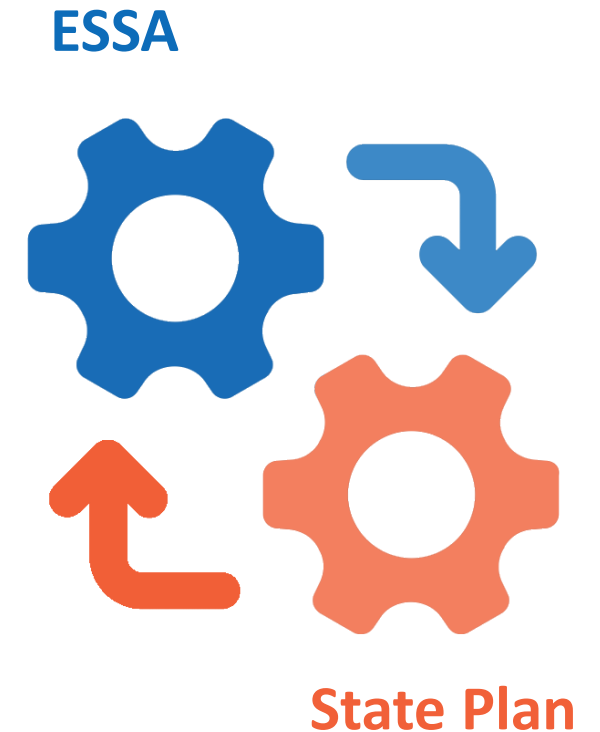
TAC 89, Subchapter BB



Standardized Statewide Processes

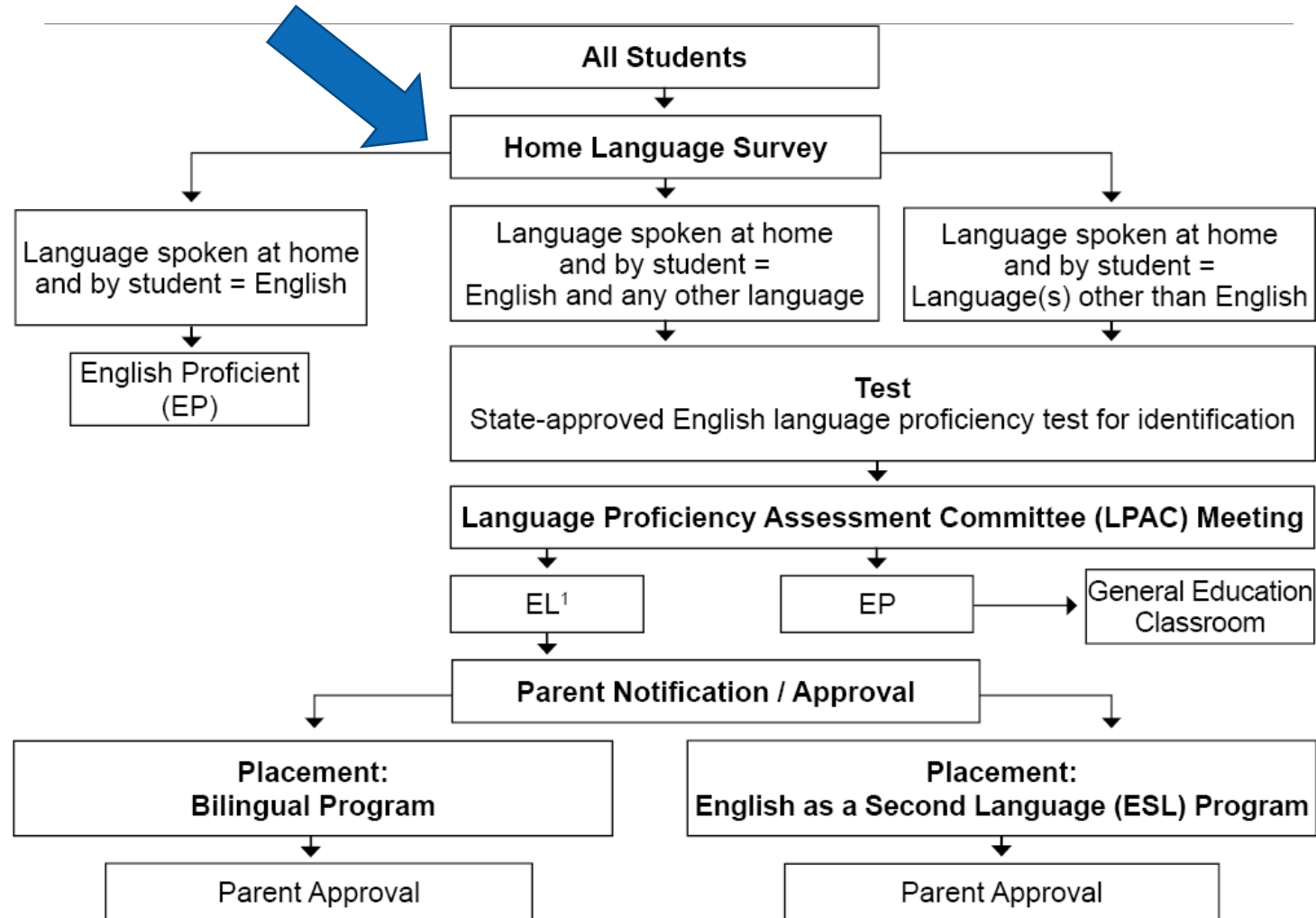
Every Student Succeeds Act (ESSA) State Plan, Title III, Part A requires that Texas have a standardized, statewide process for:

- 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

Four calendar weeks

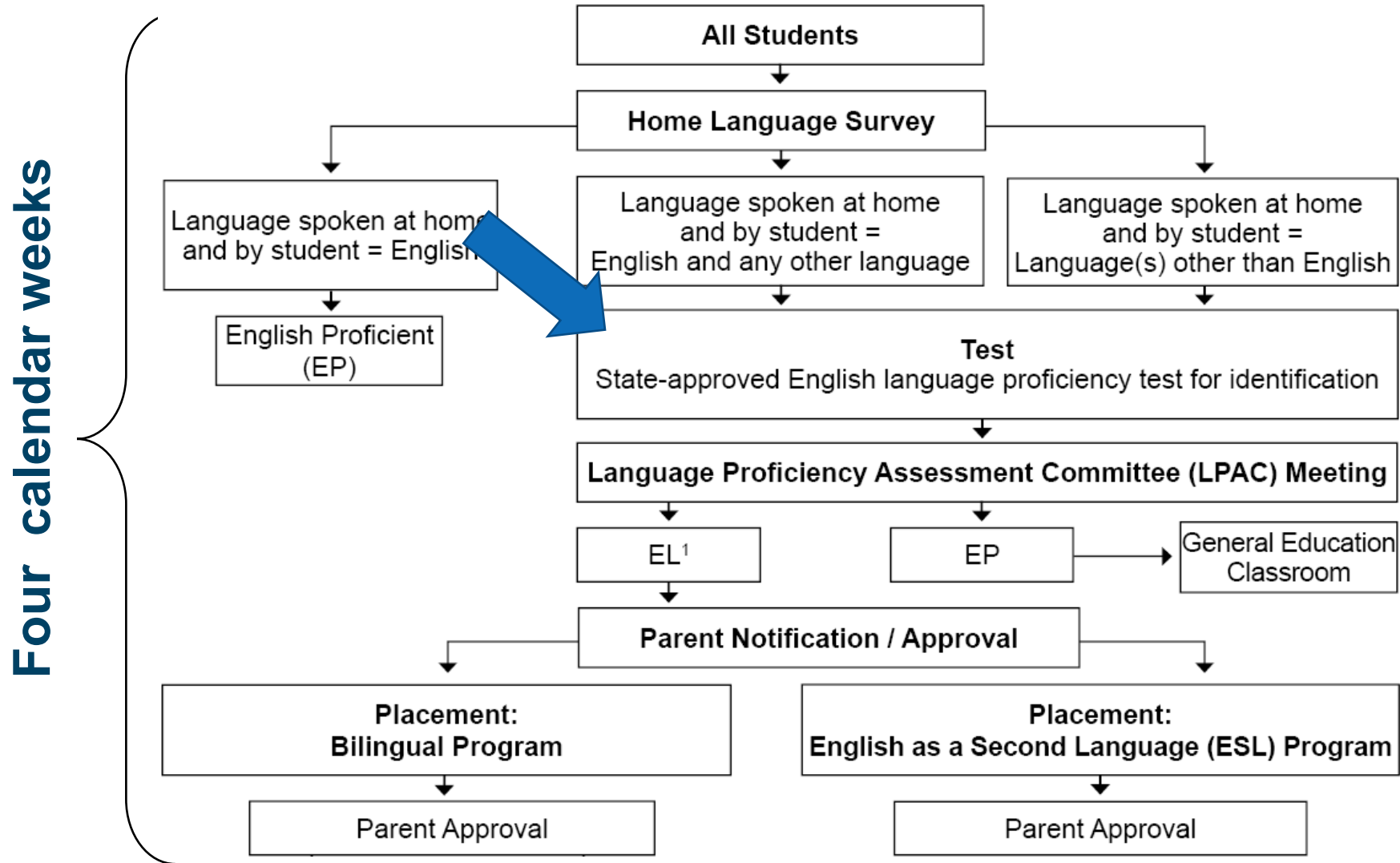


Process for Identification

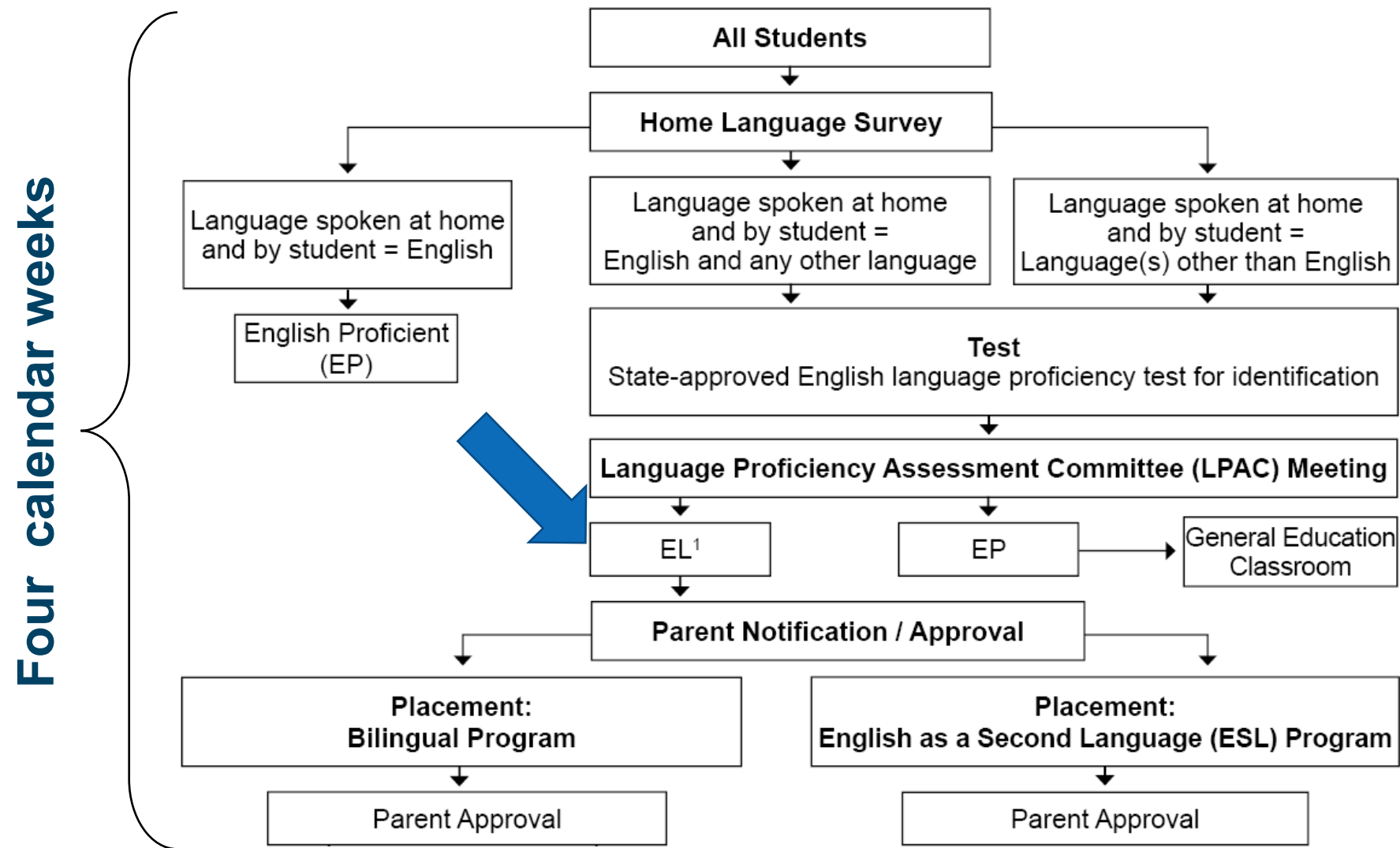
<div>_____INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL</div> <div>HOME LANGUAGE SURVEY-19 TAC Chapter 89, Subchapter BB, §89.1215 (Home Language Survey applicable ONLY if administered for students enrolling in pre-kindergarten through grade 12)</div>	
<p>TO BE COMPLETED BY PARENT OR GUARDIAN FOR STUDENTS 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. </p>	
<p>Dear Parent or Guardian:</p> <p>To determine if your child would benefit from Bilingual and/or English as a Second Language program services, please answer the two questions below.</p> <p>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.</p> <p>For more information on the process that must be followed, please visit the following website: http://web.esc20.net/LPAC-Interactive/InteractiveFlowchart-EN.htm.</p>	
<div style="background-color: #f0f0f0; padding: 5px; display: inline-block;">This survey shall be kept in each student's permanent record folder.</div>	
NAME OF STUDENT: _____	STUDENT ID#: _____
ADDRESS: _____	TELEPHONE #: _____
CAMPUS: _____	
NOTE: PLEASE INDICATE ONLY ONE LANGUAGE PER RESPONSE.	
<div style="display: flex; justify-content: space-between;"><div style="width: 45%;">1. What language is spoken in the child's home most of the time?</div><div style="width: 50%; border-bottom: 1px solid black;"></div></div>	
<div style="display: flex; justify-content: space-between;"><div style="width: 45%;">2. What language does the child speak most of the time?</div><div style="width: 50%; border-bottom: 1px solid black;"></div></div>	



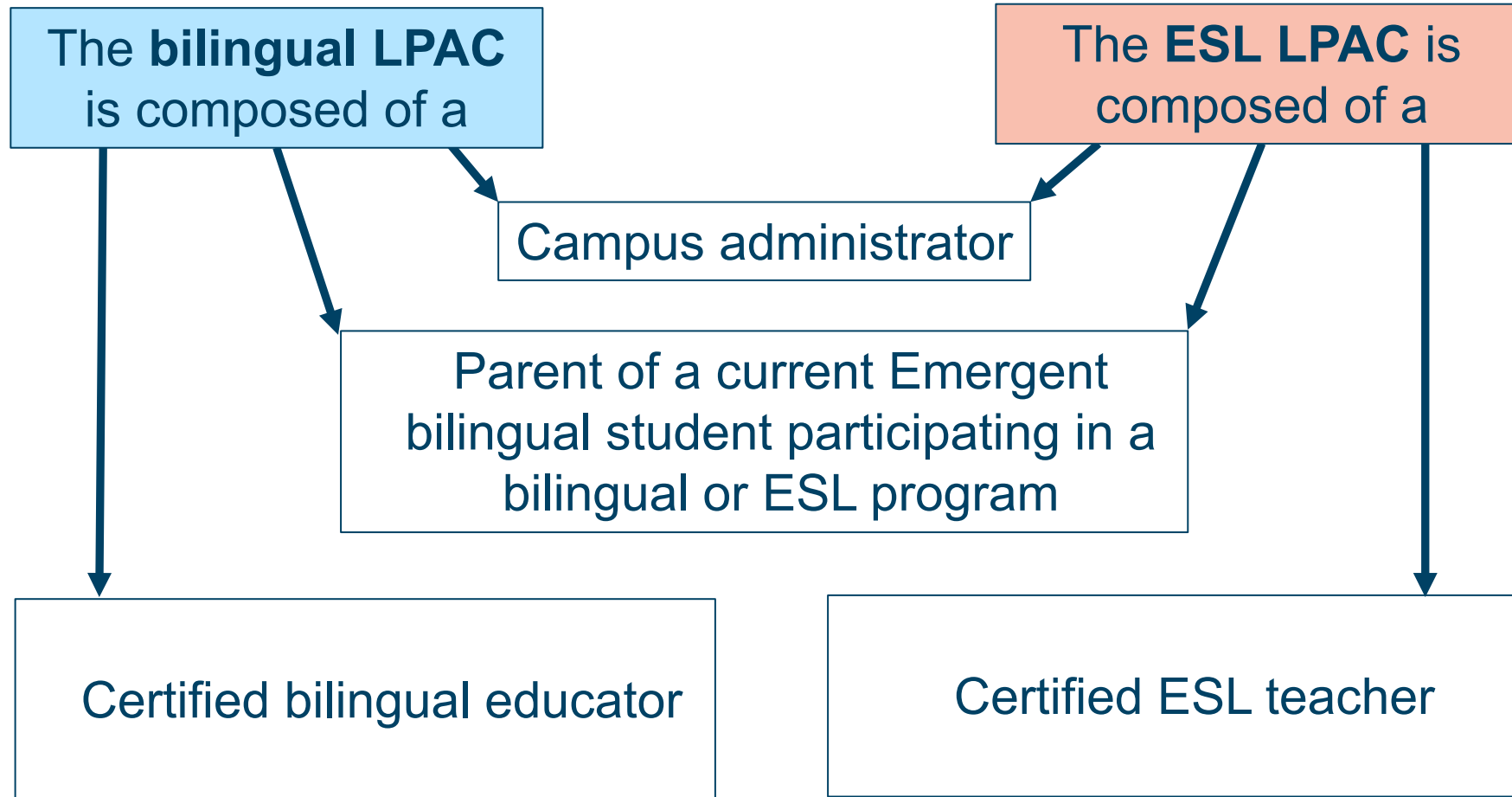
Process for Identification



Process for Identification



LPAC Membership

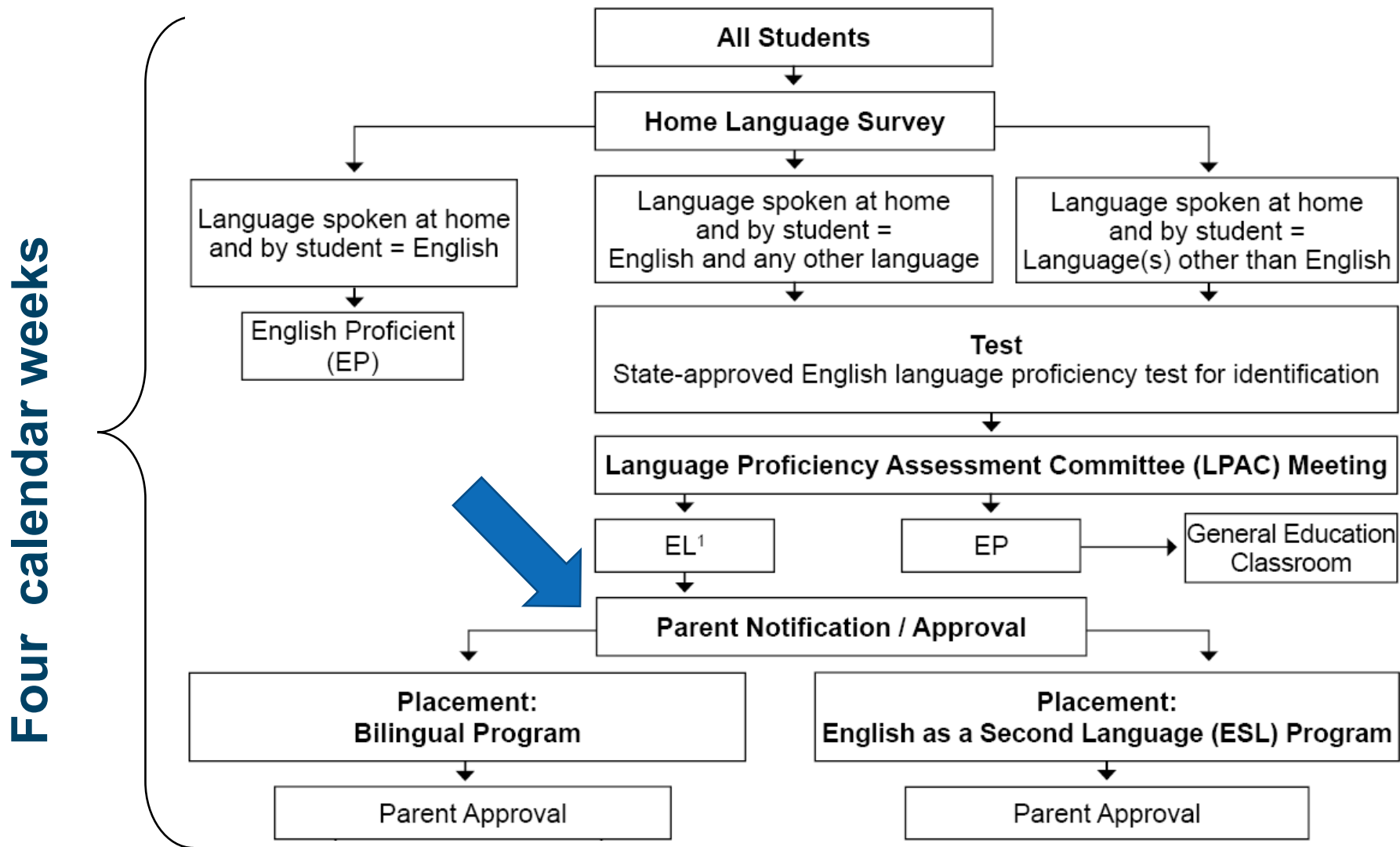


All members must be present!

19 TAC §89.1220 (b); TEC §29.063

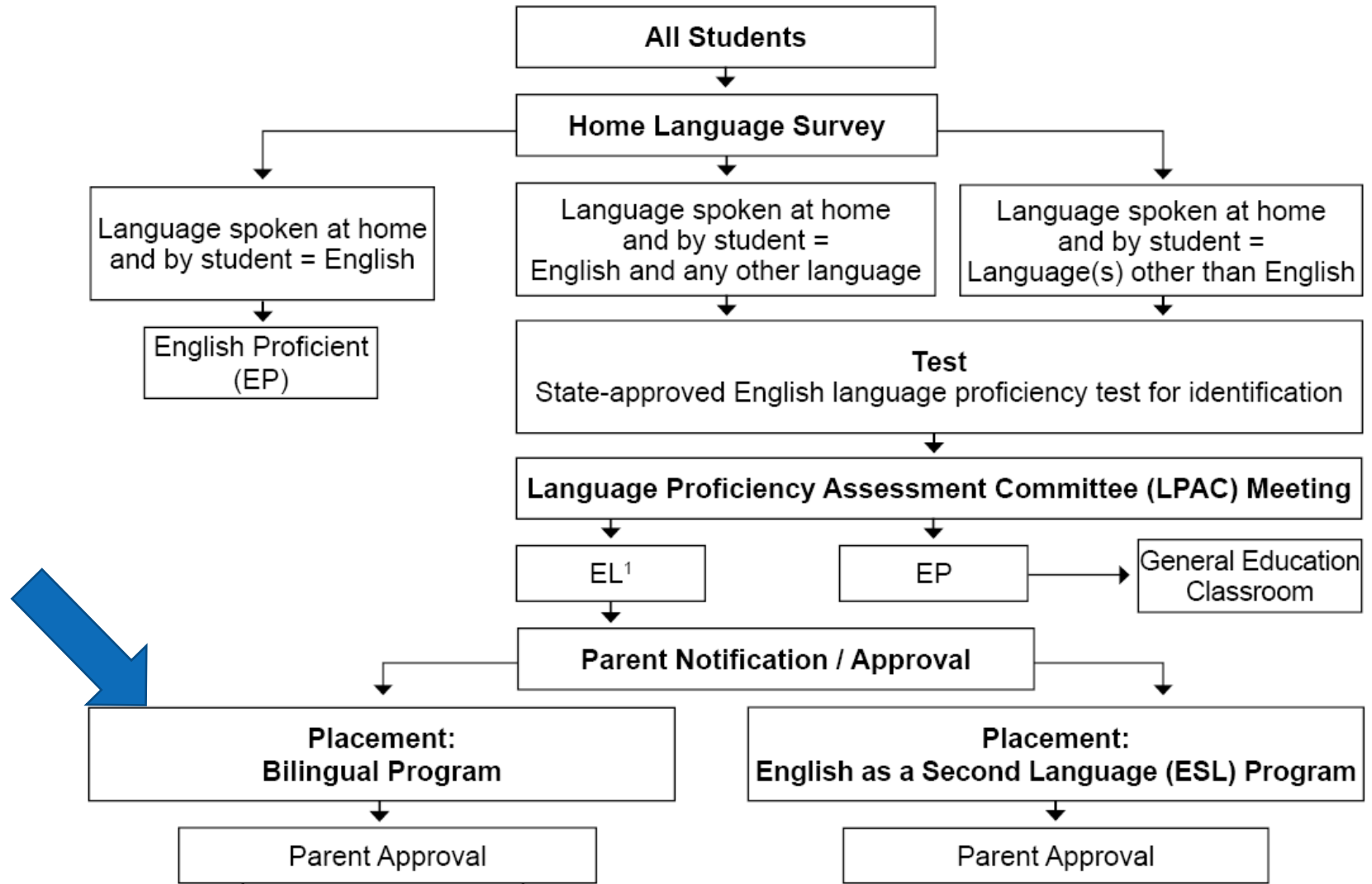


Process for Identification



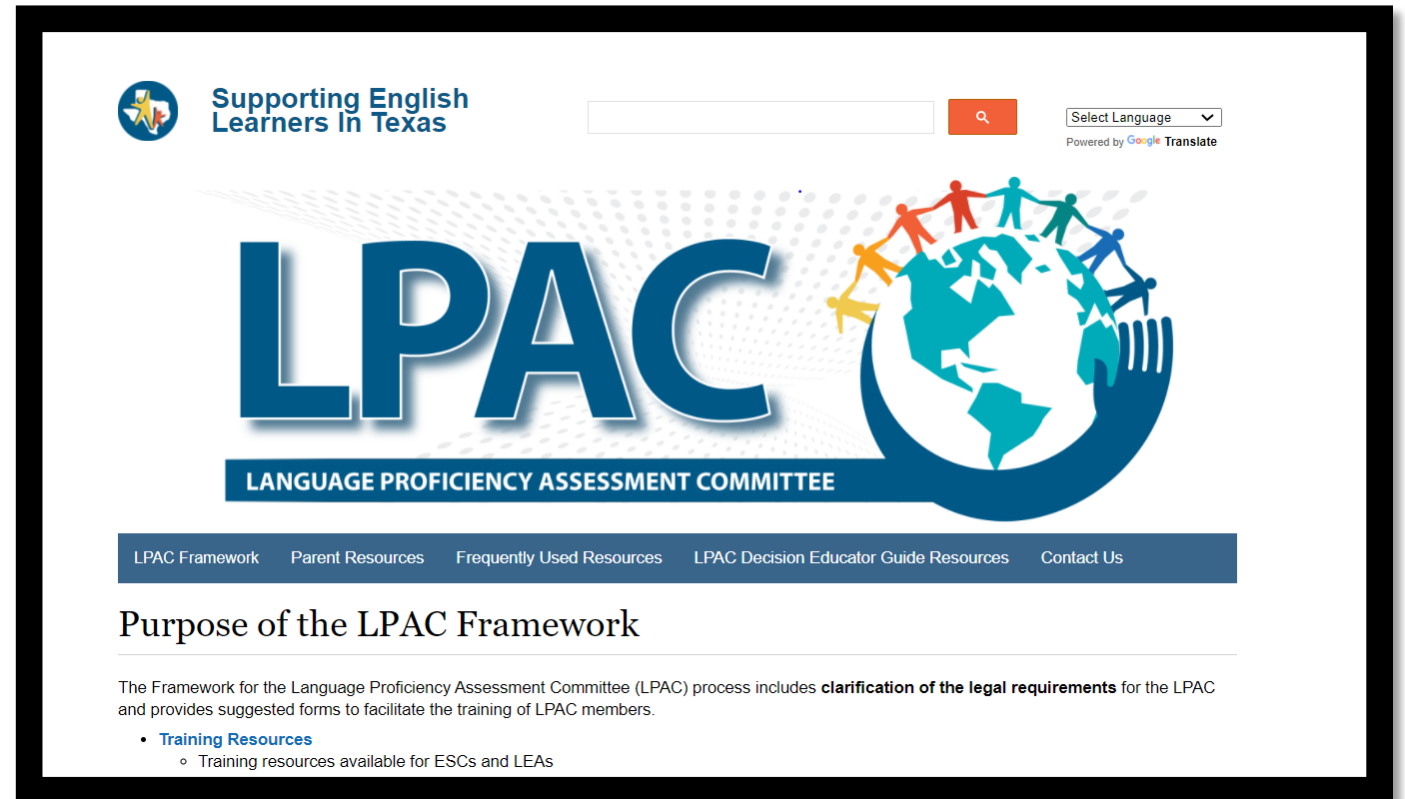
Process for Identification

Four calendar weeks



Process for Identification

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



Let's Review

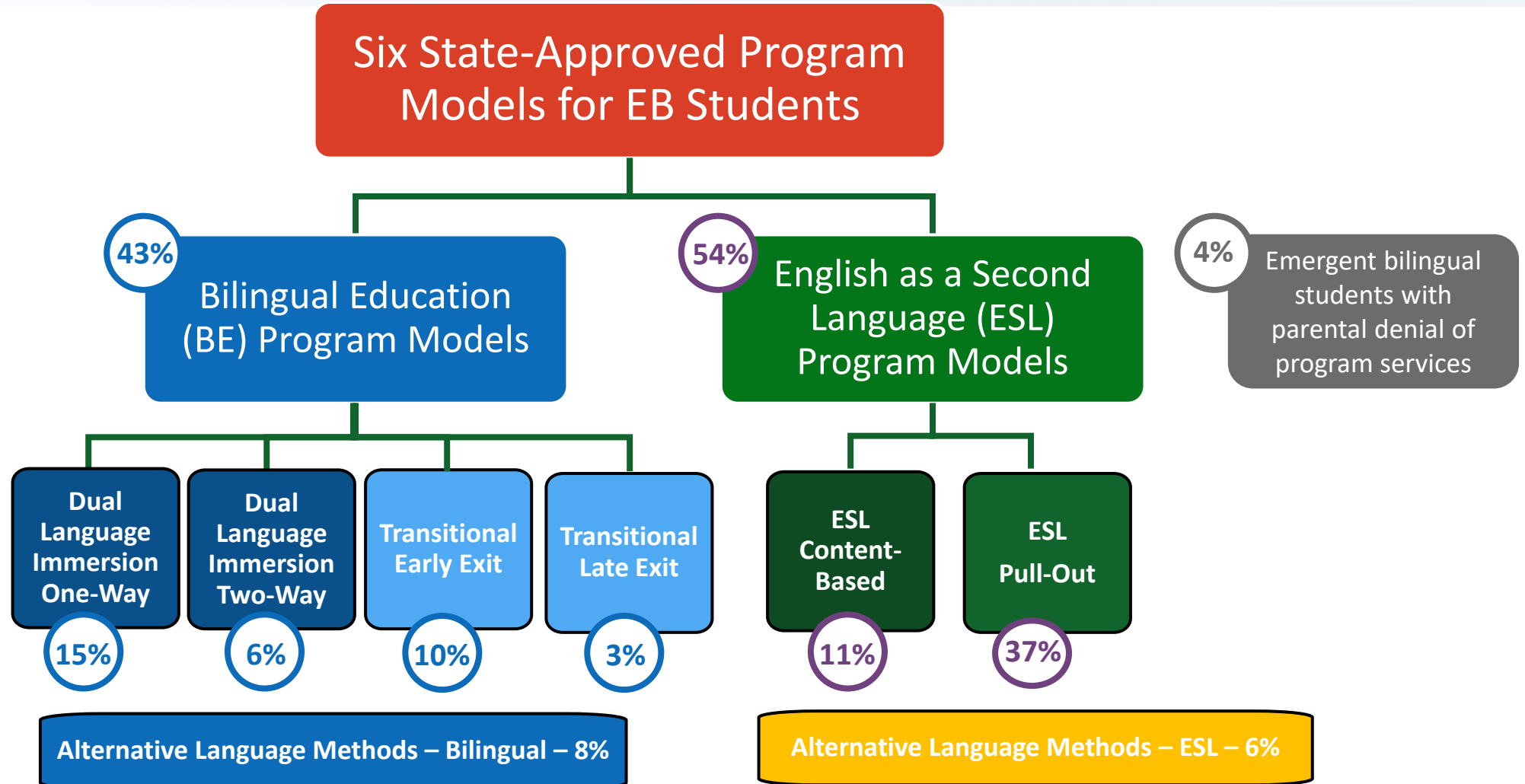


Language Proficiency Assessment Committee (LPAC)

What is the role and responsibility of the LPAC?



Emergent Bilingual Student Program Models in Texas



Approved Program Models & Goals

Bilingual /ESL Education

Dual Language Immersion Programs

$$L1 + L2 = L1 \text{ and } L2$$

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.

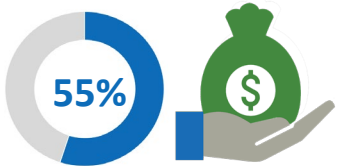
EB students are receiving grade level content and developing language through intentional and authentic learning experiences that foster communicated, sequenced, and scaffolded instruction in primary/partner language and English.

The Dual Language Initiative

HB 3 (2019) Bilingual Education Allotment Key Points



Additional funding (0.05 or \$308) for emergent bilingual students and non-emergent bilingual students in a bilingual education program implementing dual language immersion.

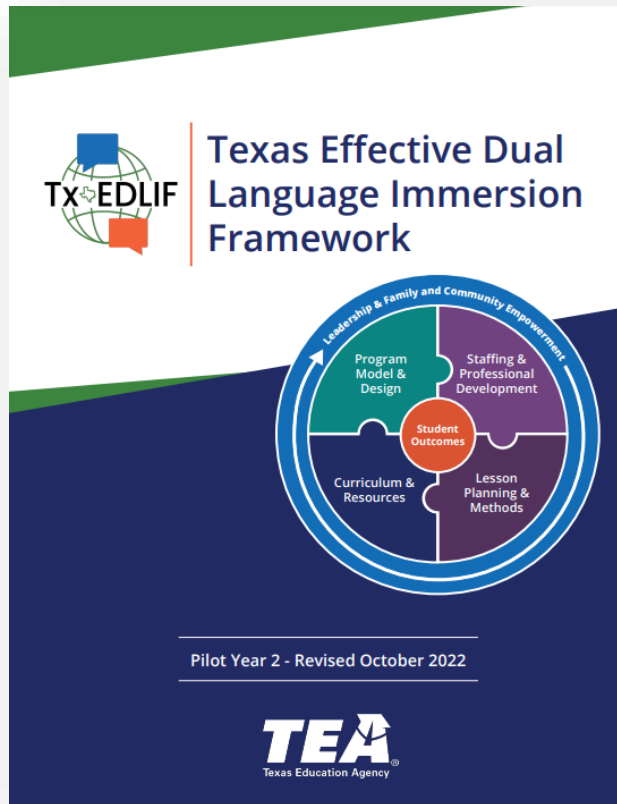


55% of BEA funds must be used in providing bilingual education or special language (ESL) programs and spending definitions have been **expanded**.



TEA will expand the **tools and resources** available for dual language immersion programs.

Program Implementation Resources



[Txel.org/ProgramImplementation](https://txel.org/ProgramImplementation)



Certification Requirements – Bilingual Education

Program Model	Departmentalization	Paired Teaching
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)
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



Certification Requirements – ESL Program Education

Program Model	Instructional Approach	Paired Teaching
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 .



Framing the Conversation: Bilingual Exceptions & ESL Waivers

Texas Education Code (TEC) 29.054(b)(1-4)

- Documentation showing that the **district has taken the steps** to secure appropriately certified teachers
- Documentation showing that the district **has hiring policies and procedures** consistent with the need to serve EB students
- No bilingual educators have been **denied employment**
- An **Action Plan** detailing specific measures to recruit and retain certified teachers to eliminate the conditions

Texas Education Code (TEC) 29.054(c)(d)

- The approval is only for **one year**
- Use **alternative methods to meet the needs of EB students**, including hiring teachers with the bilingual emergency permits

Texas Education Code is enacted legislation, and cannot be changed without legislative action



Framing the Conversation: Bilingual Exceptions & ESL Waivers

Texas Administrative Code (TAC) 89.1207(a)(2)(a-d) and (b)(2)(a-b)

- A **description of the proposed alternative language program*** designed to meet the affective, linguistic, and cognitive needs of EB students
- The number of teachers for whom the exception/waiver is needed
- A copy of the school district's **comprehensive professional development plan**
- A copy of the BEA budget documenting the use of 10% of the funds used to fund the comprehensive professional plan

**alternative language program code*

Texas Administrative Code (TAC) 89.1207(a)(3)(a-c) and (b)(3)(a-e)

- **Meets or exceeds the state average** for EB students' performance on the required state assessment for all grade levels and all subjects.
- **Meets the requirements** and measurable targets of the **action plan**
- Reduces by 25% the number of teachers under an exception for bilingual programs

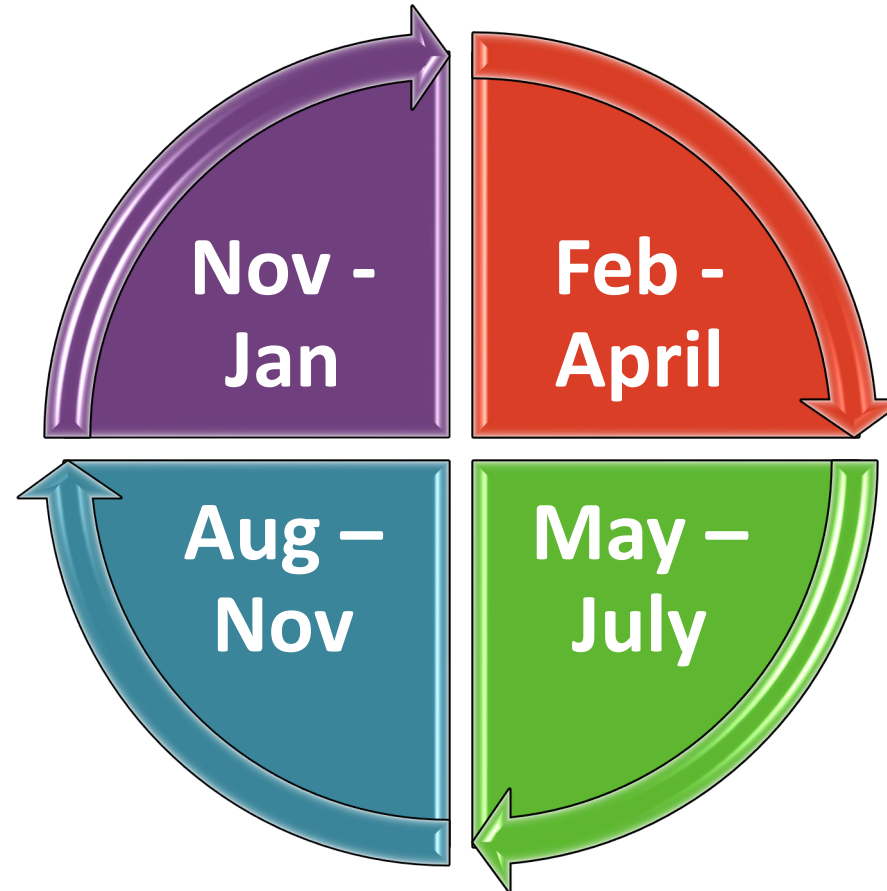
*Texas Administrative Code is the agency's guidance regarding the implementation of TEC, commonly referred to as Commissioner's Rule. These can be changed via substantial stakeholder input **and Commissioner authority** by the Rule Making process.*



Reviewing The Process

- ☐ Submit Application
 - Action Plan
- ☐ Ongoing PD – SLA practices and Certification Prep
- ☐ Continue recruitment
- ☐ Track Teacher supports/progress

- ☐ PD to classroom teachers who are going to apply for Ex/W
- ☐ PEIMS coding
- ☐ Communication to families
- ☐ Data gathering for application
- ☐ Review progress on Action Plan



- ☐ Determine classroom allocations
- ☐ Plan for postings
- ☐ Progress check for teachers on Ex/W
- ☐ Local policy review
 - Retention policies
 - Incentives
 - Teacher accountability
- ☐ Ongoing PD
 - SLA practices
 - Certification prep

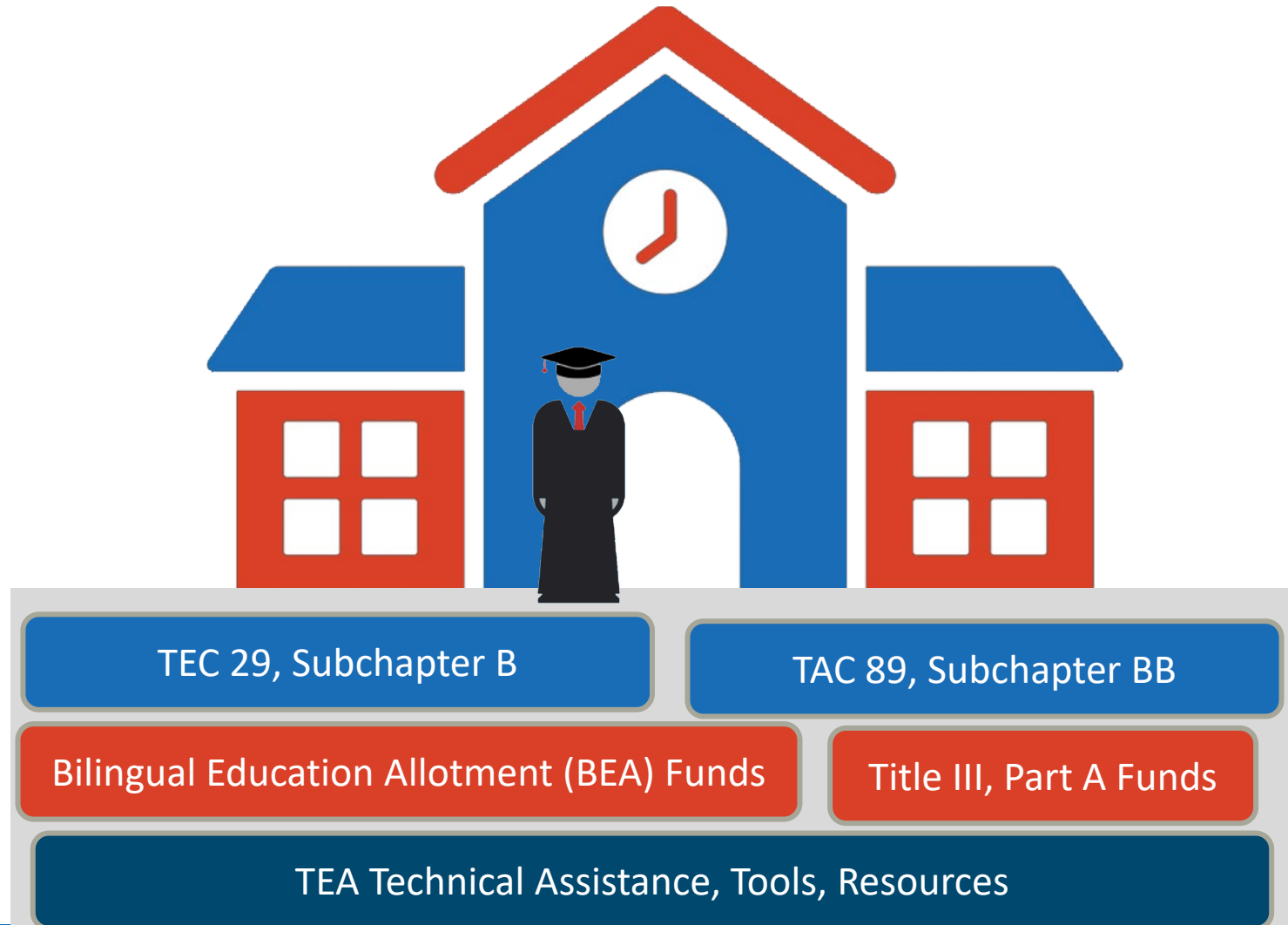
- ☐ Recruitment/Hiring
- ☐ PD planning
- ☐ Review student data by program



Program Funding

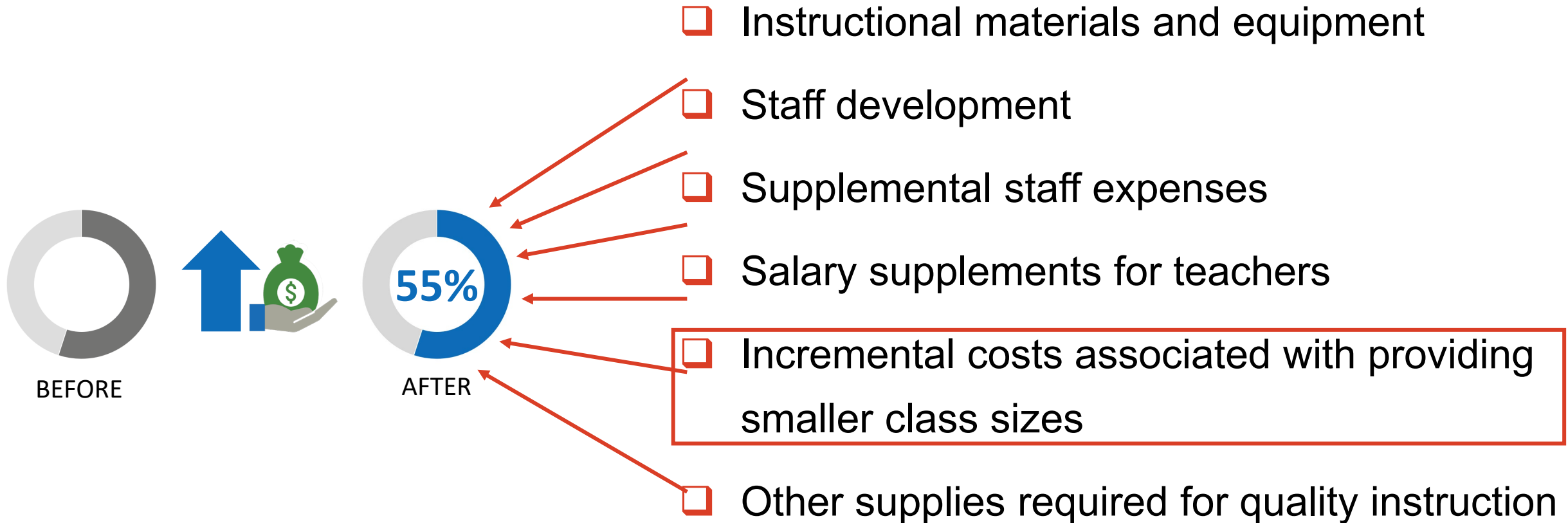


Coordinated State Supports for Emergent Bilingual Students

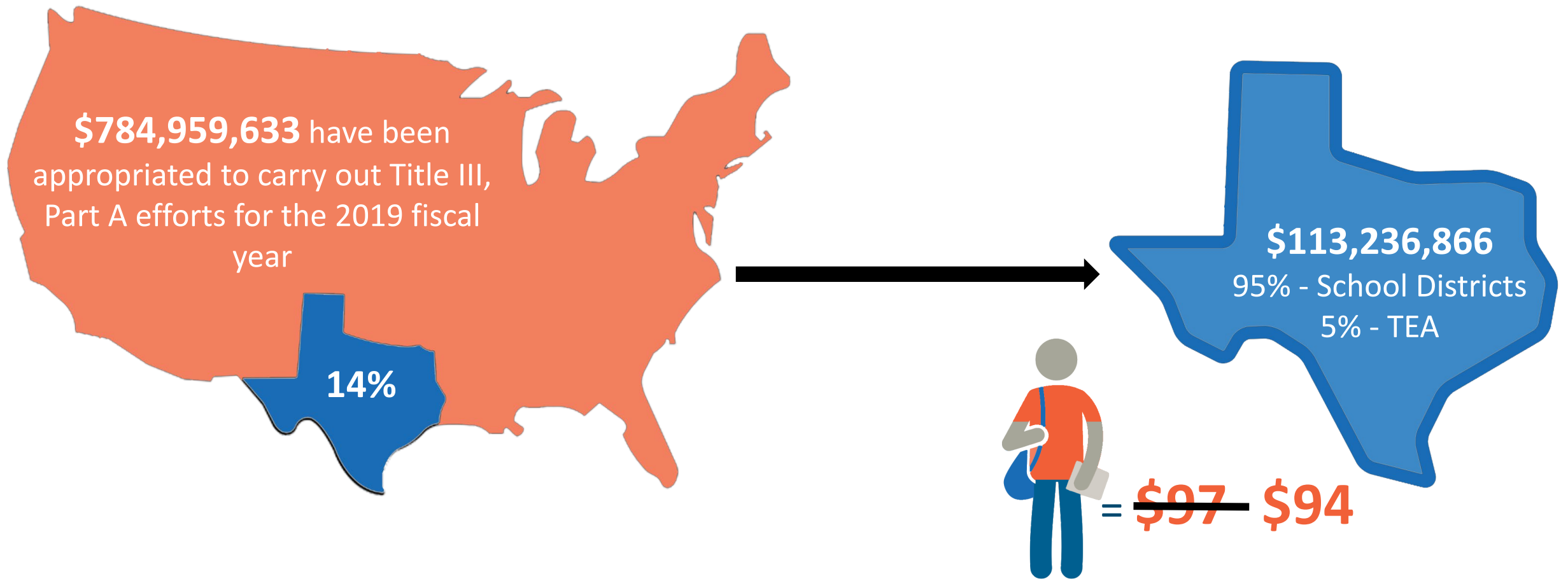


Bilingual Education Allotment: TEC 48.105

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%:



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

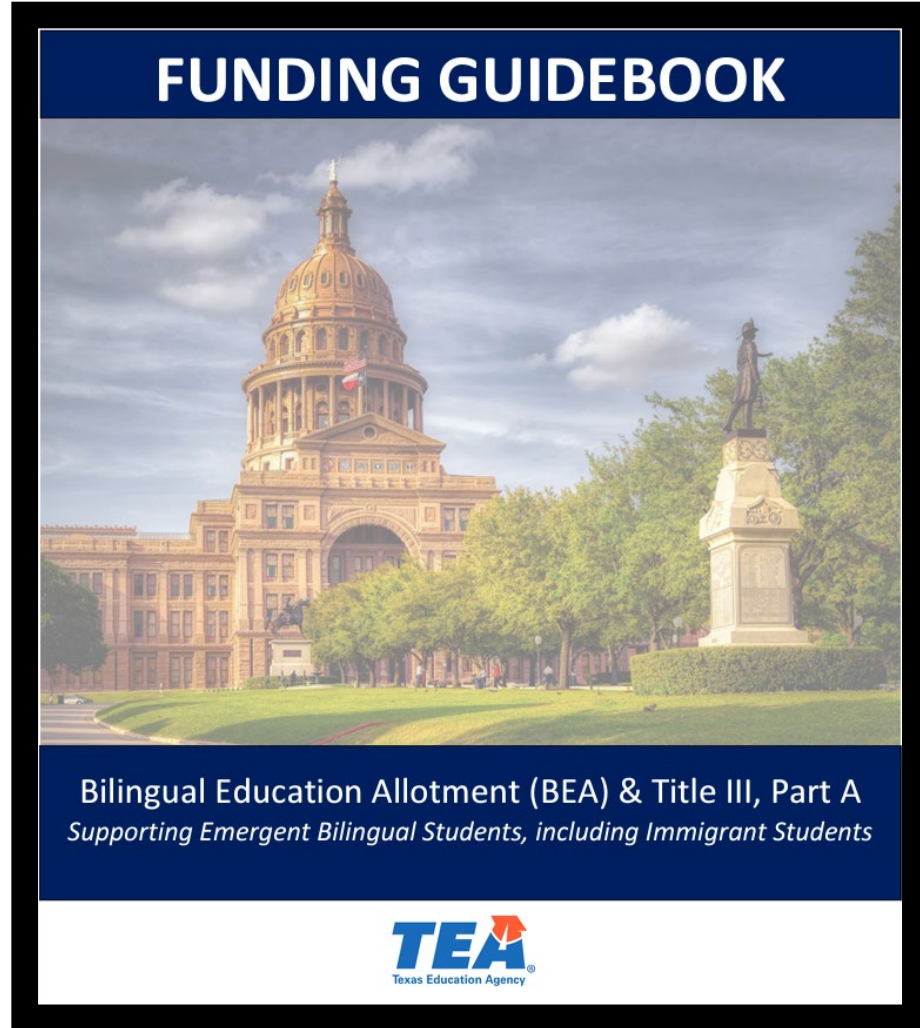


Allowable Use of Title III, Part A Funds



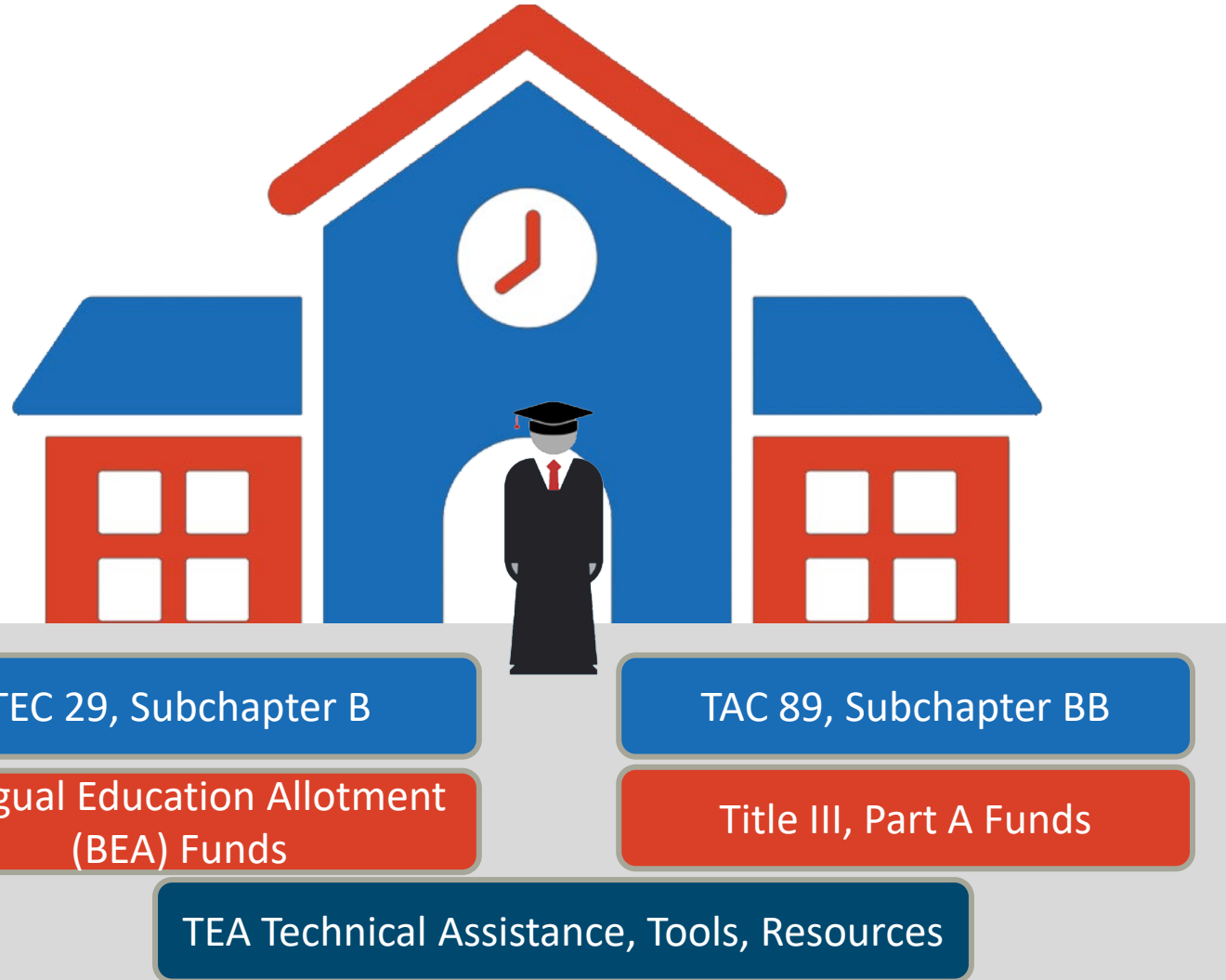
- Supplement, not Supplant
 - If your district purchased or paid for something using local or BEA funds in 2018-2019, they may NOT use Title III, Part A funds for that purchase in 2019-2020
- Go “above and beyond”
- Comprehensive Professional Development
 - To build future capacity to serve English learners, 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 see this Funding Guidebook for detailed information.

Let's Review



What are two takeaways from using state and federal funds to serve EB students?



Emergent Bilingual Student Program Support

ESC Support

Technical Assistance

Program Resources

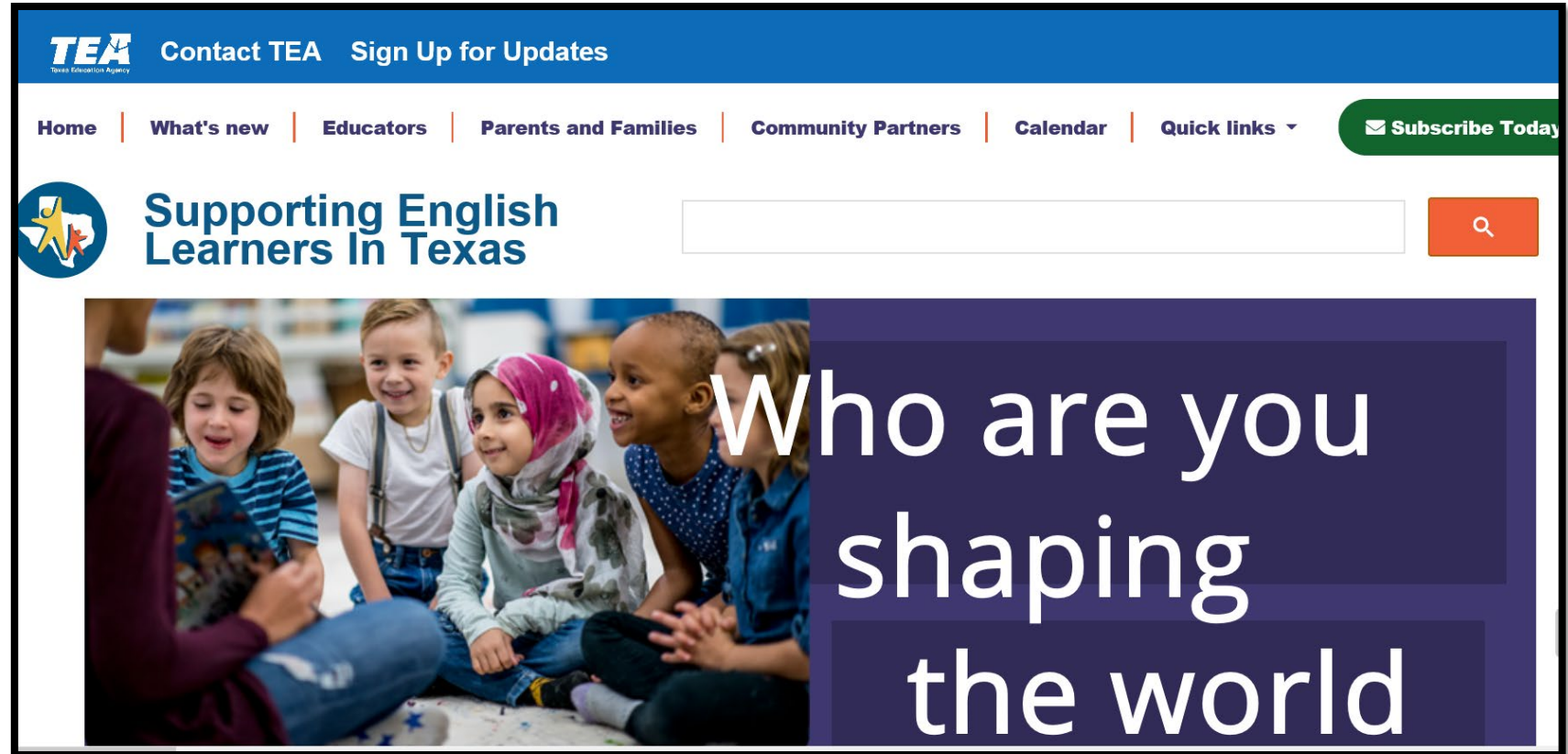
Professional Development

Program Guidance



Emergent Bilingual Web Portal

For more information on English learners please visit our web portal:
www.txel.org.



Contact Information

Emergent Bilingual Support Division



(512) 463 - 9414



EmergentBilingualSupport@tea.texas.gov



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

