



Serving Emergent Bilingual Students

August 1, 2023

Division of Emergent Bilingual Support



Our Goal Is...

At the blueprint level, we will lead the state by developing guidance, tools and resources that bring intentionality and focus to emergent bilingual students and ensure their access to high quality programs and instruction which lead to positive academic success.

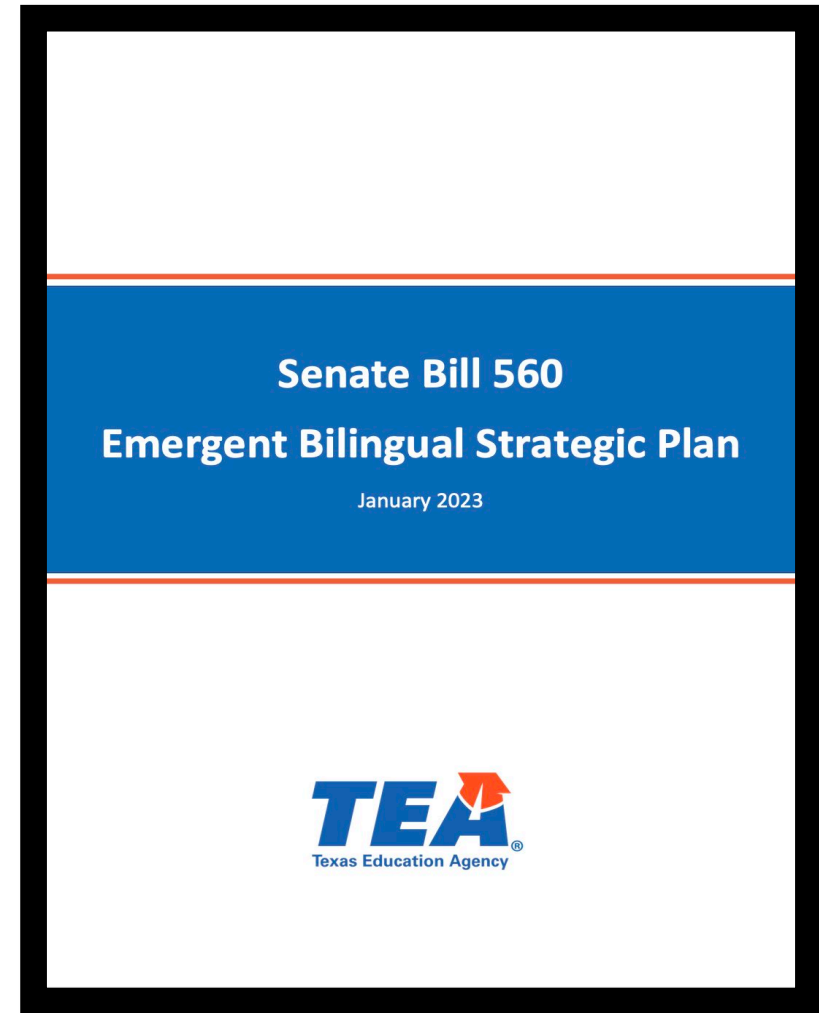


- Welcome
- Senate Bill 560
- Updates on TAC Ch. 89
- LPAC: TEA Developed Forms
 - Home Language Survey (HLS)
- Reflections and Closing



Improving Bilingual Education

- 1) Increase the number of bilingual certified teachers
- 2) Increase the number of dual language one-way and two-way programs
- 3) Educate families and educators on the benefits of bilingualism
- 4) **Adopt a uniform process for identifying emergent bilingual students and monitoring their bilingual learning with meaningful data sources**
- 5) Increase the number of bilingual and multilingual graduates





Chapter 89 Revision Updates

Proposed Chapter 89 Revisions

Tentative approval by August 8, 2023



August
8th

Terminology

- Emergent Bilingual Student
- Content-Based Language Instruction (CBLI)
- Primary/ Partner Language

Program Models

- Dual Language Immersion minimum requirements for two-way and clarification on partner teaching

Home Language Survey

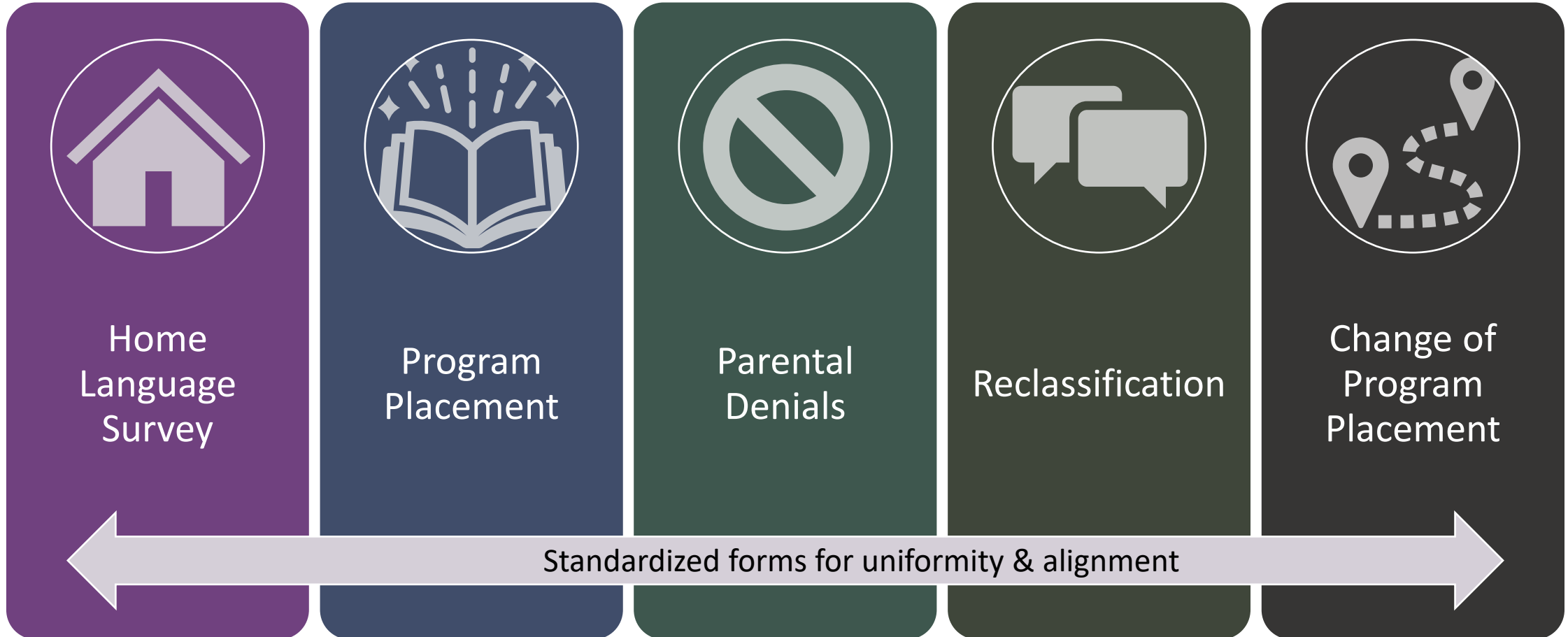
- TEA state-developed form
- 3rd question

Reclassification

- Composite Score
- End of Year for 23-24 SY

*ESCs & LEAs are to continue to use the current LPAC guidance and training materials posted on txel.org/LPAC.


TEA Developed Forms



All forms will be translated into top 24 languages, and others as needed by LEAs.



NEW Home Language Survey – August 8, 2023



Texas Education Agency

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

Student Name:		District Name:	
Student ID#:		Campus Name:	

HOME LANGUAGE SURVEY

19 TAC Chapter 89, Subchapter BB, §89.1215
(Home Language Survey only administered during **initial** enrollment in Texas public schools)

To be completed by Parent or Guardian for students enrolling in Prekindergarten* through grade 8 (or by students in grades 9-12).

*Prekindergarten includes any student enrolling in a 3- or 4-year-old school program.


Part One:

The state of Texas requires that the following information be completed for each student who enrolls in a Texas public school for the first time. It is the responsibility of the parent or guardian, not the school, to provide the language information requested by the questions below. This information will help identify the best program placement for the child.

Dear Parent or Guardian:

To determine if your child meets eligibility for identification as an emergent bilingual student and would benefit from bilingual education or English as a second language (ESL) program services, please answer the **three** questions below. If any one of your responses indicates the use of a language other than English, then the school district must conduct a language proficiency assessment to determine how well your child communicates in English. This information will be used to determine the appropriate linguistic supports and inform instructional recommendations. If you have questions about the purpose and use of the Home Language Survey, or you would like assistance in completing the form, please contact your school/district personnel.

This survey shall be kept in each student's permanent record folder. A copy of this survey shall follow the student while enrolled in any public or open enrolled charter school in Texas.



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Part Two:

Please answer the questions to the best of your ability.

1. What language(s) is/are used in the child's home most of the time? _____
2. What language(s) does the child use most of the time? _____
3. If the child had a previous home setting, what language(s) was/were used for communication in that home setting? If **no**, previous home setting, answer Not Applicable (N/A). _____

By checking this box, I understand a request to correct an error to this Home Language Survey can only happen if:

- 1) my child **has not** yet been assessed for English proficiency; **and**
- 2) corrections are made within **two calendar weeks** of my child's enrollment date.

Note: Please contact your school about the benefits of bilingual education services. The following resources may also provide information on program services that foster bilingualism.

- [Parent/ Guardian Rights](#)
- [Bilingual Education Program](#)
- [Program Information Videos](#)

Please visit the Emergent Bilingual Support Portal (txel.org) for additional information.

Signature of Parent/Guardian _____ Date _____

Signature of Student if Grades 9-12 _____ Date _____



Home Language Survey (HLS)

Hard and Soft Copy

- Coding the (2) languages collected from the HLS remains the same (Question 1 and 2)
 - 1st Language spoken mainly at home
 - 2nd Language spoken mainly by child
 - 3rd Language spoken by child from previous home setting
- HLS questions will solicit more than one language to capture home language(s) every time
 - Example parent/child that comes from a bilingual speaking households
 - Digital HLS completed online should provide the same access of writing in text
- Original HLS will be the one signed on a TEA developed form in the language spoken by parent/guardian

TEA
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Student ID#: _____ Campus Name: _____

HOME LANGUAGE SURVEY
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Dear Parent or Guardian:
To determine if your child meets eligibility for identification as an emergent bilingual student and would benefit from bilingual education services, please answer the three questions below. If your child speaks or understands a language other than English, then the proficiency assessment to determine how we can best support your child's learning. The information will be used to determine the appropriate instructional recommendations. If you have any questions, please contact your school district personnel. This survey shall be kept in each student's portfolio and shall follow the student while enrolled in any Texas public school.

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Program Services and PEIMS Coding

Increasing Awareness Campaign

- Program Participation Code
 - Represents program model parents' consent
 - Code when EB students are served by a teacher on a bilingual exception or ESL waiver
 - Change of program models
 - Date will reflect the date parents acknowledged the change in program
 - Reclassification for EB Students
 - Monitoring for the first 2 years
 - 3rd and 4th year after reclassification
 - Former EB student



Next Steps

- Inform ESCs and LEAs in our upcoming EB Support Division meetings
 - ESC Meeting August 11th
 - LEA Webinar September 1st
- Update LPAC Modules to align with new terminology and guidance on HLS, identification, placement, progress monitoring, and reclassification/exit
 - Include all TEA Developed Forms in Multiple Languages
- Align guidance in Student Attendance Accounting Handbook (SAAH's next version)



Thank you for your time!

Contact Information

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