



Generation 25 Application Information Session: Serving English Learners

Division of English Learner Support

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



Demographics

Process for Identification and Services



State-approved Models

“Rule of 20”

Teacher Certification
Requirements

Bilingual Education Exceptions
and ESL Waivers



State Bilingual
Education Allotment

Federal Title III, Part A



English Learners in Texas

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).

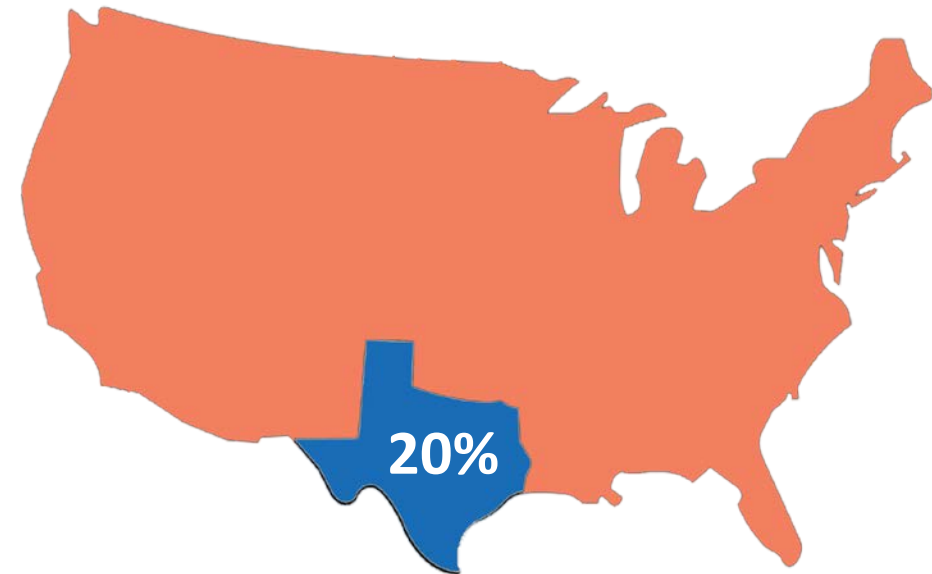
These terms are used interchangeably.

Identified English Learners in Texas

Top 10 States with Highest EL Student Enrollment (2016-17)*NCES

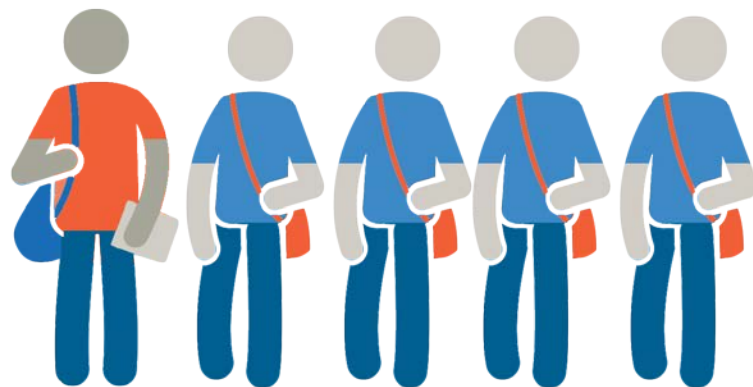
1. California
- 2. Texas**
3. New York
4. Florida
5. New Jersey
6. Illinois
7. Georgia
8. Washington
9. Arizona
10. Virginia

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



Identified English Learners in Texas

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



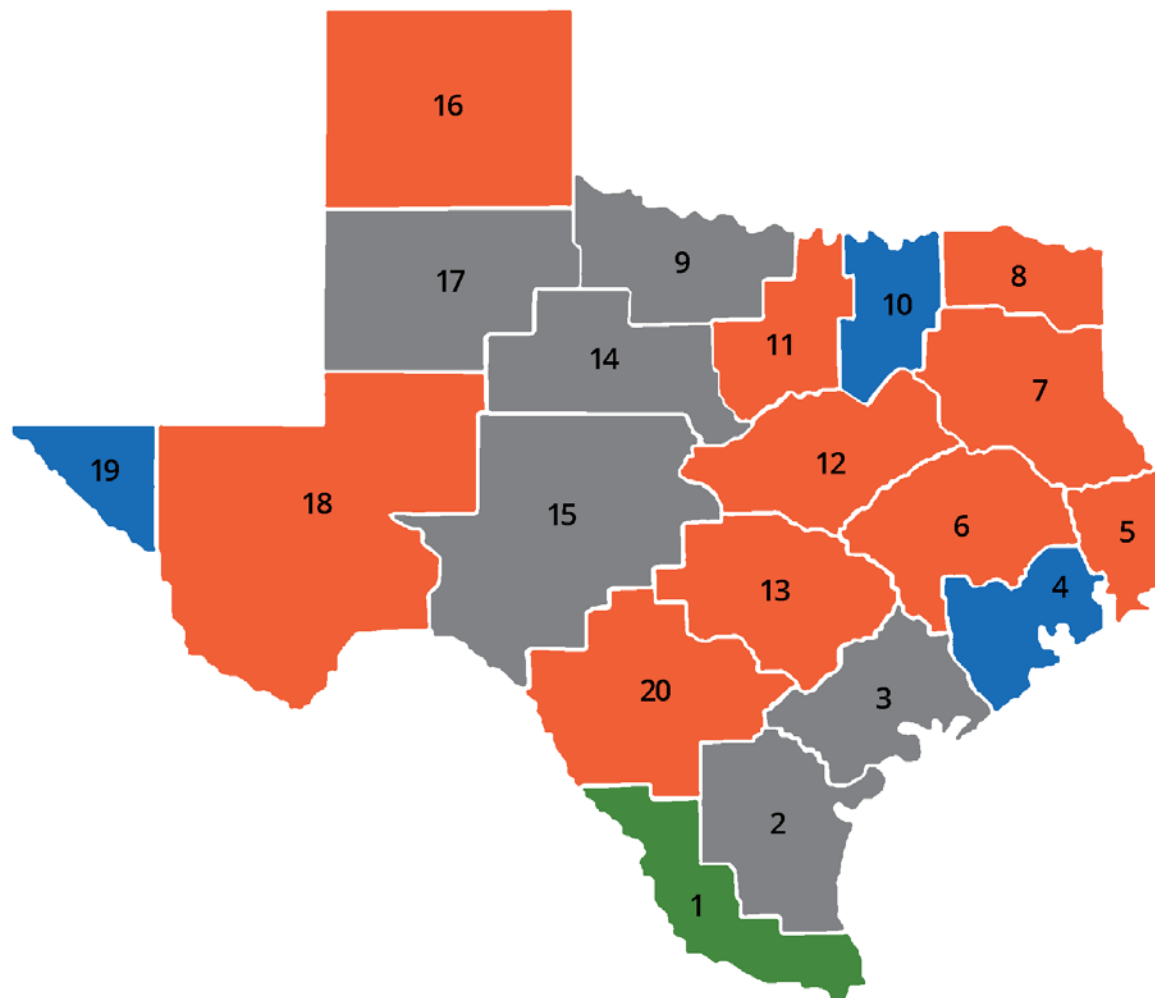
20% = EL Population in Texas
1 in 5 students in Texas

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



Distribution of English Learners Across Texas

Distribution of EL Population	
0 – 9% of Students	Grey
10 – 19% of Students	Orange
20 – 29% of Students	Blue
30 – 39% of Students	Green



FAQ

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

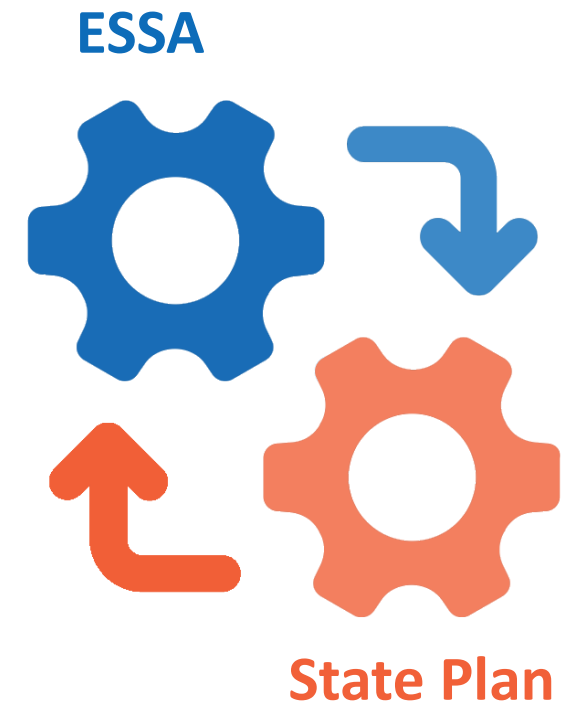


TEC 29, Subchapter B

TAC 89, Subchapter BB

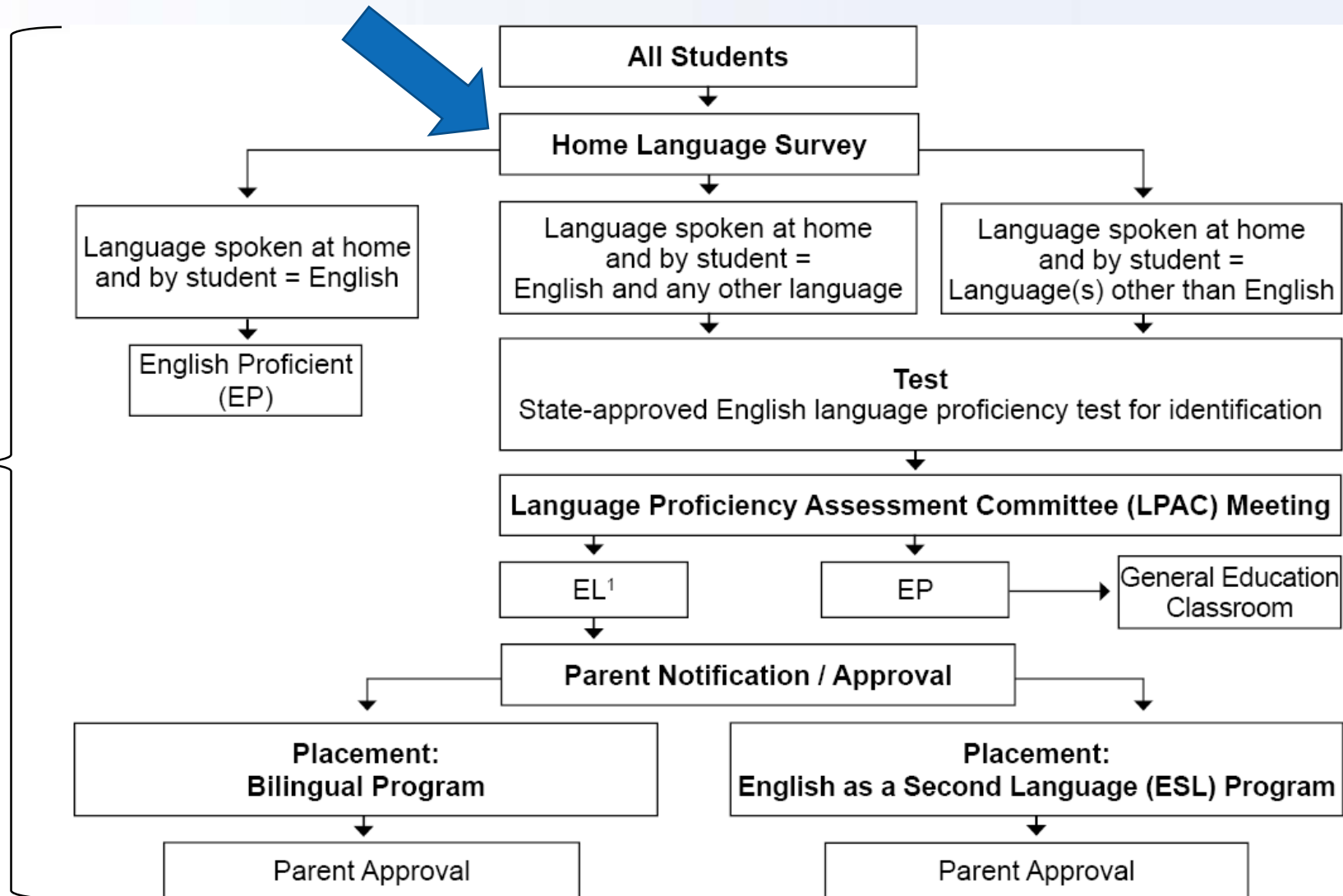
Every Student Succeeds Act (ESSA) State Plan, Title III, Part A requires that Texas have a standardized, statewide process for:

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



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: _____

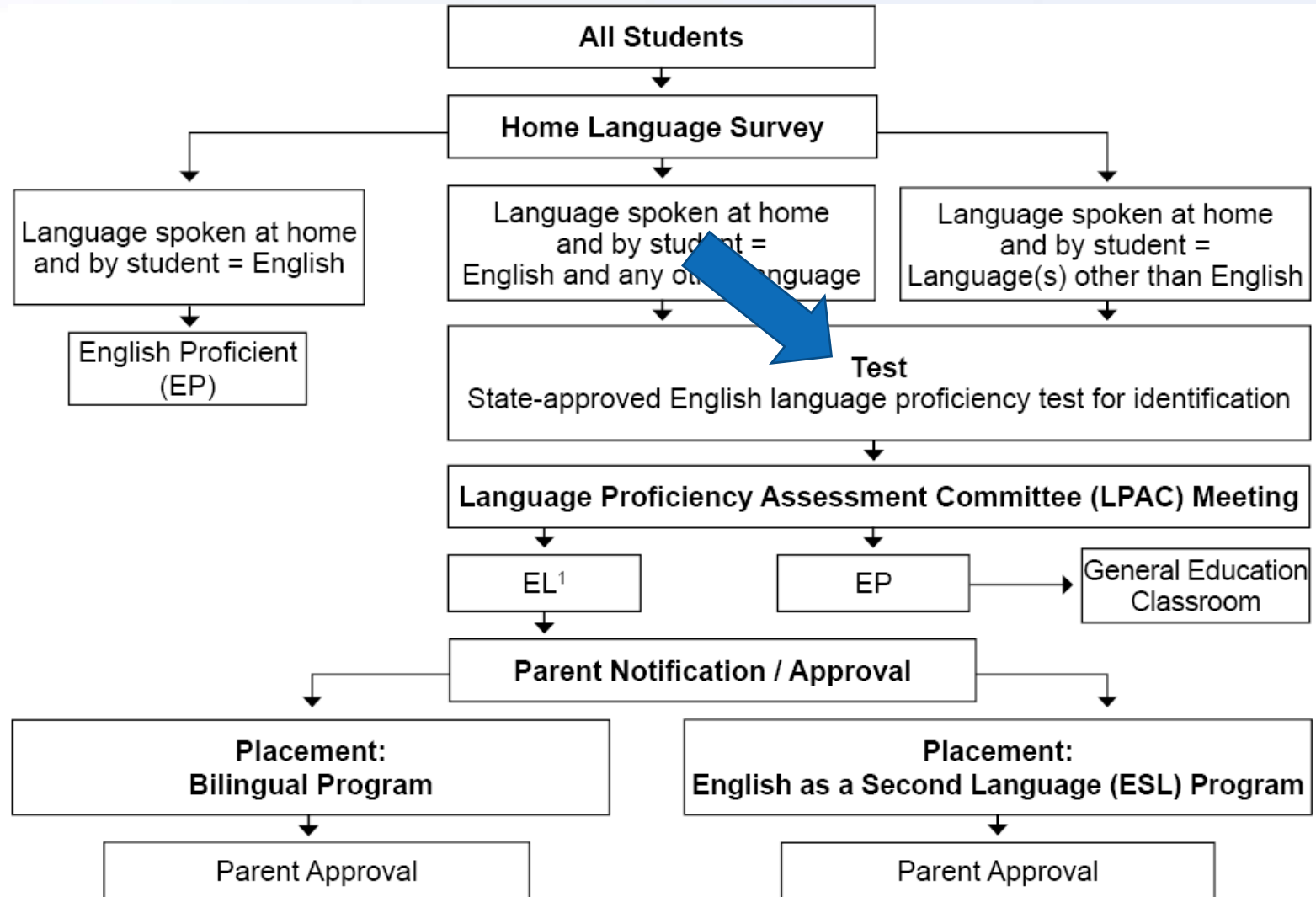
NOTE: PLEASE INDICATE ONLY ONE LANGUAGE PER RESPONSE.

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**? _____

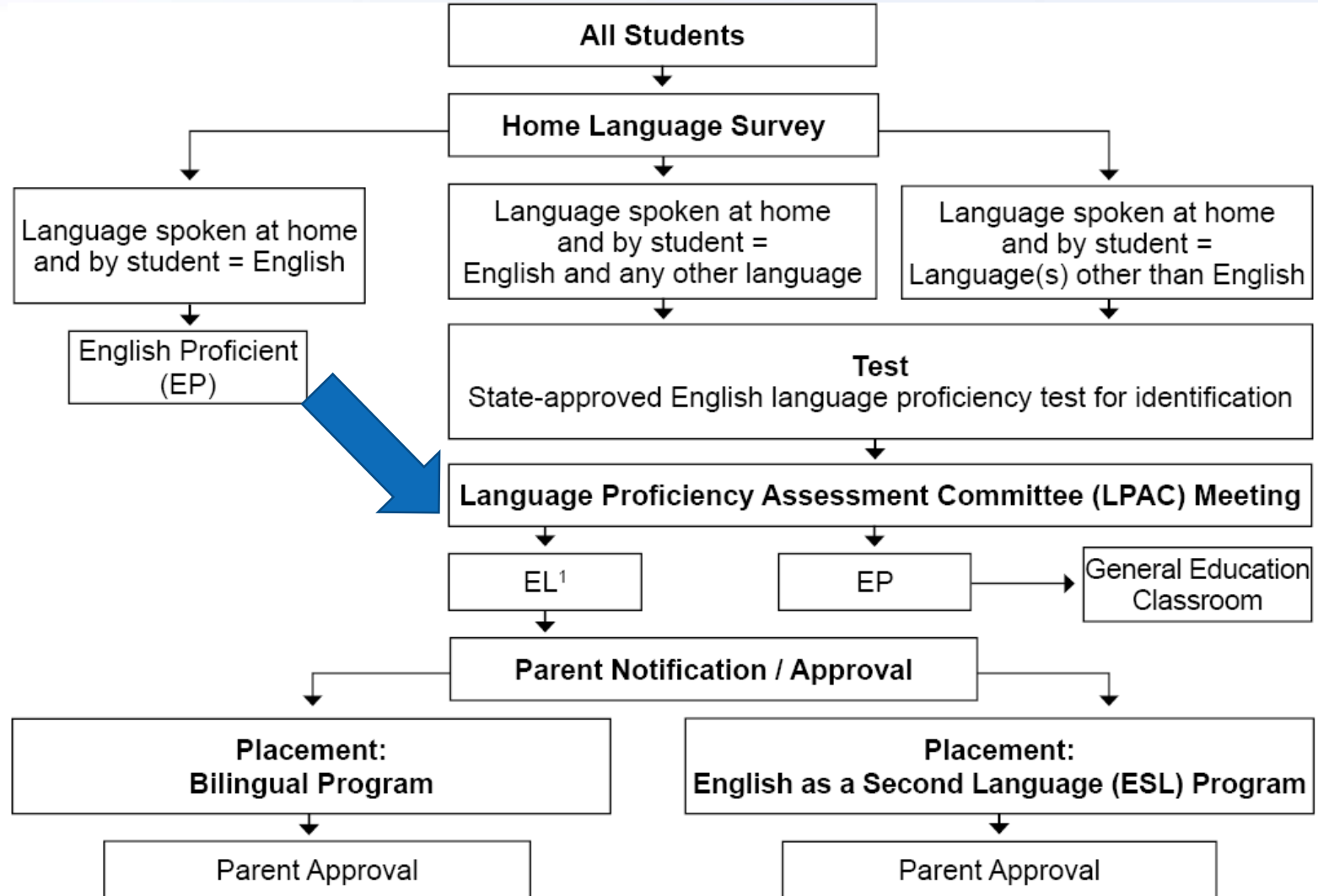
Process for Identification

Four calendar weeks

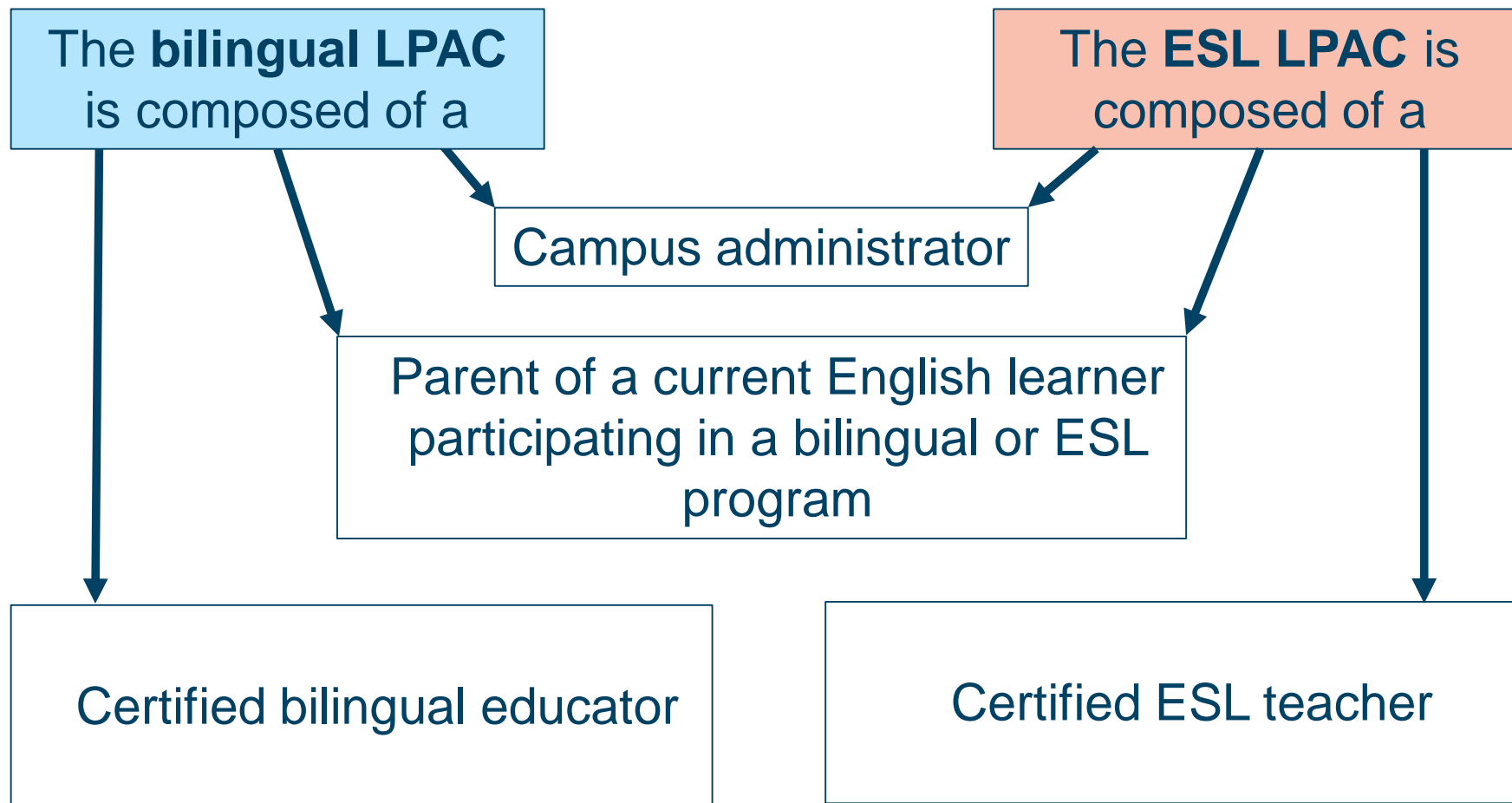


Process for Identification

Four calendar weeks



LPAC Membership

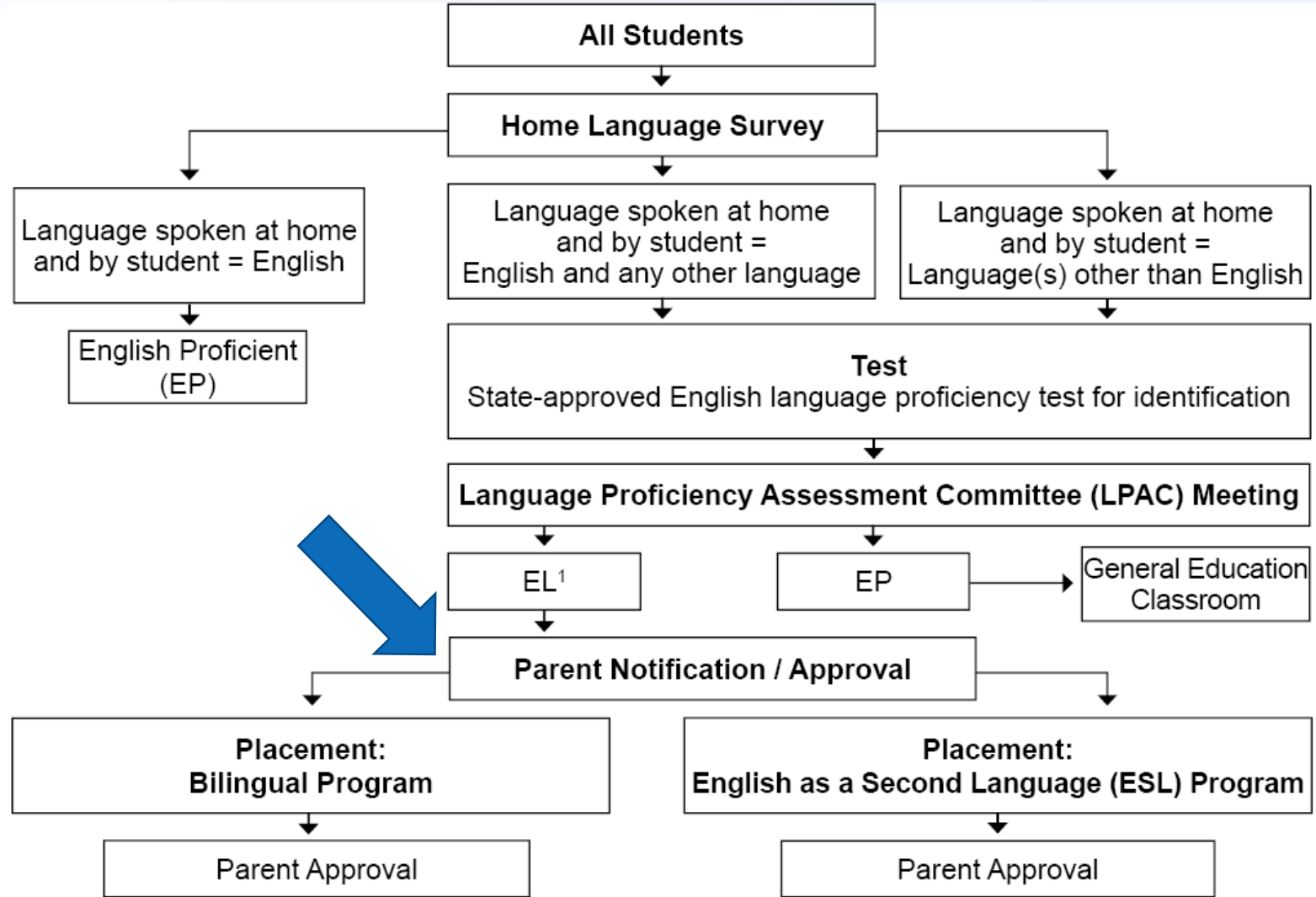


All members must be present!

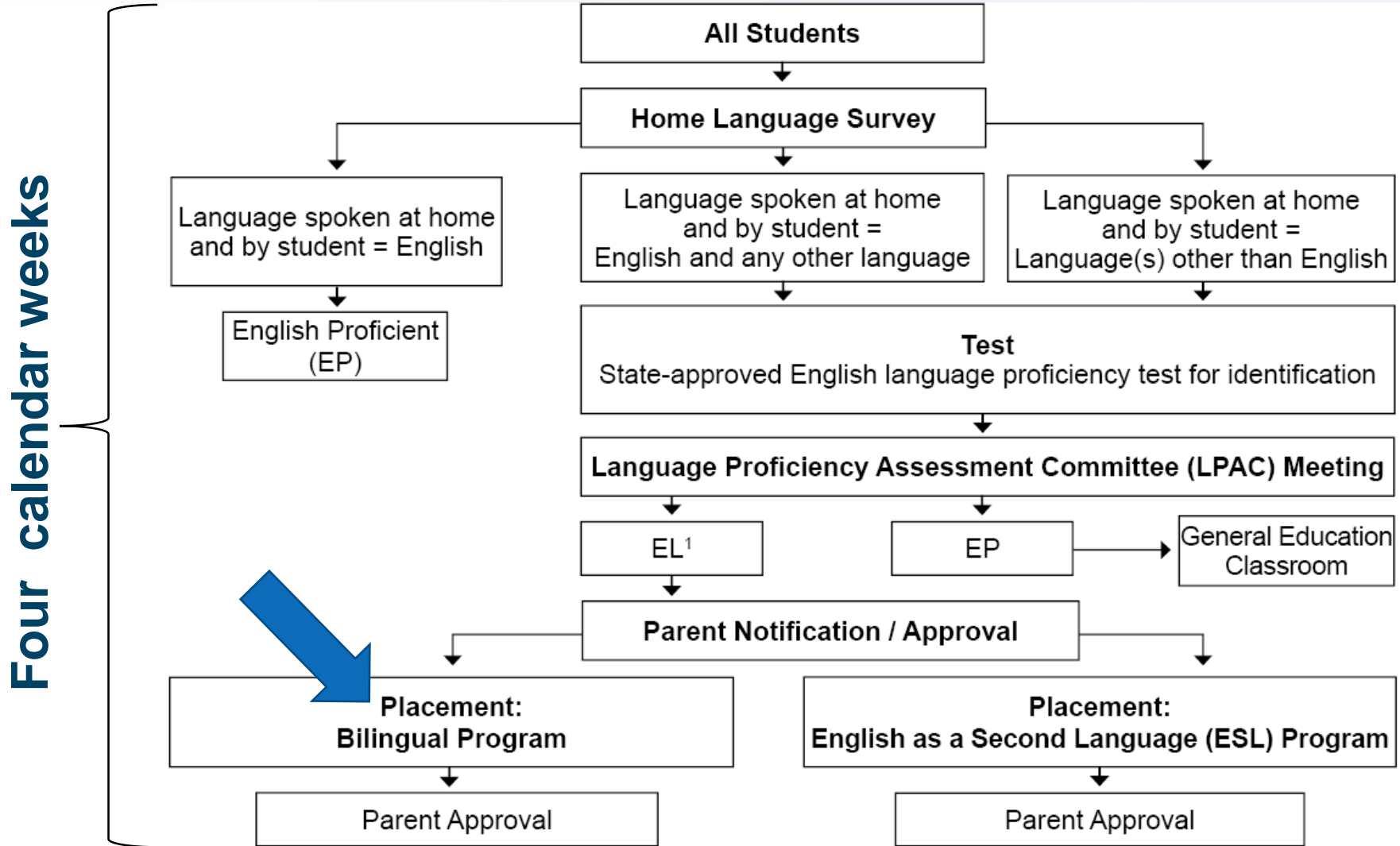
19 TAC §89.1220 (b); TEC §29.063

Process for Identification

Four calendar weeks



Process for Identification



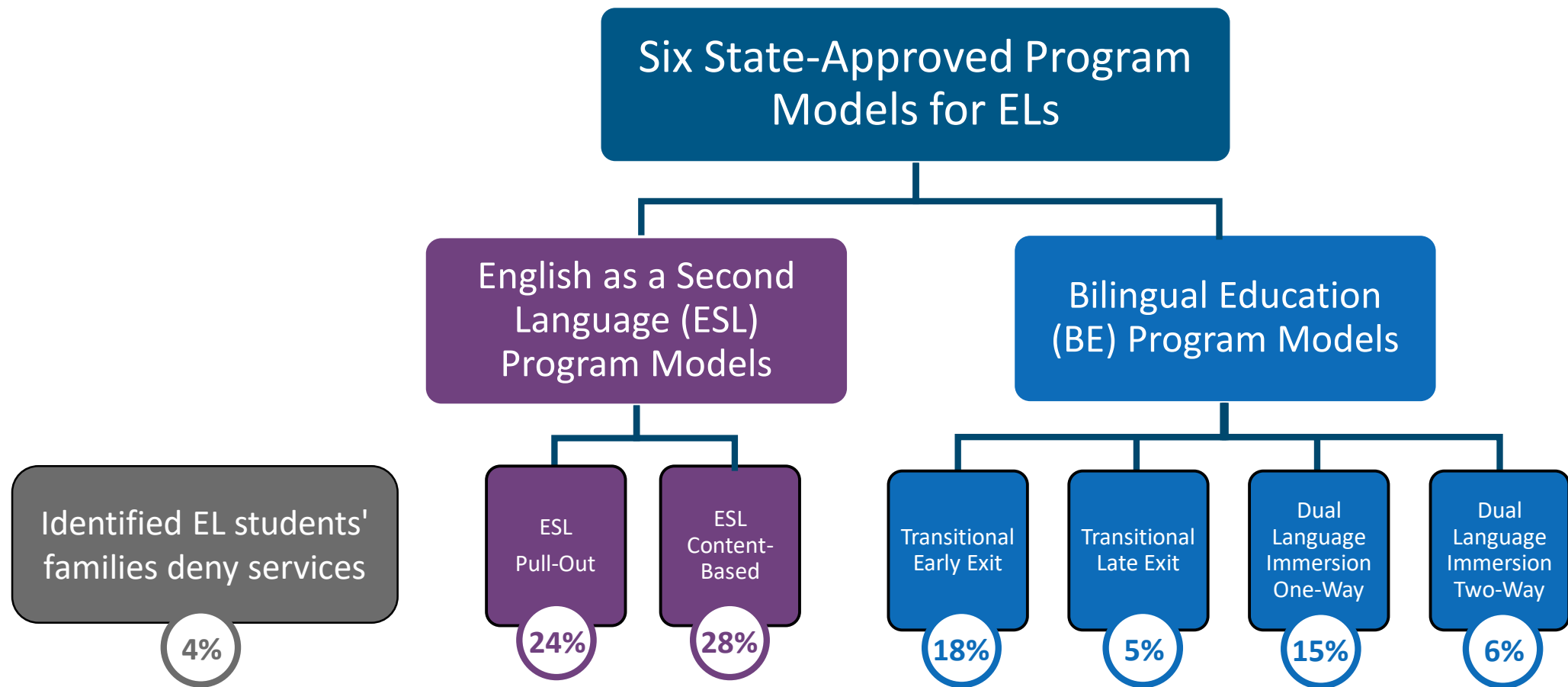
Checking for Understanding



Language Proficiency Assessment Committee (LPAC)



English Learner Program Models in Texas



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 <u>and</u> 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	



Program Staffing

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)

Summary: State-approved ESL Program Models

Program Model	Goal	Instructional Approach
<p>Content-Based ESL</p>	<p>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>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 Exceptions/ ESL Waivers Application 2019-2020

GREY FIELDS ARE AUTOMATICALLY COMPLETED FROM YOUR ENTRIES.
IF AN ITEM IS NOT APPLICABLE, LEAVE THE ITEM BLANK.

CDN (AskTed)	District	ESC Region	Superintendent		Application for	Assurances Verified
			(Format: Salutation, Firstname, Lastname)	Email		

ELs (District Wide)	Bilingual/ESL Contact		
	(Format: Salutation, Firstname, Lastname)	Email	Phone (Format: (Area) 999 - 9999 x99999)

Skip if not applying for a Bilingual Exception.	Report a District-wide Number				Teachers needed to instruct ELs under a Bilingual Education Exception
	Bilingual Certified (all personnel) employed in the district	Bilingual Certified Teachers Currently Teaching in a Bilingual Program	Teachers needed to instruct ELs under a bilingual education exception (Spanish)	Teachers needed to instruct ELs under a bilingual education exception (languages other than Spanish)	
			0	0	0

Skip if not applying for an ESL Waiver	Report a District-wide Number		Teachers needed to Instruct ELs under an ESL Waiver
	ESL Certified Teachers (all grade levels) employed in the district	ESL Certified Teachers (all grade levels) currently instructing in an ESL Program	
			0

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 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.

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



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

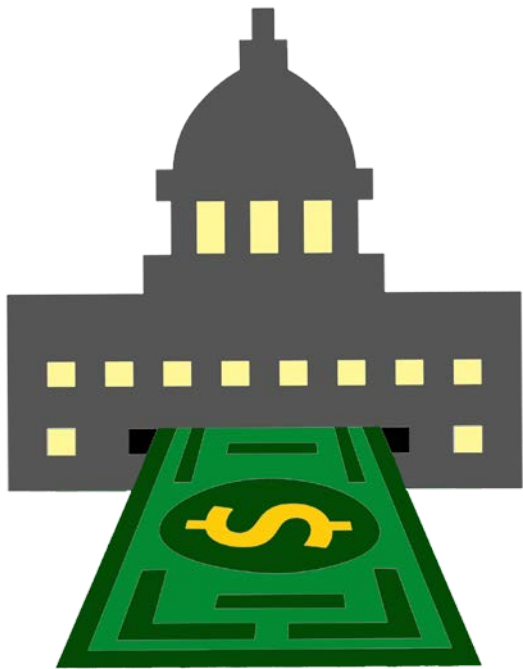
Bilingual Funding Before HB 3



Texas Education Code §42.153

- Annual allotment equal to the adjusted basic allotment multiplied by **0.1**
- Bilingual Education is funded on an average daily attendance (ADA) basis.
- BEA funds were only generated by English learners participating in Bilingual/ESL programs.

Why BEA Funding Was Changed



HB 3 incorporates the Texas Commission of Public School Finance's recommendation to:

- Create a new dual language allotment as compelling data reviewed by the Commission indicates that dual language programs are highly effective vs. transitional or ESL.
- Better incentivize and resource school districts to offer these effective programs, the Commission recommends that the state create an additional allotment at an additional 0.05 weight (for a total 0.15 weight) for dual language programs.

Changes to Bilingual Education Allotment

BEFORE



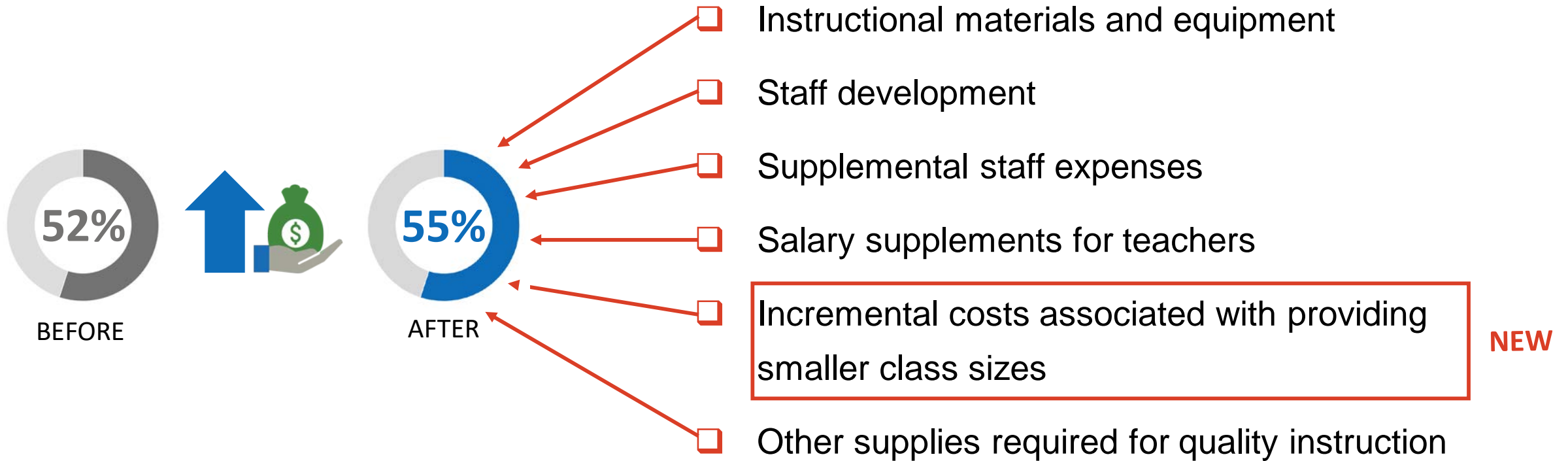
- Funding for any LEP student in any language program
(0.1 x Basic Allotment for LEP = \$514)

AFTER

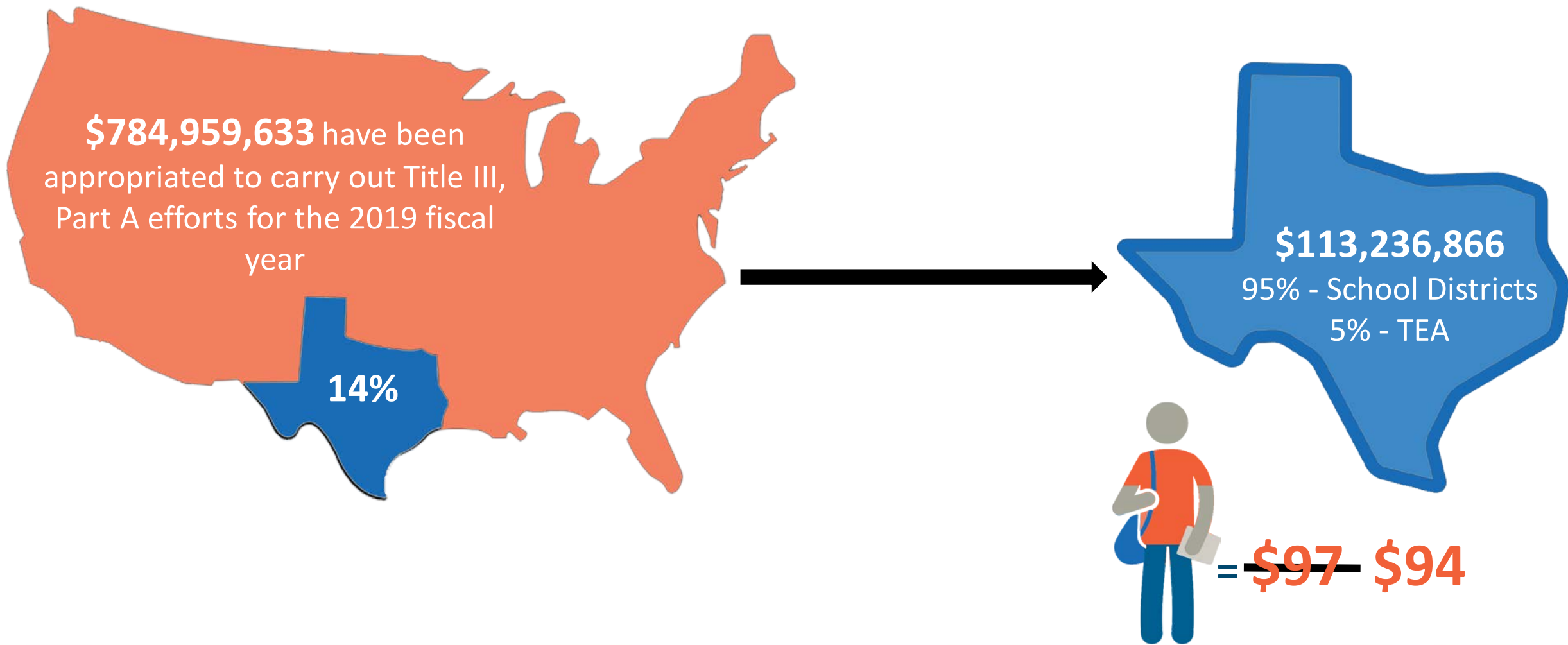


- Funding for any LEP students in any language program
(0.1 x BA for LEP = \$616)
- For LEP students served in a dual language immersion program, additional funding (0.15 x BA for LEP in dual language = \$924)
- For non-LEP students served in a two-way dual language immersion program, additional funding
(0.05 x BA for non-LEP = \$308)

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



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

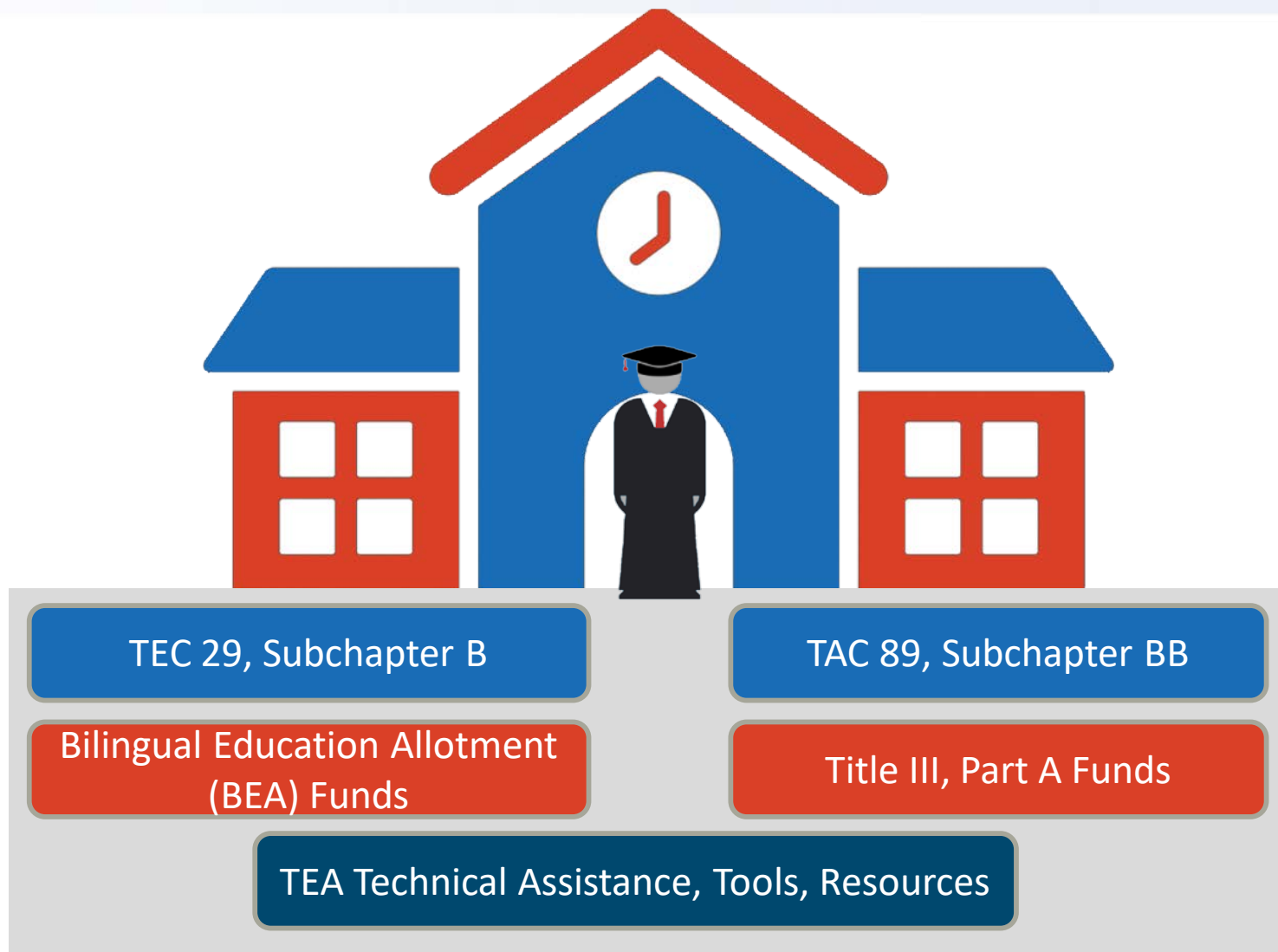
Promote
Parent,
Family, and
Community
Engagement

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)

Checking for Understanding





English Learner Program Support

ESC Support

Technical Assistance

Program Resources

Professional Development

Program Guidance



<http://elltx.org>

Thank You!

Visit the [Bilingual/ESL webpage](#) for most up-to date information



EnglishLearnerSupport@tea.texas.gov