

Emergent Bilingual Support Division **LEA & ESC Webinar**

June 5, 2025

Emergent Bilingual Support Division



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ESL Programs
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Monitoring
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Monitoring
Coordinator



Jorge Vela

Project
Specialist



This **icon** indicates a topic that will be addressed at all **ESC Director meetings**.



This **icon** indicates a **Best Practice** slide where we share examples or practical applications of the content just presented.



Email questions to your **ESC contact** at any time.



Your **feedback** is important to us. Please submit the survey at the end of today's session.



You can find the slide deck for this presentation and previous webinars in our [TXEL EB Support Division Webinar Page](#)



Recording of the webinar will now be hyperlinked in the agenda by sections.



After the Webinar

- LEAs email unanswered or follow-up questions to their ESC.



3 Weeks Prior to Webinar

- ESCs respond to TEA prompt, "What kinds of questions are you receiving now from LEAs?"



TEA Prepares Webinar Content

- Incorporate content related to questions.
- Address feedback or trends.



Regular communication with your ESC ensures that your feedback reaches TEA and that updated guidance reaches you.

Today's Acronyms

ADC = Applicant Designation and Certification	FSP = Foundation School Program
ARD = Admission, Review and Dismissal	HB = House Bill
BOY = Beginning of Year	IMRA = Instructional Material Review and Approval
BEA = Bilingual Education Allotment	LEA = Local Educational Agency
CBLI = Content Based Language Instruction	LPAC = Language Proficiency Assessment Committee
CIPA = Children's Internet Protection Act	PD = Professional Development
DLI = Dual Language Instruction	PFC = Parent Family Community
DRC = Data Recognition Corporation	SAAH = Student Attendance Accounting Handbook
EB = Emergent Bilingual (state)	SBOE = School Board of Education
EOY = End of Year	SNS = Supplement Not Supplant
ELPS = English Language Proficiency Standards	SSA = Shared Services Arrangement
ELA = English Language Acquisition	TAA = The Administrator Addressed
ESSA = Every Student Succeeds Act	TAC = Texas Administrative Code
ESC = Education Service Center	TB = Transitional Bilingual (program)
ESL = English as a Second Language	TEC = Texas Education Code
ESOL = English for Speakers of Other Languages	TELPAS = Texas English Language Proficiency Assessment System
FAQ = Frequently Asked Questions	T3PA = Title III, Part A

Today's Agenda

Welcome

Guest Speaker

Policy & Guidance

Progress Monitoring

Funding

EB Strategic Plan

Announcements & Reminders

2024-2025 LIVE WEBINARS

Thursday, June 5, 2025

9:30am – 11:30am

Via Zoom Webinar Recording segments will be linked on this agenda one week after the webinar.



AGENDA	EB SUPPORT TEAM
Guest Speaker <ul style="list-style-type: none"> Dr. Todd Davis- Associate Commissioner of Instructional Strategy 	Dr. Xóchitl Anabel Rocha Director of Bilingual Education Programs, Policy, & Technical Assistance
Policy & Guidance <ul style="list-style-type: none"> ESSA Application Annual Evaluation & Exceptions and Waivers Self-Assessment Reclassification Reminders 	Rickey Santellana Director of State & Federal Programs Supervision & Support
Progress Monitoring <ul style="list-style-type: none"> LPAC Checklist EB Linguistic Accommodation Form Teacher Input & Student Supports 	Dr. Patricia Quesada Bilingual Coordinator
Funding <ul style="list-style-type: none"> Summer School Reimbursement ESSA Planning Amounts Job Descriptions/Placement of Supplemental Staff 	Michelle Merrick ESL Coordinator
Strategic Plan <ul style="list-style-type: none"> Goal #5: Increasing the number of bilingual and multilingual graduates 	Amy Johnson Multiple Needs Coordinator
Announcements & Reminders	Mara Betancourt Coker Monitoring Coordinator
	Raúl Alvarado Monitoring Coordinator
	Jorge Vela Project Specialist

Do you have a topic suggestion for an upcoming webinar? Let us know.




For technical difficulties, please contact your ESC's distance learning support staff.



Subscribe to [TXEL.org](https://txel.org) for portal updates.

Please send any questions to:
EmergentBilingualSupport@tea.texas.gov

Guest Speaker

Guest Speaker



Dr. Todd Davis

Associate Commissioner of Instructional Strategy



HB 1605/IMRA: High Quality Instructional Materials

HB 1605 Overview



Instructional Materials Review and Approval (IMRA)

Creates new criteria and an overall process for State Board of Education (SBOE) review and approval. **Criteria include:**

- TEKS Coverage
- Quality
- Suitable for Grade and Subject
- Free from Factual Error
- No Harmful Content and Other Statutory Compliance
- Parent Portal Compliance

Additional funding (on top of the Instructional Materials and Technology Allotment (IMTA), is provided to districts that choose to use SBOE-approved materials (**\$40/student**). An additional **\$20/student** for districts printing state-owned materials (PDF versions are free.)



Parent Transparency

Requires local school systems to establish a classroom instructional material review process.

Requires publishers to make IMRA-approved textbooks accessible to parents via the Internet.



State-Owned Textbooks

Requires TEA to develop state-owned textbooks that are subject to approval by SBOE.

Provides optional teacher training for districts to utilize the materials and a related grant for educator prep programs.



TEKS Review and Revision

Requires a new vocabulary and book list addendum to the Reading Language Arts (RLA) standards.

Creates flexibility in the TEKS review and revision schedule.

Prohibits the use of three-cueing in phonics materials.



Teacher Protections

Teachers **cannot** be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teachers.

A significant improvement in access to high quality instructional materials

Instructional Material Review & Approval (IMRA) Process

With HB 1605, the State Board of Education can now review any instructional material to designate it as high quality, or to reject it.

School systems now receive extra money to purchase high quality materials, and additional supports to ensure they can be implemented well in the classroom.

New school system funds per year:

\$540M

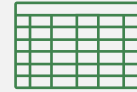
for acquiring
materials

\$175M

for implementation
supports

High-Quality Instruction Materials

LEARNING QUALITY



Ensure full coverage of Texas Essential Knowledge and Skills (TEKS).



Aligned to evidence-based best practices in the relevant content areas of reading/language arts, math, science, and social studies.

IMPLEMENTATION QUALITY



Support all learners, including students with disabilities, emergent bilingual/English learners, and students identified as gifted and talented.



Enables frequent progress monitoring through embedded and aligned assessments.



Features implementation supports, including teacher and student-facing lesson-level materials.

In 2024, the SBOE reviewed materials in the following categories:

Full-subject, tier-one instructional materials:

- K–5 English Language Arts and Reading (ELAR)
- K–5 Spanish Language Arts and Reading (SLAR)
- K–12 Mathematics

Partial-subject, tier-one instructional materials:

- K–3 English and Spanish phonics are also up for review.

Full- and Partial-subject instructional materials contain all the following:

Materials **students** use to learn & practice

Materials **educators** use to plan & teach

Student workbooks / consumables

Implementation Guidance

Teachers' editions

Student readers, novels, trade books

Planning guides

Unit plans

Aligned visuals and manipulatives

Family letters

Pacing calendars

Quizzes & tests

Guidance to differentiate instruction

Detailed, flexible lesson plans

Embedded language supports

Standards correlation guides

Teaching support resources

IMRA Criteria



State Board of Education
THE STATE *of* TEXAS

SBOE Instructional Materials Review and Approval (IMRA) Criteria



Standards Alignment Percentage

Materials cover a minimum percentage of standards as determined by SBOE (100%)



Suitable and Appropriate*

Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))

* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22



Quality Review

Material quality supports student's ability to demonstrate proficiency in the standards

Also ensures compliance with three-cuing ban



Factual Errors

Materials do not contain factual errors



Physical and Electronic Specifications

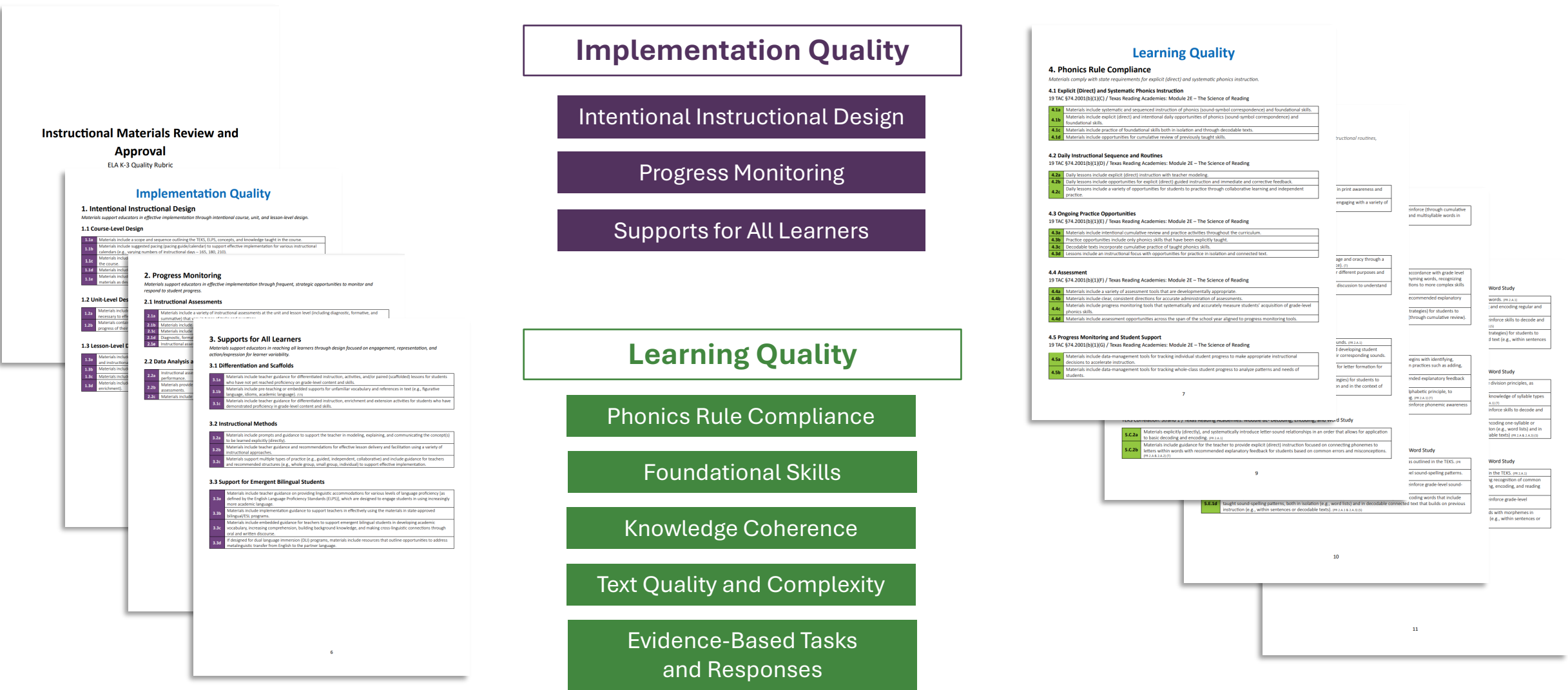
Material components meet physical and digital requirements



Parent Portal

Materials included on parent portal that meet transparency requirements

TEA-Developed and SBOE-Approved Quality Review Rubrics



SBOE Instructional Materials Review and Approval (IMRA) Criteria



Standards Alignment Percentage

Materials cover a minimum percentage of standards as determined by SBOE (100%)



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Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))

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IMRA Suitability Rubric

The rubric outlines both prohibited content as well as required content which reviewers will flag in each set of materials reviewed. Each rubric category is tied to existing education code or statute.

1. Prohibition on Common Core
2. Alignment with Public Education's Constitutional Goal
3. Parental Rights and Responsibilities
4. Prohibition on Forced Political Activity
5. Protecting Children's Innocence
6. Promoting Sexual Risk Avoidance
7. Compliance with the Children's Internet Protection Act (CIPA)

Instructional Materials Review and Approval: Suitability Rubric

Overview

Purpose

The goal of the Instructional Materials (IM) Suitability Rubric is to provide guidance for determining that the IM is "suitable for the subject and grade level" per [Texas Education Code \(TEC\) Sec. 31.022\(a\)](#). Under the Instructional Materials and Review Approval (IMRA) process, IM will be reviewed on the basis of suitability, as well as quality, TEKS coverage, factual errors, and compliance with parent portal requirements.

Structure

The rubric is arranged by category with a suitability indicator and corresponding guidance supporting the indicator, if applicable. The rubric is broken into two sections.

Section 1, Suitability Prohibitions, consists of seven categories and their related indicators. A flag in Section 1 indicates that an instructional material potentially includes prohibited content.

Section 2, Suitability Excellence Requirements, consists of only two categories and their related indicators. Positive evidence must be present in the reviewed instructional material when the indicator is applicable. With the collection of evidence for category 2, each indicator will be scored as "evidence found," "evidence not found," or "evidence not applicable."

Scoring

Suitability evaluations under this rubric conducted on behalf of the SBOE are intended to support SBOE members. As reviewers read IMs under consideration, each reviewer shall evaluate and flag a component as appropriate for the rubric section as noted above. The format of each component of content flagged will denote the product component and page and any other relevant content location information (e.g., paragraph 3 sentence 2; 2nd photo from top) and the specific Suitability Indicator(s) to which the flag relates. Reviewers do not need to reach consensus, as all content flagged by any reviewer will be logged. In completing a review, reviewers must affirm each Suitability Indicator has been reviewed. The SBOE members will be provided a summary of suitability findings, with underlying documents listing all content where a Suitability Indicator has been flagged by one or more reviewers as a potential concern. SBOE members may use that information to decide and vote on an IM's suitability.

Section 1

All categories of the rubric in section 1 for subjects identified in [TEC §28.002\(a\)\(1\) and \(2\)](#) apply to full-subject tier-1, partial-subject tier-1, and supplemental instructional materials as defined by TEC, §31.002.

Section 2

All full-subject tier-1, partial-subject tier-1, and supplemental instructional materials, as defined by [TEC §31.002](#), for subjects identified in [TEC §28.002\(a\)\(1\)](#) intended for kindergarten to grade 12, other than supplemental mathematics, are required to include positive evidence of compliance with category 2, including subcategories 2.1 and 2.1.1 of the rubric.

If relevant content is present in full-subject tier-1, partial-subject tier-1, and supplemental instructional materials, as defined by TEC, §31.002, for subjects identified in [TEC §28.002\(a\)\(1\) and \(2\)](#) for category 6 of this rubric, then reviewers must collect lesson-level evidence of compliance with indicator 6.2.



Instructional Materials Review and Approval (IMRA) Suitability Rubric as approved by the SBOE on 11/22/2024
Page 1 of 9

Section 1 - Suitability Prohibitions

A flag in this section indicates that the instructional material potentially includes prohibited content.

Category 1- Prohibition on Common Core

Subcategory	Suitability Indicator	Suitability Guidance
1.1	The IM is not designed to comply with common core state standards. (Texas Education Code (TEC) Sec. 28.002(b-1) (b-4))	A. Materials do not reference or allude to "Common Core State Standards" explicitly or implicitly. The materials terminology, instructional methodology, and assessment styles predominantly display alignment with TEKS, where appropriate. B. Materials are aligned to the Texas Essential Knowledge and Skills (TEKS).

Category 2- Alignment with Public Education's Constitutional Goal

Subcategory	Suitability Indicator	Suitability Guidance
2.1	In a way fitting for the intended subject and grade, the IM is not contrary to preparing children for self-governance, including by:	A. Preparing students for self-governance consists of cultivating in students an informed American patriotism and leading students in a close study of the founding documents of the United States and Texas to achieve the following objectives: 1) Increase students' knowledge of the deepest and noblest purposes of the United States and Texas; 2) Enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage, including as a constitutional republic; and 3) Guide students toward understanding and functioning productively in a free enterprise society. (TEC §4.001(b))
2.1.1	promoting American patriotism, Texas history, and the free enterprise system, understanding the importance of patriotism and democratic principles of our state and national heritage, including founding documents of the United States	Materials do not contradict the constitutional purpose of public education of promoting a deep understanding of self-governance by advocating for opposing ideals through documents, political or economic theories, or key figures.
2.1.2	treating violence, if it appears, in the context of its cause and consequence and not presenting violence for reasons of unwholesome excitement or sensationalism;	If violence is depicted, materials handle it with care, providing context around its cause and consequence.
2.1.3	not encouraging or condoning current activities that promote civil disorder, social strife, or disregard of the law. (SBOE Operating Rule Sec. 2.9(c)(4)(B)). This section does not prohibit the teaching of historical examples of demonstrations such as peaceful protests or boycotting.	



Instructional Materials Review and Approval (IMRA) Suitability Rubric as approved by the SBOE on 11/22/2024
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Section 2 - Suitability Excellence Requirements

Positive evidence of the following indicators is required when applicable. (See the Overview on page 1 for more information on requirements.)

Category 2- Alignment with Public Education's Constitutional Goal

Subcategory	Suitability Indicator	Suitability Guidance
2.1	In a way fitting for the intended subject and grade, the IM prepares children for self-governance, and includes:	A. Preparing students for self-governance consists of cultivating in students an informed American patriotism and leading students in a close study of the founding documents of the United States and Texas to achieve the following objectives: 1) Increase students' knowledge of the deepest and noblest purposes of the United States and Texas; 2) Enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage, including as a constitutional republic; and 3) Guide students toward understanding and functioning productively in a free enterprise society. (TEC §4.001(b))
2.1.1	promoting American patriotism, Texas history, and the free enterprise system, understanding the importance of patriotism and democratic principles of our state and national heritage, including founding documents of the United States	A. Materials do not contradict the constitutional purpose of public education of promoting a deep understanding of self-governance by advocating for opposing ideals through documents, political or economic theories, or key figures.

Category 6- Promoting Sexual Risk Avoidance

Subcategory	Suitability Indicator	Suitability Guidance
6.2	Any IM which includes human sexuality instruction will:	N/A
6.2.1	present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;	
6.2.2	devote more attention to abstinence from sexual activity than to any other behavior;	



Instructional Materials Review and Approval (IMRA) Suitability Rubric as approved by the SBOE on 11/22/2024
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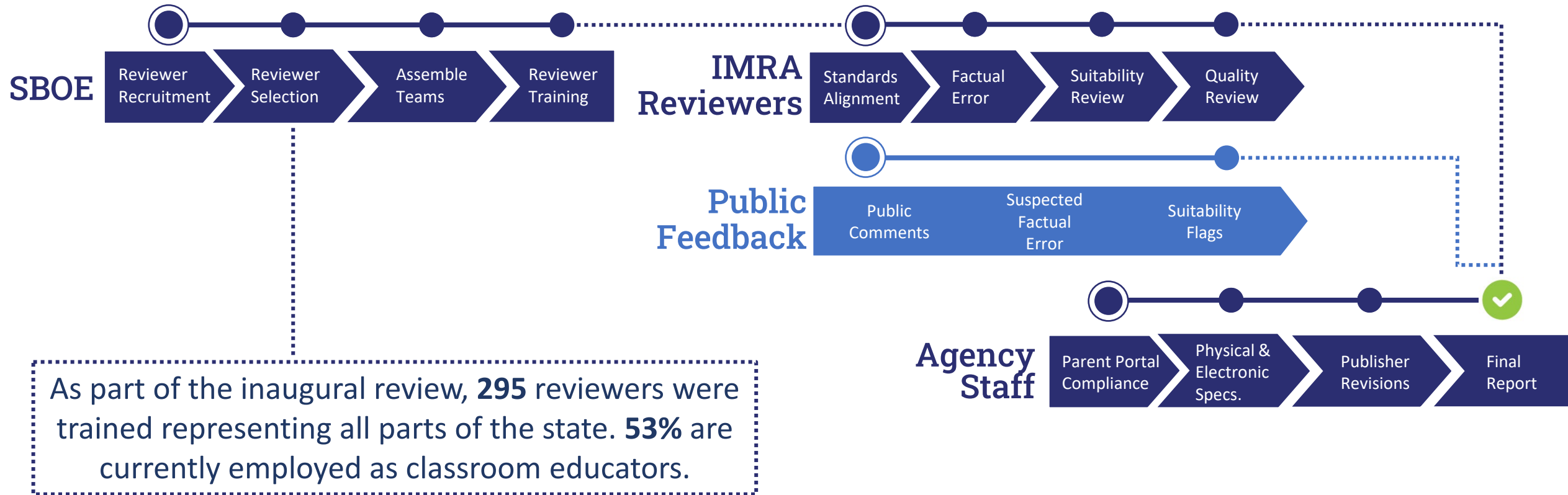
IMRA Process



State Board of Education
THE STATE *of* TEXAS

IMRA 2024 Review Process

The process includes both trained **IMRA Reviewers** as well as the **public input** to generate the final report for each product.



Updates in December 2024

School systems can now examine detailed quality evaluations for all products reviewed in 2024

A new website to assist school districts in locating and selecting instructional materials including:

- List of instructional materials reviewed as part of the IMRA process
- IMRA results and agency recommendations
- SBOE determination on reviewed materials
- Technology required to use the materials
- Pricing for these materials
- Additional information to assist in materials selection



The screenshot displays the IMRA Reports website. At the top, the IMRA logo (Instructional Materials Review and Approval) is on the left, and a 'Site Support Help' link is on the right. A navigation bar includes links for 'About', 'Reports', 'Rubrics', 'Compare Materials', 'Approved Materials', and 'Rejected Materials'. The main heading is 'IMRA Reports', followed by three buttons: 'Compare Materials', 'Approved Materials', and 'Rejected Materials'. Below this is a section titled 'Explore Reports by Subject' with four image-based links: 'English Language Arts & Reading (ELAR)', 'Spanish Language Arts & Reading (SLAR)', 'Phonics', and 'Mathematics'. The footer contains the IMRA logo, links for 'View IMRA Reports', 'Website Help', 'IMRA Overview', 'Archived TRR Reports', and 'Compare Materials', along with a copyright notice for 2024 and links for 'Site Policies', 'Privacy', 'Sitemap', and 'Admin Login'.

[IMRA Reports Website](#)

Instructional Materials and Technology Allotment

The Instructional Materials and Technology Allotment (IMTA) was restored in HB 1 to traditional levels (roughly \$1B per biennium). HB 1605 88R establishes two new Foundation School Program (FSP) entitlements for SBOE-approved instructional materials, in addition to the allotment. These new FSP funds will be managed in each district's Instructional Materials and Technology Account.

	Instructional Materials and Technology Allotment (IMTA)	SBOE-Approved Instructional Materials Entitlement	State-Developed Open Education Resource (OER) Entitlement
2022 & 2023 Biennium	\$61.72 per student + \$11.32 per Emergent Bilingual (EB) student	n/a	n/a
2024 & 2025 Biennium	\$171.84 per student + \$15.58 per EB student	\$40 per student each school year	\$20 per student each school year
Timing	Biennially	Annually	Annually
Carryover of Funding	Yes, unexpended balances carryover	Yes, unexpended balances carryover	No, unexpended balances do not carryover
Allowable Use of Funds	Any instructional materials and technology needed to implement those instructional materials	Only SBOE-approved instructional materials from the new process established in HB 1605	Only costs associated with printing SBOE-approved Bluebonnet Learning instructional materials
Total allotment for the 2024 & 2025 biennium including new state aid is \$1.562 Billion or \$275.41 per student			

Instruction Materials Funding: Allotment and Entitlement State Funds Defined

Instructional Materials and Technology Allotment (IMTA)

- **A biennial allotment of money from the state instructional materials and technology fund to Texas public schools.** This has also been referred to as the Technology and Instructional Materials Allotment or TIMA in past legislation.
- The most recent biennium allotted **\$171.82 per student and an additional \$15.58 per emergent bilingual student.**

SBOE-Approved Instructional Materials Entitlement (\$40 / student / year)

- An annual additional entitlement of **\$40 per enrolled student** credited to a district's Instructional Materials and Technology Account to **procure instructional materials placed on the approved list** maintained by the SBOE through the IMRA process under [TEC, §31.022](#).
[See TEC, §48.307](#)

State-Developed Open Education Resource (OER) Entitlement (\$20 / student / year)

- An annual additional entitlement of up to **\$20 per enrolled student** credited to a district's Instructional Materials and Technology Account for expenses incurred in the printing and shipping of **SBOE-approved open education resources (Bluebonnet Learning)**. [See TEC, §48.308](#)

For a deeper dive into materials funding, visit the [Instructional Materials Funding web page](#) and view the [Instructional Materials Funding Webinar](#)



Helpful Resources

Web Page Name	Web Page Link
SBOE IMRA Web Page	https://sboe.texas.gov/imra
Procure Instructional Materials in EMAT Web Page	https://tea.texas.gov/academics/instructional-materials/procure-instructional-materials-in-emat
TEA Instructional Materials Web Page	https://tea.texas.gov/academics/instructional-materials
HB 1605 and IMRA Web Page	https://tea.texas.gov/academics/instructional-materials/house-bill-1605
HB 1605 FAQ Web Page	https://tea.texas.gov/academics/instructional-materials/house-bill-1605/house-bill-1605-faqs
HB 1605 Webinar Series Web Page	https://tea.texas.gov/academics/instructional-materials/house-bill-1605/house-bill-1605-webinar-series
Instructional Materials Terminology Web Page	https://tea.texas.gov/academics/instructional-materials/instructional-materials-terminology
Instructional Materials Funding Web Page	https://tea.texas.gov/academics/instructional-materials/state-adopted-instructional-materials/instructional-materials-and-technology-allotment
Instructional Materials Help Desk	https://helpdesk.tea.texas.gov/InstructionalMaterialsImplementation/
IMRA Process Components Document	https://tea.texas.gov/academics/instructional-materials/imra-process-components.pdf

Policy & Guidance

Important Dates

Report/Application	Available Date	Due Date
2024-2025 ESSA Consolidated Compliance Reports		
Gun Free Schools Report (PR6000 and PR6100)	May 2, 2025	June 30, 2025
ESSA Consolidated Compliance Reports	July 29, 2025	September 30, 2025
2025-2026 ESSA Consolidated Federal Grant Application		
Formula Grants Consolidated Schedule (SC5003)	May 1, 2025	September 3, 2025
ESSA Consolidated Federal Grant Application - ADC (ESCs only)	May 13, 2025	September 3, 2025
ESSA Consolidated Federal Grant Application - ADC (All)	May 20, 2025	September 3, 2025
ESSA Consolidated Federal Grant Application	May 20, 2025	September 3, 2025
Private Nonprofit (PNP) School Equitable Services - (SC3099) – for LEAs that part of SSA for all programs	May 20, 2025	September 3, 2025

2025-26 ESSA Application: PS3106

Changes to PS3106:

- ☐ Part 2 has been removed
- ☐ (C) Professional Development has a new assurance

Reminders for PS3106:

- ☐ At least one supplemental activity must be selected in both (A) & (B)
- ☐ All 3 boxes must be selected in (B)
- ☐ (A)1 – when upgrading program model
- ☐ (A)2 – only enhancing program model

Federal Fiscal Monitoring will be conducting an [Overview Training on June 10th](#) on the new T3PA SNS PD Worksheet.

Schedule Status: New	Formula	Application ID:
eGrants TEXAS EDUCATION AGENCY SAS#: ESSAAA26	Organization: Campus/Site: N/A Vendor ID:	County District: ESC Region: School Year: 2025-2026
2025-2026 ESSA Consolidated Federal Grant Application		
Program Description PS3106 - Title III, Part A English Language Acquisition (ELA)		
Program Implementation is in accordance with the Program Specific Provisions and Assurances certified prior to the completion of this application. To view the General and Program Specific Provisions and Assurances and Guidelines, visit the TEA Grant Opportunities webpage.		
LEA Local Plan - Title III, Part A English Language Acquisition		
A. Supplemental Activities - Language Instruction Educational Programs (LIEPs)		
The following activities are to be supplemental to the state mandated bilingual education and English as a Second Language (ESL) programs as described in TEC, §4.002, when serving identified English learners, including immigrant students, based on criteria established by the state as required in the TEC, §1.002(a).		
1. <input type="checkbox"/> Supporting development and implementation of LIEPs		
2. <input type="checkbox"/> Enhancing existing LIEPs and programs for restructuring and reforming schools with English learners		
3. <input type="checkbox"/> Supporting implementation of school wide programs		
4. <input type="checkbox"/> Supporting the development and implementation of preschool programs		
5. <input type="checkbox"/> Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures		
6. <input type="checkbox"/> Improving instruction of English learners with disabilities		
7. <input type="checkbox"/> Providing tutorials, career and technical education		
8. <input type="checkbox"/> Offering programs to help English learners achieve success in post-secondary education		
B. Supplemental Activities - Parent, Family, and Community Engagement		
The following activities are to be supplemental and above and beyond already funded activities that are accessible to English learners, including immigrant students, and their family members through other fund sources.		
1. <input type="checkbox"/> Parent outreach and trainings		
2. <input type="checkbox"/> Family literacy services and/or family outreach and trainings		
3. <input type="checkbox"/> Community participation programs		
C. Supplemental Activities - Professional Development		
The following professional development activities should be supplemental to any professional development trainings that fulfills state-mandated programs and activities.		
<input type="checkbox"/> The following professional development activities should be supplemental to any professional development trainings that fulfills state-mandated programs and activities. LEA provides assurance that professional development budgeted with Title III, Part A funds is supplemental and does not include any Local, State, and/or other Federal required Professional Development; that it will complete the "Title III, Part A Professional Development Activities worksheet" (or equivalent) prior to submitting the grant application; and that it will maintain the current worksheet and applicable supporting financial records and provide them upon request by TEA.		
1. <input type="checkbox"/> Instructional strategies for English learners		
2. <input type="checkbox"/> Understanding and implementation of assessment of English learners		
3. <input type="checkbox"/> Understanding and implementation of ELP standards and academic content standards for English learners		
4. <input type="checkbox"/> Subject matter knowledge for teachers		
5. <input type="checkbox"/> Alignment of the curriculum in language instruction educational programs to ELP standards		
6. Other (Specify): <input type="text"/>		

2025-26 ESSA Application: PS3114

Changes to PS3114:

- ☐ Part 2 has been removed

Reminders for PS3114:

- ☐ (A) – At least one activity needs to be selected
- ☐ (B) – It is allowable to select N/A
- ☐ (C) – It is allowable to select N/A for both line items
- ☐ These activities are supplemental to PS3106 for dual-identified EB/Immigrant students

Note: LEAs can recruit supplemental staff who have been specialty trained or being trained to provide services to immigrant students.

Reach out to your [ESC program staff](#) if you have any questions about supplemental activities.

Schedule Status: New	Formula	Application ID:	
eGrants TEXAS EDUCATION AGENCY SAS#: ESSAAA26	Organization: Campus/Site: N/A Vendor ID:	County District: ESC Region: School Year: 2025-2026	
2025-2026 ESSA Consolidated Federal Grant Application			
Program Description PS3114 - Title III, Part A Immigrant			
Program Implementation is in accordance with the Program Specific Provisions and Assurances certified prior to the completion of this application. To view the General and Program Specific Provisions and Assurances and Guidelines, visit the TEA Grant Opportunities webpage.			
LEA Local Plan			
A. Supplemental Activities - Language Instruction Educational Programs			
These funds are to pay for <u>supplemental</u> activities that provide enhanced instructional opportunities for immigrant children and youth.			
1. <input type="checkbox"/> Identification and acquisition of curricular materials	5. <input type="checkbox"/> Academic or career counseling		
2. <input type="checkbox"/> Educational software and technologies	6. <input type="checkbox"/> Basic instructional services (including costs related to classroom supplies and transportation) that are directly attributable to the presence of immigrant children and youth		
3. <input type="checkbox"/> Tutorials	7. <input type="checkbox"/> Other instructional services (e.g., programs of introduction to the educational system, civic education)		
4. <input type="checkbox"/> Mentoring			
B. Supplemental Activities - Parent, Family, and Community Outreach			
The following activities should be <u>supplemental</u> and above and beyond already funded activities that are accessible to immigrant children and youth, including their family members, through other fund sources.			
1. <input type="checkbox"/> Parent outreach and trainings	3. <input type="checkbox"/> Community participation programs		
2. <input type="checkbox"/> Family literacy services and/or family outreach and trainings	4. <input type="checkbox"/> N/A		
C. Supplemental Activities - Support for Personnel			
The following activities should be <u>supplemental</u> in supporting personnel who have been specially trained or are being trained to provide services to immigrant children and youth.			
	Recruitment	Training	N/A
1. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annual Program Evaluation Report

LEAs shall prepare the annual evaluation report to present to the board of trustees before **November 1st of each year**. (*TEC §29.062, TAC §89.1265 (a)*)

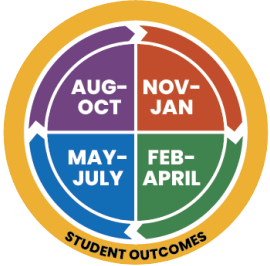
Annual Report should reflect:

- EB student linguistic & academic outcomes
- Impact of teachers appropriately certified and teachers under a bilingual exception or ESL waiver
- Professional learning opportunities for teachers and paraprofessionals
- Program implementation effectiveness

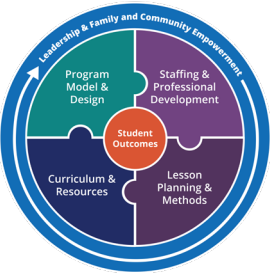


Note: LEAs should report to parents their child's English proficiency development as a result of their bilingual/ESL participation.

Strategic Resource Integration for Systemic Support



The Cyclical Process aims to impact educational outcomes for emergent bilingual students by ensuring that teachers who serve them are appropriately certified. (TAC §89.1207, 1245)



Program Implementation Tools are carefully designed to provide ongoing continuous improvement practices to meet the goal of the required Bilingual and/or ESL program effectively to impact teaching and learning and overall student educational experiences. (TAC §89.1205, 1210)



Annual Program Evaluation Report is prepared annually to present the current school year's linguistic and academic achievement of all EB students, including students participating in Bilingual/ESL programs and students with parental denial, the success of the district's action plan to recruit, hire, and retain certified teachers, and overall student readiness. (TAC §89.1265)


Texas Education Code (TEC)


Texas Administrative Code (TAC)
Commissioner's Rules (Chapter 89)

Compliance + Instruction = Student Outcomes

Student Achievement

According to TAC §89.1265 (b)

- (1) the academic progress in the **language(s) of instruction** for emergent bilingual (EB) students by bilingual and/or ESL program model;
- (2) the extent to which EB students are **developing English proficiency** by bilingual and/or ESL program model, including **proficiency in the partner language** for students participating in a **dual language immersion** program model;
- (3) the **number of students** who have been **reclassified** as English proficient and their continued **academic progress after reclassification**; and
- (4) the **number of teachers** and aides trained and the frequency, scope, and results of the **professional development** in approaches and strategies that support **second language acquisition**.



Academic
Performance:
English and Partner
Language

HQIM with TEKS
and ELPS: aligned
to program model

Linguistic and Academic Progress

TELPAS

Partner Language Assessment

Teacher Observation

Writing Samples

Oral Language Activities

mCLASS

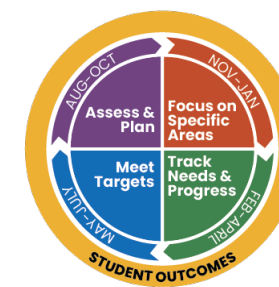
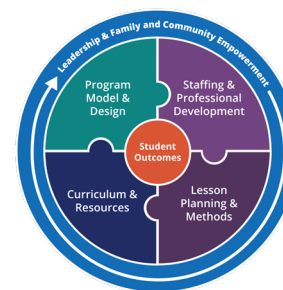
STAAR

Curriculum Based Assessments

Unit Assessments

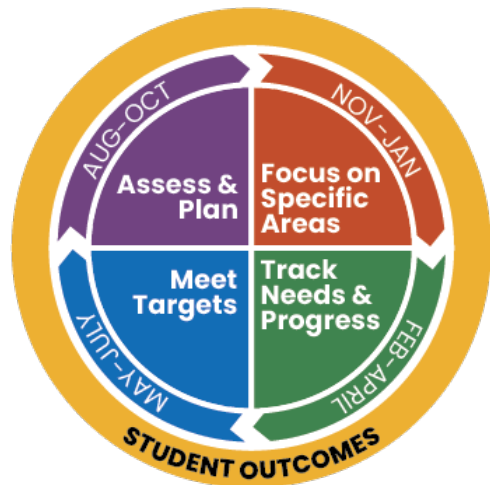
Benchmarks

Note: This is not an exhaustive list of assessments.



Staff Qualifications

- Certification and professional development in bilingual education, bilingual and ESL programs for appropriately certified teachers



LEAs that filed a Bilingual Exception and/or ESL Waiver on November 1st shall report:

TAC §89.1265 (c)

- Number of teachers placed in an exception or waiver
- Number of teachers placed for whom an exception or waiver was filed in the previous year and successfully obtained certification
- PD opportunities for teachers under an exception or waiver
- Number of students served with alternative methods
- Success rate of PD for teacher certification preparation and knowledge and skills leveraging the 10% of BEA funds as aligned to the LEA action plan.

Note: Bilingual Exceptions and ESL Waivers TEA Login will open August 1st for 2025-2026 SY.

Expected Levels of Implementation

The TEA program implementation resources provide Local Education Agencies (LEAs) with the tools for self-evaluation of their program effectiveness.

Established	Exceeds	Exemplary
This level describes the DLI Program as implemented moderately well overall, but there are multiple areas of improvement in order to achieve access to effective instruction and long-term academic achievement for participating emergent bilingual students.	This level describes the DLI Program as implemented remarkably well overall, but there are some areas of improvement in order to achieve access to effective instruction and long-term academic achievement for participating emergent bilingual students.	This level describes the DLI Program as implemented exceptionally well overall, and there are few, if any, areas of improvement in order to achieve access to effective instruction and long-term academic achievement for participating emergent bilingual students.



- Rubric: 5 Levers
- Essential Actions & Key Practices
- Stakeholder Checklists



- Success Criteria
- Self-Review Scorecard
- Road Map

Roadmap for Success: Sustainable Program Practices

- Evaluate program effectiveness to better serve emergent bilingual (EB) students in bilingual/ ESL programs.
- Identify strengths and areas of development in instruction, staffing, professional learning, planning, and student outcomes.
- Ensure to meet local, state, and federal requirements
- Data-driven decisions for resource allocations.



Reclassification Reminders



LPAC Guidance:
End of the Year Procedures

Emergent Bilingual Support Division

EMERGENT BILINGUAL (EB) STUDENT RECLASSIFICATION AS ENGLISH PROFICIENT, PROGRAM EXIT, AND PARENTAL NOTIFICATION OF PROGRESS

SPRING

Conduct Language Proficiency Assessment Committee (LPAC) End of Year (EOY) Review of all emergent bilingual (EB) students, including EB students served in bilingual/ESL programs, EB students with parental denial, and students in their first two years of monitoring after reclassification.

The EOY Review should

- Be individualized,
- Include a variety of progress measures to demonstrate linguistic and academic progress, and
- Culminate in a recommendation to continue program services or a recommendation for reclassification based on readiness illustrated in the above progress measures.

The LPAC may

- Use alternative meeting methods, which may include phone or video conferencing, and
- Use electronic signatures that align with local education agency (LEA) policy while maintaining confidentiality.

Determine which EB students the LPAC recommends for reclassification based on progress monitoring data from current SY and previous TELPAS data.

- Utilize the [Emergent Bilingual Reclassification Criteria Chart](#) to determine appropriate reclassification criteria per grade level.
- Gather teacher subjective forms, and
- Identify and schedule EB students requiring TEA Approved Norm-Referenced Standardized Achievement Test.

Ensure coordination between the LPAC and the Annual Review and Dismissal (ARD) Committee for emergent bilingual students who are also served through special education.

Send [Parent Notification on Student Progress](#) to parents of:

- EB students who have met reclassification criteria and are recommended to exit program services (or EB students reclassifying with parental denial of services),
- EB students who have met all reclassification criteria and are recommended to continue dual language immersion (DLI) program services,
- students moving from Monitoring Year 1 (F) after reclassification to Year 2 (S), or
- students completing Year 2 of monitoring.

Send [Parent Notification of Reclassification and Approval of Program Exit](#), if reclassification is **NOT** pending any assessment results, to parents of EB students who are:

- reclassifying and exiting program services,
- reclassifying and continuing DLI program services, or

February 20251 | Page

Texas Education Agency - Emergent Bilingual Support Division

TEA

EMERGENT BILINGUAL STUDENT RECLASSIFICATION CRITERIA CHART

At the end of the school year, a district may reclassify an emergent bilingual (EB) student as English proficient if the student has demonstrated content mastery for the grade level and receives satisfactory performance in the assessment areas below and the results of a subjective teacher evaluation using the state's Emergent Bilingual Reclassification Rubric. An EB student may not be reclassified as English proficient in kindergarten or kindergarten as per Texas Administrative Code (TAC) §89.1226(i). The language proficiency assessment committee (LPAC) will recommend that reclassified students exit bilingual or English as a second language (ESL) program services or continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in the program beyond reclassification must be obtained.

Important:

- All emergent bilingual students that receive designated supports for English reading language arts, English I, or English II assessments recommended by the LPAC or other committees will be eligible for reclassification at the end of the school year if the data demonstrates that the student continues linguistic and academic progress and will be able to participate in an all English instruction with no linguistic supports per [TAC §89.1226\(i\)](#).
- For an EB student who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student with most significant cognitive disabilities, the LPAC and ARD committee in collaboration may determine that the state's English language proficiency assessment for reclassification is not appropriate because of the nature of the student's disabling condition.
- The LPAC shall monitor the academic progress of each student, including any student who previously had a parental denial of program participation, who has met reclassification criteria in accordance with [TAC §89.056\(e\)](#), during the first two years after reclassification per [TAC §89.1220\(i\)](#).

Grade(s)	1st/2nd	3rd through 8th	9th	10th	11th	12th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) A Composite Score of Advanced High					
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Jawa Form E Reading and Language 40th percentile or above on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Jawa Form E Reading and Written Expression 40th percentile or above on each	
Subjective Teacher Evaluation	Form: Subjective Teacher(s) Evaluation / ALTERNATIVE Subjective Teacher(s) Evaluation					

Resources:

- [State Assessments for Emergent Bilingual Students](#)
- [LPAC Guidance: EOY Procedures](#)
- [LPAC Guidance for Deaf or Hard of Hearing Emergent Bilingual Students/English Learners](#)
- [Guidance on Identification and Reclassification of Dual-Identified Students](#)
- [Guidance Related to ARD Committee and LPAC Collaboration](#)

Updated February 2025

An EB student may be reclassified as English proficient **only at the end of the school year** in which the student **routinely** demonstrates **readiness** for reclassification as English proficient and the ability to successfully participate in grade-level content instruction delivered with no second language acquisition supports.

Reclassification TAC 89.1226(i-l)

EOY LPAC TAC 89.1220 (g)(3)

Note:

- All reclassification decisions must be complete before the next school year begins.
- An EB student may be eligible for reclassification at the end of 1st grade and beyond once they demonstrate readiness.

Leveraging the Standardized Letters



Training Resources Parent Resources Frequently Used Resources Non-Standardized Forms Standardized Letters

Standardized Letters

Reclassification & Program Exit/Continuance

- DLI: Reclassification & option to continue
- TB: Reclassification & approval of exit
- ESL: Reclassification & approval of exit
- Denial: Reclassification

[Standardized Letters](#) can be found in TXEL under LPAC.

Reclassification

Does not require parental permission

- Student has demonstrated readiness and has met the reclassification criteria, as per **TAC §89.1226(i)**.
- Student is now classified as “F” 1st year of monitoring, *EndDate* is the first day after the last day of instruction.
- Student does not generate BEA funds.

Exit

Requires parental permission form to exit program

- Student shall remain in the bilingual/ESL program until parental consent is obtained, TAC §89.1240 (b).
- If parental consent is received between school years, the *ParentalPermissionSetEndDate* and *ServiceEndDate* can be the first day of the new school year or the day after the last calendar day of the prior school year (the first day after the last instructional day).

Self-Assessment- Field Test

2025 -2026 Participants

ARROW ACADEMY, (021805)	FT SAM HOUSTON ISD, (015914)	NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON, (220817)
AUSTIN ISD, (227901)	GANADO ISD, (120902)	PFLUGERVILLE ISD, (227904)
AZLE ISD, (220915)	GOLIAD ISD, (088902)	PHARR-SAN JUAN-ALAMO ISD, (108909)
BARBERS HILL ISD, (036902)	GONZALES ISD, (089901)	PLAINVIEW ISD, (095905)
BEAUMONT ISD, (123910)	GOOSE CREEK CISD, (101911)	PREMIER HIGH SCHOOLS, (072801)
BLANCO ISD, (016902)	HEMPSTEAD ISD, (237902)	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS, (101806)
BLOOM ACADEMY CHARTER SCHOOL, (101875)	HENDERSON ISD, (201902)	RICHARDSON ISD, (057916)
BLOOMINGTON ISD, (235901)	HOUSTON CLASSICAL CHARTER SCHOOL, (101878)	ROPES ISD, (110905)
BOERNE ISD, (130901)	HUFFMAN ISD, (101925)	ROYAL ISD, (237905)
BRAZOSPORT ISD, (020905)	HURST-EULESS-BEDFORD ISD, (220916)	ROYSE CITY ISD, (199902)
BROWNSVILLE ISD, (031901)	KELLER ISD, (220907)	SANTA FE ISD, (084909)
CANUTILLO ISD, (071907)	KIPP TEXAS PUBLIC SCHOOLS, (227820)	SEGUIN ISD, (094901)
CASTLEBERRY ISD, (220917)	KIRBYVILLE CISD, (121905)	SPLENDORA ISD, (170907)
COPPERAS COVE ISD, (050910)	LIBERTY ISD, (146906)	STRATFORD ISD, (211902)
DENTON ISD, (061901)	LOCKHART ISD, (028902)	TAYLOR ISD, (246911)
DRIPPING SPRINGS ISD, (105904)	LORENA ISD, (161907)	TEXARKANA ISD, (019907)
EDINBURG CISD, (108904)	LUFKIN ISD, (003903)	TEXAS COLLEGE PREPARATORY ACADEMIES, (221801)
EVADALE ISD, (121906)	MANSFIELD ISD, (220908)	VALLEY VIEW ISD, (108916)
EVOLUTION ACADEMY CHARTER SCHOOL, (057834)	MEDINA VALLEY ISD, (163908)	WHARTON ISD, (241904)

Self-Assessment- Next Steps

Next Steps:

- ☐ Make sure you received an email earlier this week from TEA with instructions.
- ☐ If you do not have access to [Ascend in TEAL](#), you can follow these step-by-step instructions to request access.
- ☐ Once you are in Ascend, you will initiate your 2025-2026 BE/ESL/EB self-assessments

Note: No documentation is uploaded as justification at this time.

Helpful Resources:

- TEA has provided updated companion resources found on the TEA [Special Populations Monitoring](#) webpage.
- Don't forget to reach out to your ESC program staff for support in completing your self-assessment. Visit our TXEL [ESC Contacts](#) page to locate their contact information.

Best Practice – Policy & Guidance



Procedures and Protocols

- ☐ Make sure you leverage a needs assessment before completing your Title III sections of the ESSA application
- ☐ Ensure there are systems in place to finalize EOY decisions, track when parent approvals of exit are received, and have a plan for transferred students (in-district and another district).
- ☐ Establish who will help with the self-assessment, set expectations, and determine a timeline for completion.
- ☐ Clearly define the purpose of the annual evaluation; accountability, improvement, and learning of student impact.
- ☐ Leverage all available resources for a comprehensive and effective annual program evaluation, you can integrate tools, data, stakeholder feedback, and systems strategically.

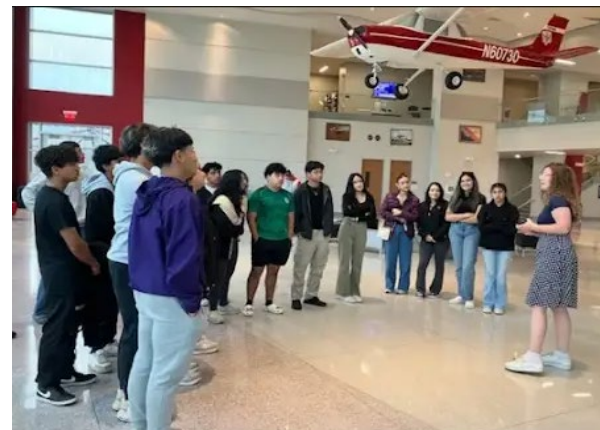
Resources: [LPAC End of the Year Procedures](#), [Reclassification Criteria Chart](#)

LEA Highlight – Innovation, Progress, Growth

Region 12 – Hamilton ISD

Growth in quantity and effectiveness of community engagement events.

[Contact
Hamilton ISD](#)



Progress Monitoring

What documentation needs to be in the LPAC Folder?

The Student Attendance Accounting Handbook ([SAAH](#)) section 6.10.2 Other Required Documentation:

1. Home language survey – Signed and dated by parent/guardian
2. Student's level of language proficiency – statewide identification assessment results
3. Identification of the student as EB – Initial LPAC
4. Recommendation of program placement
5. Parental approval or denial of placement into the program – parental consent signed and dated
6. Date of placement in the program
7. Documentation of state assessment participation decisions, any designated supports provided, and the justification for these decisions
8. Additional instructional linguistic accommodations provided to address the specific language needs of the student
9. Documentation of the student's eligibility to use the special provision for the end-of-course exam for English I/ESOL I, if applicable
10. Date of reclassification as English proficient by the LPAC and the date of exit from the program with parental approval
11. Results of monitoring the student's academic success, including two years after students have been reclassified

[TAC Ch 89.1220 \(l\) LPAC](#)

Texas Education Agency - Emergent Bilingual Support Division

TEA

Maintain in student's cumulative record folder.

EB Student Cumulative Folder Documentation Checklist

School District / Charter School

Student Name: _____ Date of Birth: _____

Initial Documentation		
✓	Form	Date
<input type="checkbox"/>	Home Language Survey	
<input type="checkbox"/>	State-Approved English Language Proficiency Test for Identification	
<input type="checkbox"/>	State-Approved Language Proficiency Test (Spanish), if applicable	
<input type="checkbox"/>	LPAC Initial Review - Placement Recommendation	
<input type="checkbox"/>	Parent Notification of Identification and Approval of Placement	
<input type="checkbox"/>	Parent Denial of Program Placement, if applicable	

Annual Documentation - Date indicates when results were verified								
Documentation	Date	Date	Date	Date	Date	Date	Date	Date
English Language Proficiency Results (PreK Oral Language Proficiency or TELPAS)								
State Academic Assessment Results								
LPAC Review / Report on Progress								

Reclassification and Monitoring Documentation		
✓	Form	Date
<input type="checkbox"/>	State-Approved Norm-Referenced Standardized Achievement Test, if applicable (grades 1, 2, 11, 12)	
<input type="checkbox"/>	Parent Notification of Reclassification and Approval of Exit from Bilingual or ESL Program (or Continuation of Dual Language Immersion Program, if applicable)	
<input type="checkbox"/>	LPAC Review / Report on Progress - Year 1	
<input type="checkbox"/>	LPAC Review / Report on Progress - Year 2	

Revised April 2025

EB Instructional Accommodations Checklist

Name: _____

EMERGENT BILINGUAL STUDENTS INSTRUCTIONAL ACCOMMODATIONS CHECKLIST

Beginning of Year (BOY)

Middle of Year (MOY)

End of Year (EOY)

Date: _____

Date: _____

Date: _____

- Campus:**
- ☐ peer and native language support
 - ☐ gestures for added emphasis
 - ☐ simple conversations (words/phrases)
 - ☐ visuals and/or verbal cues to reinforce spoken or written words
 - ☐ pre-teach vocabulary
 - ☐ short sentences and single words
 - ☐ provide phrases or simple sentence frames
 - ☐ rephrase, repeat, or slow down
 - ☐ wait time
 - ☐ extra time for complex material and/or assignments
 - ☐ non-participation in simple conversations
 - ☐ word bank of key vocabulary
 - ☐ model pronunciation
 - ☐ tiered sentence stems
 - ☐ organize reading in chunks
 - ☐ adapted text(s)
 - ☐ clarification of word(s) or phrase(s)
 - ☐ oral translation
 - ☐ bilingual dictionary or glossary
 - ☐ clarify directions
 - ☐ translate word(s), phrase(s), or sentence(s)
 - ☐ read and model think aloud
 - ☐ drawing or pictorial representation
 - ☐ writing on familiar, concrete topics
 - ☐ scaffold writing assignments
- Grade:**

- ☐ peer and native language support
- ☐ gestures for added emphasis
- ☐ simple conversations (words/phrases)
- ☐ visuals and/or verbal cues to reinforce spoken or written words
- ☐ pre-teach vocabulary
- ☐ short sentences and single words
- ☐ provide phrases or simple sentence frames
- ☐ rephrase, repeat, or slow down
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- ☐ scaffold writing assignments

Prior Year TELPAS:

L	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
S	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
R	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
W	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH

Prior Year TELPAS ALT (if applicable)

L	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF
S	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF
R	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF
W	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF

25/26 Baseline for BOY

- Provides a starting point for planning and a unified approach
- Teachers and support staff can identify instructional accommodations from day 1
- Baseline documentation for progress monitoring
- Goal setting with students and parents to support language development
- Teachers can identify areas to incorporate more language support

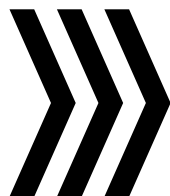
[Location: Portal – LPAC – Frequently Used Resources – Popular Forms](#)

Applying Accommodations to Instruction

End of Year (EOY)

Date:

- ☒ peer and native language support
- ☐ gestures for added emphasis
- ☐ simple conversations (words/phrases)
- ☐ visuals and/or verbal cues to reinforce spoken or written words
- ☐ pre-teach vocabulary
- ☐ short sentences and single words
- ☒ provide phrases or simple sentence frames
- ☐ rephrase, repeat, or slow down
- ☐ wait time
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- ☐ clarify directions
- ☐ translate word(s), phrase(s), or sentence(s)
- ☐ read and model think aloud
- ☐ drawing or pictorial representation
- ☐ writing on familiar, concrete topics
- ☒ scaffold writing assignments



Use to inform teacher action

- Look for similar accommodations among EB students
- Expand on them at BOY – How does everyone "**clarify directions**"?
- Connect to language levels
- Implement meaningful interactions through **CBLI**

Scaffold Writing Assignments



Look at TELPAS writing domain proficiency level.



Try out a scaffold for a planned writing activity.



Consider how to document the scaffold – dated writing sample?
Teacher explanation?

Best Practice – Progress Monitoring



Procedures and Protocols

- ☐ Confirm that the End of Year Review is complete for all EB and monitored students.
- ☐ Consider how to utilize end of year linguistic accommodation documentation to guide instructional conversations in the coming year.
- ☐ Have a plan to ensure all LPAC folders have the required documentation.

Resources:

[*EB Instructional Accommodations Checklist*](#)

LEA Highlight – Innovation, Progress, Growth

Region 9 – Olney ISD

Progress in implementing real-time translating devices in content-area classrooms to help EB newcomer students access instruction in both English and their native language.



[Newcomer Video](#)

[Contact Olney ISD](#)



Funding

EB Summer School Reimbursement

Fiscal Year 2025 (Summer 2025)

Helpful Resources:

- TXEL FAQ Hub: [Summer School](#)
- [EB Summer School Guidance](#)
- [TAA Letter](#)

Things to Remember:

- Reimbursement will be received as a direct deposit from fund code 289.
- These are funds already spent.

Emergent Bilingual Student Summer School Guidance

Emergent Bilingual Summer School Guidance

Local Education Agencies (LEAs) are required to provide summer school for emergent bilingual (EB) students served in bilingual education and English as a second language (ESL) programs entering kindergarten and grade 1 (Texas Education Code [Sec. 29.060](#), Texas Administrative Code [§89.1250](#)). The required summer school program is intended to prepare our youngest EB students for linguistic and academic success in early grades. This program provides multiple opportunities for students to engage with meaningful linguistic and academic experiences to prepare them for the next grade level.

Requirements

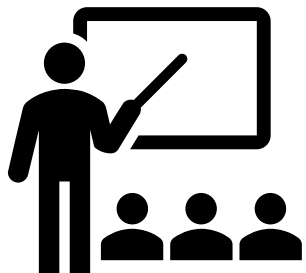
The EB student summer school program guidance described in Texas Administrative Code (TAC) §89.1250 is applicable as listed below:

- LEAs must offer summer school to families of EB students if the LEA is required to offer bilingual or English as a second language (ESL) programs [TAC §89.1250 (2)(A)].
- To be eligible for enrollment, a student must be eligible for kindergarten or grade 1 during the subsequent school year, be identified as an emergent bilingual student, and have parental/guardian approval for bilingual/ESL program placement [TAC §89.1250 (2)(B)].
- Instruction focuses on language development and essential knowledge and skills appropriate to the level of the student [TAC §89.1250 (1)(B)].
- Program addresses the affective, linguistic, and cognitive needs of EB students [TAC §89.1250 (1)(C)].
- Enrollment is optional [TAC §89.1250 (3)(A)].
- Duration of the program should be 120 hours of instruction [TAC §89.1250 (3)(B)] and is closely aligned to the bilingual/ESL program of implementation.
- Student/teacher ratio does not exceed 18:1 [TAC §89.1250 (3)(C)].
- A school that operates on a semester system shall offer the program during the period school is recessed for the summer. A school that operates on a system permitted by this code other than a semester system shall offer 120 hours of instruction on a schedule the board of trustees of the district establishes [TEC Sec. 29.060 (a)].
- Program is staffed by teachers appropriately certified for the bilingual/ESL program [TAC §89.1250 (3)(E)].
- Reporting of student progress shall be determined by the board of trustees. A summary of student progress shall be provided to parents/guardians at the conclusion of the program and next year's teacher [TAC §89.1250 (3)(F)].
- LEAs must document that they have communicated to parents/guardians and encouraged participation in multiple ways; however, if an LEA has fewer than 10 students LEA-wide desiring to participate, they are not required to provide the program [TAC §89.1250 (4)(A)(iii)].
- An LEA shall maintain records of eligibility, attendance, and progress of students [TAC §89.1250 (4)(B)].
- An LEA shall use state and local funds for program purposes [TAC §89.1250 (4)(A)].
- Funding for the summer school program shall be on a unit basis in such an allocation system to ensure a pupil/teacher ratio of not more than 18:1. Payment to LEAs for summer school programs shall be based on units employed [TAC §89.1250 (4)(A)(ii); (iv)].

Title III-Funded Summer School Programs

Title III funds can be used for additional learning during the summer. Many LEAs offer the following:

- EB Summer School grade levels 2nd & up
- Newcomer Summer School
- Parent Academies



Note: These summer learning opportunities are a great way to expend any carryover or reallocation funds. These supplemental activities would include any associated costs.

2025-26 ESSA Planning Amounts

[TXEL.org/LeadershipConnection](https://txel.org/LeadershipConnection)

Funding



- [Funding Guidebook](#) - Tool for LEAs to align with each program's statutory authority, policies, and practices.
- [Entitlements](#) - Provides links to listed entitlement amounts for TEA's largest active formula-grant programs.
 - [Entitlements and Allocation Dashboards](#) - Within the dashboard view, the user is able to scroll across multiple data tables displaying allocations of federal and state grant awards. These dashboards will be updated, providing users the ability to view the total award amount, amount remaining, and the percentage of the funds remaining.
- [Foundation School Program](#) - Page designed to allow users to view a school's summary of finances.
- [Grants Awarded Data](#) - Grantees can monitor their grant balances by accessing monthly updated spreadsheets.

You can scroll up/down to find your district/charter or use the filter on the side. Then scroll to the right to Title III, Part A –ELA and Title III, Part A – Imm.

Title I, Part A	Title I, Part C Migrant	Title I, Part D 1	Title I, Part D 2	Title II, Part A	Title III, Part A ELA	Title III, Part A Imm.	
\$10,320,000	\$33,142	\$0	\$0	\$1,009,013	\$333,103	\$24,334	
\$124,135	\$0	\$0	\$0	\$17,521	\$909	\$0	
\$566,463	\$15,141	\$0	\$0	\$92,464	\$28,347	\$0	
\$11,494,815	\$9,456	\$0	\$0	\$1,262,573	\$940,817	\$7,312	
\$190,284	\$0	\$0	\$0	\$21,381	\$0	\$0	
\$114,767	\$0	\$0	\$0	\$15,525	\$4,180	\$0	
\$1,218,361	\$0	\$0	\$0	\$334,592	\$286,198	\$38,420	
\$292,820	\$3,930	\$0	\$0	\$90,019	\$13,083	\$0	
\$117,155	\$0	\$0	\$0	\$21,735	\$4,270	\$0	
\$463,551	\$1,147	\$0	\$0	\$59,008	\$5,997	\$0	
\$34,246	\$0	\$0	\$0	\$6,486	\$0	\$0	
\$132,428	\$0	\$0	\$0	\$17,720	\$181	\$0	
\$122,887	\$0	\$0	\$0	\$25,132	\$6,542	\$0	
\$256,073	\$0	\$0	\$0	\$40,486	\$9,267	\$0	
\$205,678	\$0	\$0	\$0	\$27,767	\$1,454	\$0	
\$519,497	\$0	\$0	\$0	\$52,936	\$19,989	\$1,199	
\$370,980	\$391	\$0	\$0	\$68,715	\$13,175	\$1,199	
\$50,343	\$1,539	\$0	\$0	\$8,673	\$2,089	\$0	
\$1,633,646,674	\$13,860,646	\$2,484,407	\$7,565,835	\$215,277,269	\$122,244,687	\$10,738,629	\$1

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ESC
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Grantee
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☐ A W BROWN LEADERSHIP ACADE...
☐ A+ ACADEMY
☐ A+ UNLIMITED POTENTIAL
☐ ABBOTT ISD
☐ ABERNATHY ISD
☐ ABILENE ISD
☐ ACADEMY FOR ACADEMIC EXCELL...

Back to School Parent Engagement Activities



Have you budgeted for your Parent Engagement activities you will do when school starts back up?

Visit the TXEL [Planning an Activity](#) page to access planning tools and resources to build out your engagement calendar.

Don't forget we have **FREE** [Engagement Trainings](#) throughout the summer.

TITLE III ENGAGEMENT
PARENT • FAMILY • COMMUNITY

Early Elementary Engagement Calendar

To meet the evolving needs of parents and families of EB and immigrant students, consider implementing the various engagement activities below to support the academic success and promote parental, family, and community participation in their child's education.

NOTE: Be sure the activities below are implemented in addition to or as a supplement to what is offered to all students.

Key: ● Parent Event ● Family Event ● Community Event

August	September	October
Welcome to School Create a student lead virtual campus tour to help families and children feel less anxious. Include school procedures (drop-off/pick-up, lunch options, key contacts, and language support). Don't forget the importance of multilingual labels around the school.	Literacy Month Host a Storytime Workshop where parents learn literacy skills to engage their children in storytelling (in person or virtual). Also offer tips on how to support early literacy, including read-aloud routines, checking comprehension, and making predictions.	TXEL Portal Review Teachers will host a TXEL Portal Workshop for parents. Educators will empower families to learn how to navigate the TXEL educational web links by hosting an event to help parents and families familiarize themselves with the portal.
November School Readiness Skills Distribute a School Skills Checklist to help families gauge their child's progress on skills like counting, color recognition, and sharing. Include local resources for Early Childhood Enrichment Programs (music, art, etc.) that are open to young children.	December Health and Wellness Record a Winter Wellness Video with guidance provided by a community expert on staying active and healthy indoors, especially for families new to colder climates. Include information with child health advisories, nutrition tips, and links to free or low-cost clinics in the community.	January Language Learning in the Community Host an interactive community fair in partnership with local language organizations. The event would offer families a welcoming space to explore free or low-cost language classes, bilingual storyline resources, and cultural groups.
February Understanding Early Literacy Create a monthly calendar highlighting bilingual authors. Teachers will take turns recording themselves reading stories and providing families with options for literacy activities, fostering early reading habits, and supporting multilingual language development.	March Family Field Trip Organize a Family Field Trip in partnership with a local library, providing families with an educational outing. Develop a Parent Guide to support conversations and spark questions that enhance language development and spark curiosity.	April/May Stop the Summer Slide Create and distribute an asset map of local businesses and nonprofits that can support students, parents, and families over the summer with educational activities, resources, and family supports (i.e. housing, transportation, adult education) to prevent summer learning loss.

www.txel.org TEA Don't forget to subscribe for updates at www.txel.org/subscribe

TITLE III ENGAGEMENT
PARENT • FAMILY • COMMUNITY

Intermediate Engagement Calendar

To meet the evolving needs of parents and families of EB and immigrant students, consider implementing the various engagement activities below to support the academic success and promote parental, family, and community participation in their child's education.

NOTE: Be sure the activities below are implemented in addition to or as a supplement to what is offered to all students.

Key: ● Parent Event ● Family Event ● Community Event

August	September	October
School Software Support Send a video recording to parents guiding them through the steps of accessing grades, assessment scores, and communicating with their child's teachers. It might be helpful to include school personnel's roles and responsibilities to empower parents to communicate directly with the school.	Understanding STAAR & TELPAS Host a "STAAR Snapshot" night where parents are shown how to access their child's scores in one of the many languages offered. Consider offering at-home activities to support growth based on the student's scores from the previous year.	Webpage Guidebook Consider creating a webpage for EB parents consisting of the school schedule, calendar, software programs, clubs and activities, student expectations, and tips for at-home support all in one location that can be translated using online translation tools.
November Getting Organized Create a tip sheet to help students and their families maintain and improve organization as the students move from self-contained classrooms to managing more teachers and higher expectations. Make sure to incorporate teacher and student feedback.	December CTE and Magnets Made Easy Host a series of interviews with local middle schools and high schools with CTE and magnet programs options. Explain the process for applying for the magnet programs. Consider using software like "BellyEar" to offer live translation to all parents.	January Digital Literacy and Safety Ask your local ESC for support to educate parents and families on how to maintain safe habits in regard to social media and other platforms. Communicate with parents on current scams that could endanger their child's safety or private information.
February Coffee and Conversations Create and send a weekly conversation starter that parents can use with their children that relates to what students are currently focusing on in school. During assessment windows, suggested conversation starters could be rotated around anxiety, focusing on strengths, etc.	March Family Finances 101 Partner with local credit unions to provide a financial literacy resource for parents, including budgeting tips and activities to build financial literacy in their children. Consider including fun games centered on finances with conversation starters for families.	April/May Texas Workforce Commission Reach out to the local Texas Workforce Commission office for a presentation on the types of support they can offer to families. Presentations can include job training, employment opportunities, finding childcare, and adult education.

www.txel.org TEA Don't forget to subscribe for updates at www.txel.org/subscribe

TITLE III ENGAGEMENT
PARENT • FAMILY • COMMUNITY

Secondary Engagement Calendar

To meet the evolving needs of parents and families of EB and immigrant students, consider implementing the various engagement activities below to support the academic success and promote parental, family, and community participation in their child's education.

NOTE: Be sure the activities below are implemented in addition to or as a supplement to what is offered to all students.

Key: ● Parent Event ● Family Event ● Community Event

August	September	October
SAT / ACT / PSAT Create a click sheet to explain the process for registering for college entrance exams and the possible scholarships associated with them (e.g. PSAT can lead to a National Merit Scholarship). Consider linking test preparation software.	College Fair Live stream an interview with local and state post-secondary institutions for students and parents. This allows students and families to prepare to get to know two-year colleges and four-year universities to determine which they would like to visit.	Trade Schools Invite students and families to a presentation by local tradespeople. This should include information about the process of applying and completing trade school by trade, as well as the benefits by entering the workforce as bilingual students.
November College Essay / Resume Create a college essay and resume workshop for both students and families. This will assist students in preparing for both higher education and career paths as well as families in search of better employment. Consider using software like "BellyEar" to offer live translation to all parents.	December FAFSA / TASFA Record walkthrough videos and send them to students and families to show how to fill out FAFSA and TASFA forms keeping in mind immigration status. Consider offering follow-up appointments with families who need support to complete the application process.	January Scholarships / Grants Create a monthly or quarterly newsletter about scholarships and grants that fit your community's demographics. Think of including short videos explaining the various methods to pay for higher education as well as approaching deadlines of scholarships and applications.
February Tax Night Host a tax night with a local tax preparer to help families understand how to file taxes through the free IRS tax preparation software. Make sure to prepare a list of local businesses or nonprofits that can support multilingual families if they need additional support.	March University Field Trips Provide bus transportation to a university for students and families. Make sure that the tours provide language support for the families that are attending. Remember, Title III funds can be leveraged for educational field trips.	April/May Mental Health Post recorded videos to the social media account of the bilingual education program walking students and families how to spot the signs of mental illness with tips from a licensed professional on how to improve mental health.

www.txel.org TEA Don't forget to subscribe for updates at www.txel.org/subscribe

TITLE III ENGAGEMENT
PARENT • FAMILY • COMMUNITY

Increasing and Strengthening Parent, Family, and Community Engagement

TXEL Portal Engagement Tools

TEA

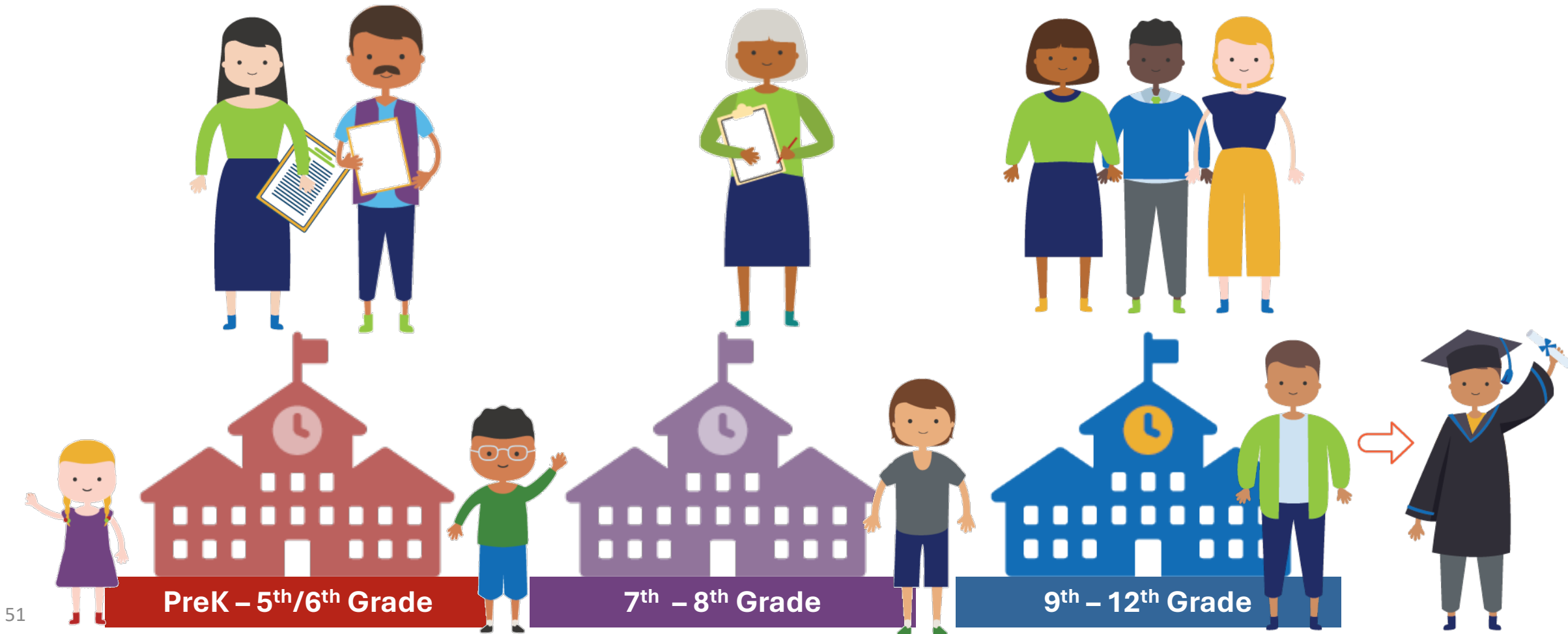
TITLE III ENGAGEMENT
PARENT • FAMILY • COMMUNITY

ENGAGEMENT PLANNING TOOL

TEA

Job Descriptions/Placement of Supplemental Staff

As EB students move within the district/charter, you want to make sure you are strategic in how you maximize your supplemental staff. It is possible that you may need to update job descriptions to align to job duties.



Best Practice – Funding

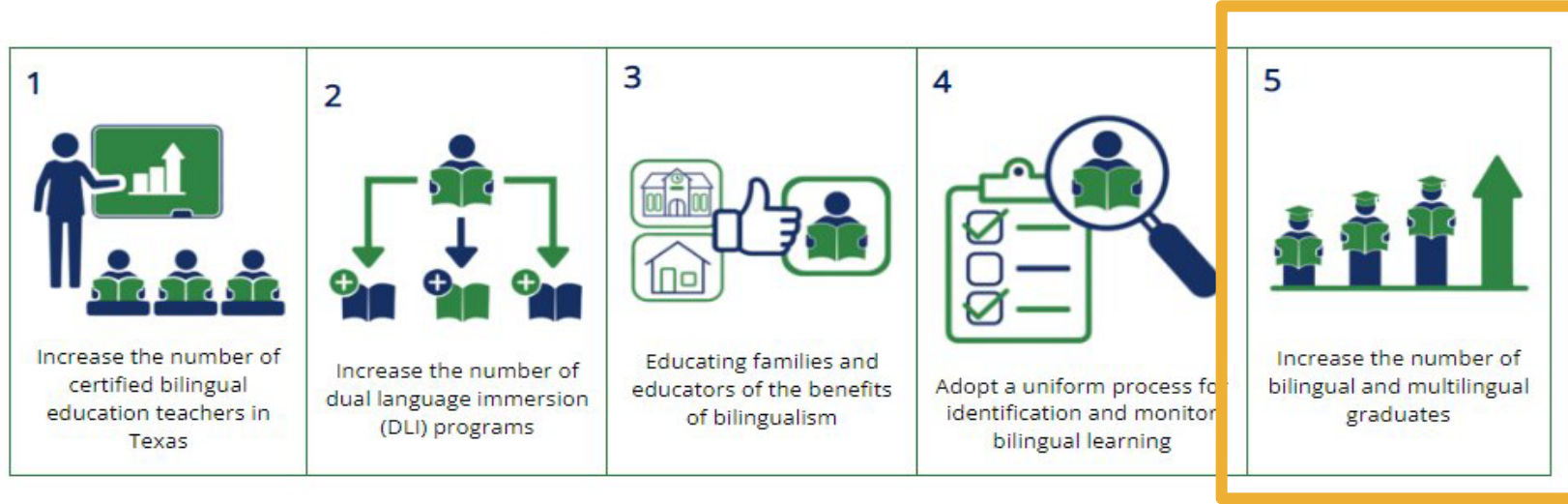


Recommendations

- ☐ Set measurable goals of how to determine if summer school activities need to continuously be funded from summer to summer.
- ☐ Make sure collaboration is happening across the district/charter when planning out how to budget Title III funds.
- ☐ Determine a budget that needs to be set aside to execute the Title III engagement components
- ☐ It is important that program directors review student data to ensure campuses are equipped with the necessary staffing to support EB students.

EB Strategic Plan

Goal 5: Increase the number of bilingual and multilingual graduates



Performance Acknowledgement Bilingualism and Biliteracy

[Ch §74.14. Performance Acknowledgments](#)

(b) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy as follows.

For all students, including EB students that have reclassified.



Local Seal of Biliteracy

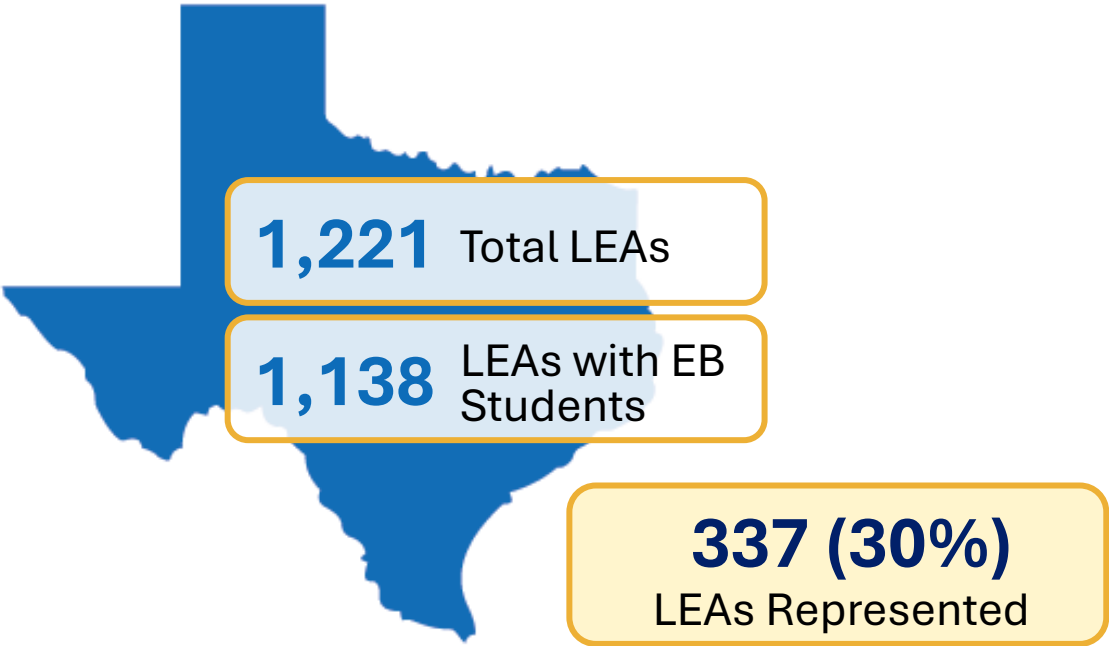
[Ch §89.1229. General Standards for Recognition of Dual Language Immersion Program Models](#)

- (a) campus recognition
- (b) student recognition

For all students, especially students participating in dual language programs.

Announcements & Reminders

EB Support Division (May 8th) Meeting Data

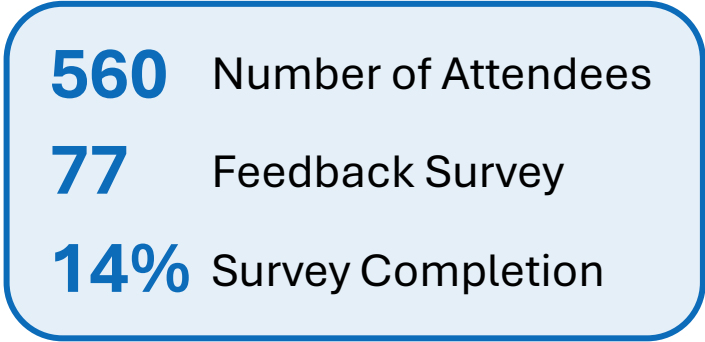
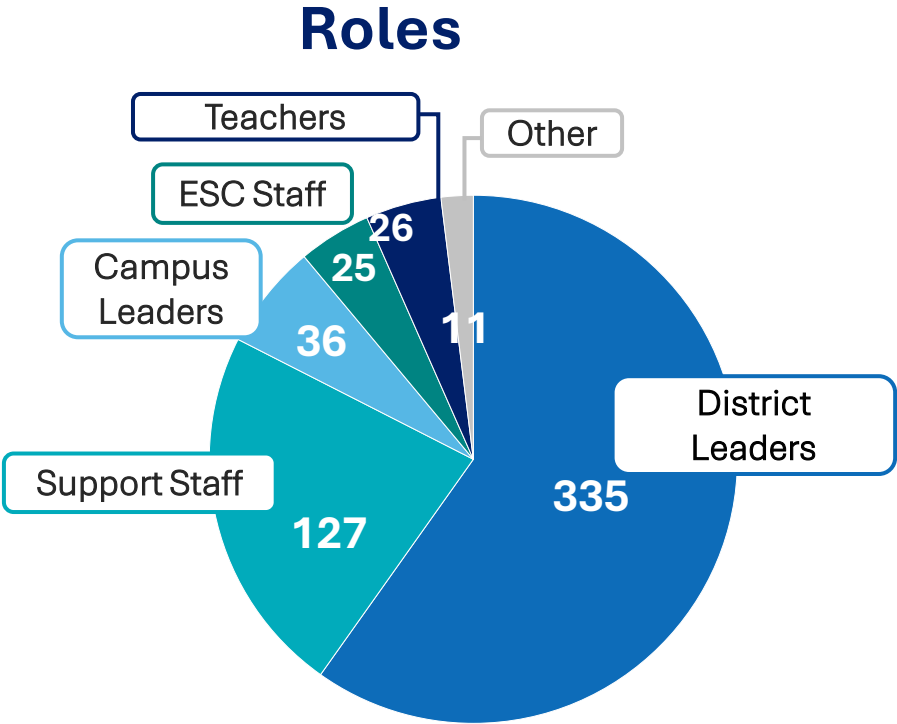


Feedback Survey

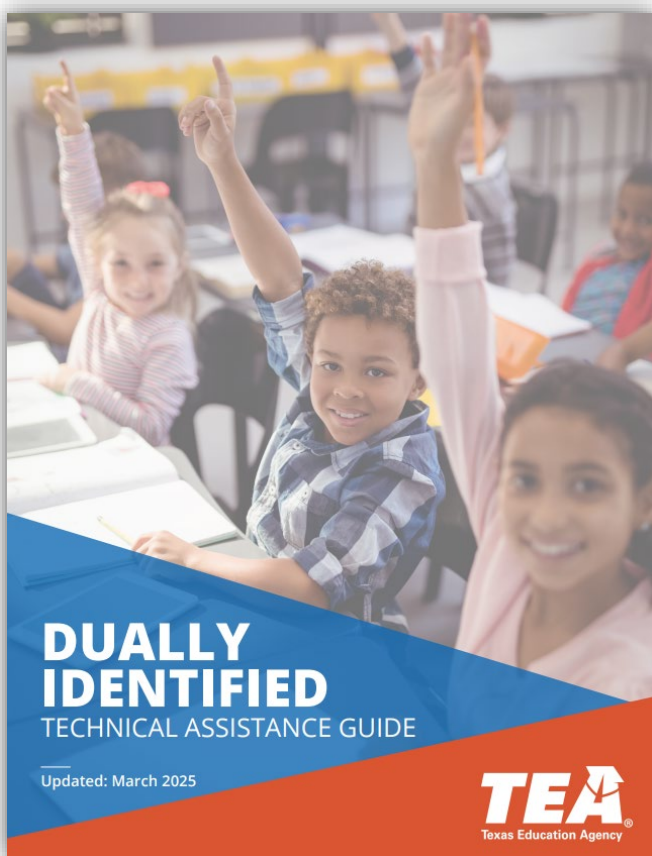


Top 5 Regions with LEA Participation

Region 19 = 58%
Region 01 = 53%
Region 4 = 52%
Region 13 = 46%
Region 11 = 39%



Dually Identified Guide

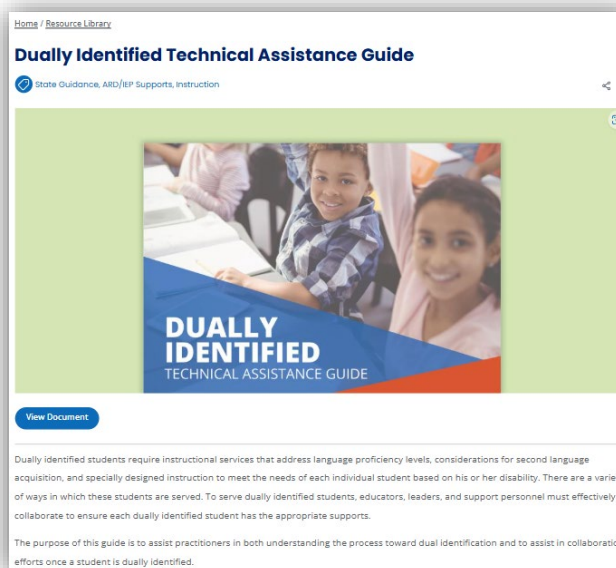


The purpose of this guide is to assist all stakeholders in understanding the path toward dual identification and effective methods of serving a dually identified student.

You can find the Dually Identified Guide through:

The resource library of the [Texas SPED Support](#)

[EB Portal](#) under featured resources



ELPS Roll Out- Title III Symposium



Don't miss out!!
[Register](#) Today!!



Join our Emergent Bilingual Support team in collaboration with TEA Assessment and Curriculum Divisions to bring you the most up to date information on the new ELPS timeline.

For more information visit
[EB Portal - Title III Symposium](#)

Bluebonnet Pilot- Spanish Materials

Bluebonnet Learning Spanish Pilot instructional materials will be made available in spring 2025 to Texas school districts or open enrollment charters wishing to pilot one or more Spanish products in school year 2025–26.

School systems interested in participating in the Bluebonnet Learning Spanish Pilot must [submit an application](#) by June 6, 2025.



For school year 2025–26, the following pilot instructional materials will be available:

- Bluebonnet Learning K–5 Math (Spanish)
- Bluebonnet Learning K–2 Foundational Skills (Spanish)
- Bluebonnet Learning K–5 Spanish Language Arts and Reading (SLAR)

There are no planned Bluebonnet Learning pilots for school years 2026–27 or 2027–28

Information Sessions & Resources:

Thursday, June 5, 2025 | 12:30 – 1:30 PM CST | [Zoom Registration](#)

[Spanish Pilot Webinar Slide Deck](#) (PDF)

[Spanish Pilot Webinar Recording](#) (Youtube)

Information about the pilot instructional materials, including public access, sample units, printing, and more, can be found on [Bluebonnet Learning Pilot Instructional Materials](#).

2025-26 Title III Engagement Series

Parent Event

Wednesday
September 24, 2025

Family Event

Wednesday
November 12, 2025

Community Event

Wednesday
January 28, 2026

For more information visit our
[T3 Series](#) page

T3 ENGAGEMENT SERIES

Host a watch party and build...
Capacity, Knowledge, & Community
of families of EB students



**All three (3) events are from
12:30PM – 2:00PM Central Time**

2025 – 2026 Communities of Practice

*Communities of Practice (CoPs) are designed for LEA colleagues to fully engage in discussion, sharing, networking, and developing alongside ESC partners. The **EB Support Division** team will serve as facilitators only.*

Effective Bilingual Program Implementation (EBPI)

- Effective Practices
- Seal of Biliteracy

- September 10
- November 5
- January 14
- March 11
- May 13



Emergent Bilingual Funding

- State/Federal Funding
- Maximizing Funding Sources

- September 24
- November 19
- January 28
- March 25
- May 6



Effective ESL Program Implementation (ESLPI)

- Effective Practices
- Seal of Biliteracy

- October 8
- December 3
- February 4
- April 8
- May 27



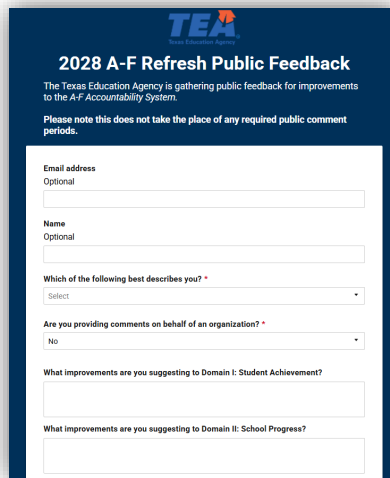
Registration Coming Soon!

Reminders

2028 Accountability Refresh Development Process

The Performance Reporting division has launched a survey (link below) to gather public input to guide development of the refreshed accountability system for the 2027-28 school year. This survey will remain open through spring 2026 to assist with the publication of the Preliminary 2028 Accountability Manual in summer 2026.

Survey link: [2028 A-F Refresh Public Feedback](#)



The screenshot shows the survey form titled "2028 A-F Refresh Public Feedback" with the TEA logo. It includes a disclaimer: "The Texas Education Agency is gathering public feedback for improvements to the A-F Accountability System. Please note this does not take the place of any required public comment periods." The form fields are: "Email address Optional" (text input), "Name Optional" (text input), "Which of the following best describes you?" (dropdown menu with "Select" option), "Are you providing comments on behalf of an organization?" (dropdown menu with "No" option), "What improvements are you suggesting to Domain I: Student Achievement?" (text input), and "What improvements are you suggesting to Domain II: School Progress?" (text input).

Please see the tentative [2028 A-F Refresh Timeline](#) for more information.

FEEDBACK SURVEY



Reminders



DRC is offering ESC and statewide training opportunities this summer for the administration of the preLAS Online and LAS Links Online assessments

2025 Summer Training Schedule

Click [HERE](#) for the 2025 Texas LAS Battery of Assessments **ESC Summer Training Schedule**

For more information regarding the ESC training(s), please contact your ESC.

DRC will provide the following statewide training webinars

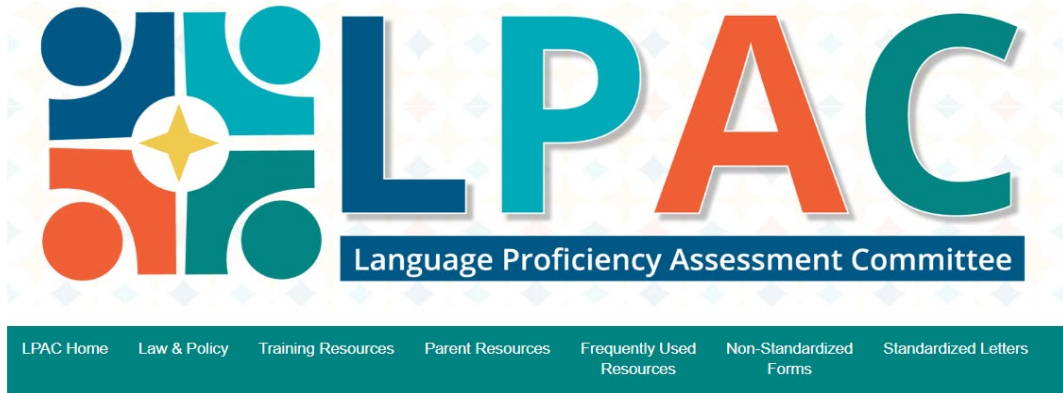
Date	Time	Topic
July 9, 2025	9:30 – 11:00am CST	Technology Training (District IT)
July 22, 2025	1:00 – 3:30 pm CST	preLAS Online Administration Training
July 23, 2025	2:00 – 3:30pm CST	Technology Training (District IT)
July 24, 2025	9:00 – 12:00pm CST	LAS Links Online Administration Training
August 12, 2025	9:00 – 11:30am CST	preLAS Online Administration Training
August 12, 2025	1:00 – 4:00pm CST	LAS Links Online Administration Training

All trainings will be recorded and posted under the [Professional Development](#) tab on the website.

FEEDBACK SURVEY



Reminders



Introduction

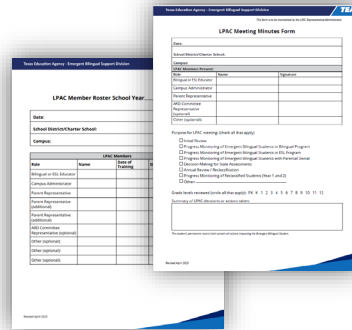
English Learner
Services

Identification

Review &
Reclassification

Placement

Monitoring &
Evaluation



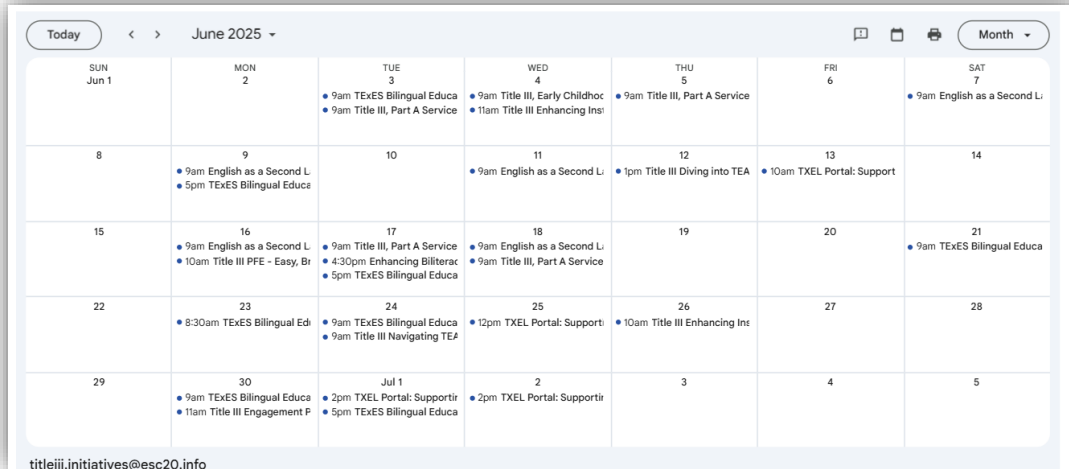
Visit our Revised
[LPAC Website](#) on the
TXEL Portal

FEEDBACK SURVEY



Reminders

TXEL Summer Trainings



SUN Jun 1	MON 2	TUE 3	WED 4	THU 5	FRI 6	SAT 7
		• 9am TEXES Bilingual Educa • 9am Title III, Part A Service	• 9am Title III, Early Childhoc • 11am Title III Enhancing Ins	• 9am Title III, Part A Service		• 9am English as a Second L
8	• 9am English as a Second L • 5pm TEXES Bilingual Educa	10	• 9am English as a Second L	• 1pm Title III Diving into TEA	• 10am TXEL Portal: Support	14
15	• 9am English as a Second L • 10am Title III PFE - Easy, Br	• 9am Title III, Part A Service • 4:30pm Enhancing Biliterac • 5pm TEXES Bilingual Educa	• 9am English as a Second L • 9am Title III, Part A Service	19	20	• 9am TEXES Bilingual Educa
22	• 8:30am TEXES Bilingual Edi	• 9am TEXES Bilingual Educa • 9am Title III Navigating TEA	• 12pm TXEL Portal: Support	• 10am Title III Enhancing Ins	27	28
29	• 9am TEXES Bilingual Educa • 11am Title III Engagement P	• 2pm TXEL Portal: Support • 5pm TEXES Bilingual Educa	• 2pm TXEL Portal: Support	3	4	5

titleiii.initiatives@esc20.info



Access our Live PD
Calendar and/or Live
Training Menu by visiting
our [professional
development](#) page in the
TXEL Portal

FEEDBACK SURVEY



Reminders



Become a TXEL Subscriber Today!

Step 1

I want to receive helpful resources! I am a/an...

- ☐ Parent or Family Member
- ☐ Educator
- ☐ Community Partner

Step 2

Email Address

name@example.com

Confirm Email Address

name@example.com

Step 3

School District Name

Schoold District Name

I am interested in...

Check all that apply

- ☐ Resources for Parents and Families – Includes Quarterly Newsletters
- ☐ Resources and Updated Guidance for Educators
- ☐ What's New with Community Partners
- ☐ Participating in Educator Work Groups / Parent Groups



bit.ly/txel-subscribe

FEEDBACK SURVEY



Thank you!

FINAL THOUGHTS

- Reflect on new information you absorbed today.
- Prioritize area(s) of focus.
- Identify one next step you can take in each area.

CONTACT INFORMATION

Emergent Bilingual
Support Division



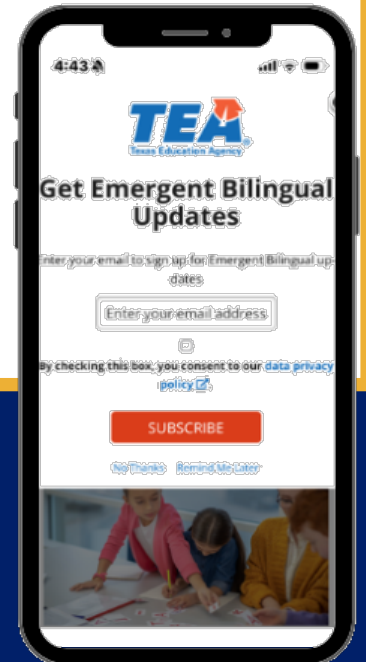
EmergentBilingualSupport
@tea.texas.gov



SIGN UP TODAY!

Beginning SY 2025, there will be a new way to receive state/federal guidance and updates from our division. Subscribe to [TEA's GovDelivery](#).

More Info to
come for TXEL
subscribers



**We Welcome
Your
Feedback!**



Recording of the webinar will now be hyperlinked in the agenda by sections. TXEL subscribers will get notified when the recording is ready to view.

