

DR4

042-045 – Bilingual Program Type	
Definition	
<p>The Bilingual Program Type indicates whether the student is participating in a state-approved bilingual education program, which is a full-time program of dual-language instruction in English and the primary language that provides for learning academic and literacy skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills under TEC §29.055(a).</p>	
Special Instructions	
19 TAC §89.1210	
Former Data Element Name and Number	
BILINGUAL-PROGRAM-TYPE-CODE (E1042)	
Submission	
PEIMS Fall, PEIMS Summer, PEIMS Extended Year	

Bilingual Program Types	
042	Transitional Bilingual/Early Exit
<p>Transitional Bilingual/Early Exit is a bilingual program model in which students identified as Emergent Bilingual students are served in both English and the students' primary language and are prepared to meet reclassification criteria to be successful in English instruction with no second language acquisition supports not earlier than two or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1), for the assigned grade level and content area. The goal of early exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language and English using content-based language instruction methods.</p> <p>Non-emergent bilingual (non-EB) students may also participate in this program with parental permission but are not eligible for generating Bilingual Education Allotment (BEA) funds. (See TEC §48.105)</p>	
0	Transitional Bilingual/Late Exit
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Transitional Bilingual/Late Exit is a bilingual program model in which students identified as Emergent Bilingual (EB) are served in both English and the students' primary language and are prepared to meet reclassification criteria to be successful in English instruction with no second language acquisition supports not earlier than six or later than seven years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(2), for the assigned grade level and content area. The goal of late exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language and English through content-based language instruction.

Non-emergent bilingual (non-EB) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds. (See TEC §48.105)

0	Dual Language Immersion/Two-Way
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Dual Language Immersion/Two-Way is a bilingual/biliteracy program model in which students identified as Emergent Bilingual (EB) are integrated with non-EB students and are served in both English and the program's partner language and are prepared to meet reclassification criteria in order to be successful in English instruction with no second language acquisition supports not earlier than six or later than seven years after the student enrolls in school. Instruction provided in English and the partner language is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. When the instructional time for both the partner language and English is 50%, a paired-teaching arrangement may be utilized in which instruction provided in English may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061. The goal of two-way dual language immersion is for program participants to attain bilingualism and biliteracy in English as well as the partner language. This model provides ongoing instruction in literacy and academic content through content-based language instruction in English and the partner language with at least half of the instruction delivered in the partner language for the duration of the program.

Non-emergent bilingual (non-EB), monitored (reclassified as no longer EB but monitored for 4 years), and former EB students who participate in this program with parental permission are eligible for generating Bilingual Education Allotment (BEA) funds beginning in the 2019-2020 school year. (See TEC §48.105).

0	Dual Language Immersion/One-Way
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Dual Language Immersion/One-Way is a bilingual/biliteracy program model in which students identified as Emergent Bilingual (EB) are served in both English and the program's partner language and are prepared to meet reclassification criteria to be successful in English instruction with no second language acquisition supports not earlier than six or later than seven years after the student enrolls in school. Instruction in the partner language and English is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. When the instructional time for both the partner language and English is 50%, a paired-teacher arrangement may be utilized in which instruction provided in English may be delivered either by a teacher appropriately certified in bilingual education or by a teacher certified in ESL in accordance with TEC, §29.061. The goal of one-way dual language immersion is for program participants to attain bilingualism and biliteracy in English and the partner language. This model provides ongoing instruction in literacy and academic content through content-based instruction in English as well as the students' primary language, with at least half of the instruction delivered in the students' primary language for the duration of the program.

Non-emergent bilingual (non-EB) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds. (See TEC §48.105)