

Generation 29 Application Information Session: Serving Emergent Bilingual Students

Division of Emergent Bilingual Support

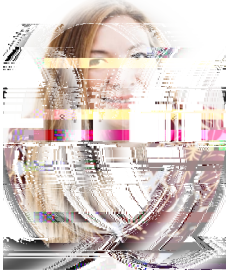


Division of Emergent Bilingual Support



Dr. Julie Lara
Division Director

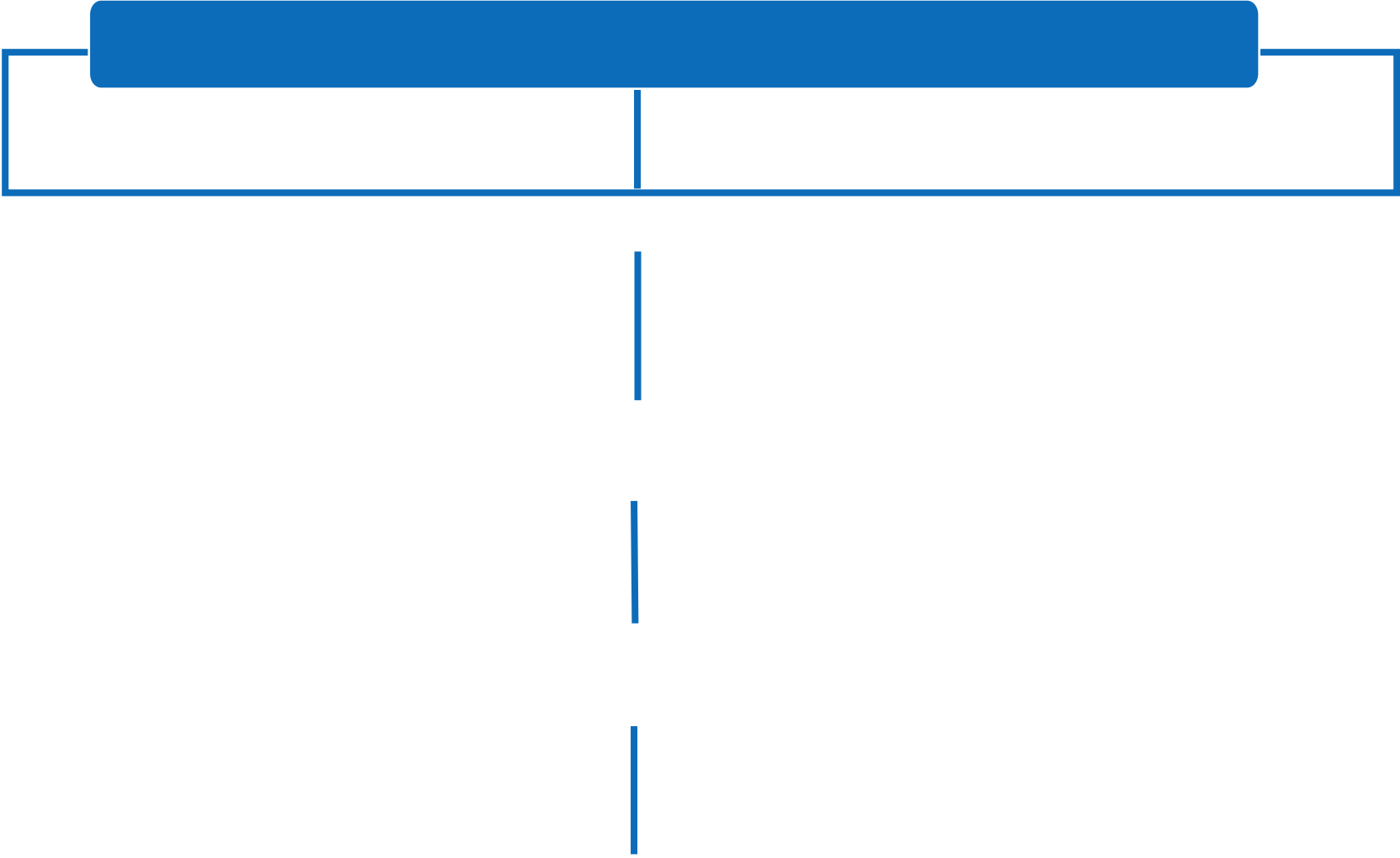
Dr. (X)Dhodi Anzures (CR)1a



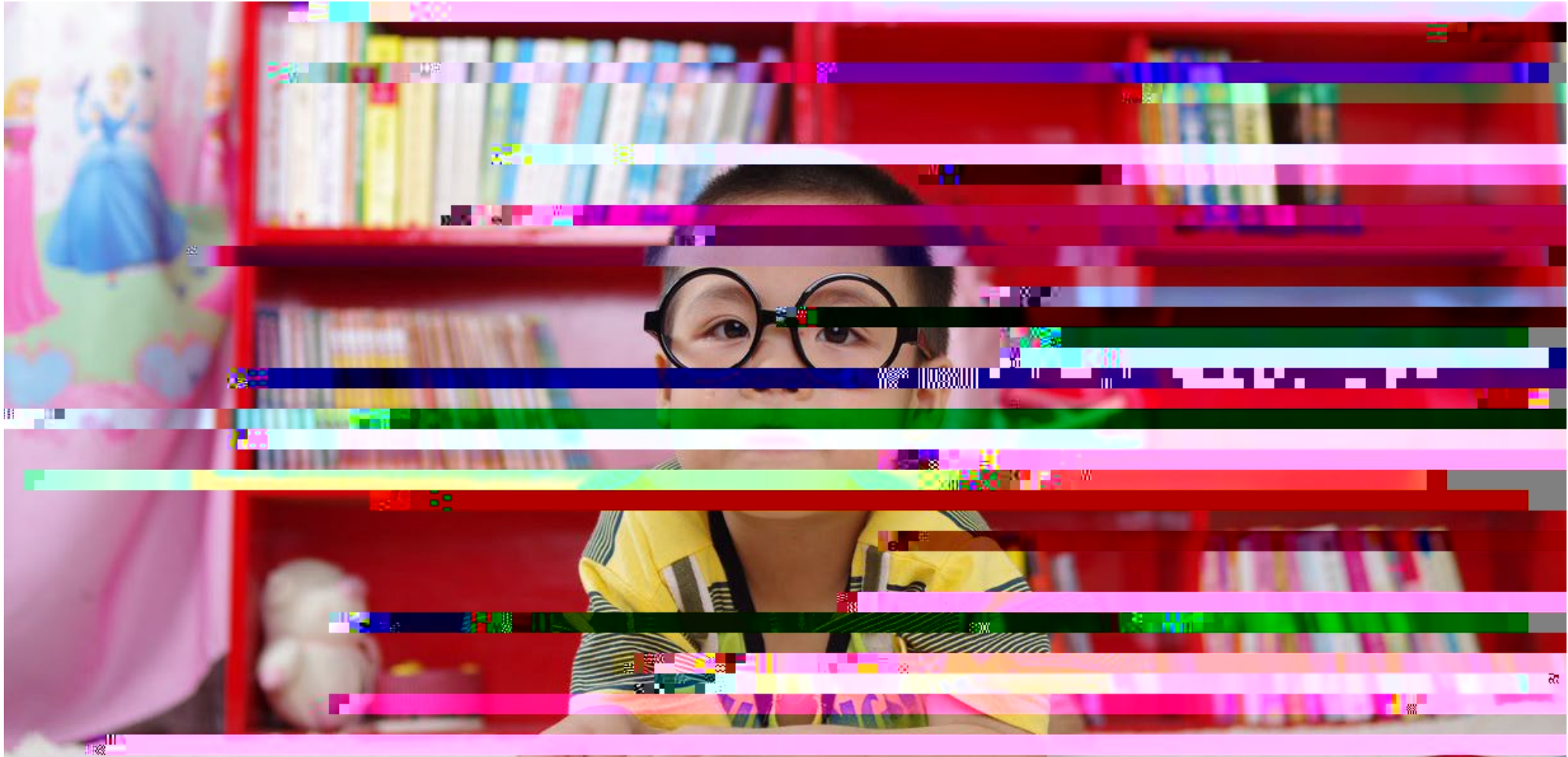
Our Goal Is...



Agenda



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





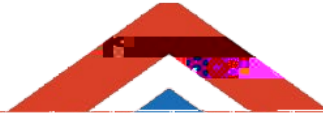


Yes.

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

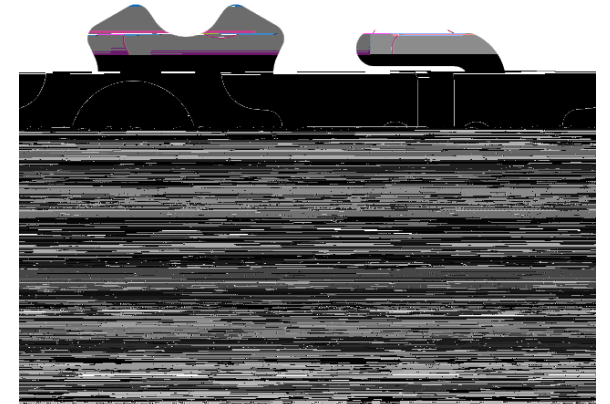


Standardized Statewide Processes

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

ESSA



State Plan



Process for Identification

A Home Language Survey also known as the (HLS) is administered to any new student enrolling in a Texas public school. (This process is also for students transferring from another state who has never been enrolled in a Texas school and for foreign exchanged students).

The HLS has the following two questions:

1. -

Process for Identification

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY 40 TAC Chapter 89, Subchapter B, §89.4316

HOME LANGUAGE SURVEY (applicable ONLY if child is enrolled for students enrolling in pre-kindergarten through grade 12)

State of Texas requires TO BE COMPLETED BY PARENT OR GUARDIAN FOR STUDENTS ENROLLING IN PREKINDERGARTEN THROUGH GRADE 8 (OR BY STUDENT IN GRADES 9-12). The guardian, not the school, is responsible for ensuring 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 to provide the information requested by the questions below.

Dear Parent or Guardian:

If either of your responses indicates the use of a language other than English, then the school district must communicate 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 to request a copy of the Home Language Survey, please contact your school district.

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

NAME: _____ ADDRESS: _____

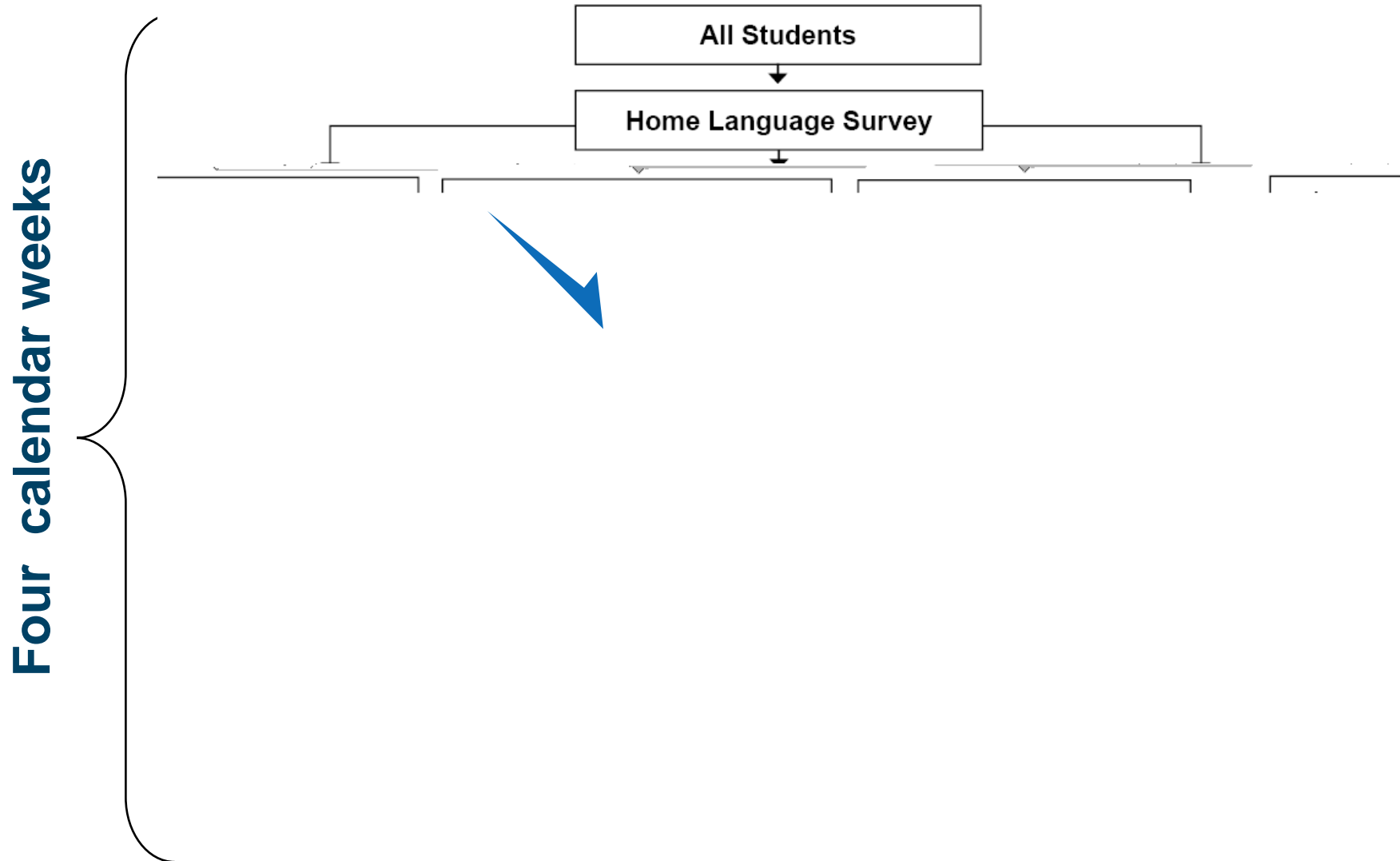
CITY: _____ COUNTY: _____

1. What language is spoken in the child's home or at school?

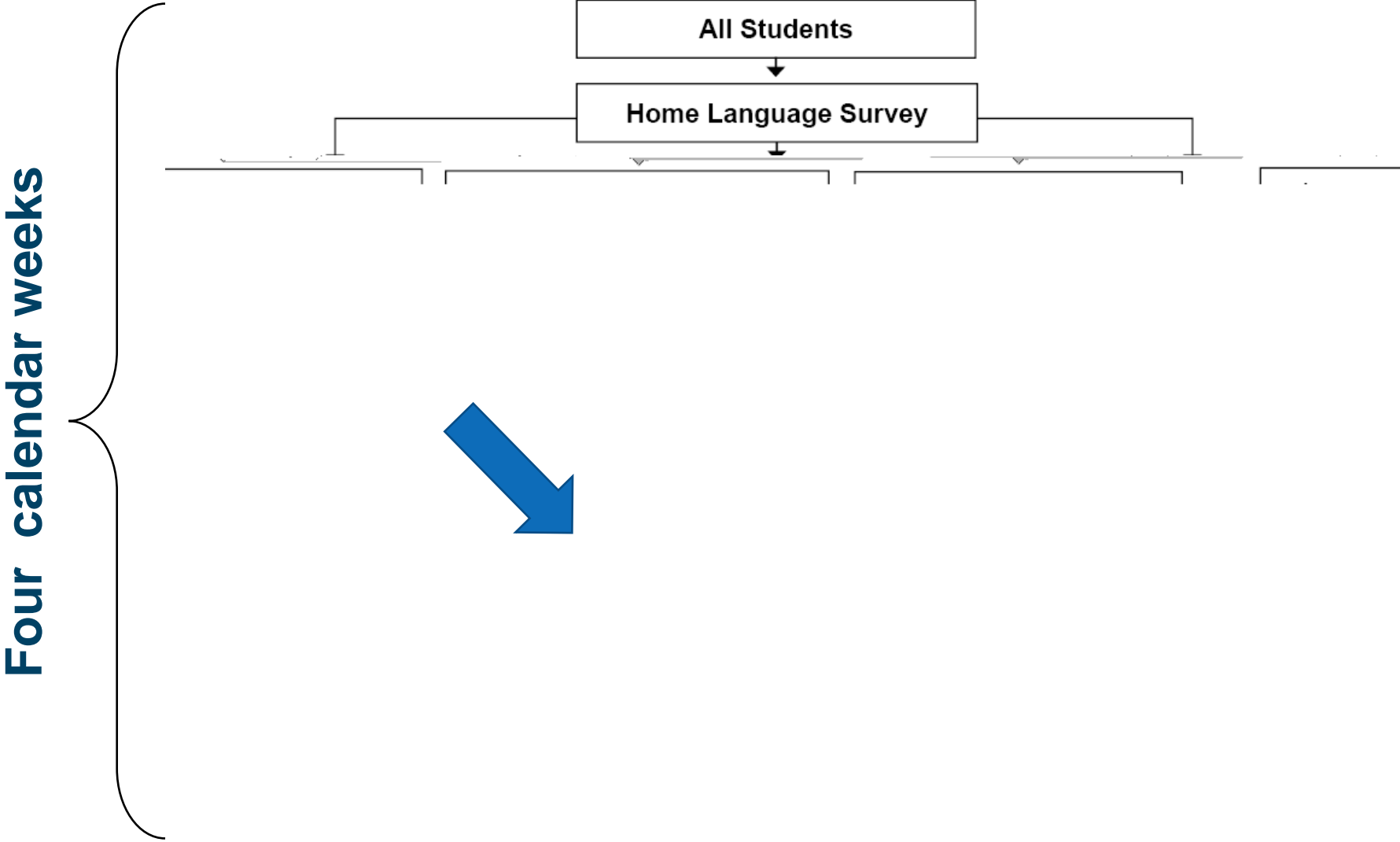
2. What language does the child speak most of the time?



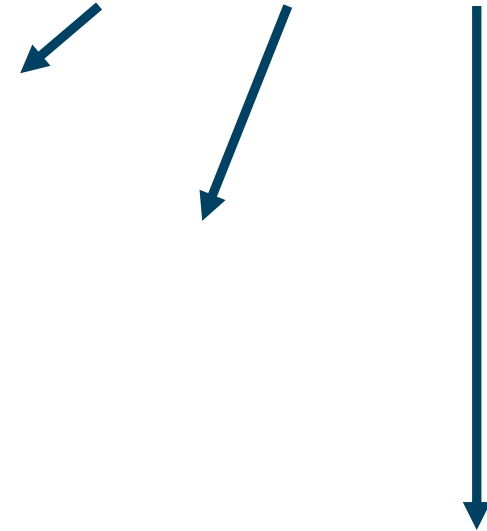
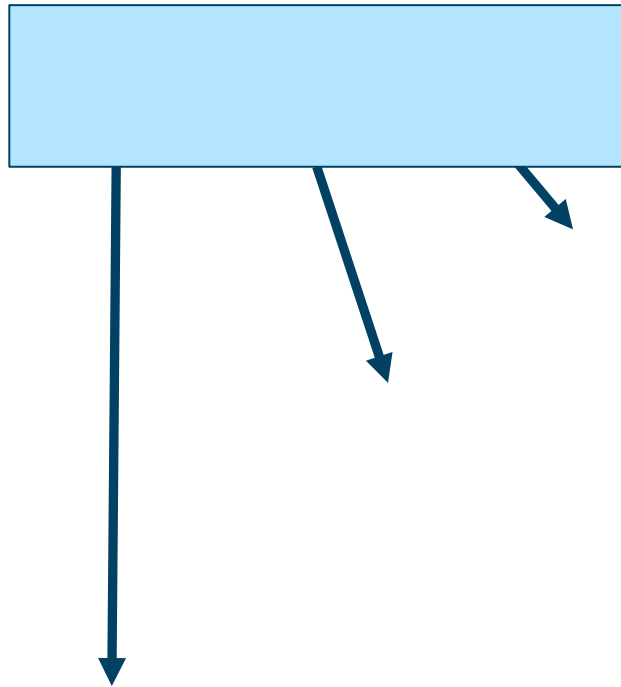
Process for Identification



Process for Identification



LPAC Membership



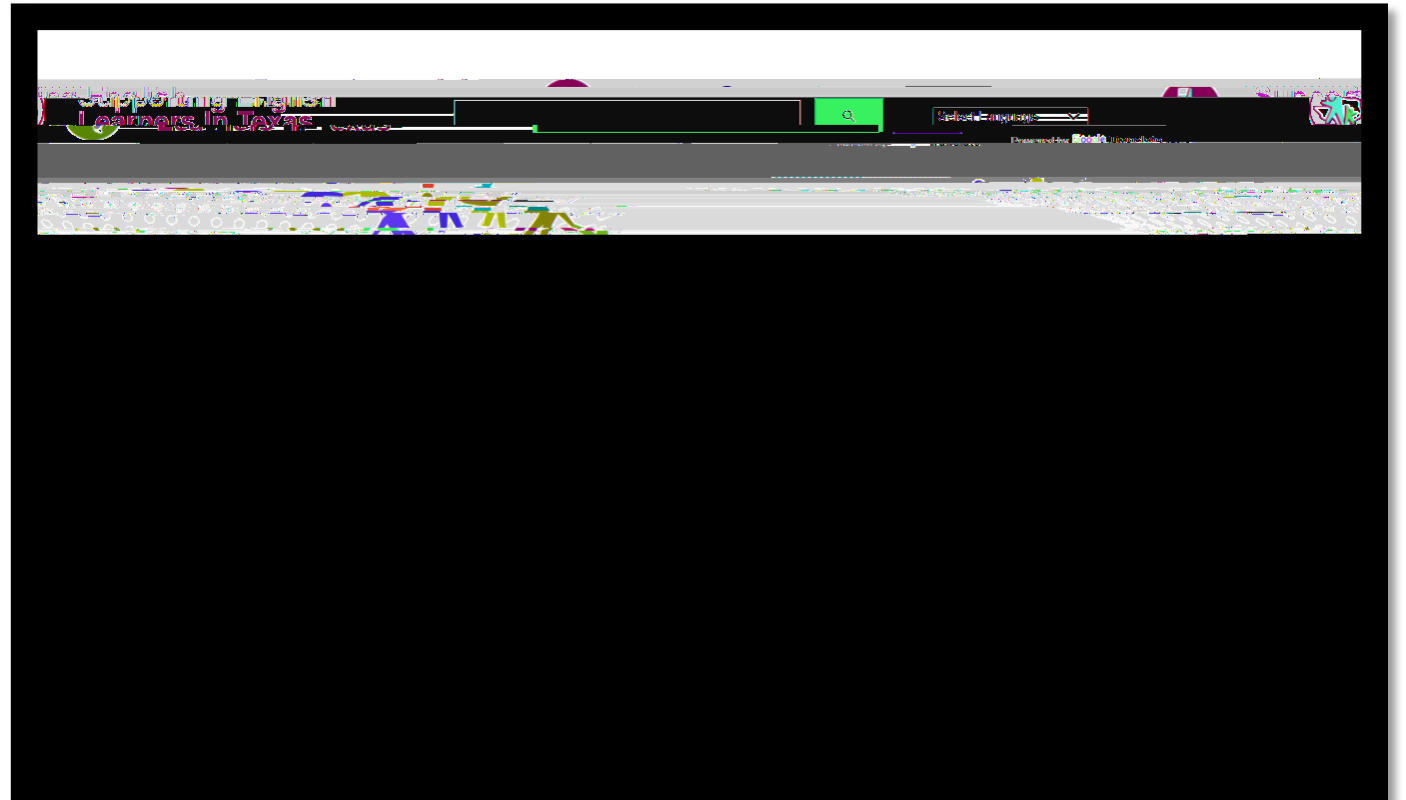
Process for Identification

Process for Identification



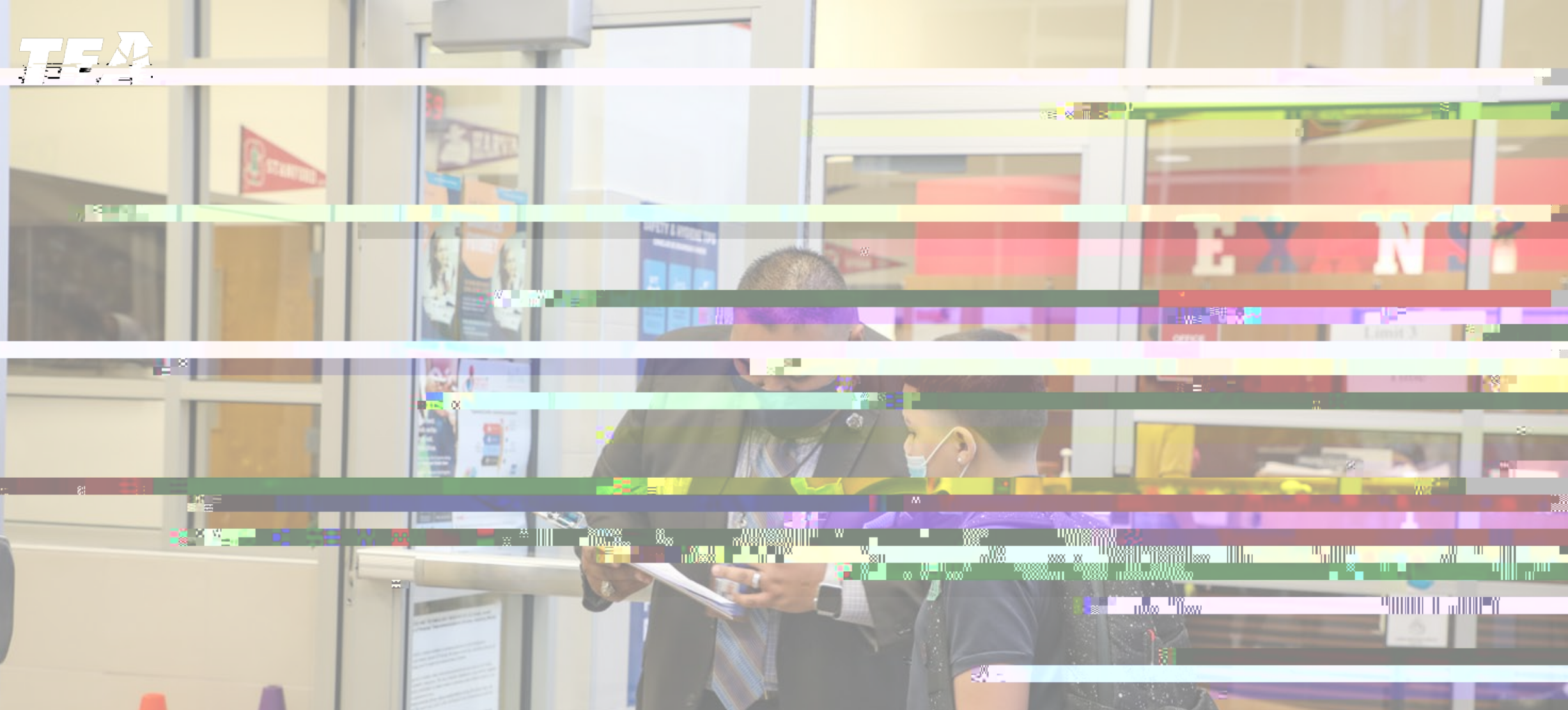
Process for Identification

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



Let's Review





Emergent Bilingual Students Program Services



Approved Program Models & Goals

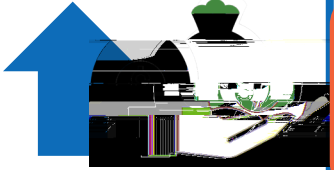
Bilingual /ESL Education

<p>Dual Language Immersion Programs $L1 + L2 = L1 \text{ and } L2$</p> <p>Goal: students develop bilingualism and biliteracy in partner language and English throughout all content areas for the duration of the program pathway.</p>	<p>One-way: EB students learn to listen, speak, write, and read content area material in both languages.</p>
<p>Transitional Bilingual Education Programs $L2 - L1 = L2$</p> <p>Goal: transition students from receiving academic instruction in their primary language to all English instruction.</p>	<p>Two-way: EB students and non-EB students learn to listen, speak, write, and read content area material in both languages.</p> <p>Late Exit: EB students transition to English only instruction in later grades in elementary and/ or middle school.</p> <p>Early Exit: EB students transition to English Only instruction as early as 1st grade.</p>
<p>ESL Programs $L2 = L2$</p> <p>Goal: students receive all English instruction.</p>	<p>Content-Based: EB students receive English only instruction with linguistic support in all content areas.</p> <p>Pull-out: EB students are pulled from other instruction to provide additional English only instruction.</p>

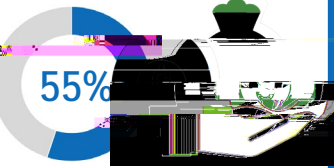
EB students are receiving grade level content and developing language through intentional and authentic learning experiences that foster communicated, sequenced, and scaffolded instruction in primary/partner language and English.

The Dual Language Initiative

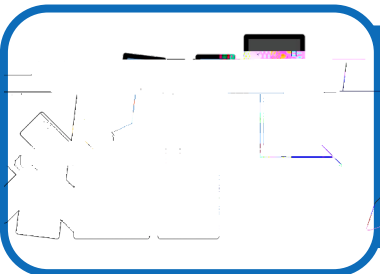
HB 3 (2019) Bilingual Education Allotment Key Points



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

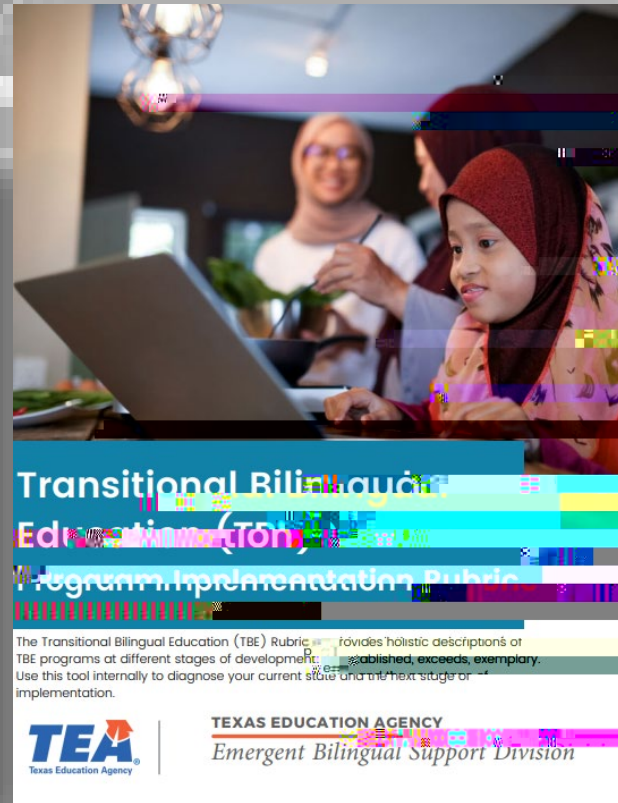
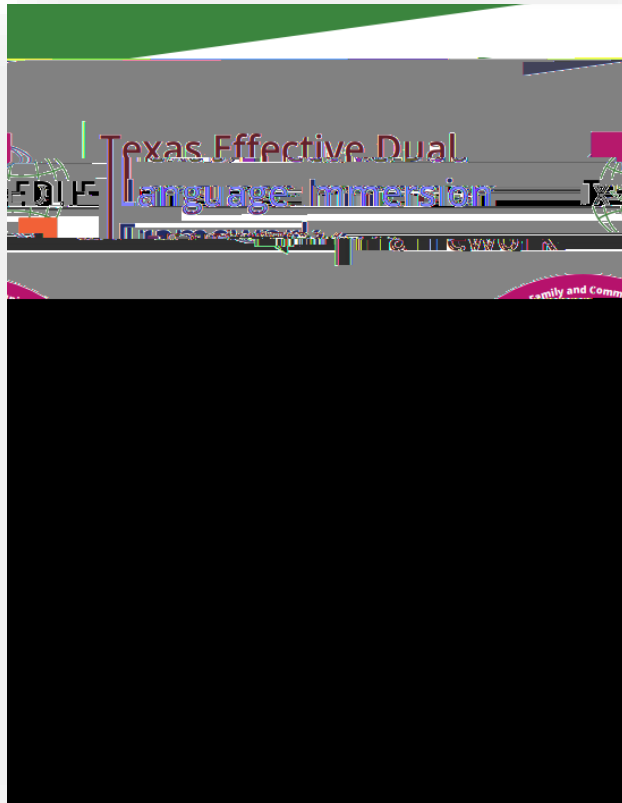


55% of BEA funds must be used in providing bilingual education or special language (ESL) programs and spending definitions have been **expanded**.



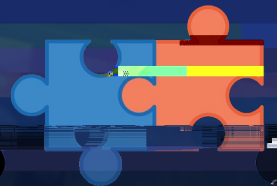
TEA will expand the **tools and resources** available for dual language immersion programs.

Program Implementation Resources





Program Staffing



Certification Requirements – ESL Program Education

Program Model	Instructional Approach	Paired Teaching
<p>Content-Based ESL</p>	<p>English Proficiency</p> <p>All content Teacher/s must be ESL certified</p>	<p>Emergent bilingual students receive all content area instruction (English Language Arts and Reading, Mathematics, Science, and Social Studies) by teacher(s) certified in ESL</p>

t62.6 (6.7 (b



Framing the Conversation: Bilingual Exceptions & ESL Waivers

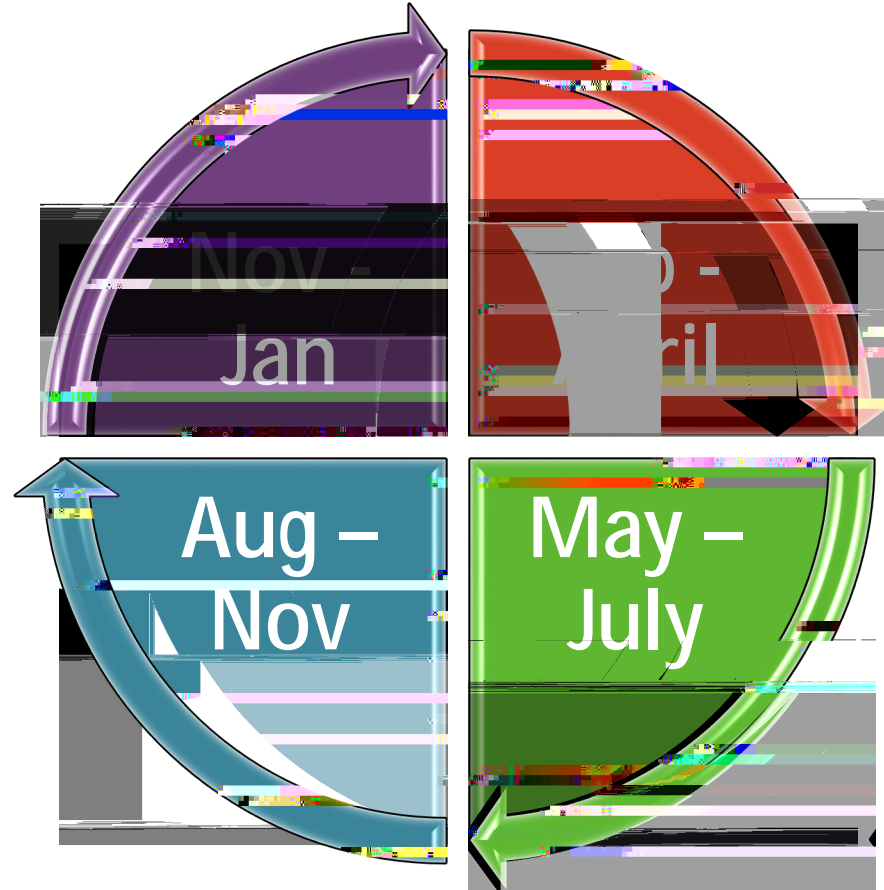
Texas Education Code (TEC) 29.054(b)(1-4)

- Documentation showing that the **district has taken the steps** to secure appropriately certified teachers
- Documentation showing that the district



Reviewing The Process

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

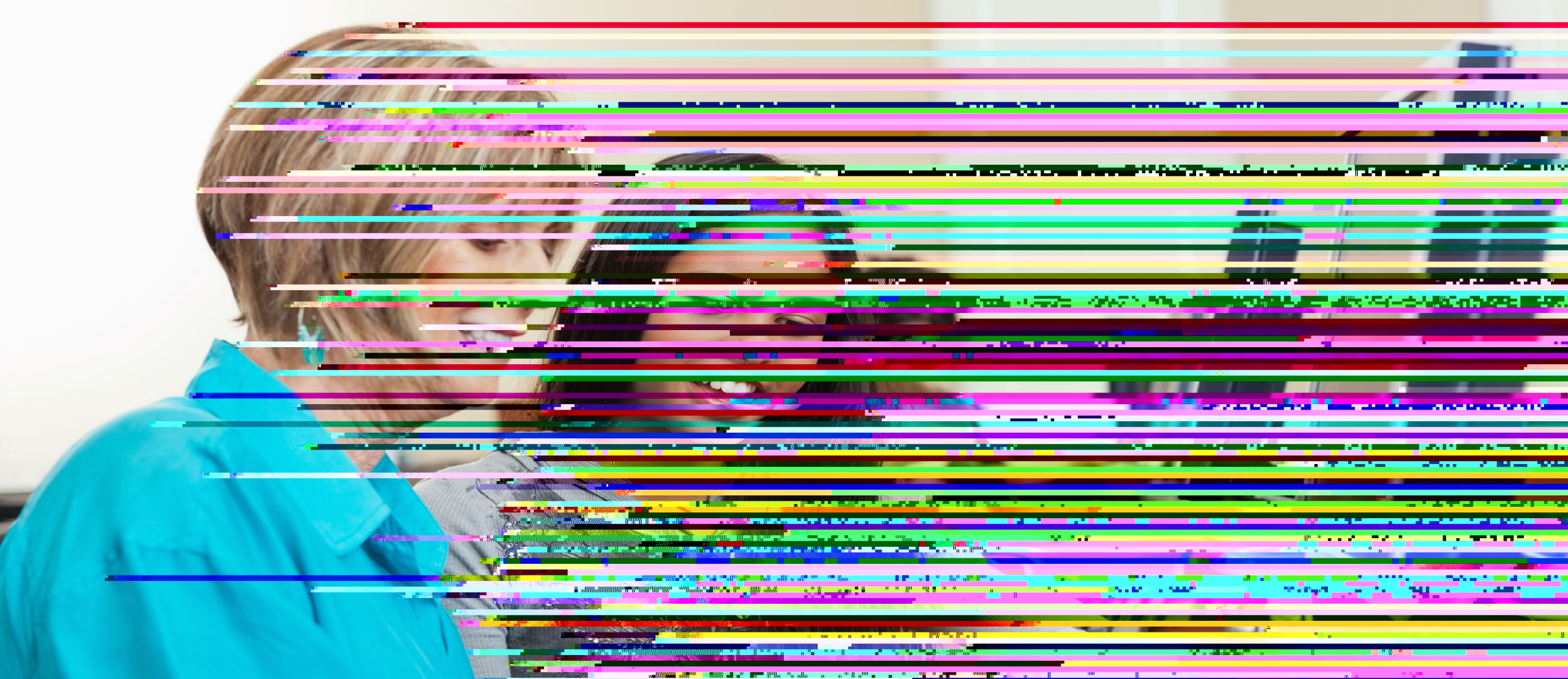


PD to classroom teachers who are
going to apply for Ex/W
PEIMS coding
Communication to families
Data gathering for application
Review progress on Action Plan

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

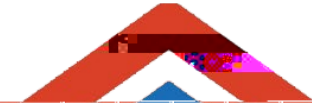




Program Funding



Coordinated State Supports for Emergent Bilingual Students



TEC 29, Subchapter B

TAC 89, Subchapter BB

Bilingual Education Allotment (BEA) Funds

Title III, Part A Funds

TEA Technical Assistance, Tools, Resources

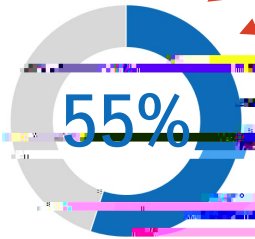
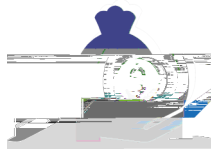


Bilingual Education Allotment: TEC 48.105

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%:

52%

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

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)

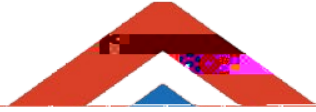
Allowable vs. Unallowable Use of Funds



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



Let's Review





Emergent Bilingual Student Program Support

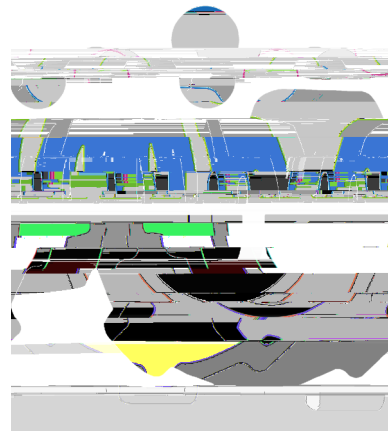
ESC Support

Technical Assistance

Program Resources

Professional Development

Program Guidance





Contact Information

