Texas Education Agency

Generation 26 Application Information Session: Serving English Learners

Division of English Learner Support

Objectives

Charter Applicants will:

- Understand English learner demographics in Texas and identify key steps in the State's process for identifying and serving English learners

- 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 English learners

Agenda

English Learners in Texas

| Demographics | Process for Identification and Services |
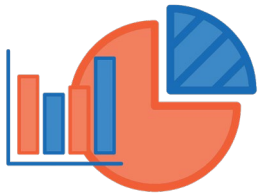
English Learner Program Services

| 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 |

English Learners in Texas

FAQ

|	
Question	**What is the difference between the terms *Limited English Proficient, English Language Learner,* and *English Learner*?**
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). These terms are used interchangeably.

Identified English Learners in Texas

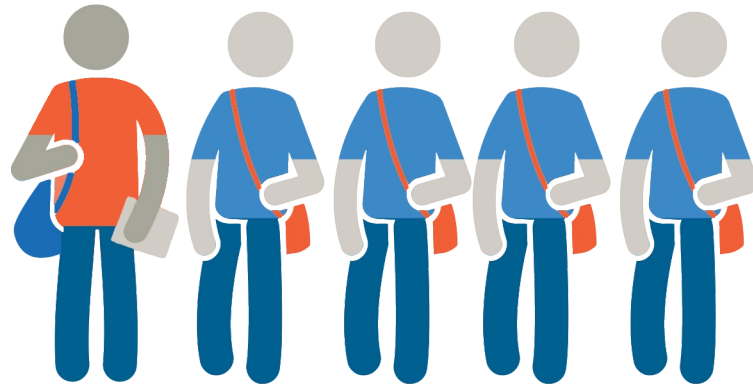| Top 10 States with Highest EL Student Enrollment (2016-17)*NCES |
|:---:|
| 1. California |
| 2. Texas |
| 3. New York |
| 4. Florida |
| 5. New Jersey |
| 6. Illinois |
| 7. Georgia |
| 8. Washington |
| 9. Arizona |
| 10. Virginia |

Texas serves just under one in five (20%) of the nation's English learners

20%
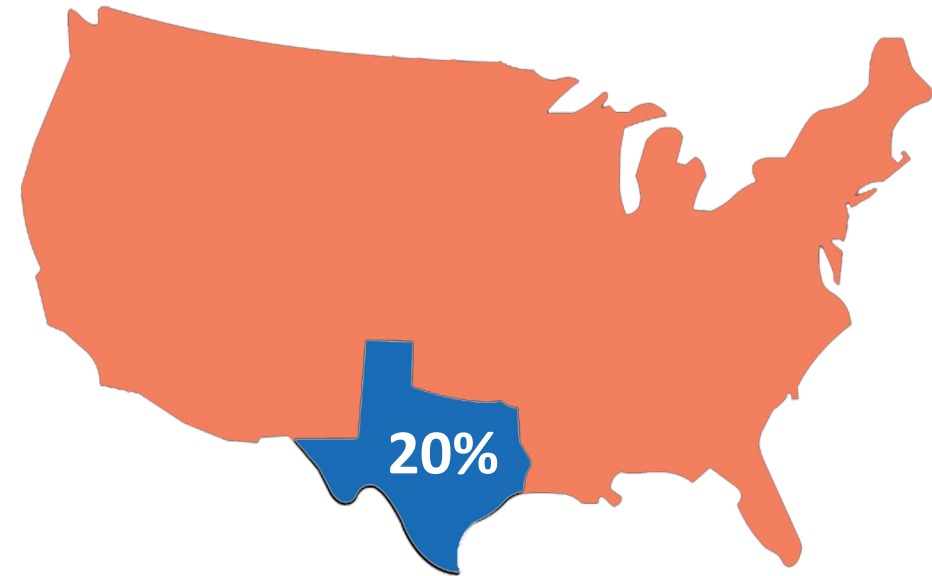
Identified English Learners in Texas

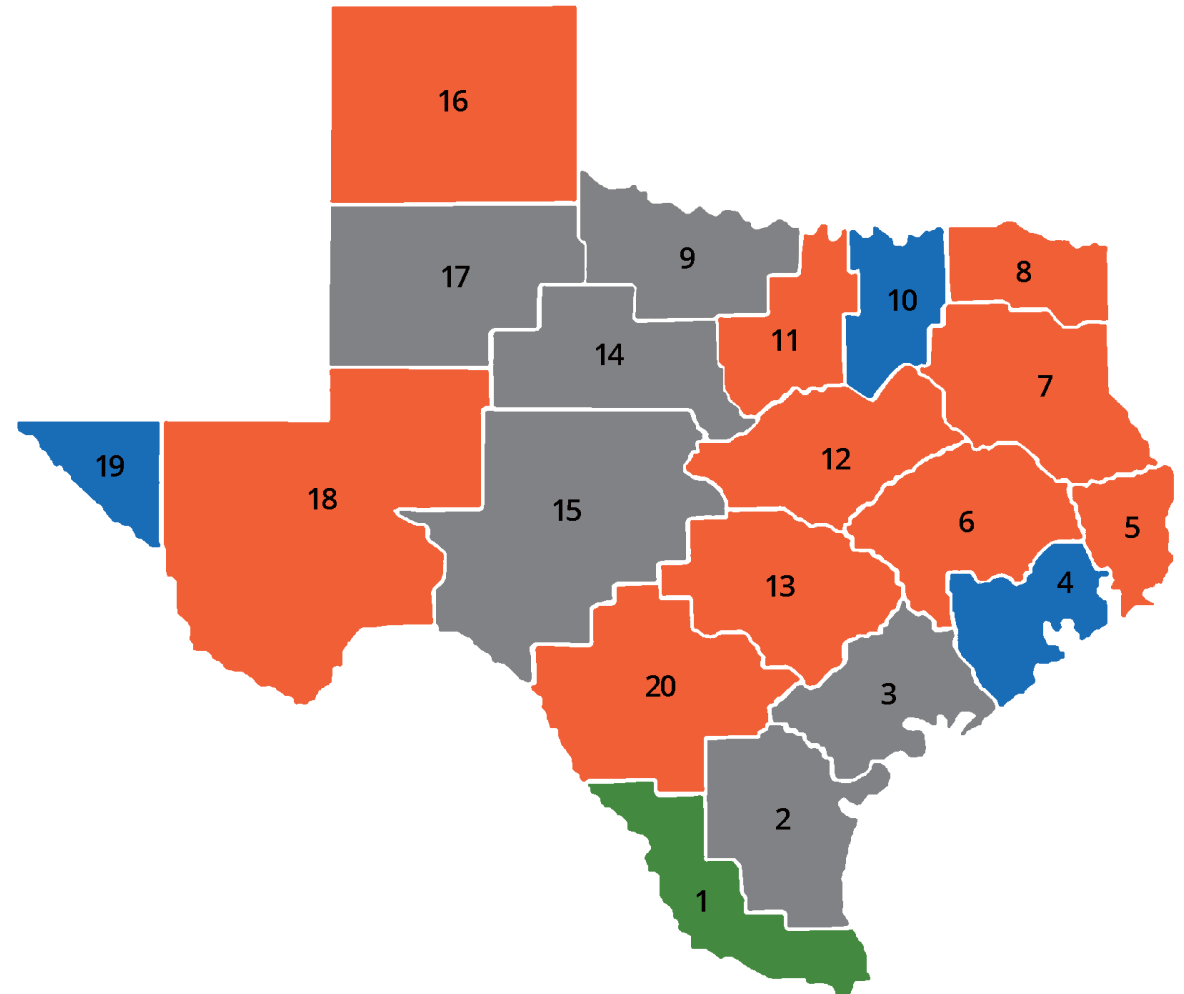In addition to having 1 out of 5 ELs in the country...

20% = EL Population in Texas

1 in 5 students in Texas

There was almost a **4% increase** from the 2017-2018 school year (39,880 identified ELs)

1,055,172

Identified English Learners in Texas

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

FAQ

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

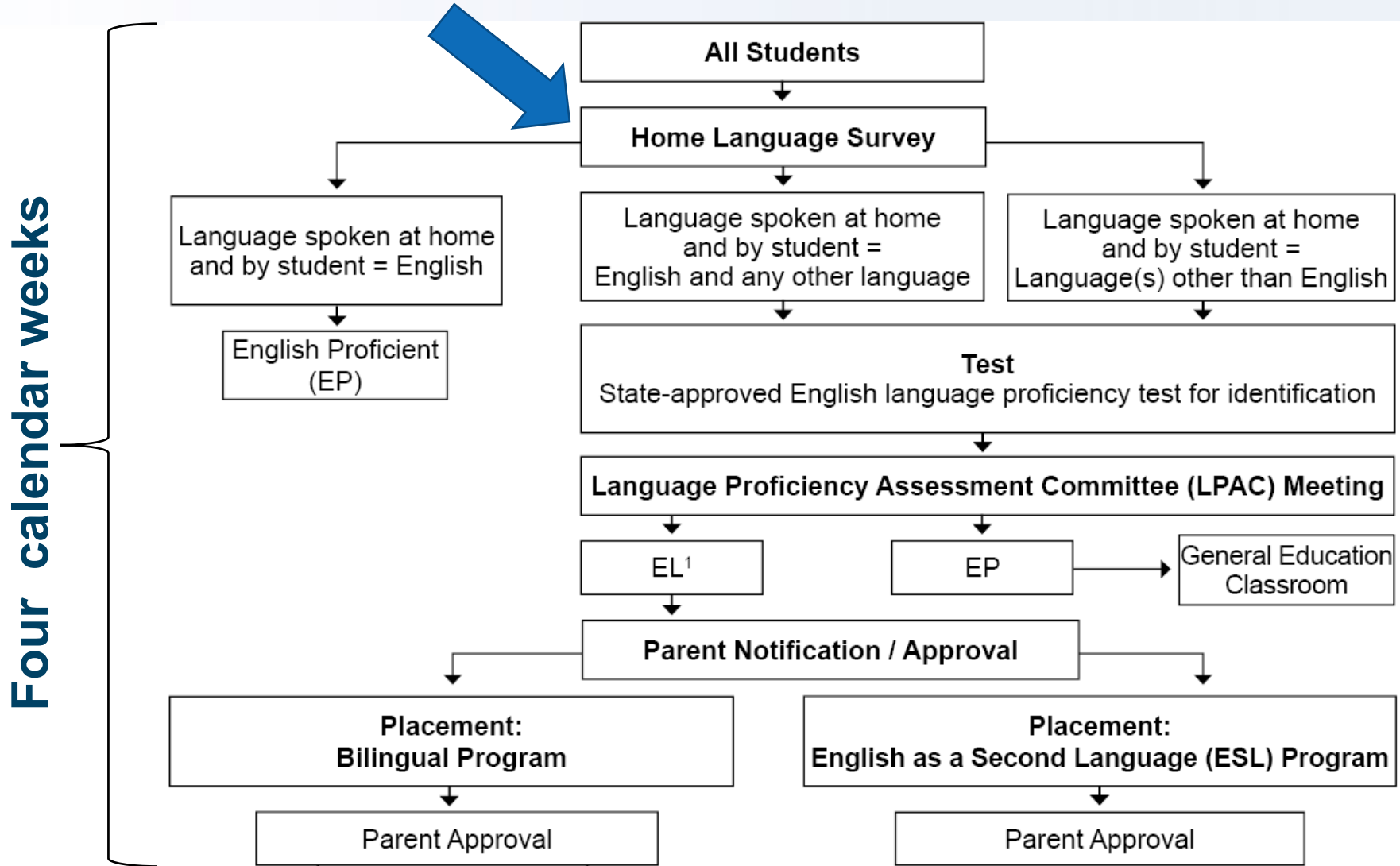# Standardized Statewide Processes

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

- English learner identification
- English learner placement in program services
- Monitoring of English acquisition
- Reclassification of English learners as English proficient
- Post-reclassification monitoring

ESSA

State Plan

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

- 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[1]
- EP → General Education Classroom

EL → Parent Notification / Approval

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

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#: _____
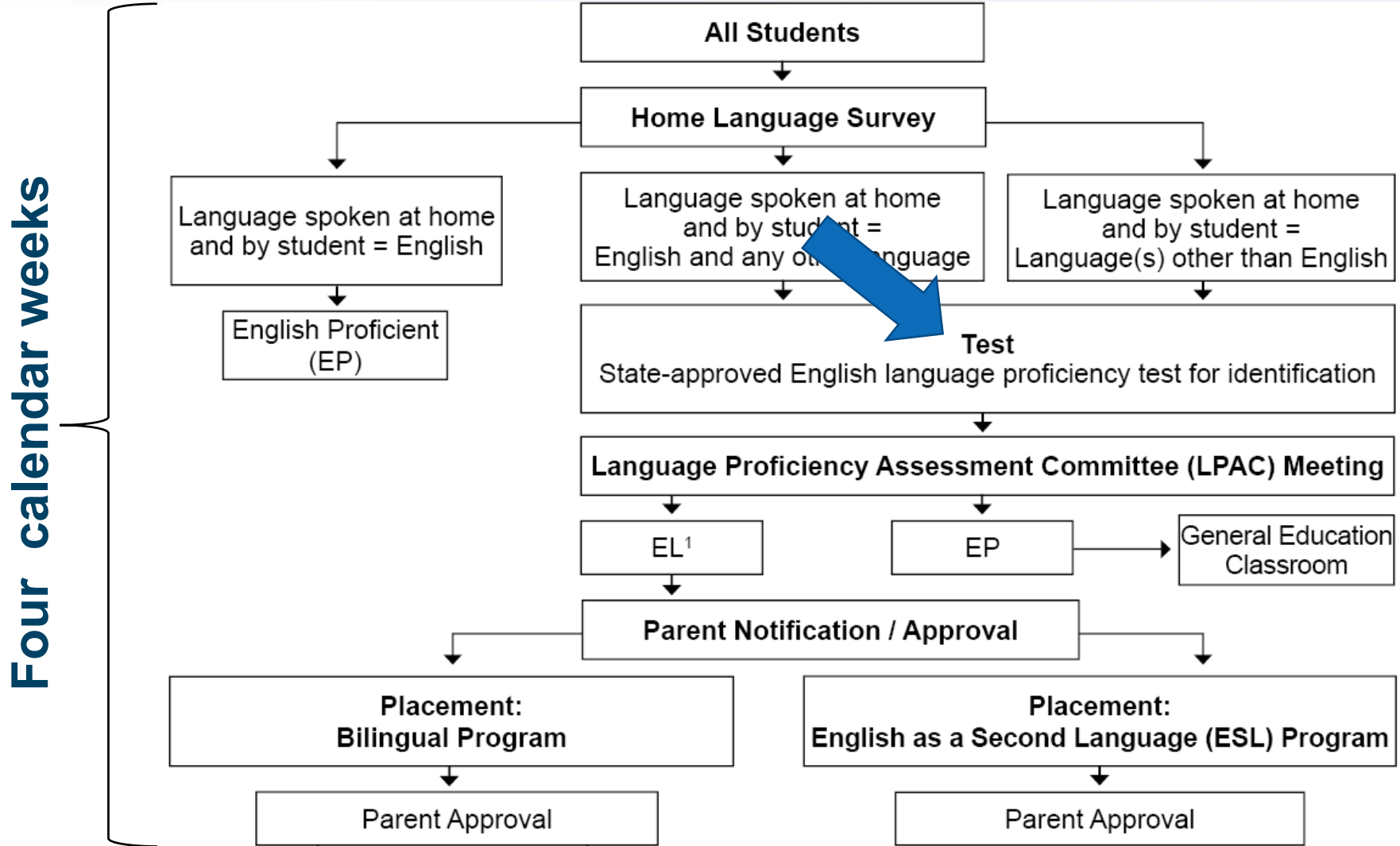
ADDRESS: _____   TELEPHONE #: _____

CAMPUS: _____
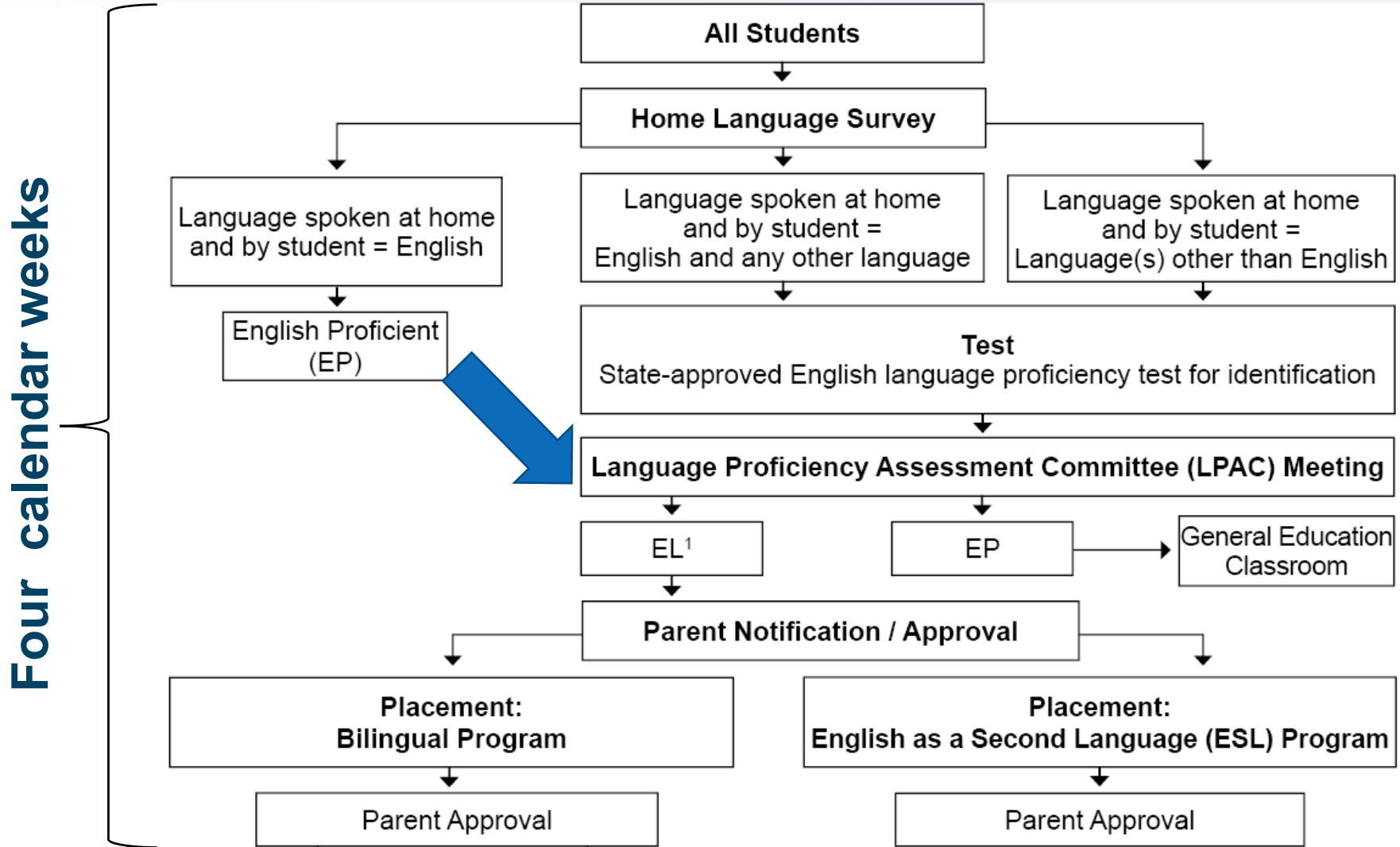
NOTE: PLEASE INDICATE ONLY ONE LANGUAGE PER RESPONSE.

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
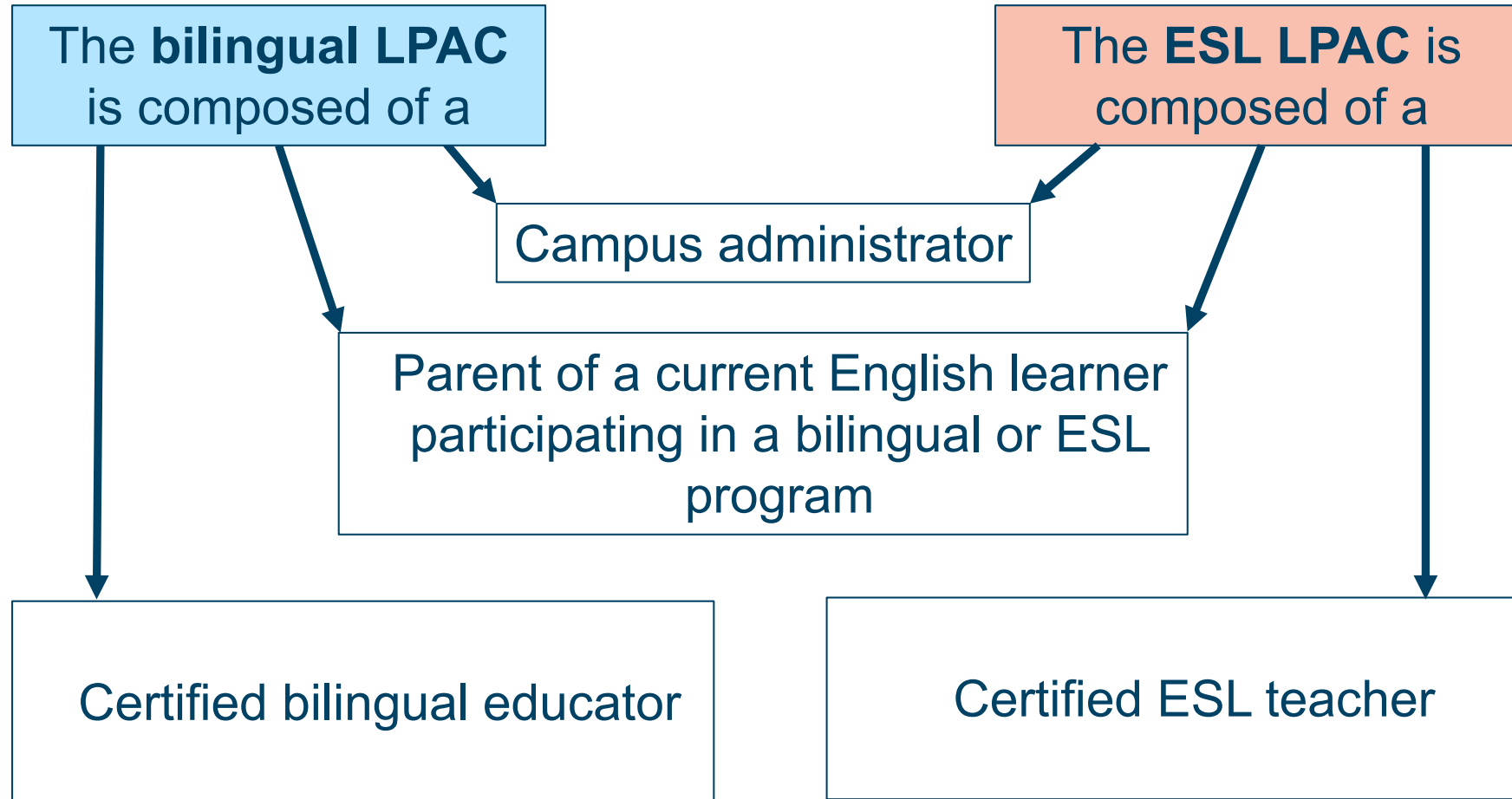
Four calendar weeks

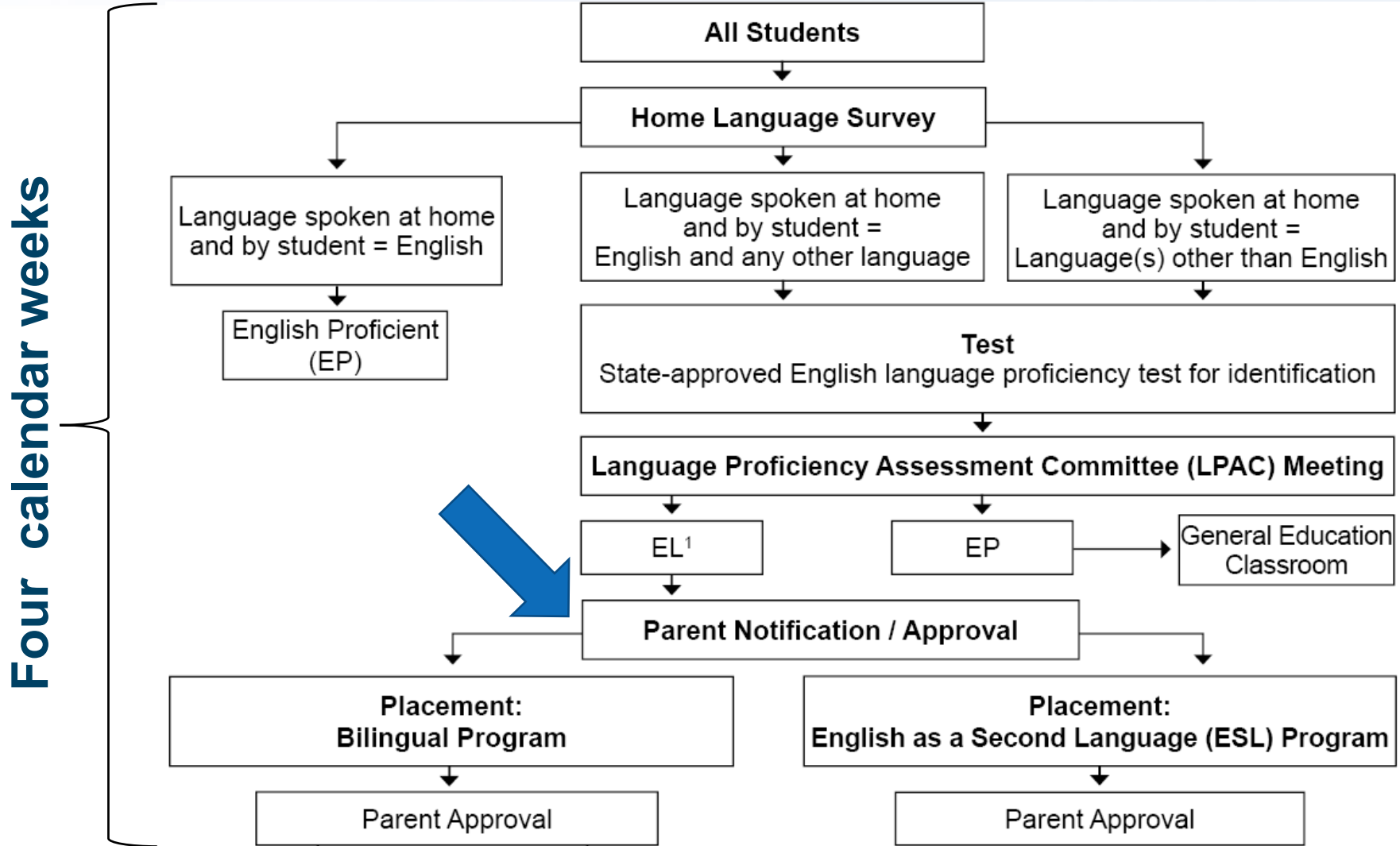**All Students**
↓
Home Language Survey

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

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

- 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[1]
- 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

LPAC Membership

The **bilingual LPAC** is composed of a

The **ESL LPAC** is composed of a

Campus administrator

Parent of a current English learner participating in a bilingual or ESL program

Certified bilingual educator

Certified ESL teacher

All members must be present!

Process for Identification

Four calendar weeks

All Students

↓

Home Language Survey

- Language spoken at home and by student = English
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- 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[1]
- 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
↓
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Parent Notification / Approval

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

Process for Identification

For more information about identification of English learners please click here.

Checking for Understanding

Language Proficiency Assessment Committee (LPAC)

English Learner Program Services

2019-2020 Statewide Bilingual and ESL Program Participation
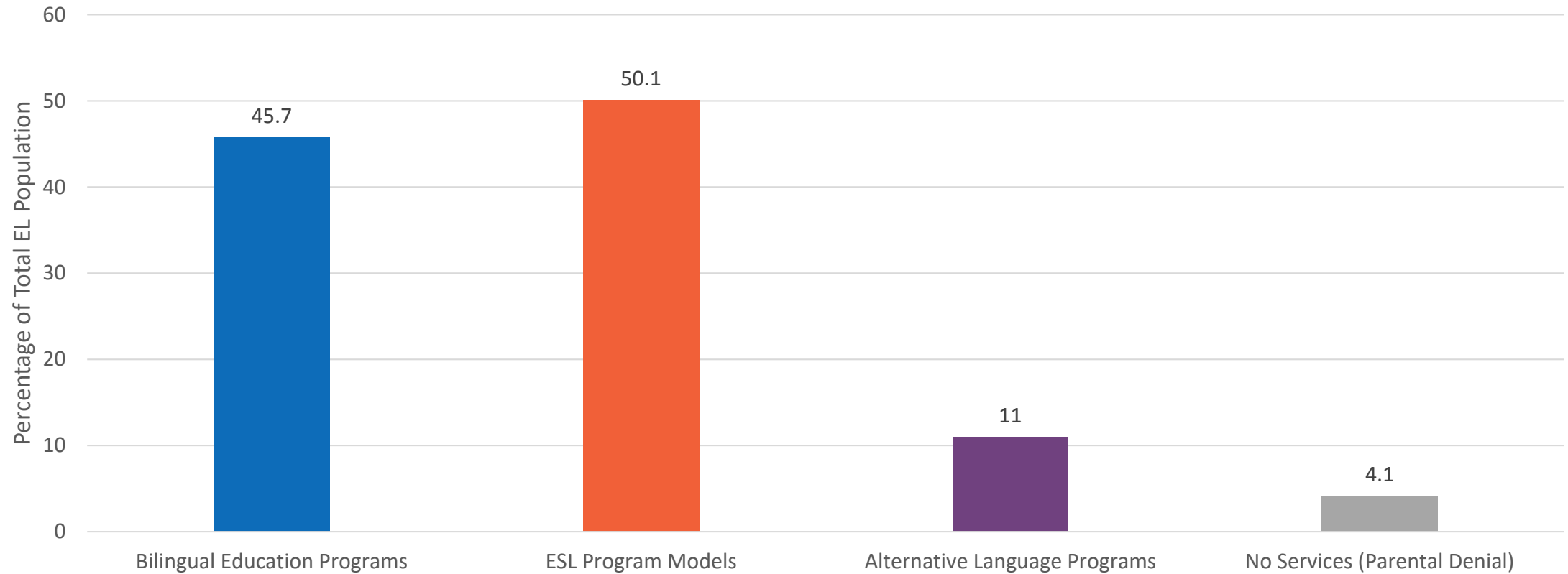
Bilingual Program Participation
(509,481)

- TBE Early Exit
- TBE Late Exit
- DLI One-Way
- DLI Two-Way
- Alternative Bilingual

32.2
7.6
33
13.3
13.7

ESL Program Participation
(558,271)

- ESL Pull-Out
- ESL Content-Based
- Alternative ESL

62.2
28.4
9.3
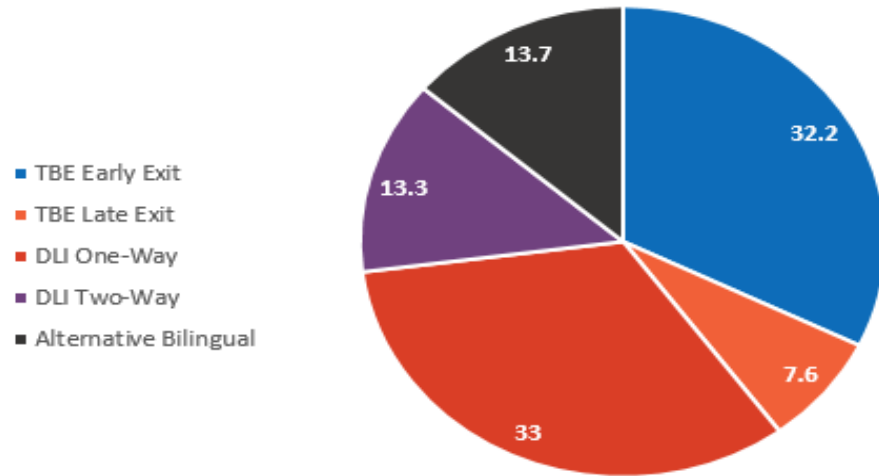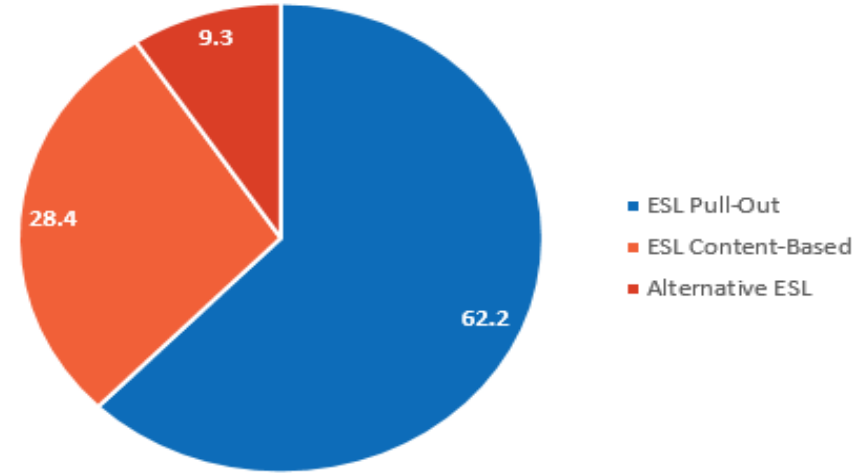
2019-2020 English Learner Program Participation Data

Total Statewide English Learner Participation (1,113,536 identified)

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 English and another language.
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 ESL Program Models

For more information about program models in Texas please click here.

Program Staffing

Certification Requirements – Bilingual Education

Program Model	Departmentalization	Paired Teaching
Transitional Bilingual Education Program Models • 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 • 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)**

Summary: State-approved ESL Program Models

Program Model	Goal	Instructional Approach
Content-Based ESL	English learners will attain full proficiency in English in order to participate equitably in school.	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.
Pull-Out ESL		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

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 <u>approval</u> of an exception to the Bilingual Education program or an ESL waiver shall be <u>valid only during the school year for which it was granted</u>.

19 TAC §89.1207 (a)(1)

19 TAC §89.1245 (a) (b)

Staffing: Bilingual Education Exceptions and ESL Waivers

ALTERNATIVE LANGUAGE PROGRAM AND RECRUITING ACTIVITIES FOR SCHOOL YEAR 2019-2020

Please save a copy of this form prior to submission with the school district's/charter's completed application. Do not attach any other documents when submitting this form. Maintain all other supporting documentation at the local level.

ALTERNATIVE LANGUAGE PROGRAM PEIMS CODES

Alternative Language Program PEIMS Codes can only be utilized if a school district/charter has submitted a bilingual education exception and/or an ESL Waiver and must be used in combination with the appropriate Parent 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 English learner approves placement of the student in the bilingual education program but the school district/charter is under a **bilingual education exception**, the 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 English learner approves placement of the student in the ESL program but the school district/charter is under an **ESL waiver**, the Parental Permission Code is J, the Alternative Language Program Code is 02, and the Bilingual and ESL Program Codes are 0.

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 <u>all documents</u> 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;
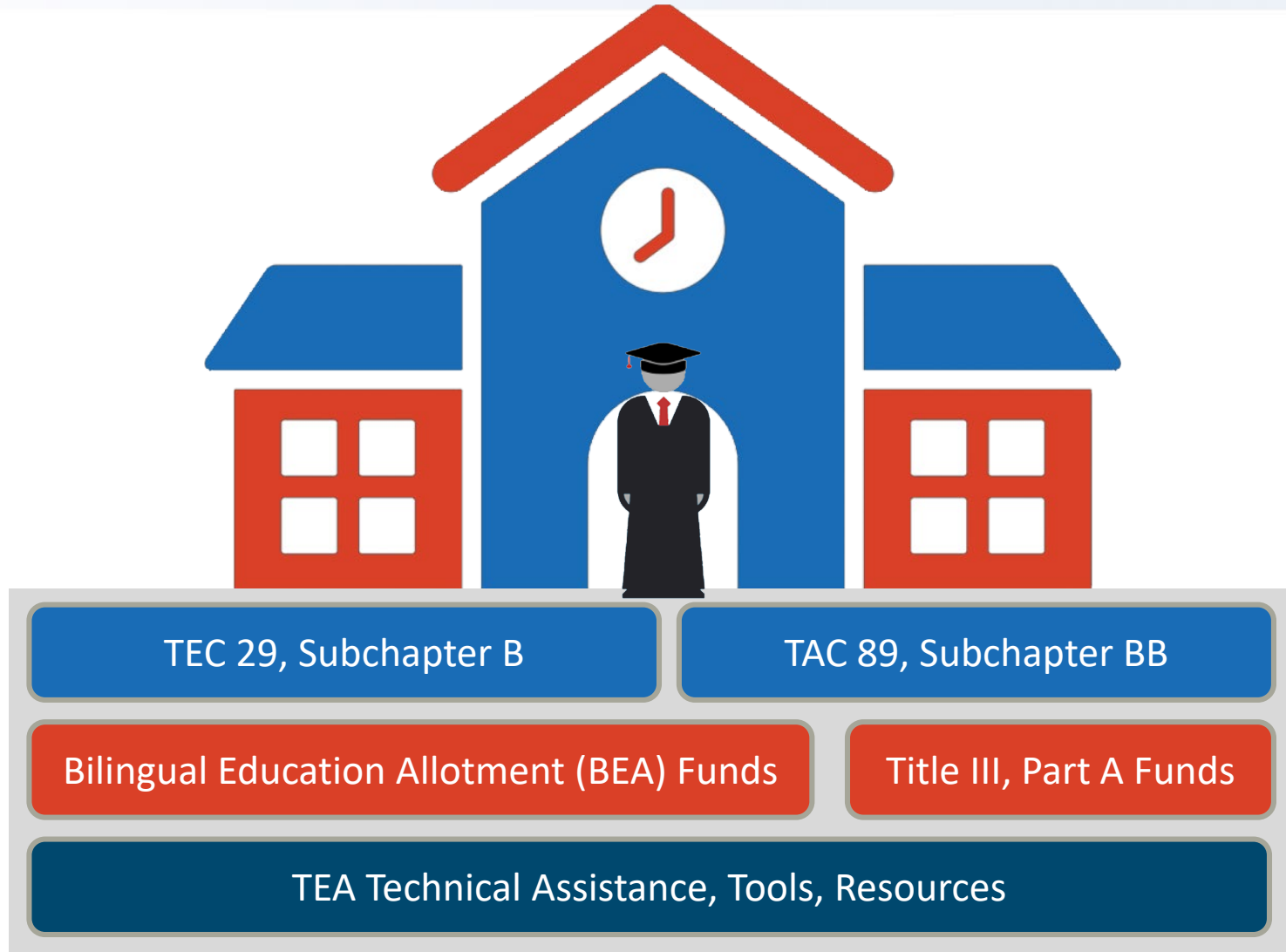
Allowable Use of BEA Funds for Comprehensive PD Plan

Bilingual Education Exceptions and ESL Waivers

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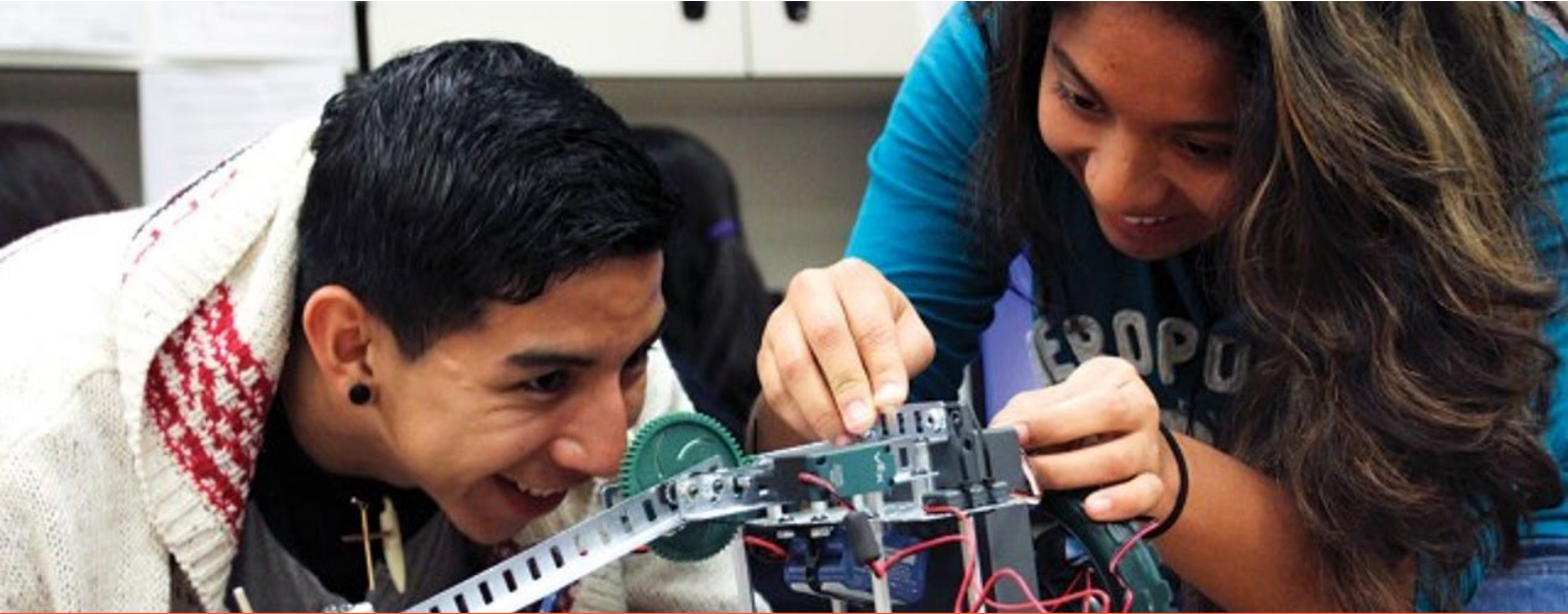
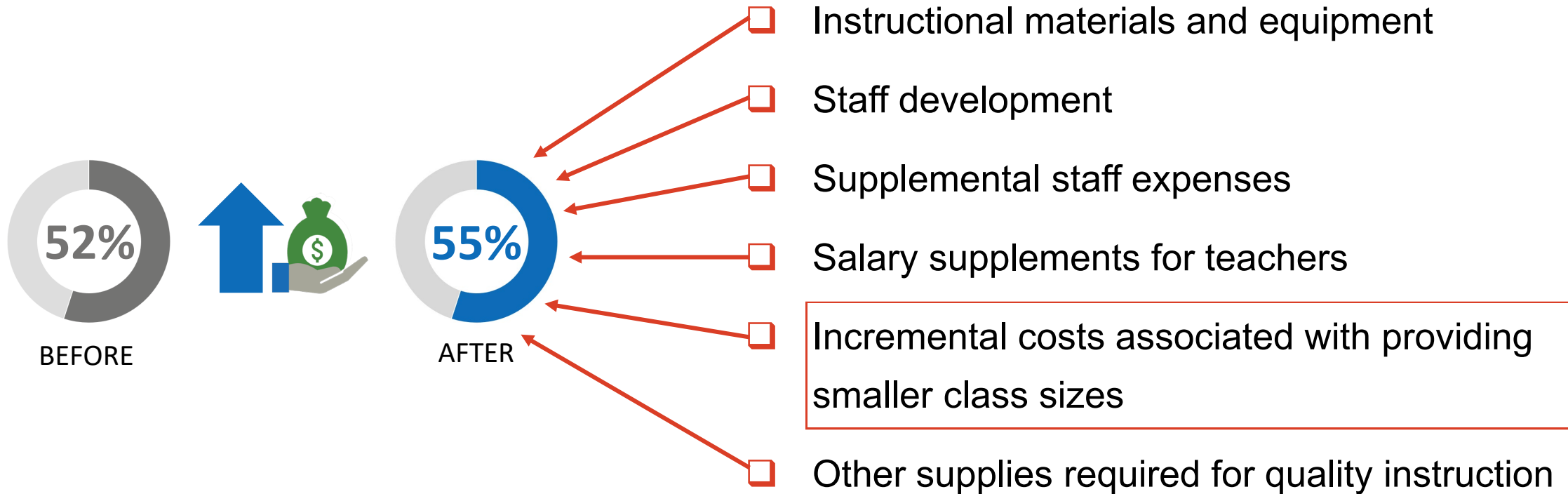# Program Funding

Coordinated State Supports for English Learners

TEC 29, Subchapter B

TAC 89, Subchapter BB

Bilingual Education Allotment (BEA) Funds

Title III, Part A Funds

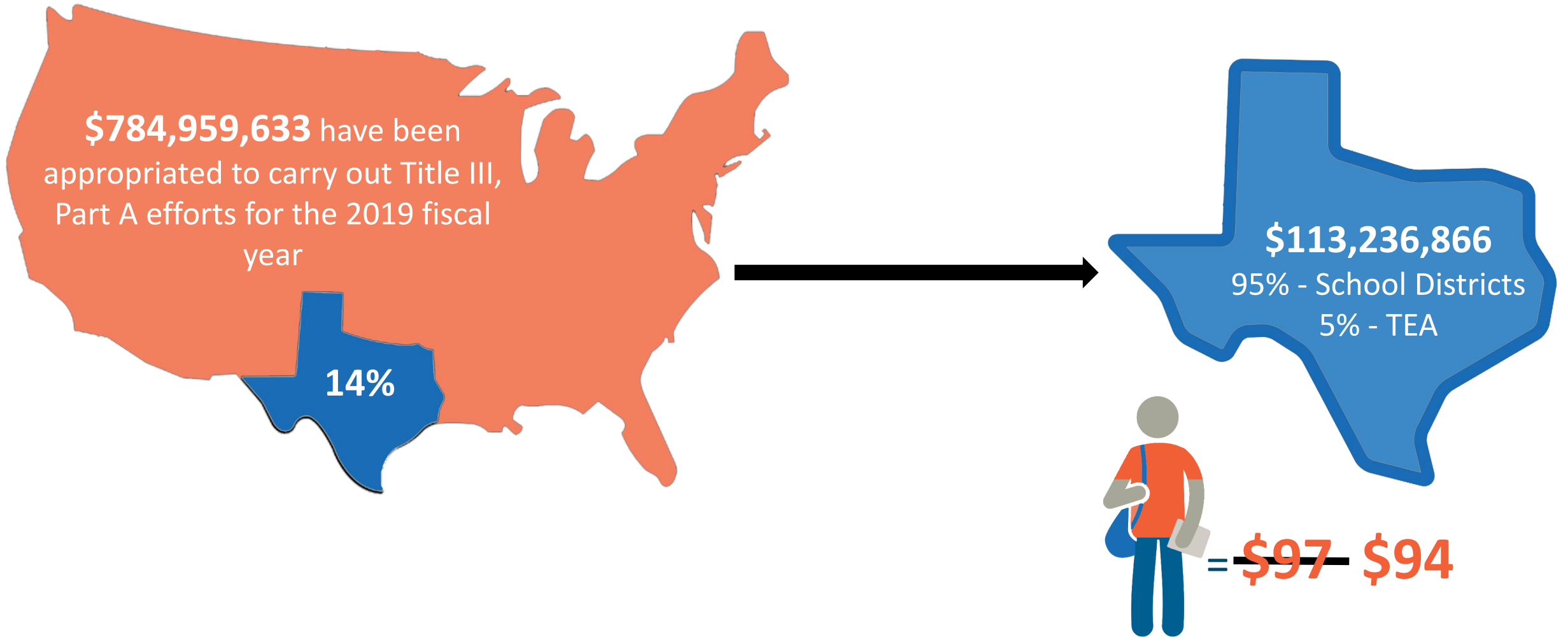TEA Technical Assistance, Tools, Resources

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%:

☐ 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

52%
BEFORE

55%
AFTER

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

14%

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

= **$97** **$94**

Title III, Part A: Allowable Use of Funds

English learners (including immigrant children and youth)

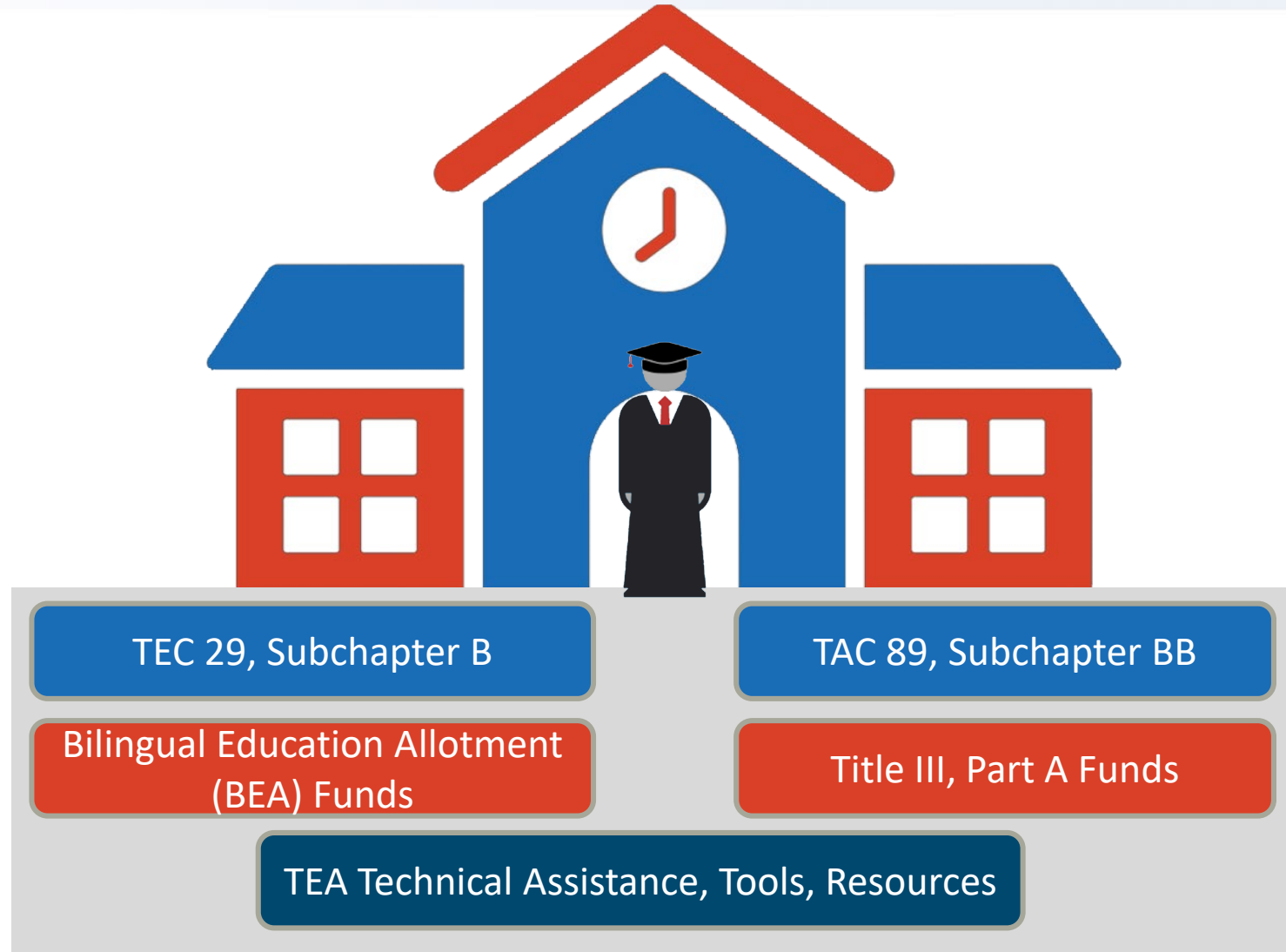| Help Attain English Proficiency	Development of Academic Achievement in English	Achieve High Levels in Academic Subjects	Sustain Effective Language Instruction Educational Programs	Professional Development for Educators Serving English learners	Promote Parent, Family, and Community Engagement

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

TAC 89, Subchapter BB

Bilingual Education Allotment (BEA) Funds

Title III, Part A Funds

TEA Technical Assistance, Tools, Resources

In Closing

English Learner Program Support

ESC Support

Technical Assistance

Program Resources

Professional Development

Program Guidance

English Learner Web Portal

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

Thank You!

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

EnglishLearnerSupport@tea.texas.gov

Download Completion Certificate Package

NOTE: The Package Contains Completion Certificates for ALL Required Presentations

https://tea.sharefile.com/d-s990f52ca95d4d1c8