



# Maryland Department of Education Working Group

Wednesday, October 27, 2021



# Agenda

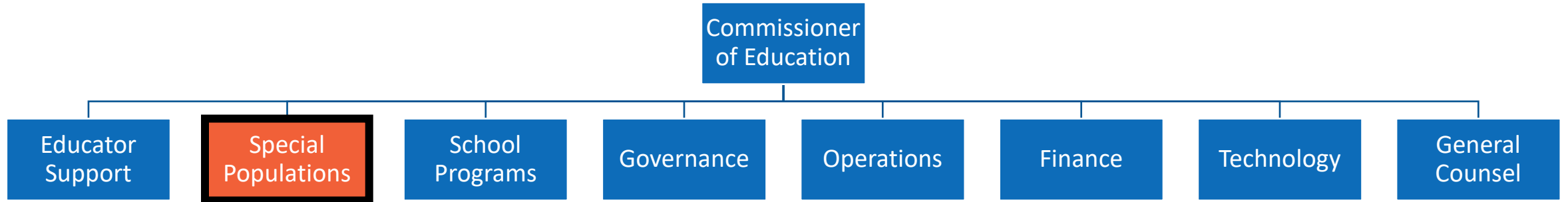
Brief Introduction to Texas

State Laws & Policies

Division Initiatives

Questions

# Texas Education Agency Structure





# Division of English Learner Support



**Julie Lara**  
Director



**Amy Johnson**  
Bilingual Coordinator



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Dual Language Coordinator



**Carlene Thomas**  
ESL Coordinator



**Rickey Santellana**  
Title III Coordinator

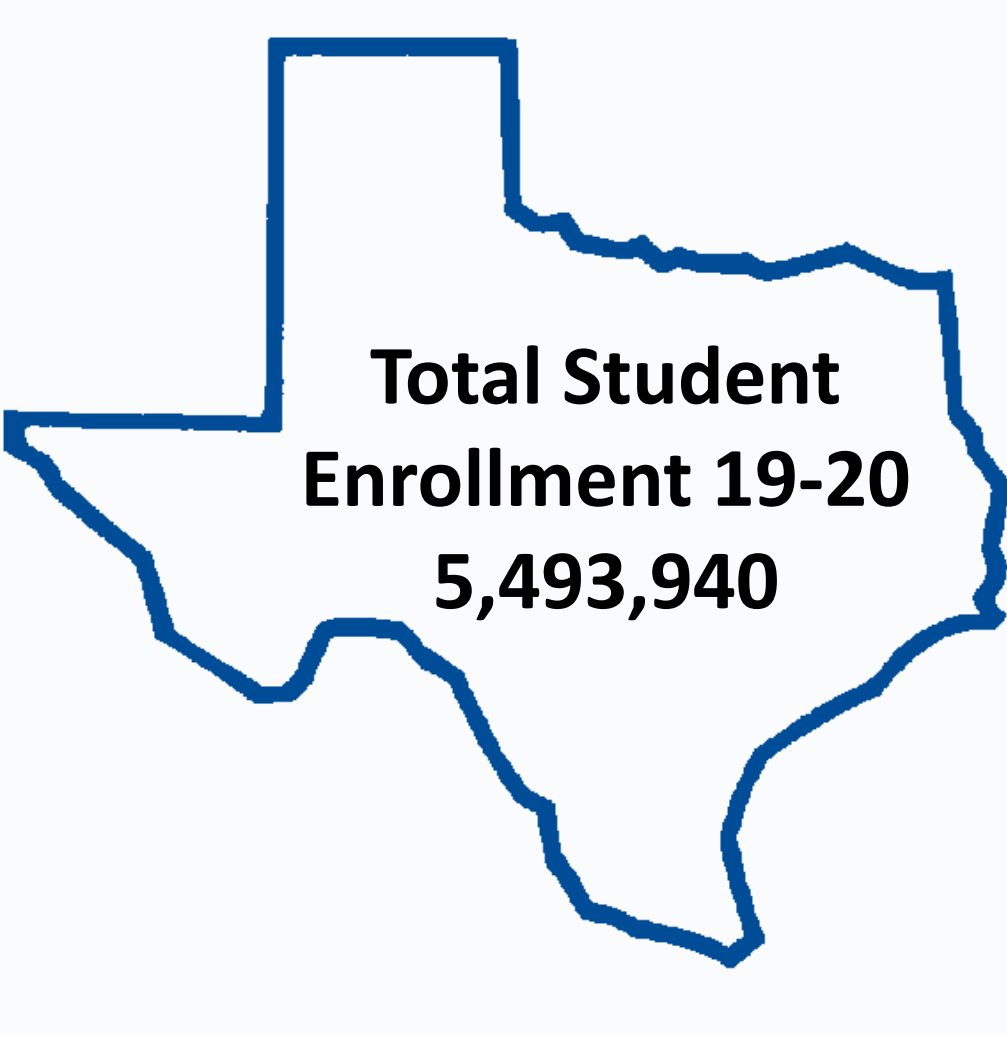


**David Miralrio**  
LEE Public Policy Fellow



**Johnny Solis III**  
LEE Public Policy Fellow

# Current landscape of English Learners in Texas



**Total Student  
Enrollment 19-20  
5,493,940**



**1,113,536 students**



**EL/Sped – 10.2%**  
of total EL population



**EL/GT – 3.9%**  
of total EL population

[Enrollment in Texas Public Schools, 2019-2020, TEA PEIMS Standard Report – ELs by Category and Grade](#)





# Texas Laws and Policies

# Texas as a pioneer in bilingual education

- The Bilingual Education and Training Act became law in 1973, mandating Bilingual Education for grades K-5/6 if an LEA has 20 students in the district with the same language.
- Texas Administrative Code, Chapter 89 outlines additional requirements to ensure equal educational opportunities for emergent bilingual students:

It is the policy of the state that every student in the state who has a primary language other than English and who is identified as an English learner shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program, To ensure equal educational opportunity, each school district shall:

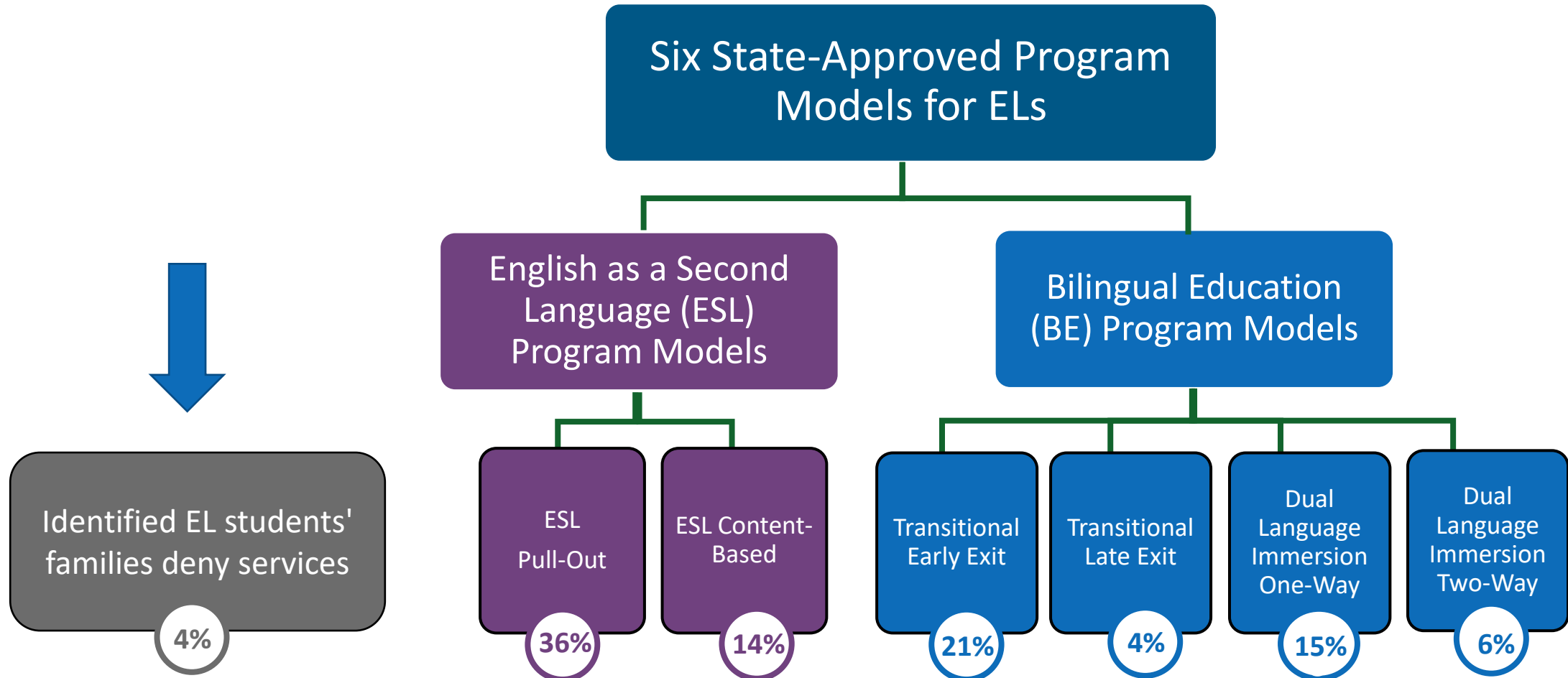
identify English learners based on criteria established by the state;

provide bilingual education and ESL programs, as integral parts of the general program

seek appropriately certified teaching personnel to ensure that English learners are afforded full opportunity to master the essential knowledge and skills required by the state; and

assess achievement for essential knowledge and skills to ensure accountability for English learners and the schools that serve them

# Texas Program Models for Serving English Learners



[TAC §89.1210 \(c\) and \(d\)](#)

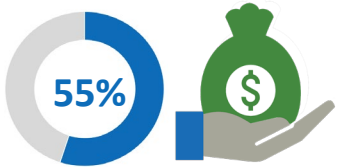




# HB 3 (2019) Bilingual Education Allotment Key Points



**Additional funding (0.05 or \$308)** for EB/ English learners and non-EB in a bilingual education program implementing dual language immersion.



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



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

# Changes to Bilingual Education Allotment

## BEFORE



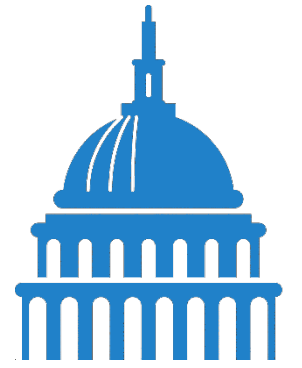
- Funding for any LEP student in any language program  
( $0.1 \times \text{Basic Allotment for LEP} = \$514$ )

## AFTER



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

# 87<sup>th</sup> 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.





## Division Initiatives

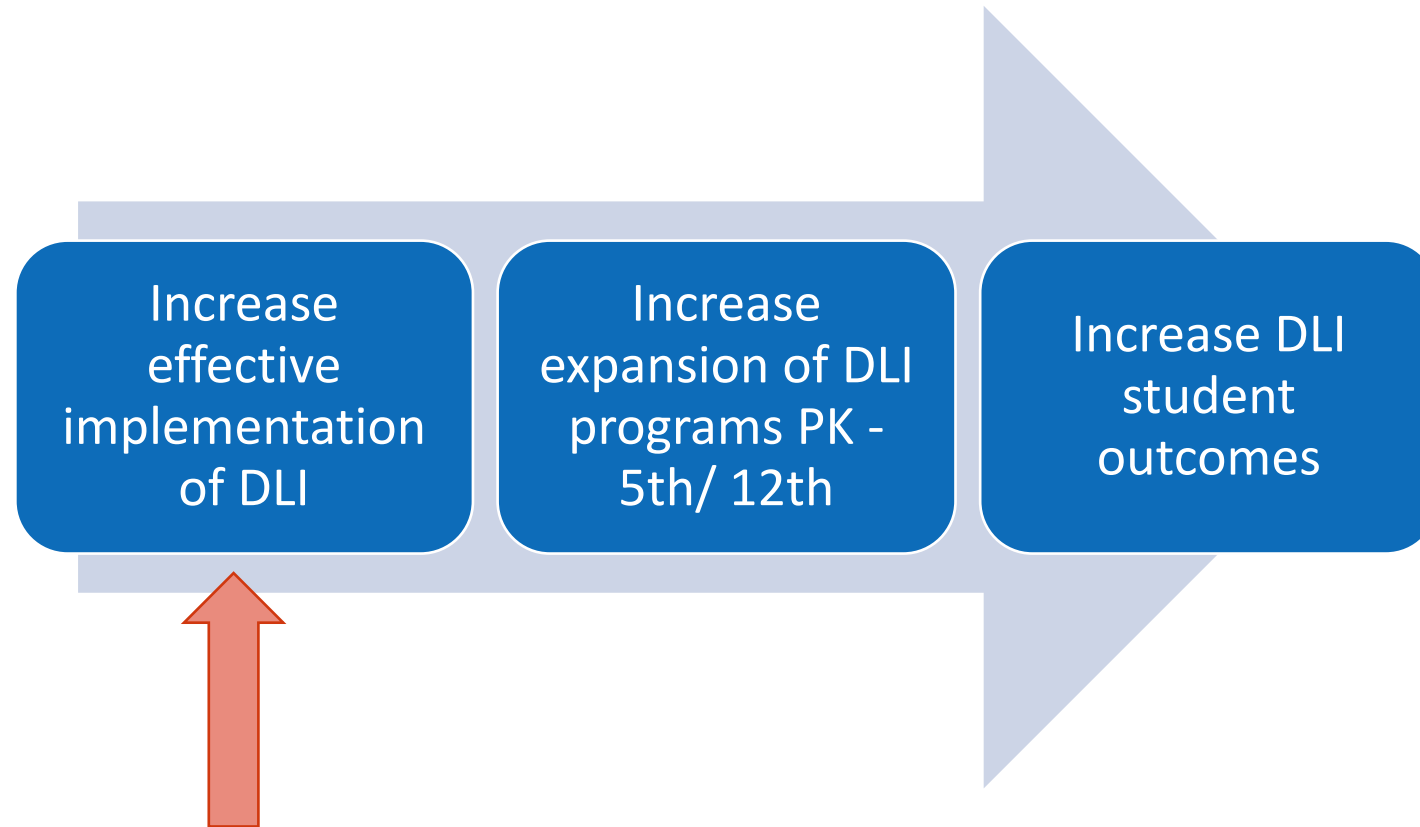


# The Texas Effective Dual Language Immersion Framework



# TxEDLIF Pilot

- Year 1 Pilot will begin this 2021-2022 school year.
  - at 15 campuses state-wide



# Family Empowerment Initiative – Overview

To understand the unique landscape of community

To promote meaningful partnerships between families and ELs and schools

To include marketing and promotional materials, in a variety of languages

**Community Survey & Asset Mapping**

**Outreach Strategies**

**Engagement Strategies**

**Execution Plans**

**Methods of Evaluation**

To increase awareness and meet regional needs

To evaluate the efficacy and scope of reach of framework

# Family Empowerment Initiative - Update

ESC Region	Percent and number of ELs in the Region	Total # of LEAs in the Region	Spring '22 Pilot EL Empowerment LEAs
ESC 11	17.0% = 104,899	92	4
ESC 6	14.6% = 31,099	66	3
ESC 18	14.2% = 14,714	40	2
ESC 7	12.4% = 22,475	102	2
ESC 20	12.3% = 62,953	90	4
<b>Totals</b>	<b>236,140</b>	<b>390</b>	<b>15</b>

- Public Engagement Specialists (PESs) have been hired in each of the identified regions
- Scope of work for PESs has been determined and began last week
- Pilot recruitment/outreach will begin in late October



# 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)





# Communities of Practice & Work Groups

# Newcomer Community of Practice Participant Data

## Composition

- 49 LEAs
- 11 Regions
- 44 Districts; 5 charters; 1 IHE

## Demographics

- 345,916 EB students
- 35,424 Immigrant
- 29,904 EB/Immigrant (9%)

## Houston ISD (Largest)

- 65,638 EB students
- 9,267 Immigrant
- 13% of EB are immigrant

## Argyle ISD (Smallest)

- 119 EB students
- 2 Immigrant
- 0% of EB are immigrant

## Immigrant Grade Levels

- 59% in elementary (EE – Grade 5)
- 41% in secondary (Grades 6 – 12)

## EB/Immigrant Program

- 33% in bilingual
- 46% in ESL
- 21% under exception/waiver



# Biliteracy Instruction in Transitional Programs

## Biliteracy Instruction



- Lessons within a unit incorporate both languages
- Explicit connections made between languages
- Students can access knowledge in both languages



# ESC Work Groups

## Assessment for Biliteracy in DLI

- Purpose: To generate biliteracy assessment resources to monitor the academic language development in partner language and English across all content areas
- Outcomes:
  - Coaching Guide
  - Spanish Proficiency Tool
  - Targeted PD Sessions

## Content-Based Language Instruction (CBLI)

- Purpose: To coordinate the development of a comprehensive CBLI Framework with associated resources and tools
- Outcomes:
  - CBLI Quick Guide
  - CBLI TEALearn Course Modules
  - CBLI Framework

Coming  
Soon!!



## EL Division Resources





# ESL CERTIFICATION TRAINING

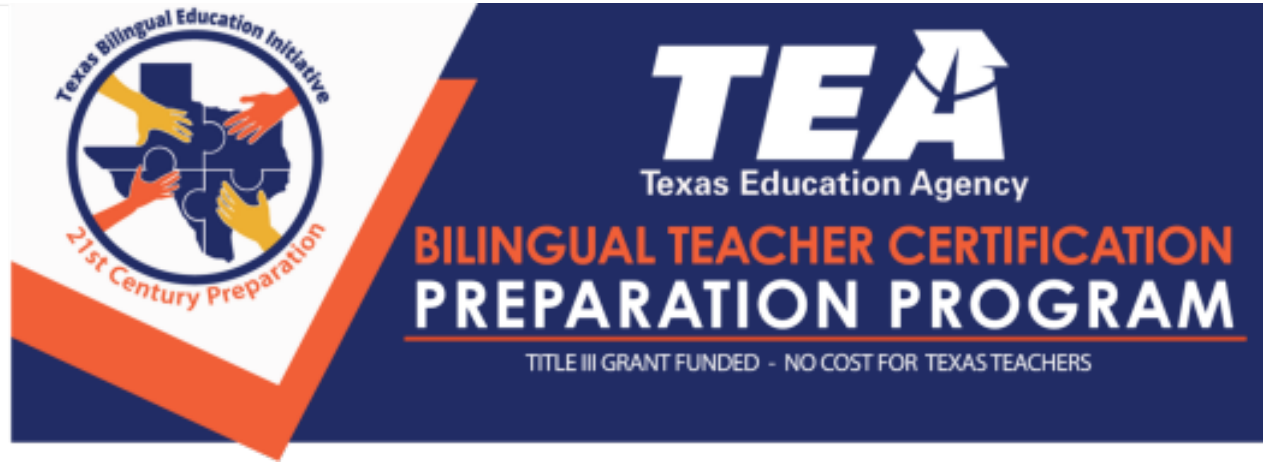
A new, *free* online course

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REGISTER AT: [www.txeslprep.org](http://www.txeslprep.org)

This free online course accompanies the  
previously released ESL Certification  
Training Manual available [here](#)



## Bilingual Target Language

### Proficiency Test (BTLPT) 190

- ✓ BTLPT Manual
- ✓ 4 – Interactive Modules

## Bilingual Supplemental 164

- ✓ Supplemental 164 Manual
- ✓ 4 – Interactive Modules

<https://www.txel.org/ProfessionalDevelopment>



# Fact Sheets Regarding English Learners in Texas

## Fact Sheet #1 EL Demographics

## Fact Sheet #2 EL Program Models

## Fact Sheet #3 Certification Guidance

## Fact Sheet #4 EL Funding Sources

### ENGLISH LEARNERS IN TEXAS FACT SHEET #1

An English Learner is a student who is in the process of acquiring English and has another language as the primary language. The terms English language learner and English learner are used interchangeably and are synonymous with limited English Proficient (LEP) student, as used in Texas Education Code 29, Subchapter B.

English Language Learner (ELL) = English Learner (EL)

#### Fast Facts:

- 20% of the student population in Texas public schools are English Learners.
- Over 5 million students are enrolled in Texas public schools.
- Texas serves just under 1 in 5 of the nation's English Learners.
- 8% of English Learners are also receiving Special Education services.

#### Languages in Texas:

- 90% Spanish
- 7.2% Other languages
- 1.6% Vietnamese
- 1.2% Arabic
- 120+ languages spoken in Texas public schools.

#### Distribution of English Learners Across Texas:

94% of School Districts have identified English Learners

#### Percent of English Learners per Regional Education Service Center:

0-5%	6-9%	10-15%	16-19%	20-25%	26-29%	30-40%
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Source: PEIMS Data 2018-2019. For more information about Education Service Centers visit: [direct.to/ea/wf](http://direct.to/ea/wf)

www.txel.org | TEA | 512-463-9414

### ENGLISH LEARNER PROGRAM MODELS IN TEXAS FACT SHEET #2

An English learner is a student who is in the process of acquiring English and has another language as the primary language. The terms English language learner (ELL) and English learner (EL) are used interchangeably and are synonymous with limited English Proficient (LEP) student, as used in Texas Education Code 29, Subchapter B.

#### PROGRAM PARTICIPATION

4%	English Learners with Parental Denial of Services	15%	Transitional Bilingual Early Exit
5%	Alternative Language Program (ESL)	3%	Transitional Bilingual Late Exit
6%	Alternative Language Program (Bilingual)	15%	Dual Language Immersion One-Way
14%	ESL - Content-Based	6%	Dual Language Immersion Two-Way
31%	ESL - Pull-Out		

#### PROGRAM PARTICIPATION

Total Bilingual Education Program (Transitional and Dual Language)	439,189	39%
Total English as a Second Language (ESL) Program (Pull-Out and Content-Based)	505,791	45%
Total Alternative Language Program (Bilingual and ESL)	1,227,759	11%

#### Bilingual Education Programs

- Dual Language Immersion (DLI) Program models:** DLI program participants receive instruction in literacy and academic content in the program's partner language (i.e. Spanish, Vietnamese) as well as English from appropriately certified teachers. At least half of the instruction is delivered in the partner language for the duration of the program. One-way models serve English learners only but include participation of former English learners who are continuing after reclassification. Two-way models include English learners as well as participation of English proficient students learning the partner language.
- Transitional Bilingual Education (TBE) Program models:** English learners receive instruction in literacy and academic content in their primary language as well as English from teachers certified in bilingual education. As each child acquires English, the amount of instruction provided in the primary language decreases until full proficiency in English is attained. Early Exit and Late Exit models are both provided through the duration of elementary grades with differences in the rate of transition to English.
- English as a Second Language (ESL) Program models:** English learners receive linguistically and culturally responsive teaching in order to attain full proficiency in English and to participate equitably in school. ESL Pull-Out models provide English Language Arts and Reading instruction by ESL certified teachers, while Content-Based models provide instruction for English learners by ESL certified teacher(s) in all content areas.
- Alternative Language Programs:** Alternative Language Programs are implemented when the district is unable to provide the appropriately certified teachers for a bilingual education and/or ESL classroom in a given school year. These programs must ensure that the affective, cognitive, and linguistic needs of English learners are met as the district works to obtain the appropriately certified teachers.
- English learners with Parental Denial of Services:** This designation refers to English learners whose parents or guardians have denied bilingual education and/or ESL program participation. These students' English proficiency levels continue to be measured annually through TELPAS until they reach English proficiency.

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### CERTIFICATIONS FOR SERVING ENGLISH LEARNERS IN TEXAS FACT SHEET #3

#### CERTIFICATION REQUIREMENTS

PROGRAM MODEL	DEPARTMENTALIZATION	PAIRED TEACHING
Transitional Bilingual Education Program Models: Early Exit and Late Exit	ALL teachers must be certified in bilingual education. <a href="#">TEC Code 29.081</a>	
Dual Language Program Models: One-Way and Two-Way	ALL teachers must be certified in Bilingual Education. <a href="#">TEC Code 29.081</a>	The teacher delivering the English component of instruction must be certified in either bilingual education or English as a Second Language (ESL)

An assignment for the English component only of a dual language immersion/one-way or two-way program model is allowed with a valid classroom teaching certificate appropriate for the grade level and subject areas taught with a bilingual education certificate or an ESL certificate.

#### Bilingual Education Certification exams are provided in multiple languages

- Spanish
- Arabic
- Japanese
- American Sign Language
- Chinese
- Vietnamese

Required Test Chart for Texas Certification

#### ESL CERTIFICATION:

PROGRAM MODEL	INSTRUCTIONAL APPROACH
Content-Based ESL	ALL teachers must be ESL certified in an ESL Content-Based program, either in a self-contained classroom or departmentalized. <a href="#">TEC Code 29.081</a>
Pull-Out ESL	English learners receive instruction in English Language Arts and reading (ELAR) by an ESL certified teacher. A pull-out model can be implemented <ul style="list-style-type: none"> <li>by an ELAR and ESL certified teacher within the ELAR Classroom</li> <li>through co-teaching of an ESL certified teacher and ELAR certified teacher</li> <li>through an additional ESL/ELAR course provided by an ESL and ELAR certified teacher</li> </ul>

An assignment for either English as a Second Language (ESL) program model is allowed with a valid classroom teaching certificate appropriate for the grade level and subject areas taught with a bilingual education certificate or an ESL certificate. It is important to note that some particular courses designed for English learners may require the teacher of the course to be ESL certified, such as English to Speakers of Other Languages (ESOL) and II, the English Learners Language Arts (ELLA) courses for grades 7 and 8, and the English Language Development and Acquisition (ELDA) course for high school.

www.txel.org | TEA | 512-463-9414 | Click here for more Fact Sheets regarding English Learners

### FUNDING FOR ENGLISH LEARNERS IN TEXAS FACT SHEET #4

#### Bilingual Education Allotment (BEA) - Texas Education Code §48.105

At least 55% of the BEA funds must be used in providing Bilingual Education or English as a Second Language (ESL) programs under Subchapter B, Chapter 29.

The following can apply towards the 55%:

- Instructional materials and equipment
- Staff development
- Supplemental staff expenses
- Incremental costs associated with providing small class size
- Other supplies required for instruction

#### Bilingual Education Allotment Funding Weights

LEP/EL Indicator Code	Bilingual/ESL Funding Code Funding	Weight
LEP/EL	BE: ESL, Transitional Bilingual, or Alternative Language Program	0.10
LEP/EL	D1: (Dual Language One-Way)	0.15
LEP/EL	D2: (Dual Language Two-Way)	0.15
Non-LEP/English Proficient	D3: (Dual Language Two-Way)	0.05
Non-LEP/English Proficient	N/A: ESL, Transitional Bilingual, Alternative Language Program, or Dual Language One-Way	0

Limited English Proficient (LEP) and English Learner (EL) are used interchangeably. EP = English Proficient/Non-LEP

#### Title III, Part A - English Language Acquisition

Title III, Part A of the Elementary and Secondary Education Act (ESEA), as reauthorized under the Every Student Succeeds Act (ESSA), aims to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English.

Local Education Agencies (LEAs) use Title III, Part A funds towards:

- Sustaining the effectiveness of the state-funded programs
- Professional Development for Educators
- Promoting Parent, Family, and Community Engagement

Through the ESSA Consolidated Federal Grant Application, the state allocates 95% of Title III funds to LEA subgrantees. LEAs can locate their Title III funding amounts on the TEA Entitlement page.

Supplement Title III, Part A Funds should be used for instructional, academic, and other programs and services for English learners including immigrant students.

Local, State, and Federal Funds may not be decreased or diverted for other local uses merely because of the availability of Title III, Part A funds.

For more information about allowable vs. unallowable use of state and federal funds please use this link to access.

www.txel.org | TEA | Click here for more Fact Sheets regarding English Learners



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# EL Web Portal

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Providing information and resources that are

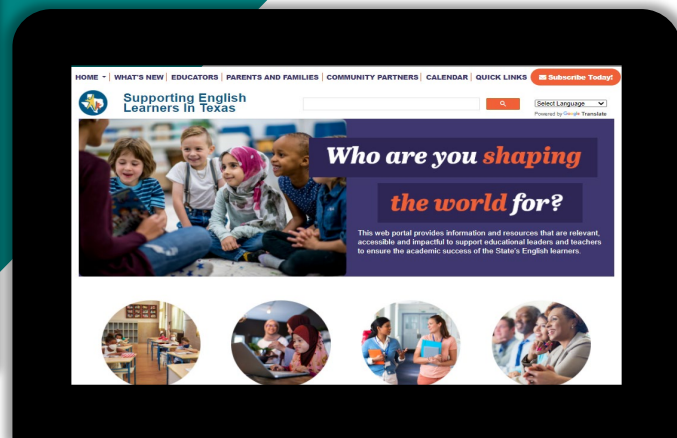
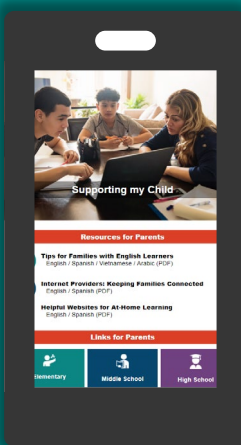
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## Designed For:

- ✓ Teachers
- ✓ Educational Leaders
- ✓ Families of English Learners
- ✓ English Learners
- ✓ Community Partners



# Q&A



# Contact Information

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**Julie Lara, Director**



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