



Generation 32 Support Seminar: Bilingual Education

September 23, 2026

Today's Topics

Build knowledge of bilingual education requirements that support successful outcomes for EB students.

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Bilingual Education Programs

Approved State Program Models

02

Teacher Certification and EB Student Placement

Requirements, Placement, and Student Access

03

Instructional Approach for All EB Students

High-impact Practices Across All Program Settings

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Questions + Discussion

Clarify and Connect

05

Closure

Key Takeaways and Next Steps



Bilingual Education Programs



Emergent bilingual students thrive when instruction builds from what they already know—their home language—allowing them to make meaning, participate fully, and grow academically while acquiring English. **(TEC 29.051)**

Texas Demographics

1

State

20

ESCs

1, 200 +

School Systems

8, 721 +

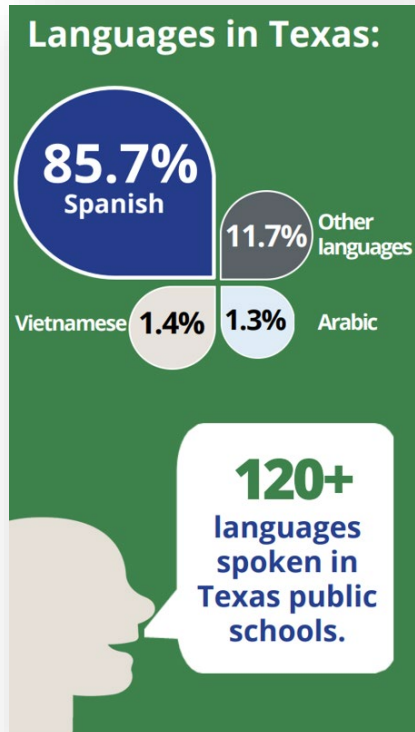
Campuses

371,144 +

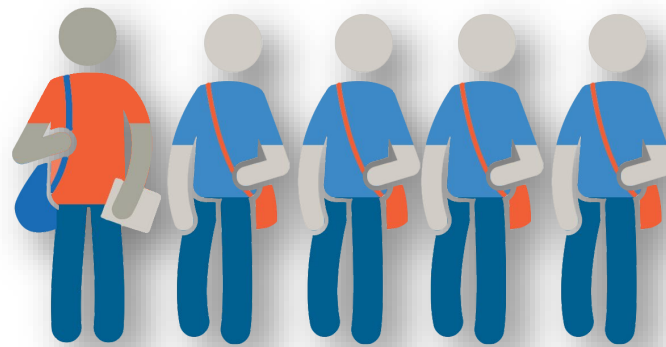
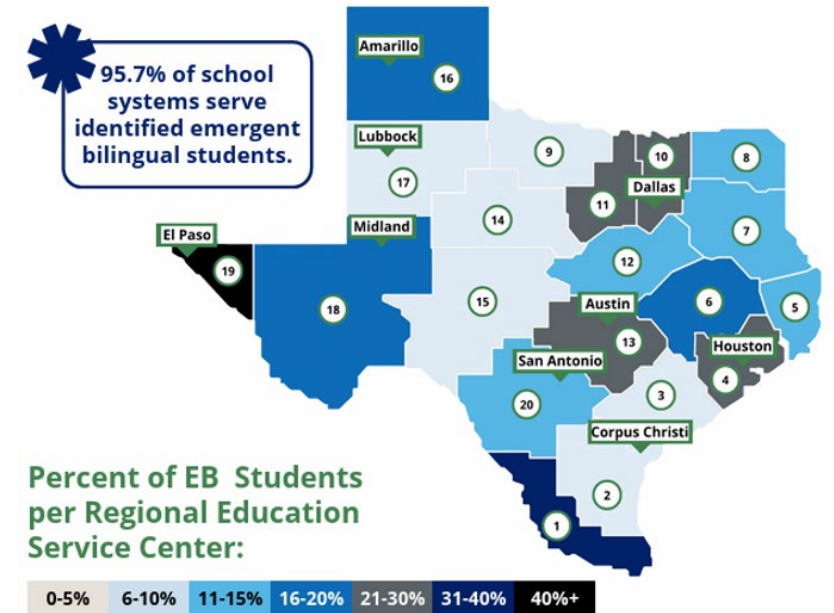
Teachers

5,467,642

Students



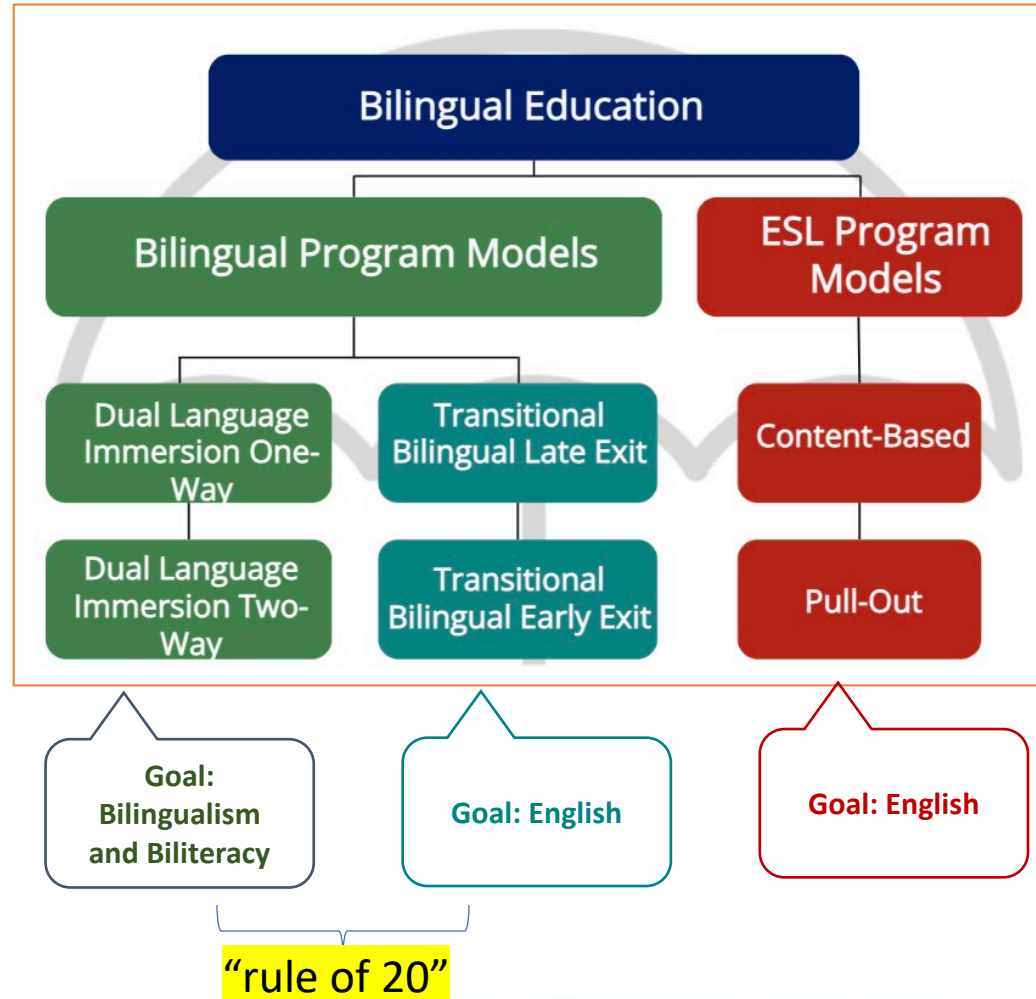
24% EB Students in Texas (1.3 million)
1 in 5 students in Texas (5.5 million)



State Approved Programs

The Umbrella represents TAC 89.1201 State Policy

(b) The goal of bilingual program models, including dual-language immersion and transitional bilingual education, shall be to **enable EB students to develop home or partner language literacy and academic skills** through the integrated use of **content-based language instructional methods** to become proficient in listening, speaking, reading, and writing in the English language. Such programs shall include the mastery of **grade-level reading and language arts knowledge and skills in the home or partner language and in English, along with mathematics, science, and social studies knowledge and skills** as integral parts of the academic goals for all students to enable EB students to participate equitably in school



(c) The goal of ESL program models, including content-based and pull-out, shall be to **enable EB students to become proficient in listening, speaking, reading, and writing in the English language** through the integrated use of **content-based language instructional methods**. The ESL program shall include the mastery of **grade-level English reading and language arts, mathematics, science, and social studies knowledge and skills** in English as integral parts of the academic goals for all students to enable EB students to participate equitably in school.

Teacher Certification and Student Placement

REQUIREMENTS • PLACEMENT • ACCESS

Ensuring the Right Support for Every EB Student



WHO PROVIDES SERVICES

Appropriately Certified Teachers

- **Bilingual-certified teachers** provide instruction in bilingual education programs, Dual Language, and Transitional.
- **ESL-certified teachers** provide instruction in ESL programs.



WHERE SERVICES OCCUR

Intentional Placement

- **Bilingual teachers** serve PK–5 and 6th grade; when housed with grade 5.
- **ESL teachers** serve students in appropriate elementary through high school settings.
- **Program classrooms** maintain the intended EB instructional setting. Emergent bilingual students should not be mixed with non-EB students.



HOW ACCESS IS ENSURED

Student Access

- **Program-first placement:** EB students access the required bilingual program first.
- **ESL access:** When a bilingual program is unavailable, students access ESL services.
- **Tier 1 linguistic support:** Every EB student receives support across bilingual, ESL, and parental-denial settings.

KEY IDEA

Bilingual Programs

Any school system with an enrollment of 20 EB students with the same language in the same grade level district-wide is required to implement a bilingual program, as per [TEC §29.053\(b\)](#) and [TAC §89.1205\(a\)](#).

Bilingual Program	Program Model	Bilingual Education Allotment (BEA) Funds	Program Goal	Teacher Certification
Dual Language Immersion* L1+L2= L1 and L2 bilingual and biliterate	One-Way	(0.15 x BEA for EB = \$924)	<ul style="list-style-type: none"> Most of the students participating are EB Instruction is delivered in both the partner language and English Goal: to reach bilingualism and biliteracy 	<ul style="list-style-type: none"> Bilingual Certified or Paired Teaching: <ul style="list-style-type: none"> Both teachers are bilingual certified, or Bilingual Certified – teaches the content areas in the partner language and ESL certified- teaches the content areas in English (as long as it is 50% of the instruction for the day)
	Two-Way	(0.15 x BEA for EB = \$924) (0.05 x BEA for non-EB = \$308)	<ul style="list-style-type: none"> EB students and non-EB students participate in the program Instruction is delivered in the partner language and English Goal: to reach bilingualism and biliteracy 	
Transitional Bilingual L2-L1= English Proficiency	Late-Exit	(0.1 x BEA for EB = \$616)	<ul style="list-style-type: none"> Primary language is used during the early years and decreases as English instruction increases each year Goal: English proficiency 	<ul style="list-style-type: none"> Bilingual Certified (self-contained or departmentalized)
	Early-Exit			

*According to research

- Dual Language Education is the only bilingual program that closes the academic gap for EB students.
- The quality and extent of the partner language is the number one predictor of English proficiency.
- DLI programs generate an additional **0.05** for all EB students in one-way and two-way DLI programs and for non-EB students participating in two-way DLI programs.

English as a Second Language (ESL) Programs

Any school system that does not meet the rule of 20 but serves fewer EB students is required to implement an ESL program, as per [TEC §29.053\(b\)](#) and [TAC §89.1205\(a\)](#).

ESL Program	Program Model	Bilingual Education Allotment (BEA) Funds	Program Goal	Teacher Certification
ESL L2 Only	Content-Based	(0.10 x BEA for EB = \$616)	<ul style="list-style-type: none">EB students receiving Instruction only in EnglishAccess to the primary language as appropriateGoal: English proficiency	<ul style="list-style-type: none">All content area teachers must be ESL-certified
	Pull-out			<ul style="list-style-type: none">Only the ELAR teacher must be ESL certifiedAll other content teachers need to have second language acquisition knowledge to provide linguistic support.

EB students are receiving grade-level content and developing language through intentional and authentic learning experiences that foster communicated, sequenced, and scaffolded instruction in English through **CBLI** strategies.

Appropriately Certified Teachers in Bilingual Education Programs

Question:

Are open-enrollment charter schools in Texas required to provide Bilingual or ESL Education?



Yes, Texas Education Code (TEC) 12.104 states that open-enrollment charter schools are subject to the requirements outlined in Subchapter B, Chapter 29, related to bilingual education.



Exceptions and Waivers: Review & Approval Process

All school systems, districts, charters, and districts of innovation that are required to implement a bilingual or ESL program and have an insufficient number of appropriately certified teachers shall request an exception and/or waiver by **November 1st** using the agency's TEAL Waiver Platform, as per *TAC §89.1207*.

Submission of Application

..... Applications due through TEAL by November 1st.

Review of Application & Data

SPM unit reviews the following elements;

1. Action Plan
2. 2025-26 STAAR Average (XX%)
3. 25% Teacher Reduction (25/26 vs. 26/27)

Determination Made

..... SPM unit makes a determination of "Approved" or "Approved with Conditions".

Notification Sent

..... Notification Letter is automatically sent through the TEAL platform to superintendents

List of Approved Applicants Shared

..... SPM unit will send a list of approved applicants who filed for a bilingual exception for DLI program models to the State Funding Division.

Supporting Teachers While Serving EB Students

Leverage up to 10% of the Bilingual Education Allotment (BEA) to strengthen instruction and advance certification.



PATHWAY 1

Strengthen Classroom Instruction

- High-quality linguistic and instructional practices
- Second-language acquisition through content-based language instruction (CBLI)



PATHWAY 2

Advance Toward Certification

- Foundations of bilingual education
- Bilingual or ESL certification preparation



The first attempt at the bilingual examination fee may be waived.

TWO Pathways. ONE Outcome.



Build educator capacity while maintaining strong services for emergent bilingual students.

TEC 29.054 and TAC 89.1207

Instructional Approach for All EB Students

Serving Emergent Bilingual Students

All districts shall adhere to State Policy **TEC 29.051** when serving EB students.

.....Public schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language. Large numbers of students in the state come from environments in which the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of those students.

EB Students need evidence-based practices and access to their home language

.....therefore, in accordance with the policy of the state to ensure equal educational opportunity to every student, and in recognition of the educational needs of emergent bilingual students, this subchapter provides for the establishment of bilingual education and special language programs in the public schools and provides supplemental financial assistance to help school districts meet the extra costs of the programs.

EB Students generate BEA funds

Incentive when implementing DLI models

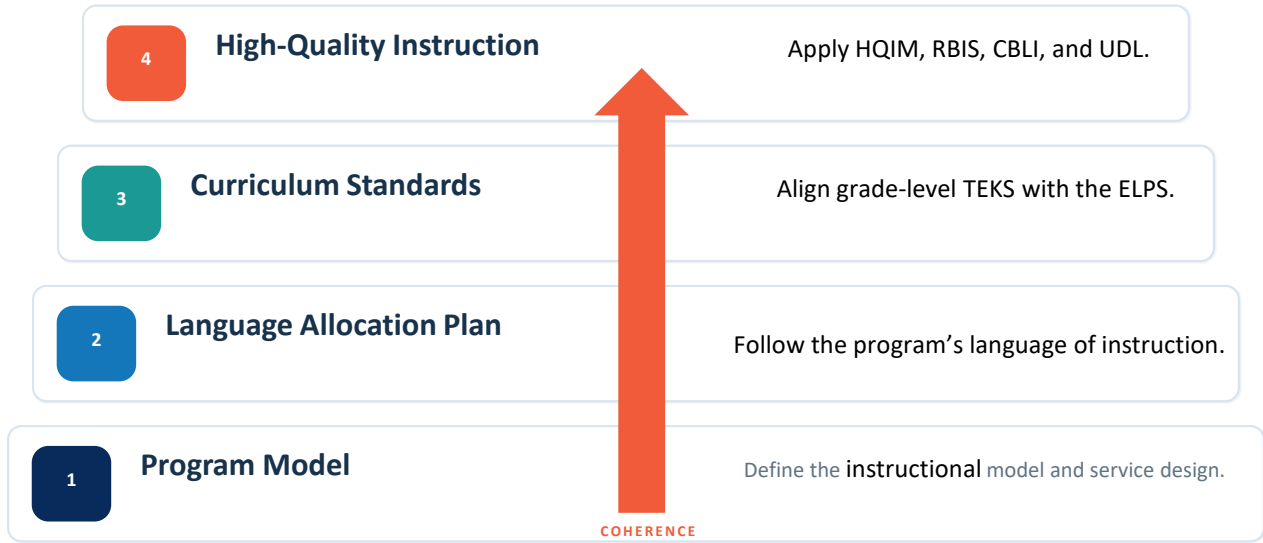
Shaping Success for Emergent Bilingual Students



Coherent policy, program design, and instructional decisions create the conditions for linguistic and academic growth.

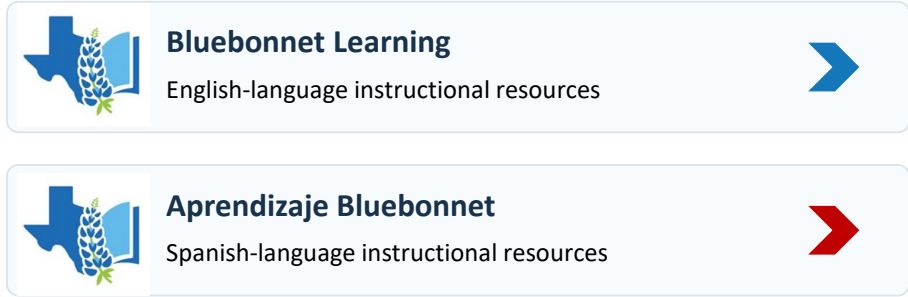
Implementation Foundations

Each layer strengthens the next.



Aligned Instructional Resources

High-quality materials reinforce the program model, language allocation plan, standards, and daily instruction.



Meeting the Needs of Every EB Student

Linguistic development and academic achievement advance together through aligned program design (TAC §89.1210(b)).

Program content and design must support two interconnected outcomes:



LINGUISTIC DEVELOPMENT

Language growth through purposeful listening, speaking, reading, and writing.



ACADEMIC DEVELOPMENT

Grade-level knowledge and skills are supported through language-rich instruction.

Aligned systems make rigorous content accessible.



Collaborate Across Programs

Sustain ongoing collaboration among bilingual, ESL, and general education programs.



Integrate TEKS + ELPS

Connect grade-level TEKS with the ELPS so EB students can access and engage with content & language standards.

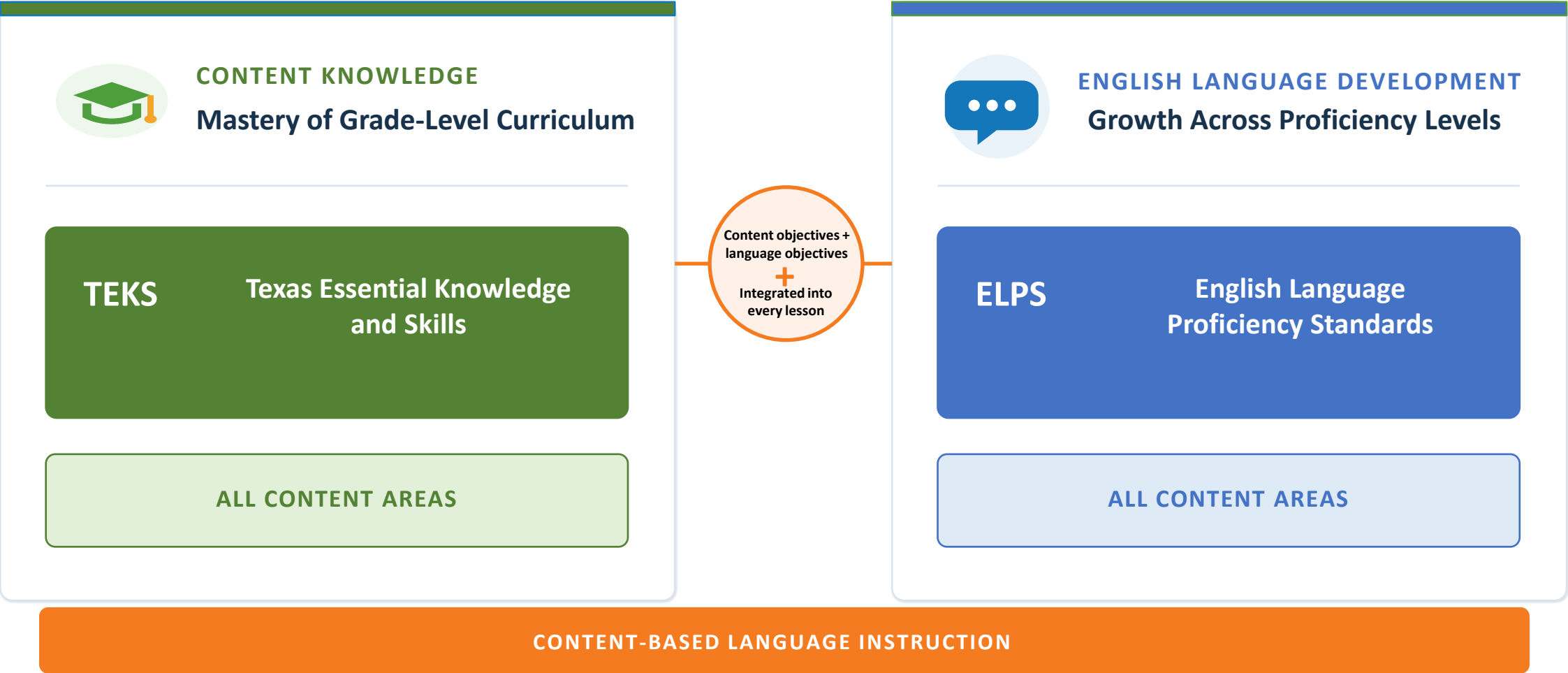


Use Program's Language of Instruction

Provide high-quality instructional materials in the language/s of the program to address students' affective, linguistic, and cognitive needs.

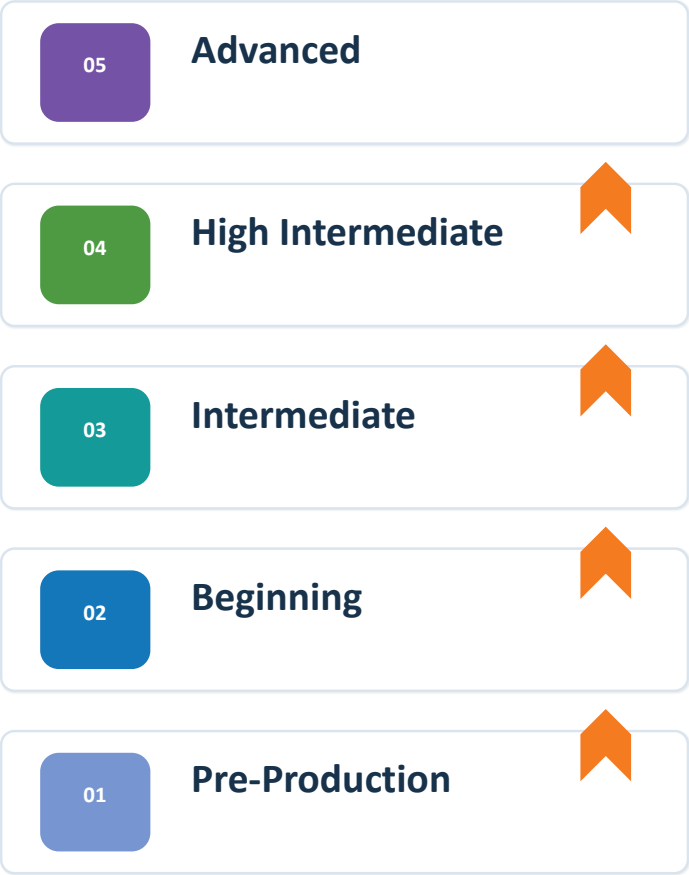
TEKS and ELPS Connection When Serving EB Students

Grade-level content and English language development are intentionally integrated across all content areas.



New Proficiency Levels

Language proficiency develops along a continuum. Each level reflects increasing independence and complexity in English use.



The 2024 SBOE-approved ELPS for Kindergarten-Grade 12 are available in TAC Ch. 120 Subchapter B.

[English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024](#)

[English Language Proficiency Standards, Grades 4-12, Adopted 2024](#)

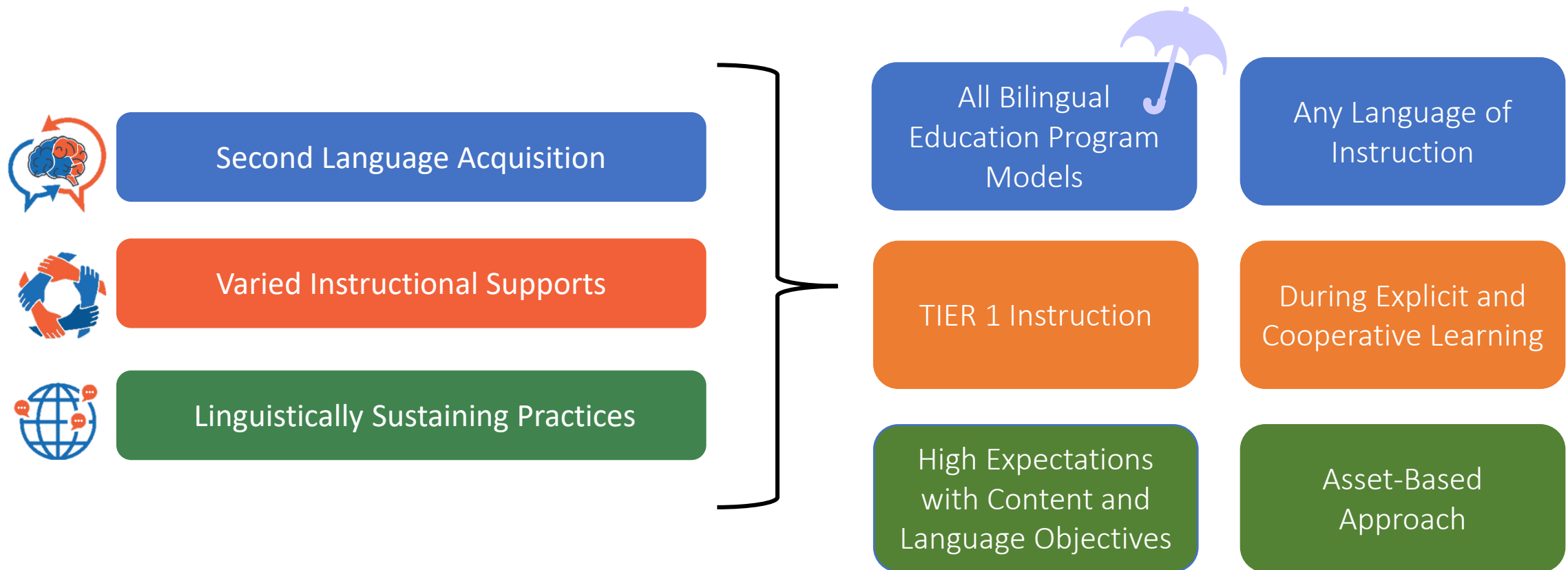
Figure 19 TAC §120.20(c)(2)

ELPS Listening: General					
Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in each content area.					
Kindergarten-Grade 3 Proficiency Level Descriptors					
Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.					
Language Pattern	PRE-PRODUCTION	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
Phonology	With highly scaffolded instruction and linguistic support, the EB student may: recognize and mimic differences in sounds and sound patterns	With highly scaffolded instruction and linguistic support, the EB student can: recognize and mimic differences in sounds and intonation	With moderately scaffolded instruction and linguistic support, the EB student can: identify when sounds or intonation are changed within spoken words	With minimally scaffolded instruction and linguistic support, the EB student can: recognize sounds or intonation in familiar multysyllabic words	With little or no scaffolded instruction and linguistic support, the EB student can: recognize sounds or intonation in familiar and unfamiliar multysyllabic words within complex discourse
Vocabulary	match pre-taught content-area vocabulary presented orally with images or print	use pictorial models to understand spoken content-area vocabulary	use explicitly taught content-area vocabulary to comprehend oral classroom instruction and interactions	demonstrate comprehension of familiar content-area vocabulary heard in the classroom by responding orally or in writing with increasing accuracy	demonstrate comprehension of familiar and unfamiliar content-area vocabulary heard in the classroom by responding orally or in writing with accuracy
Following Directions	follow simple oral directions by observing and imitating others	follow simple oral directions with the support of repeated instructions or visual supports	follow multi-step oral directions with repetition or instructions in familiar contexts	follow multi-step oral directions in familiar and unfamiliar contexts with increasing accuracy	follow or restate multi-step oral directions in unfamiliar contexts with accuracy
Language Structures / Pragmatics	demonstrate an understanding of single words or simple language structures with repetition	demonstrate an understanding of patterned oral language structures with repetitive words, phrases, or simple sentences	demonstrate an understanding of informal frequency and familiar language structures heard in classroom interactions	demonstrate an understanding of formal and informal language structures heard in a variety of listening contexts	demonstrate an understanding of formal and informal language structures heard in a variety of listening contexts
Comprehension	demonstrate an understanding of spoken words or simple sentences by responding with gestures or using pictures or images	demonstrate an understanding of spoken words or simple sentences or simple conversations from a variety of sources by responding in simple words or phrases	demonstrate an understanding of short conversations or multiple, related sentences from a variety of sources by restating, retelling, or asking clarifying questions with increasing accuracy	demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with increasing accuracy	demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with accuracy

Content-Based Language Instruction

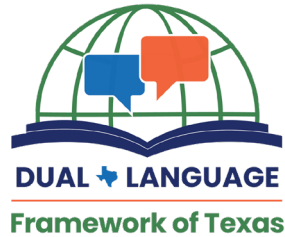


An integrated approach to language instruction in which language is developed within the context of content delivery that is linguistically sustaining. (*TAC §89.1201*)

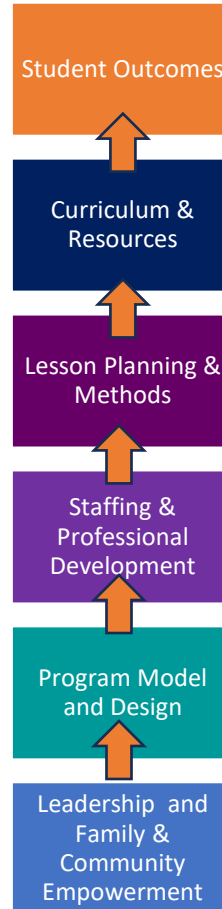
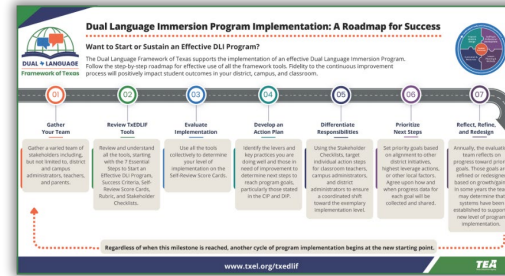
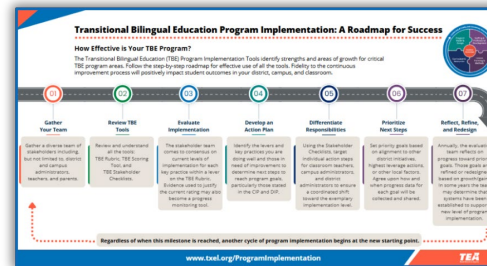
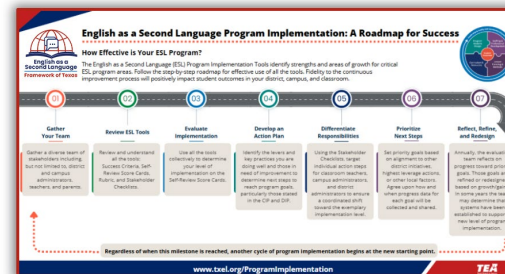


Resources

Program Implementation Resources



Transitional Bilingual Program Rubric



Texas Effective Dual Language Immersion Framework

DISTRICT ADMINISTRATOR Checklist DLI Program Implementation

LEVER 1: Leadership & Family and Community Empowerment

- Hold a district-level DLI vision and mission statement discussion
- Clearly articulate a DLI district policy approved by the board to support program quality and sustainability
- Use a DLI program marketing strategy to ensure effective communication with all stakeholders to highlight teacher & student successes, including traditional and online marketing tools
- Create a strategic recruitment plan to hire and retain highly qualified and effective campus & district leaders committed to DLI, including the development of specific job descriptions and interview protocols for DLI leaders
- Facilitate DLI professional development for directors, coordinators, campus principals & assistant principals, coaches, specialists, counselors, and central office staff involved with supporting DLI program
- Actively participate in local, state, and national conferences & events to highlight the effective implementation of the DLI program
- Use district-wide systems and protocols to review student data that include both languages to refine instructional and enrichment practices, based on a well-articulated district-wide DLI biliterate assessment policy
- Provide sufficient foundational and supplemental funding from local, state, and federal revenues to implement a high-quality DLI program at respective campuses
- Coordinate meetings between DLI program department and other content departments and

LEVER 2: Program Model and Design

- Place certified bilingual teachers strategically based on grade level and content assignments
- Monitor the language allocation plan with fidelity
- Evaluate the DLI program based on qualitative and quantitative data in both program languages and biliteracy trajectory data
- Begin DLI program at PK, K, or 1st and roll it up each year through 5th or 6th grade

Texas Effective Dual Language Immersion Framework

CAMPUS ADMINISTRATOR Checklist DLI Program Implementation

LEVER 1: Leadership & Family and Community Empowerment

- Create a vision and mission statement clearly aligned with DLI program goals and expectations
- Implement a comprehensive professional development plan aligned with DLI goals for all school staff
- Adhere to district language assessment policy, observation & feedback systems, and data protocols aligned with DLI programming
- Establish and monitor vertical and horizontal planning to ensure collaboration between the DLI and general education program
- Establish, support, and monitor biliterate assessment expectations in both program languages for each grade level
- Prioritize procurement of supplemental biliterate resources in both languages aligned with campus and district improvement plans

LEVER 2: Program Model and Design

- Obtain or actively pursue bilingual certification
- Adhere to language allocation plan with fidelity and provide metalinguistic and metacognitive connections in both languages
- Plan for, deliver, and seek feedback on content instruction that is rooted in culturally and linguistically sustaining practices
- Communicate and model linguistic equity between the partner language and English, actively integrating families, school, and local communities in this effort
- Actively engage in the design and implementation of a school-wide plan that addresses the development of sociocultural competency and elevates biliteracy among all stakeholders
- Through an asset-based lens, support students' linguistic approaches such as translanguaging while maintaining a strategic separation of instructional language

TEA

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Lever 1 Essential Action:

District and Campus leadership understands and supports DLI program fidelity, students, family, and community empowerment through quality staffing and PD, development of biliterate curricula, assessments, and resources that ensure ongoing program fidelity and long-term student success.

1.1 DLI vision & mission supported with measurable goals and a clearly focused plan that commits to high expectations in academic, biliteracy development, and global awareness.

- 1.1.a - Clear DLI program vision and mission aligned to the DLI rubric with measurable DLI goals clearly focused on high academic expectations, biliteracy development, and global awareness.
- 1.1.b - DLI program clearly articulated in policy and approved by the board to support program quality and sustainability.
- 1.1.c - DLI program marketing strategy to ensure effective communication with all stakeholders to highlight teacher & student successes, including traditional and online marketing tools.
- 1.1.d - Post and communicate DLI program goals to students and families.

1.2 A strategic recruitment plan to hire and retain highly effective leaders.

- 1.2.a - Strategic recruitment plan to hire and retain highly qualified and effective campus & district leaders committed to DLI, includes the development of specific job descriptions and interview protocols for DLI leaders.
- 1.2.b - Instructional leadership is strategically recruited and retained to support a quality DLI program.

1.3 A safe school environment that elevates all students' experiences and fosters a sense of belonging.

- 1.3.a - Partner language is elevated to equal status with English.
- 1.3.b - Perception data is used to measure experiences and a sense of belonging for all students.

Lever Essential Action

• Key Practices

[EB Portal - Program Implementation](#)

CBLI Resources: Website Overview



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

Program Considerations

Administrator Considerations

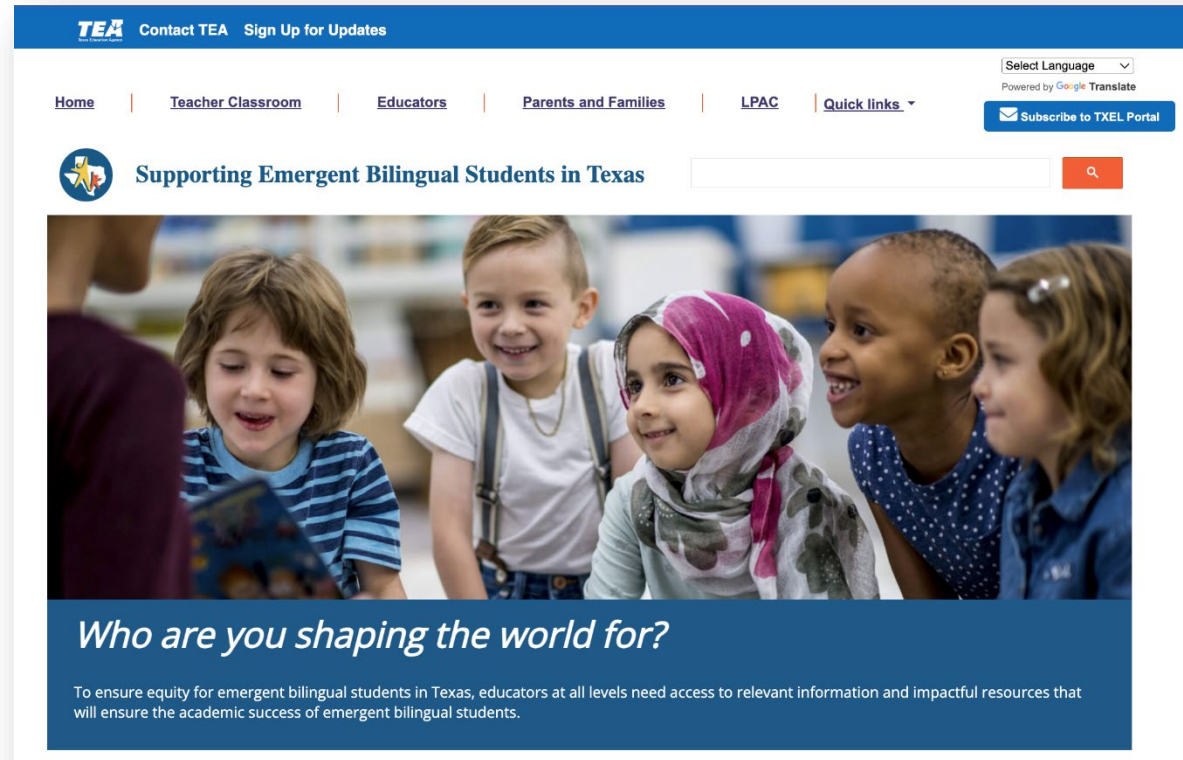
Technology Tools

Instructional methods

Emergent Bilingual Web Portal

For more information on emergent bilingual students, please visit our web portal at [TXEL.org](https://txel.org).

- LPAC Training Modules – **NEW**
- ELPS Academy – **NEW**
- Fact Sheets
- Program Implementation Resources
- CBLI Resources
- Bilingual Exceptions and ESL Waivers
- **Free** Professional Development
- **Free** Bilingual/ESL Certification Pathways
- Educator Resources
- Parent/Family Resources
- Teacher Strategies



¡Mil gracias! Thank you!



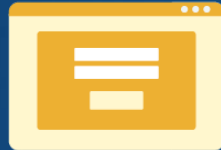
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