



EL Support Division Updates Live Meeting with LEAs and ESCs

Friday, September 3, 2021

Division of English Learner Support



Julie Lara
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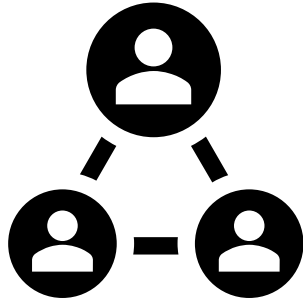


David Miralrio
LEE Public Policy Fellow

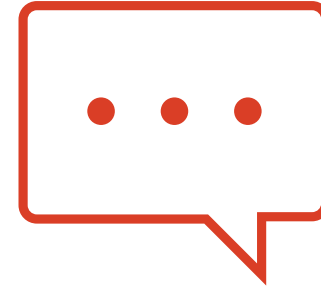


Johnny Solis III
LEE Public Policy Fellow

Logistics



Use the chat to engage and reflect on the information.



Use Q&A feature for questions or send to your ESC representative to be answered at the end during ESC roll call.

We equip school systems to increase awareness, promote equitable access, and improve outcomes for all special populations.

English
Learner
Support

Highly
Mobile &
At-Risk

Gifted &
Talented



Our Goal Is...

To lead the increase of achievement and equity of emergent bilinguals throughout Texas and we invite each of you to join us along this journey. Together, we must create an impact that reaches every part of the state.



Agenda

Guests

EL Support Division Initiatives

**LPAC Updates and Bilingual Education
Exception/ESL Waivers**

**Content-Based Language Instruction
Highlight**

Title III Updates

Announcements / Reminders

Legislative Updates

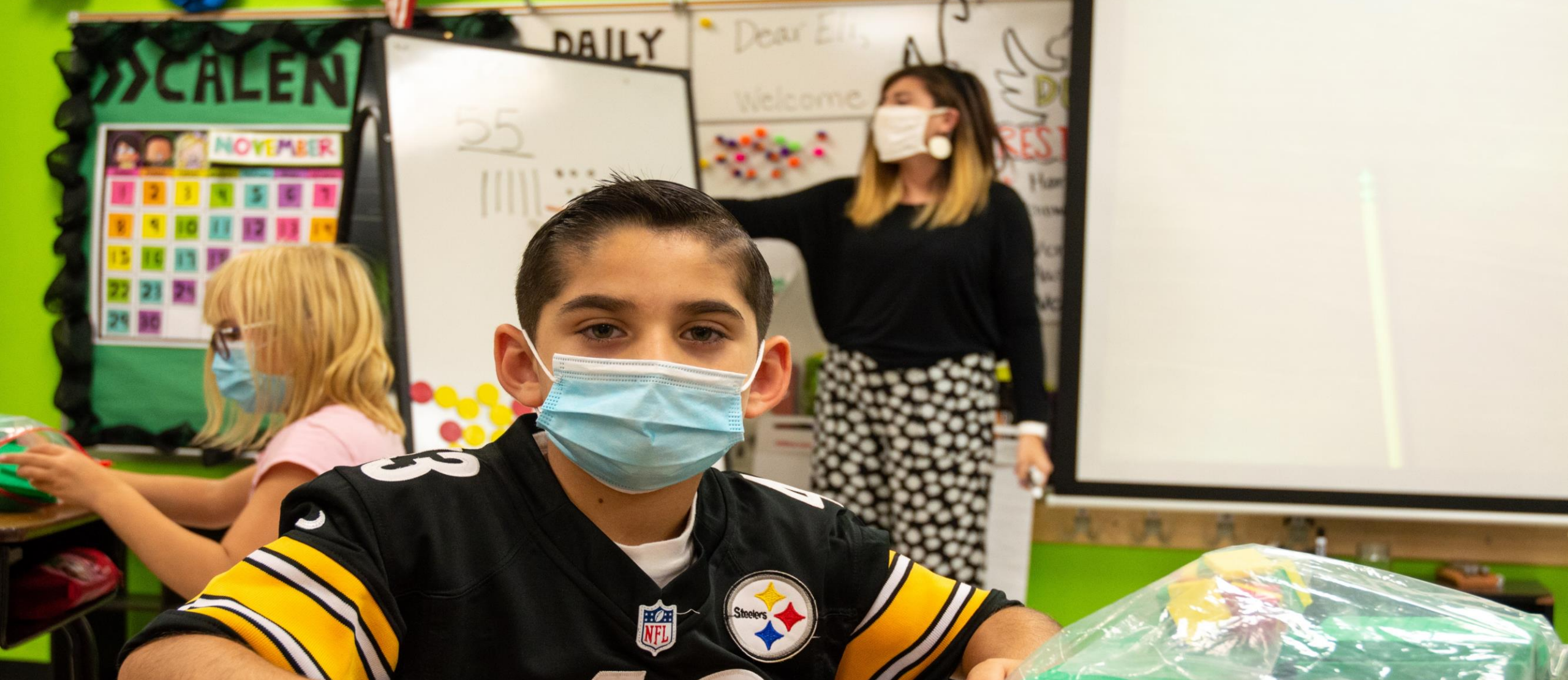
Q&A – ESC Roll Call

Ice breaker



WELCOME to SY 2021-2022!

- *In the chat , please share what is one thing you did differently this year to prepare for school year 2021-2022?*



TEA

Guests

Guests



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A photograph of a male teacher and a young male student sitting at a desk in a computer lab. The teacher, who is Black, is pointing at a computer monitor and smiling. The student, who is also Black, is looking at the monitor with a focused expression. In the background, other students are visible at their desks, and several computer monitors are lined up on the desk. The image has a soft, slightly blurred quality.

TEA Data Standards Department

SB 2066 amends the Texas Education Code (TEC) §29.060(a) and (d) and §29.066(a) and (b), to replace the term, “limited English proficient (LEP)” with “emergent bilingual (EB)”.

Old Terminology	New Terminology
Limited English Proficient	Emergent Bilingual
LEP Student	EB Student
Non-LEP Student	Non-EB Student
LEP Indicator	Emergent Bilingual Indicator
LEP	EB



- TEDS Data Element: LIMITED-ENGLISH-PROFICIENCY (E1390)
 - Name changed to EMERGENT-BILINGUAL and definition change.

Element ID	Data Element	Date Issued	Date Updated	
E1390	LIMITED-ENGLISH-PROFICIENCYEMERGENT-BILINGUAL	3/1/2012	3/1/2016 09/01/2021	
XML Name				
LimitedEnglishProficiency				
Definition				
An indication that the student has been identified as an emergent bilingual (EB) student limited-English proficient by the Language Proficiency Assessment Committee (LPAC), or English proficient.				
Special Instructions				
Code Table ID	Length	Data Type	Pattern	Domain of Values
DC079	30	String	*...	
Used in Complex Types				
Student, StudentExtension				

■ TEDS Data Element: LEP-INDICATOR-CODE (E0790)

- Name changed to EMERGENT-BILINGUAL-INDICATOR-CODE and definition change.

Element ID	Data Element	Date Issued	Date Updated	
E0790	EMERGENT-BILINGUAL-INDICATOR-CODE	4/10/1989	8/26/2019 09/01/2021	
XML Name				
TX-LEPIndicator				
Definition				
An indication that the student has been identified as an emergent bilingual (EB) studentlimited English proficient by the Language Proficiency Assessment Committee (LPAC), or English proficient.				
Special Instructions				
LEPEMERGENT-BILINGUAL-INDICATOR-CODE indicates whether the student has been identified as an emergent bilingual (EB) studentlimited English proficient (LEP)/English learner (EL) by the Language Proficiency Assessment Committee (LPAC) or is non-emergent bilingual (EB)LEP/ non-English learner (non-EL) English proficient (EP) (19 TAC§89.1220), according to criteria established in 19 TAC §89.1226.				
Code Table ID	Length	Data Type	Pattern	Domain of Values
C061	2	Coded	* ...	
Used in Complex Types				
StudentExtension, TX-StudentCharacteristicsType				

■ TREx Data Element: LEP-INDICATOR-CODE (TE057)

- Name changed to EMERGENT-BILINGUAL-INDICATOR-CODE.

The TREx data element definition will be the same as the TEDS data element definition.

- **TEDS Data Element:** the following data element definitions and associated guidance will be updated to include the new emergent bilingual (EB) terminology:
 - BILINGUAL-PROGRAM-TYPE-CODE (E1042)
 - ESL-PROGRAM-TYPE-CODE (E1043)
 - BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE (E1028)
 - PRIOR-YEAR-BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE (E1708)

- **TREx Data Element:** the following data element definitions will be updated to include the new emergent bilingual (EB) terminology:
 - BILINGUAL-INDICATOR (TE009)
 - ESL-INDICATOR (TE037)

- **TEDS Data Element Reporting Requirements:** the following data element reporting requirements will be updated to include the new emergent bilingual (EB) terminology:
 - StudentExtension
 - StudentProgramExtension
 - SpecialProgramsReportingPeriodAttendanceExtension

Old Terminology	New Terminology
Limited English Proficient	Emergent Bilingual
LEP Student	EB Student
Non-LEP Student	Non-EB Student
LEP Indicator	Emergent Bilingual Indicator
LEP	EB

■ TEDS Code Table: LEP-INDICATOR-CODE (C061)

- Name changed to EMERGENT-BILINGUAL-INDICATOR-CODE and translation update.


Code Table Id	Name	XML Name	Date Issued	Date Updated
C061	EMERGENT-BILINGUAL-INDICATOR-CODE	TX-LEPIndicatorType	04/10/1989	8/26/2019 09/01/2021
Code	Translation			
0	Non-Emergent Bilingual (Non-EB)LEP/Non-English Learner (Non-EL)			
1	Identified As Emergent Bilingual (EB)LEP//English learner (EL)			
F	Student Reclassified from Emergent Bilingual (EB)LEP//English learner (EL) Status - Monitored 1 (M1) - student has met reclassification criteria, is no longer classified as EBLEP//EL in PEIMS, is in his or her first year of monitoring as required by 19 TAC §89.1220(k).			
S	Student Reclassified from Emergent Bilingual (EB)LEP//English learner (EL) Status - Monitored 2 (M2) - student has met reclassification criteria, is no longer classified as EBLEP//EL in PEIMS, is in his or her second year of monitoring as required by 19 TAC §89.1220(k).			
3	Student Reclassified from Emergent Bilingual (EB)LEP//English learner (EL) Status - Monitored 3 (M3) - student has met reclassification criteria, is no longer classified as EBLEP//EL in PEIMS, is in his or her third year of monitoring as required by ESSA, 1111(b)(3)(B).			
4	Student Reclassified from Emergent Bilingual (EB)LEP//English learner (EL) Status - Monitored 4 (M4) - student has met reclassification criteria, is no longer classified as EBLEP//EL in PEIMS, is in his or her fourth year of monitoring as required by ESSA, 1111(b)(3)(B).			
5	Former Emergent Bilingual (EB)LEP//EL Student (effective after fourth year of monitoring) - student has previously been identified as EBLEP//EL, has met reclassification criteria, and has completed four years of monitoring. The student continues with this status through the remainder of his or her school years in Texas.			

■ TREx Code Table: (TC15)

- Name changed to EMERGENT-BILINGUAL-INDICATOR-CODE and translation update.

- **TEDS Code Tables:** the following code table translations will be updated to include the new emergent bilingual (EB) terminology:
 - PARENTAL-PERMISSION-CODE (C093)
 - BILINGUAL-PROGRAM-TYPE-CODE (C175)
 - ESL-PROGRAM-TYPE-CODE (C176)

- **TREx Data Element:** the following code table translations will be updated to include the new emergent bilingual (EB) terminology:
 - BILINGUAL-PROGRAM-TYPE-CODE (TC26)
 - ESL-PROGRAM-TYPE-CODE (TC028)

A photograph of two young women with long dark hair, smiling and looking at a laptop screen. They are in a classroom or office setting. The woman on the left is wearing a blue shirt and a patterned scarf. The woman on the right is wearing a grey shirt. A man's face is partially visible on the right side of the image.

TEA Early Childhood Division

Prekindergarten Eligibility and Considerations for Emergent Bilingual Students

Who is eligible to attend prekindergarten?

A child is eligible if the child is at least *three years of age on or before September 1 of the current school year and is:

✓ **unable to speak or understand English**

- homeless
- a child of an active member of the armed forces of the United States of America
- a child of a member of the armed forces of the US who was injured or killed while serving on active duty
- or has been in Foster Care in Texas or another state
- educationally disadvantaged (qualify for free or reduced lunch)
- a child of a first responder who is eligible to receive the Star of Texas Award

TEC §29.153 (b)

*If the district operates a 3-year-old prekindergarten program



Considerations for PreK Enrollment

- **Have an enrollment/placement plan in place**
- A child can qualify for more than one eligibility criteria
 - **verify for all potential eligibility criteria**
- Provide clear communication with families about the language screening and LPAC process
- Convene LPAC meetings early and often at the beginning of the year
- Be thoughtful in recruiting and training LPAC parent volunteers
 - Start early/Recruit in the Spring for upcoming year
 - Have a team of parent volunteers



Bilingual Education Allotment (BEA) funding is generated based on the effective date indicated on the parental approval form.



LPAC Updates and Bilingual Education Exception/ESL Waivers

Updated 2021-2022 LPAC Resources

- 2021-2022 Beginning of YEAR (BOY) LPAC Guidance Checklist
 - Includes updated Code Guide
- 2021-2022 Emergent Bilingual/English Learner Reclassification Criteria Chart
 - Includes EB/EL Reclassification Rubric
- Guidance Related to ARD Committee and LPAC Collaboration TEA webpage
 - LPAC and ARD Committee Collaboration: Guidance on Identification and Reclassification
 - ✓ Includes Individualized Reclassification Process
 - ✓ Includes EB/EL Alternate Reclassification Rubric



2021-2022 Bilingual Education Exception and ESL Waiver Application



Bilingual Education Exceptions and ESL Waivers

What is the purpose of a bilingual education exception or ESL waiver?

- LEAs **determine staffing needs** for providing their bilingual and/or ESL program(s).
- LEAs **report to the state** their need for appropriately certified bilingual and/or ESL teachers, per requirements in TAC §89.1207.
- **Action steps** are put in place to remove the need for a subsequent exception/waiver, including targeted recruiting activities and a comprehensive professional development plan.

Alternative Language Program

What is an alternative language program (ALP)?

- It is the **temporary instructional program** provided when a LEA has submitted a bilingual education exception and/or ESL waiver for the current school year.
- The ALP **aligns as closely as possible** to the LEA's intended bilingual or ESL program.
- The ALP shall include:
 - ✓ methods for meeting the **affective, linguistic, and cognitive** needs of the EB students/ELs and
 - ✓ the manner through which the students will be given **opportunity to master** the essential knowledge and skills (**TEKS**) and English language proficiency standards (**ELPS**).

Purpose for Alternative Language Program Coding

Connect instructional setting to PEIMS reporting

Disaggregate program effectiveness data

Highlight areas of need in program implementation

2021-2022 Bilingual Education Exception/ESL Waiver

Application Materials

- Instructions
- Application:
 - Part 1: District Information/Data Submission Application
 - Part 2: Alternative Language Program and Recruiting Activities

Resources

- Scenario Chains:
 - Bilingual Programs
 - ESL Programs
- FAQ – BE Exceptions/ESL Waivers
- Comprehensive PD Plan Allowable Use of Funds

Increased Support in 2021-2022

What can you expect from the updated bilingual exceptions / ESL waiver process this year?

- Additional technical assistance and coaching support
- Professional development opportunities
- Random validations






TEA

Title III, Part A

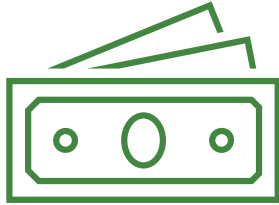
Title III Eligibility



**How do I know if
my LEA generates
Title III funds?**

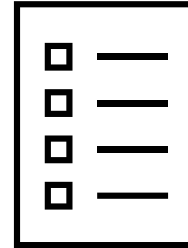
- Visit [Entitlements](#) to find your planning/final amounts
- Any LEA with an identified English Learner, including denials
- Some LEAs are members of a Shared Service Arrangement (SSA) because they don't generate over \$10,000 for Title III, Part A -ELA
- No limitations for LEAs who qualify for Title III, Part A-Immigrant funds

Title III Funding



Funding Source

Title III, Part A - ELA



Grant Application

PS3106



Compliance Report

PR3002

LEAs who have a significant increase of immigrant students are eligible for additional Title III funds

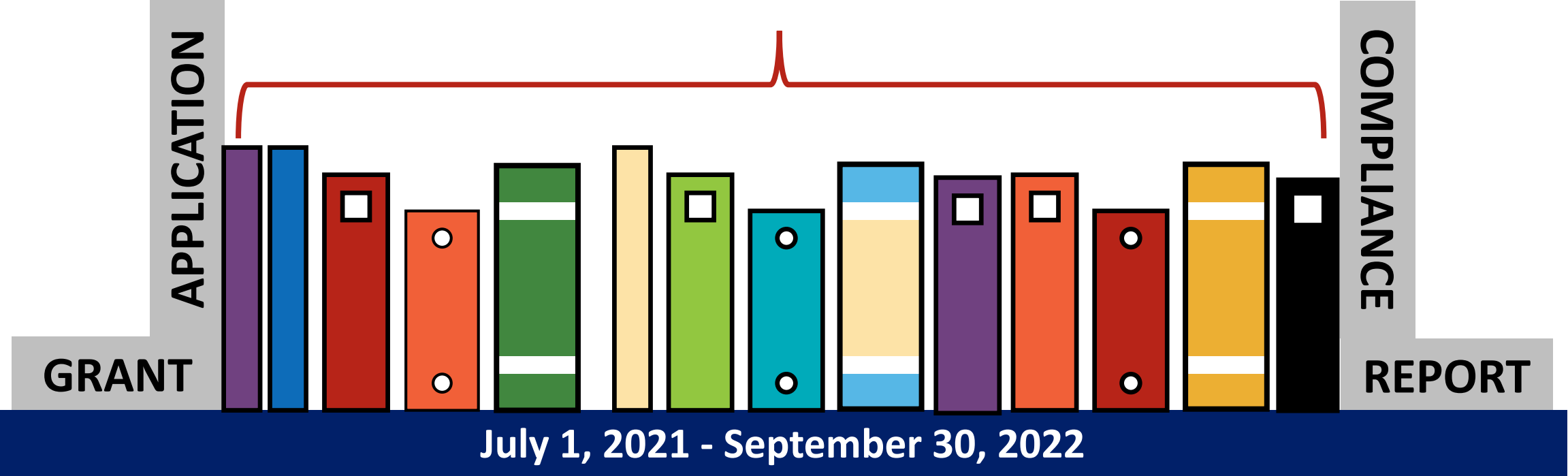
Title III, Part A - Immigrant

PS3114

PR3114

Title III: A Yearly Glance

Title III Supplemental Activities



Title III, Part A

2021-2022 ESSA Consolidated Federal Grant Application

Application closing date is today, Friday, September 3, 2021, by 5:00 p.m. central time. Visit the [program guidelines](#) page 45 for Title III, Part A general program requirements and how to appropriately use Title III funds. For frequently asked questions about Title III, Part A, check out our updated [Title III, Part A FAQ](#) document.

2020-2021 ESSA Compliance Reports

The 2020-2021 ESSA Compliance Report must be completed using the Chrome browser and submitted by Thursday, September 30, 2021, by 11:59 p.m. central time. To access helpful resources provided by the TEA Federal Program Compliance Division, visit [ESSA Consolidated Compliance Reports Resources](#). For additional information or questions, please email ESSASupport@tea.texas.gov.

2021-2022 Title III Funding Amounts

LEAs can access their ESSA planning amounts for SY 2021-2022 at [Entitlements](#). Final amounts will be released in late Fall of 2021.

Title III, Part A – Beginning of the Year

Parental Notifications (Sec. 1112 (e)(3)(A)

Notice to parents of newly identified or participating ELs before the 30th calendar day after the beginning of the school year.

Title III Engagement Opportunities

Engagement Planning Tool – [Phase 1: Needs Assessment](#)

Progress Monitoring Tool

Linguistic Instructional Alignment Guide – Chart students by individual language proficiency ratings ([page 16](#))

Private Non-Profit Consultations

LEAs ensure they have conducted required PNP consultations with PNPs within boundaries. ([Sample documents](#))



Legislative Updates

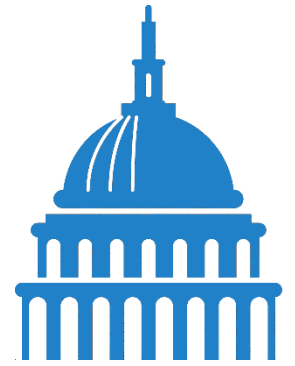
HB 4545



Accelerated Learning Committees for Emergent Bilinguals

Texas passed **House Bill 4545** which requires accelerated learning for students who do not perform satisfactorily or did not test on STAAR grades 3-8 or EOC Assessments. HB 4545 goes on to require an Accelerated Learning Committee (ALC) for students who did not perform satisfactorily on Reading and/or Math STAAR for grades 3, 5 and 8. Guidance pertaining to the ALC for an EB student is that the ALC **must** have an LPAC representative. In other words, the **LPAC cannot** serve as the EB student's ALC. For more information on this please see this [FAQ](#) or email accelerated.instruction@tea.texas.gov.

87th Texas Legislation Updates



Transitioning to *Emergent Bilingual* in Texas

Texas passed **Senate Bill 2066** replacing the term “Limited English Proficient” with “Emergent Bilingual” in Texas Education Code (TEC) effective September 1, 2021. USDE continues to use the term “English learner” in federal guidance, so either term could be used depending on the context of the guidance or resource. The English Learner Support Division is in the process of drafting revisions to TAC 89 that will include the new terminology as well as other proposed revisions. The Texas Register process does provide a mandatory 30-day comment period for stakeholders to weigh in on the proposed language. TEA will inform stakeholders when the open comment period begins.

Strategic Plan for Emergent Bilinguals

Texas passed **Senate Bill 560** which requires TEA to develop a strategic plan for Emergent Bilinguals in coordination with Texas’ Higher Education and Workforce Commissions to increase the number of bilingual certified teachers and increase the effective implementation of dual language one-way and two-way programs. The agency is also charged with increasing awareness of the benefits of dual language programs for families and school districts.

SB 1697



Texas passed **Senate Bill 1697** established new Texas Education Code (TEC), §28.02124, Parental Option for Student Retention, which allows parents or guardians to opt to have their child—

- repeat prekindergarten;
- enroll in prekindergarten if the child was eligible to enroll in prekindergarten in the previous school year, under TEC, §29.153(b), and has not yet enrolled in kindergarten;
- repeat kindergarten;
- enroll in kindergarten if the child would have enrolled in kindergarten in the previous school year and has not yet enrolled in first grade;
- for grades one through three, repeat the grade the student was enrolled in the previous school year;

For more details about these parental options, visit the TEA [Restart Kindergarten](#) webpage.



- Related to “continuing education and training requirements for educators and other school district personnel”
- **Impacts:**
 - Reduces continuing teacher professional development related to EB students
 - Eliminates the requirement that educator (raters) must retrain or calibrate annually for TELPAS test administration
 - Eliminates the allowance for the agency to require for LPAC members to be trained to serve on the committee



EL Support Division Initiatives

Texas Effective Dual Language Immersion Framework

TxEDLIF

The complete TxEDLI framework will be available on the EL website soon.

- The framework will include:
 - Advocacy essentials for DLI program implementation and sustainability,
 - The five essential levers,
 - Revised DLI rubric, stakeholder checklists, and success criteria, and
 - Resources to build knowledge on DLI pedagogy.

Transitional Bilingual Implementation Resources

[Getting Started Guide \(PDF\)](#)

Rubric:

- [TBE Rubric \(PDF\)](#)
- [TBE Printer-Friendly Version](#)
- [\(rubrics only\) \(PDF\)](#)

Scoring Tool:

- [TBE Scoring Tool \(Fillable PDF\)](#)

Stakeholder Checklists:

- [TBE Teacher Checklist \(PDF\)](#)
- [TBE Campus Administrator Checklist \(PDF\)](#)
- [TBE District Administrator Checklist \(PDF\)](#)



Dual Language Immersion Implementation Resources

[Getting Started Guide \(PDF\)](#)

Rubric:


- [DLI Rubric \(PDF\)](#)
- [DLI Printer-Friendly Version](#)
- [\(rubrics only\) \(PDF\)](#)

Scoring Tool:

- [DLI Scoring Tool \(Fillable PDF\)](#)

Stakeholder Checklists:

- [DLI Teacher Checklist \(PDF\)](#)
- [DLI Campus Administrator Checklist \(PDF\)](#)
- [DLI District Administrator Checklist \(PDF\)](#)



English as a Second Language Implementation Resources

[Getting Started Guide \(PDF\)](#)

Rubric:

- [ESL Rubric \(PDF\)](#)
- [ESL Printer-Friendly Version](#)
- [\(rubrics only\) \(PDF\)](#)

Scoring Tool:

- [ESL Scoring Tool \(Fillable PDF\)](#)

Stakeholder Checklists:

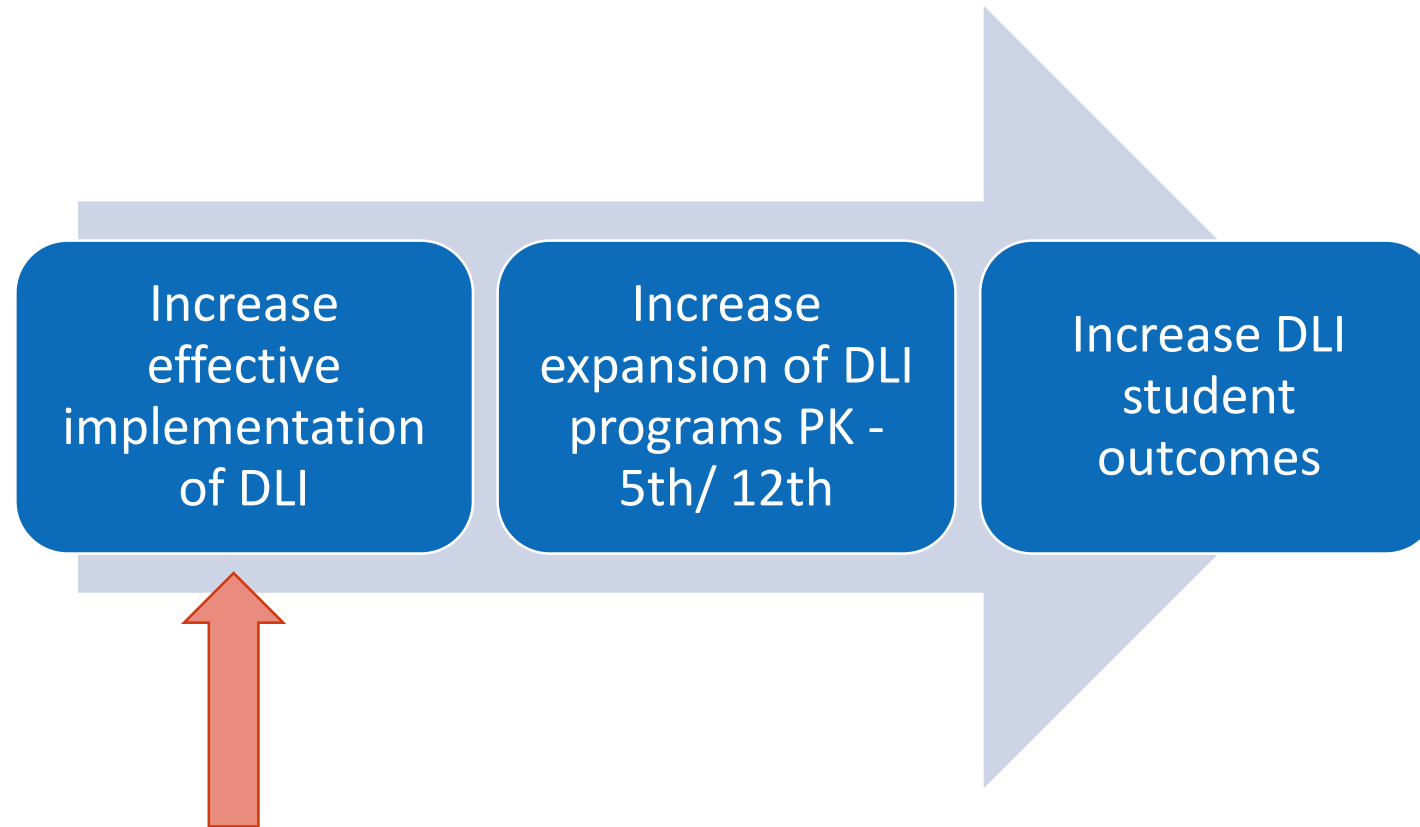
- [ESL Teacher Checklist \(PDF\)](#)
- [ESL Campus Administrator Checklist \(PDF\)](#)
- [ESL District Administrator Checklist \(PDF\)](#)



Program Services

TxEDLIF Pilot

- Year 1 Pilot will begin this 2021-2022 school year.
 - at 16 campuses state-wide



Communities of Practice

Complete the [Interest Form](#) by next **Friday, September 10th** to indicate interest in participating in one of the Communities of Practice:

- Biliteracy Instruction (BI) in Transitional Bilingual Education (TBE) Programs
- Supporting Newcomers Across Texas

Communities of Practice

During the 2021-2022 school year, the TEA English Learner Support Division welcomes local education agencies (LEAs) to participate in two Communities of Practice as described below. These facilitated networks are the first of more to come! Participants will meet bi-monthly with TEA staff to discuss key topics, exchange ideas and resources, share out on implemented progress, and provide input on the development of related TEA resources.

Please complete this [LEA Interest Form](#) by **Friday, September 10th, 2021**, to receive further details on participation! Limited spots available.

Biliteracy Instruction (BI) in Transitional Bilingual Programs (TBE)

Background:

Close to half of the bilingual programs implemented in Texas are TBE. Both early and late exit models begin with primary language literacy, and then leverage that knowledge to facilitate the transition to English literacy. This transition best supports sequential bilinguals, or students who have fully developed their primary language and can therefore develop early literacy skills efficiently. However, many of our students in Texas are simultaneous bilinguals, or students who enter school already developing two languages simultaneously. Biliteracy instruction, rather than a traditionally implemented TBE program, leverages students' entire linguistic repertoire, yielding a more efficient way to serve students entering our classrooms.

Participants:

This Community of Practice will include LEA leadership teams interested in strengthening their current elementary TBE programs through the incorporation of biliteracy instruction.

Purpose:

LEAs currently implementing TBE programs will investigate the concept of biliteracy instruction through a TEA facilitated book study and discussion. LEAs will have tasks to complete, such as analyzing data, soliciting input from teachers, and collaborating with RLA curriculum leadership. The proposed timeline is for LEAs to create biliteracy units during the summer of 2022 to be implemented in the fall of the 2022-2023 school year in at least one grade level on at least one campus.

Supporting Newcomers Across Texas

Background:

Newcomers are typically defined as immigrant students in their first 3 years in U.S. schools. Newcomers represent a wide range of backgrounds and national origins, and they may include students with limited or interrupted formal education (SLIFE) as well as refugees and asylees. In the 2020-2021 school year, there were 108,090 Texas students identified as immigrant, and of these students, 89,557 were also identified as English learner (EL)/emergent bilingual (EB). This means that 8% of our over 1.1 million EL/EB students are newcomers, and targeted support is essential for their success.

Participants:

This Community of Practice will include a variety of LEA staff (teachers, instructional leadership, etc.) that serve newcomers, particularly at the secondary level, in various capacities from schools with a few newcomer students to those with concentrated amounts of newcomers who are served in a localized newcomer center or designated school.

Purpose:

The purpose of this Community of Practice is to connect a network of educators who serve newcomer students across Texas and to facilitate the sharing of resources, effective instructional methods, strategic planning practices, and parent and family engagement ideas. Community of Practice participants will hear and learn from each other, empowering each other to strengthen their support of newcomer students.



Content-Based Language Instruction Highlight

Defining Content-Based Language Instruction (CBLI)

- An integrated approach to language instruction in which **language is developed within the context of content delivery.**
- Applies to all programs for emergent bilingual students (bilingual and ESL).
- Applies to any language of instruction.
- Includes culturally and linguistically sustaining practices (CLSP)



Language Through Content



Communicated

- Communicative language teaching
- Comprehensible input
- Speech commensurate with ELs' language levels
- Context embedded
- Explicitly expressed instructions



Sequenced

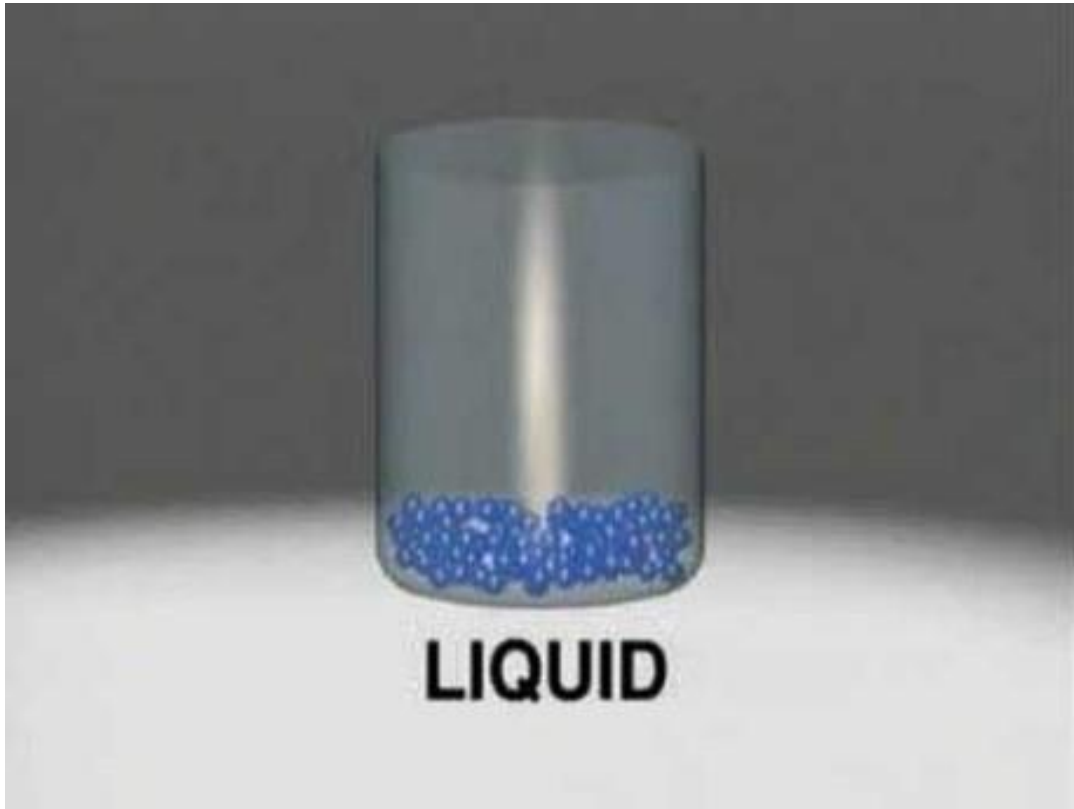
- Explicit academic language instruction
- Connections to prior knowledge
- Primary language resources without over-use of direct translation
- Alternative assessments



Scaffolded

- Structured oral language development
- Authentic cooperative learning
- Instructional modeling
- Amplified texts
- Task-based or inquiry approach

Communicated Method: Intentional Use of Visuals



- Clear vocabulary
- Repeat with purpose
- Pause and reflect



Announcements / Reminders

Announcements

- New position in TEA Assessment for Special Populations: [English Language Proficiency Assessment Specialist](#)
- Enrollment in Texas Public Schools 2020-2021 [Report](#)
- USDE Resources:
 - [Return to School Roadmap](#)
 - [Resource for Parents on Returning to In-Person Learning](#)

2022 Title III Symposium – Hybrid Event

2022 Title III Symposium Planning Committee Opportunity

We are looking for individuals to serve on planning committees for the upcoming Symposium. If you are interested, please fill out this [interest survey](#) by September 30th.



Stay Updated by Subscribing Today!

Elevating Achievement & Equity for Emergent Bilingual Students Quarterly Newsletter

Subscribe to updates from Texas Education Agency

Email Address

e.g. name@example.com

SUBSCRIBE

Share Bulletin



EL Web Portal – Txel.org

- Get the information you need, faster
- New Professional Development section
- Up-to-date resources



**SUPPORTING ENGLISH
LEARNERS IN TEXAS**



Contact Information

English Learner Support Division



(512) 463 - 9414



EnglishLearnerSupport@tea.texas.gov

LPAC@tea.texas.gov (will be discontinued as of October 1st, 2021)



Txel.org

Feedback Survey



bit.ly/34WyuMw

Q&A – ESC Roll Call

