

Summer TSDS ESC Training for Bilingual & ESL Programming

English Learner Support
Division

July 2020



Alternative Language Programs

- Implementation Reminders
- BE/ESL Funding Clarifications

Early Education and English Learners

- Identification and Program Participation
- Reporting Days Present

Reclassification and Exit

- Definitions
- Fall Extension for Reclassification/Exit



Alternative Language Programs

Alternative Language Programs

Alternative Language Programs are provided when the district has submitted a bilingual education exception or ESL waiver for the current school year due to insufficient number of appropriately certified teachers.

Key Notes:

- English learners participating in an *Alternative Language Program* **are served and do generate BEA funds.**
- *Alternative Language Program* codes **can only be utilized** if a district has submitted a bilingual education exception or ESL waiver.

Bilingual Education Allotment (BEA) 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	N/A: (ESL, Transitional Bilingual, Alternative Language Program , or Dual Language One-Way)	0
Non-LEP/English Proficient	D2: (Dual Language Two-Way)	0.05

For more information on BE-ESL Associated Coding, see the [Code Guide](#).



Early Education and English Learners

Identification and Program Participation

- For any student initially **enrolling in a three- or four-year-old public-school program**, a Home Language Survey (HLS) shall be administered and the state process followed for identification as an English learner (LEP/EL).
- English learners qualify for prekindergarten (PK); however, **ELs may be coded as Early Education (EE)** based on special education services in conjunction with their language program services.
- Participation in English learner services begins when the student is **in membership** and generating ADA.

TSDS rule 42401-0004

This Fatal Error has been **reduced to a Warning** to allow English learners to report days present if they

- are in membership and
- meet Bilingual Education Allotment requirements (EL status, parental permission, program participation, etc.).



Reclassification and Exit

Difference Between Reclassification and Exit

Identification

is to

Reclassification

as

Placement

is to

Exit

TSDS rule 42401-0005

This Fatal Error has been **reduced to a Special Warning** due to the extension of the reclassification and exit process into the first 30 calendar days in the fall, which is typically completed by the first day of school.

- LEP/EL [Decision Chart](#) for the LPAC with PEIMS codes
- Revised [Code Guide](#) for Bilingual and ESL Program Association
- [English Learner FAQ – Strong Start 2020-2021](#)
- [2019-2020 English Learner Reclassification Updated Criteria and Guidance](#)
 - [Updated Training Video](#): English Learner Reclassification 2019-2020 (April 2020)
 - [Updated Training PowerPoint](#): English Learner Reclassification 2019-2020 (April 2020)

Contact

Carlene Thomas
ESL Program Coordinator
carlene.thomas@tea.texas.gov

MAIN PHONE: 512-463-9414
E-MAIL: ENGLISHLEARNERSUPPORT@TEA.TEXAS.GOV