



# EMERGENT BILINGUAL STUDENTS IN REGION ONE

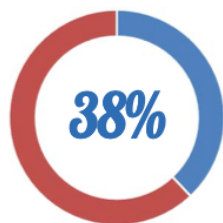
## FACT SHEET #1

SB2066 replaced the term "Limited English Proficient" with "Emergent Bilingual" in the Texas Education Code, Chapter 29, effective September 1, 2021. USDE continues to use "English Learner" in federal guidance, so either term could be used depending on the context.

English Learner (EL)

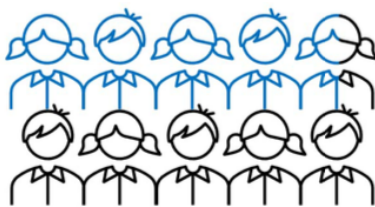
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Emergent Bilingual (EB)



of the student population in Region One is comprised of Emergent Bilingual students (166,825).

Over 430,000 students are enrolled in public schools in Region One



45%

of all the PK-3 students in Region One are EB (67,106)

11%

of Emergent Bilingual students are also receiving Special Education services

### Languages in ESC1

53%  
Spanish

46%  
English

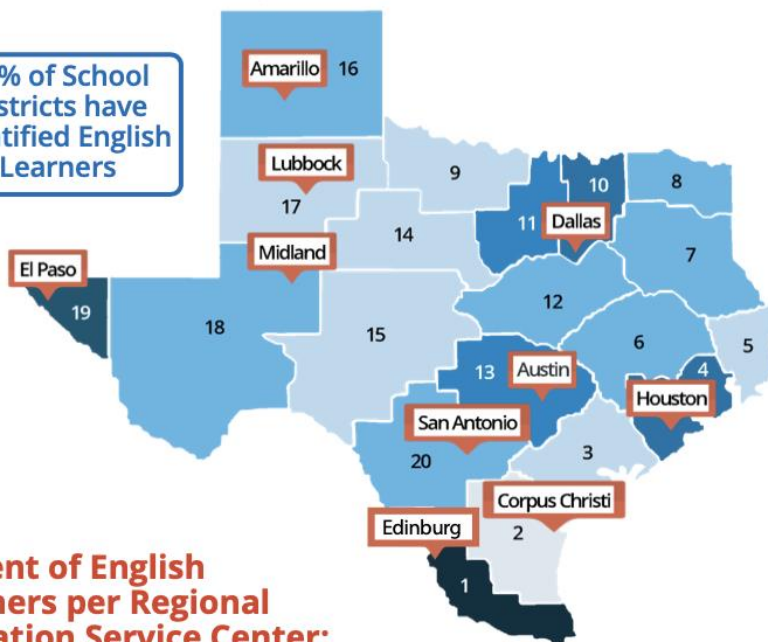
Other 1%

Vietnamese  
Tagalog  
55+ more!

60+  
languages  
spoken in  
Region One  
public schools.

### Distribution of Emergent Bilinguals 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%

Source: PEIMS Data 2020-2021



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"Students First"

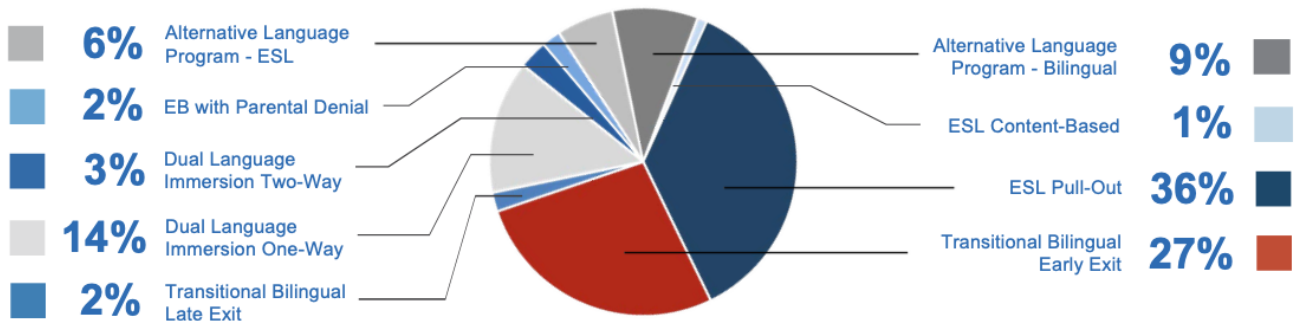


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# BILINGUAL AND ESL PROGRAM MODELS IN REGION ONE FACT SHEET #2

SB2066 replaced the term "Limited English Proficient" with "Emergent Bilingual" in the Texas Education Code, Chapter 29, effective September 1, 2021. USDE continues to use "English Learner" in federal guidance, so either term could be used depending on the context.



## PROGRAM PARTICIPATION

	# of EBs	% of EB population
Total Bilingual Education Program (Transitional and Dual Language)	76,038	46%
Total English as a Second Language (ESL) Program (Pull-Out and Content-Based)	61,024	37%
Total Alternative Language Program (Bilingual and ESL)	25,988	15%

## 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) 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 Emergent Bilingual students only, but include participation of former Emergent Bilingual students who are continuing after reclassification. Two-way models include Emergent Bilingual students as well as English proficient students learning the partner language.



**Transitional Bilingual Education (TBE) Program models:** Emergent Bilingual students receive instruction in literacy and academic content in their primary language as well as English.



**English as a Second Language (ESL) Program models:** Emergent Bilingual Students 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 teacher(s), while Content-Based models provide instruction for English learners by ESL certified teacher(s) in all core 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 Emergent Bilingual students are met as the district works to obtain the appropriately certified teachers.



**Emergent Bilingual students with a Parental Denial:** This designation refers to Emergent Bilingual students whose parents or guardians denied bilingual or ESL program services.





# BILINGUAL AND ESL PROFESSIONAL LEARNING SERVICES

The Center for Excellence in Education of Diverse Students, through the Bilingual/ESL Program at Region One ESC, offers a variety of professional learning services and technical assistance to Local Education Agencies to ensure the cognitive, linguistic, and affective development of more than 160,000 Emergent Bilingual students in deep South Texas. All these services are aligned to the Effective Schools Framework as specified below.

*El = Effective Instruction / HQIM&A = High Quality Instructional Materials and Assessments  
PSC = Positive School Culture / SS = Strategic Staffing / SLP = Strong Leadership and Partnership*

## CERTIFICATION

Bilingual/ESL TExES and BTLPT  
Preparation Sessions

*(ESF: SS)*

## LEADERSHIP

EB Leadership Academy  
LPAC BOY, MOY, EOY  
Annual Program Evaluations  
Bilingual/ESL Directors Monthly  
Meetings

*(ESF: SLP)*

## COACHING

Instructional Coaching  
with focus on Emergent  
Bilingual students

*(ESF: EI)*

## INSTRUCTIONAL SUPPORTS

TELPAS Academy  
Accelerated Learning through  
Content-Based Literacy  
Sheltered Instruction  
Observation Protocol (SIOP)  
Sheltered Instruction  
Culturally Responsive Teaching  
and Learning

Thinking Maps  
Gramática y ortografía  
Enseñando la lectura (PK-2)  
La lectura en español (2-5)  
Meeting the Needs of EB with  
Special Needs  
Making Content and Language  
Accessible for EB with Special Needs

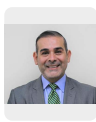
Developing Culture Objectives  
for Dual Language  
Dual Language Foundational  
Training  
Increasing Cognitive and  
Linguistic Depth and  
Complexity for EB  
*(ESF: EI, PSC, HQIM/A)*

## TITLE III COMPLIANCE

Program Implementation Institutes: Transitional, Dual Language, & ESL  
Meeting the Needs of Immigrant Students; Meeting the Needs of EB in  
Early Childhood; Private Non-Profit Schools; Parent, Family and  
Community Engagement Initiatives  
*(ESF: EI, PSC, SLP)*

## COMMUNITY ENGAGEMENT

Empowering Parents and  
Families of EB: Bilingual  
Parent, Family and  
Community Institutes  
*(ESF: PSC)*



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