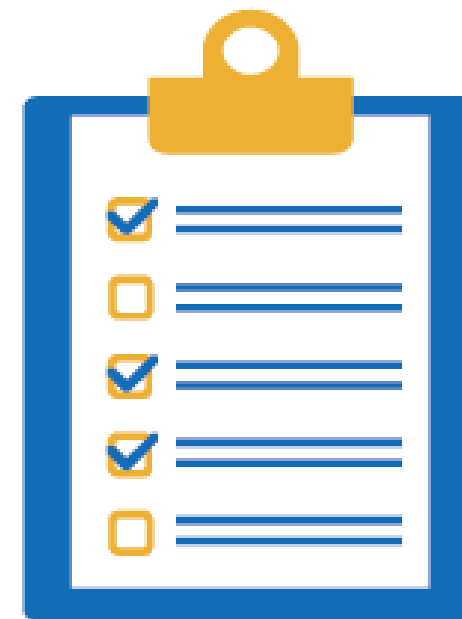


Generation 31 Application Information Session

Serving Emergent Bilingual Students
State and Federal Requirements
August 19, 2025

Topics for this session:

- ❖ Emergent Bilingual Students in Texas
- ❖ Bilingual Education Services
- ❖ LPAC: Uniformed Process of Identifying EB Students
- ❖ Program Implementation
- ❖ Program Funding



Emergent Bilingual Students In Texas

Defining Emergent Bilingual Student

- An **emergent bilingual student** is a student who is in the process of acquiring English and has another language as the home language. Emergent bilingual (EB) student= English Learner(EL)*

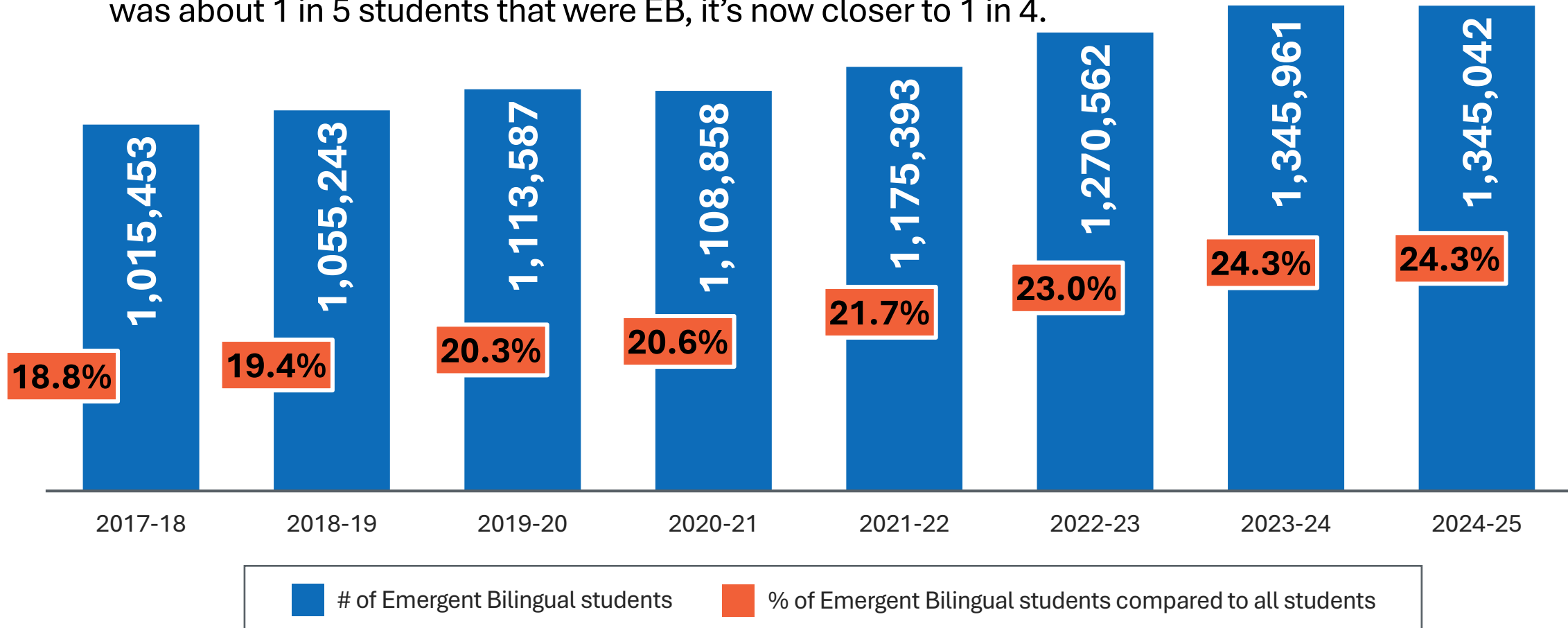
**Used as the federal term for policy and resources*

- **TSDS – PEIMS** has updated the terminology and descriptor codes to ensure the data submitted to TEA represents how EB students are being served in all school systems.



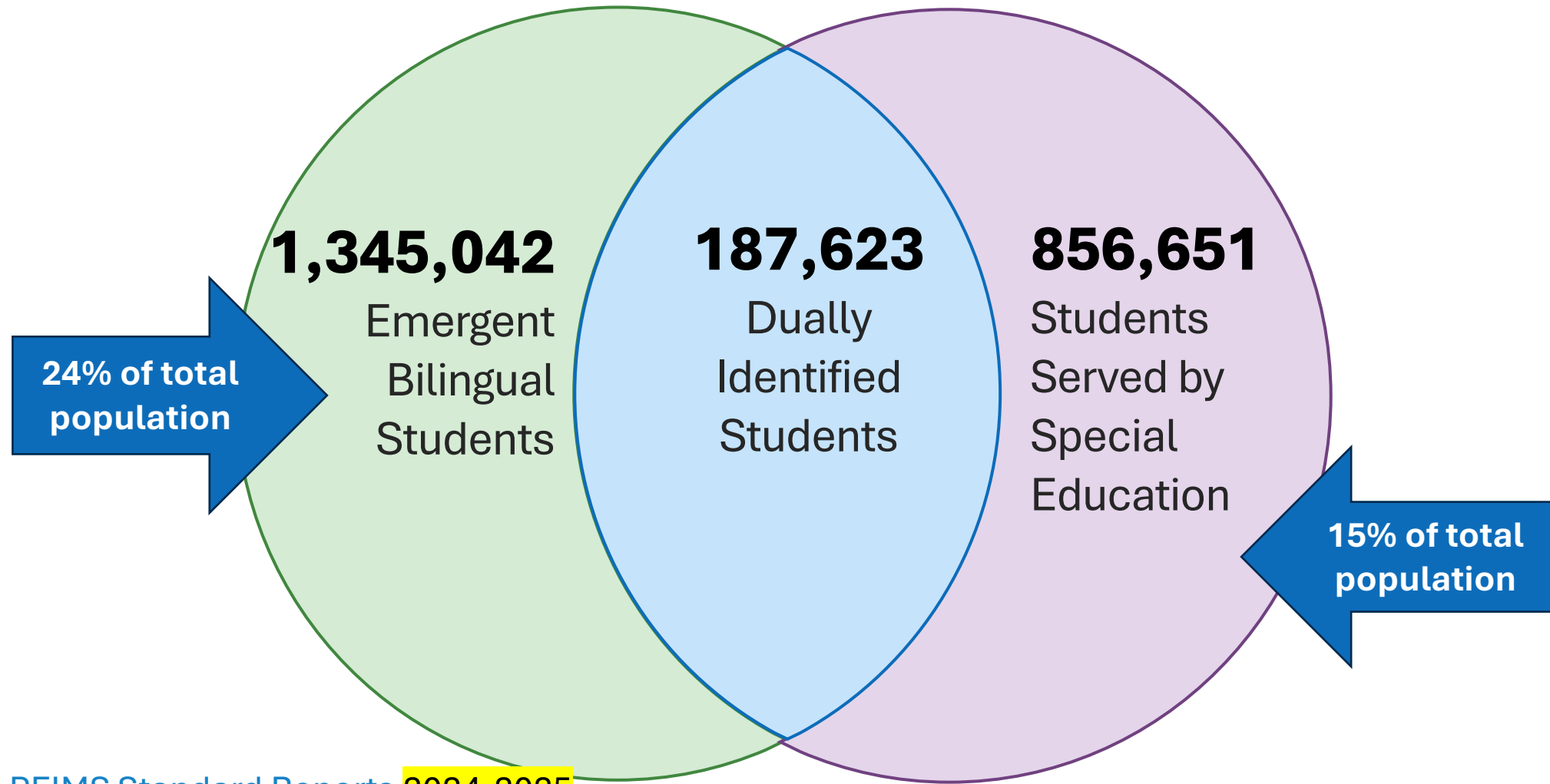
Emergent Bilingual Students in Texas

Each year the number of students identified as emergent bilingual (EB) has increased, in 2019-2025 it was about 1 in 5 students that were EB, it's now closer to 1 in 4.



Note: All counts are unique, with no duplicates by student ID. Source datasets range from PEIMS FallSnapshots A.ENROLL_DEMOG24F to A.ENROLL_DEMOG18F , corresponding to the respective academic years.

Dually Identified Population - Statewide



Source: [PEIMS Standard Reports 2024-2025](#)
Student Program and Special Populations Report,
EB/EL Student Report by Category and Grade

More about EB Students in Texas



1.3M identified EB Students

- 13% identified Dually Identified (Students with Disabilities)
- 10% identified as Newcomers
- 4% identified as Gifted and Talented
- 15% enrolled in CTE Courses

1, 202 Local Education Agencies

- 99% of LEAs Serve EB Students

Bilingual Education in Texas

Are open-enrollment charter schools in Texas required to provide Bilingual 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.



Bilingual Education in Texas

TEC 29.066;
TAC 89.1210

Six State-Approved Program Models for EB Students

Districts must serve emergent bilingual (EB) students through BE or ESL

Bilingual Program Models “Rule of 20”

English as a Second Language (ESL) Program Models

Program Requirements
TAC 89.1205

Dual
Language
Immersion
One-Way

Dual
Language
Immersion
Two-Way

Transitional
Late Exit

Transitional
Early Exit

ESL
Content-
Based

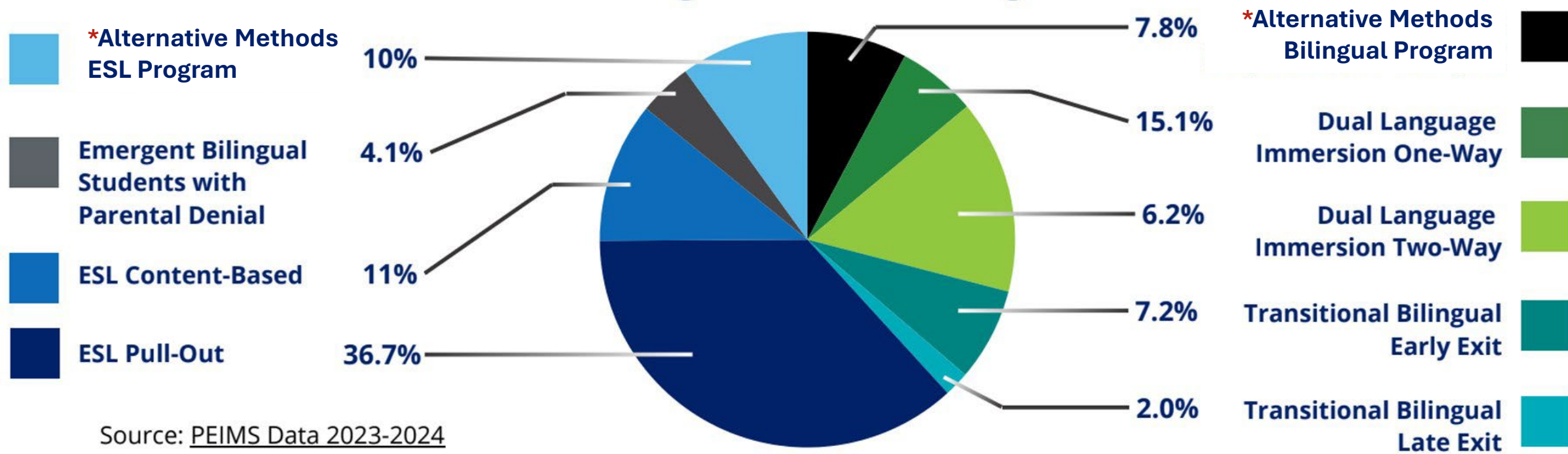
ESL
Pull-Out

School Systems that meet the **“Rule of 20”** 20 students of the same language in the same grade level district wide.

School Systems that serve an EB student and have not met the **“Rule of 20”**.

EB Students Coded in PEIMS Statewide

Enrollment in Bilingual Education Program Models



Based on 2023-2024 PEIMS Data

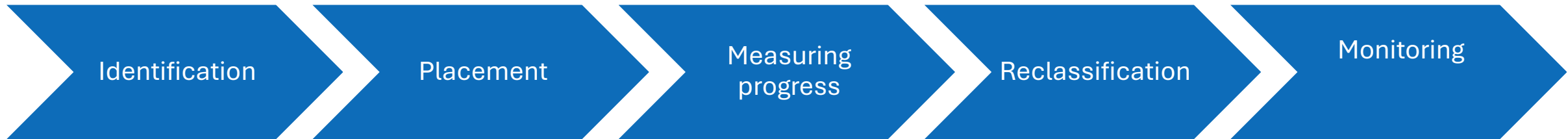
* Students served by a teacher under a Bilingual exception and/or ESL waiver.



Language Proficiency Assessment Committee (LPAC) Uniform Processes for EB Students

All school systems are required to follow the standardized, statewide process for:

- Emergent bilingual student:

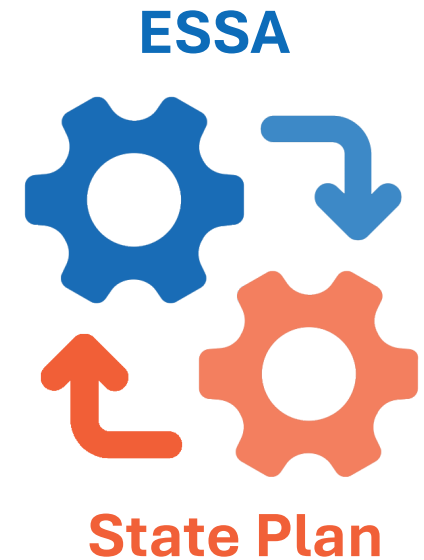


TEC 29, Subchapter B

TAC 89, Subchapter BB

Every Student Succeeds Act (ESSA) State Plan, Title III, Part A requires that Texas have a standardized, statewide process for:

- Emergent bilingual student *identification*
- Emergent bilingual student *placement* in program services
- *Measuring* linguistic and academic progress
- *Reclassification* of emergent bilingual student as English proficient
- Post-reclassification *monitoring* for the first 2 years



Standardized Letters

The TEA-developed standardized letters are designed to:

- Strengthen the uniform process for EB student identification, reclassification, and monitoring process.
- Increase educator and family awareness of the process and the benefits of bilingualism



Standardized Letters:

- Home Language Survey: in **91** languages
- Identification & Placement: for all program models
- Denial Letters
- Change of Service
- Reclassification & Program Exit or Continuance

The Standardized HLS

TEA
Texas Education Agency
1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 436-9838 FAX

Commissioner Mike Morath

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* or 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 enrolling in a Texas public school for the first time. It is the responsibility of the parent/guardian, not the school, to provide the language information requested by the questions.

Dear Parent or Guardian:
Please answer the questions below about the languages your child or family uses. If responses indicate the use of a language other than English, the school will conduct a proficiency assessment to determine how well your child communicates in English. This information will be used to determine any appropriate linguistic supports and 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.

Part Two:
Please answer the questions to the best of your ability.

1. Which languages are used at home? _____
2. Which languages are used by the child at home? _____
3. If the child had a previous home setting, which languages were used? If there was 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.

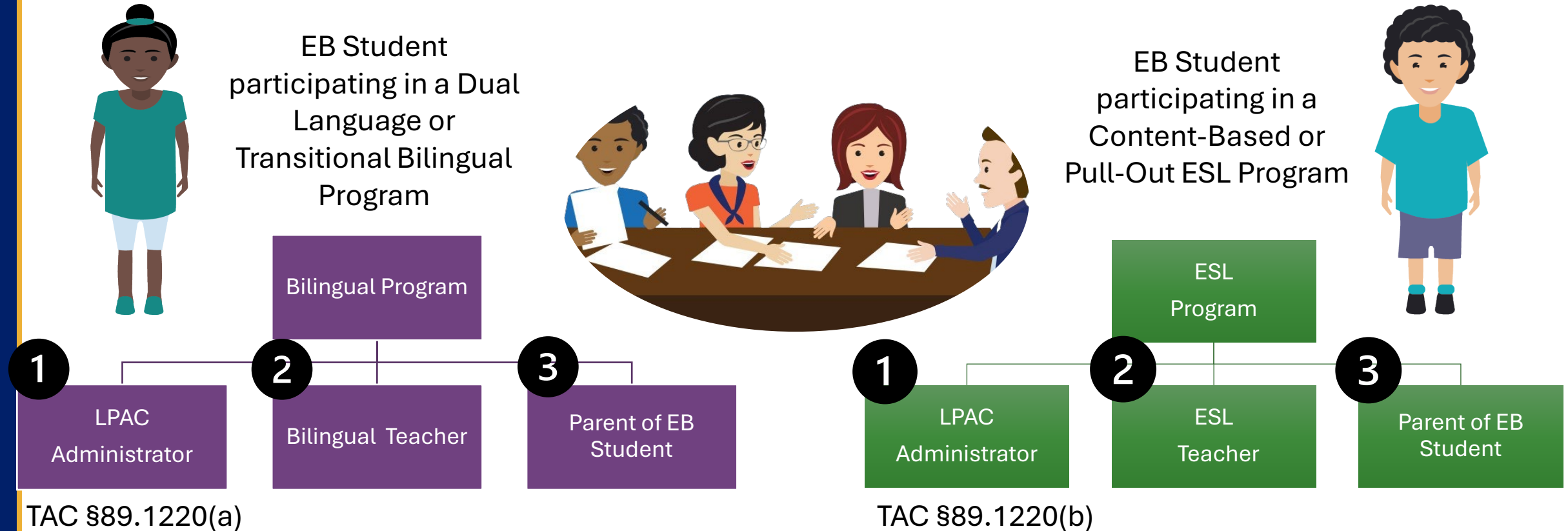
Signature of Parent/Guardian _____ Date _____
Signature of Student if Grades 9-12 _____ Date _____

August 2023

HLS

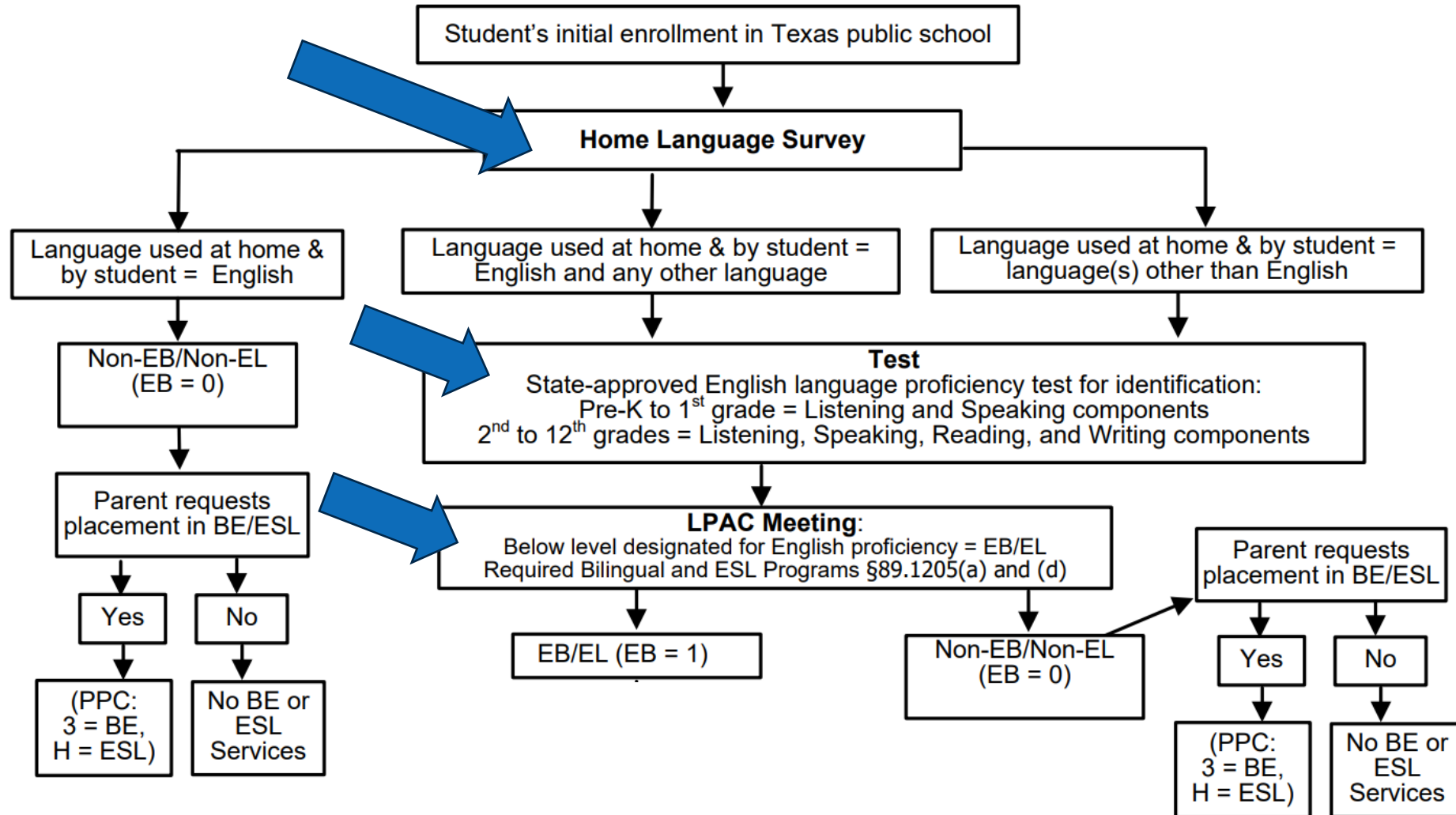
- Three questions for parents/families to indicate the language(s) spoken at home, by the child, or if the child had a different language from a previous home setting
- Acknowledgment of making corrections
- Videos / QR codes with the benefits of bilingual education
- HLS forms available online, **should not** have a drop-down menu for entering the languages(s) and no edits that change the readability, content, or style of the letter

Who is the LPAC Membership?



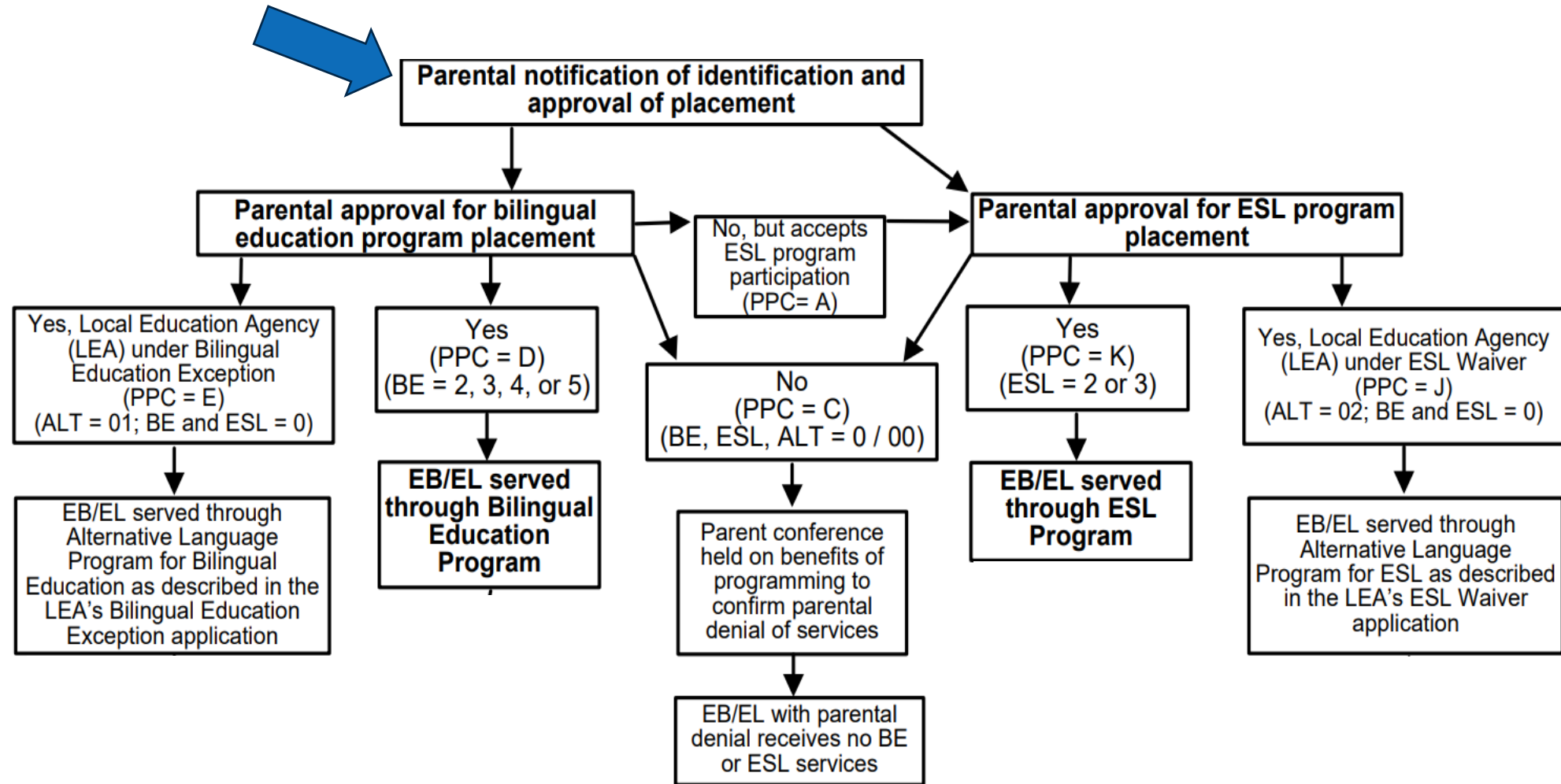
Note: Emergent bilingual students with parental denial for program services, the LPAC members should be the same as the required bilingual/ESL program.

Emergent Bilingual (EB) Student Decision Chart for the Language Proficiency Assessment Committee (LPAC)



Note: Initial identification happens the first 4 calendar weeks from enrollment.

Recommendation for Program Placement



Note: If an LEA is required to implement a bilingual program, LPAC should recommend placement for the bilingual program and ensure access to all EB students.

Reclassification: Exit or Continuation of Services

Meets reclassification criteria as English Proficient (EB = F, S, 3, 4, then 5)

Parent approves continued participation of reclassified English Proficient student in BE

Yes

(PPC = G)

No

No BE or ESL Services

Reclassification Criteria		
✓	TELPAS	Composite Score AH
✓	STAAR/ IOWA (1 st , 2 nd , 11 th , 12 th)	Pass STAAR/EOC in English
✓	Subjective Teacher Evaluation	Teacher Serving the EB Student

Meets reclassification criteria as English Proficient (EB = F, S, 3, 4, then 5)

Parent approves continued participation of reclassified English Proficient student in ESL

Yes

(PPC = G)

No

No BE or ESL Services

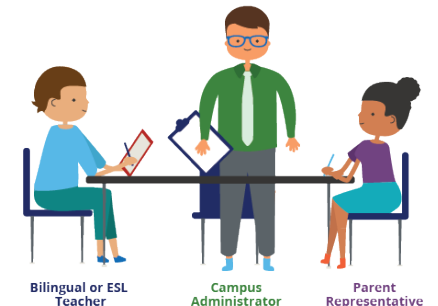
Note: Students participating in Dual Language Education, LPAC should recommend continuation of DLI participation after reclassification.

The LPAC is responsible for making decisions...

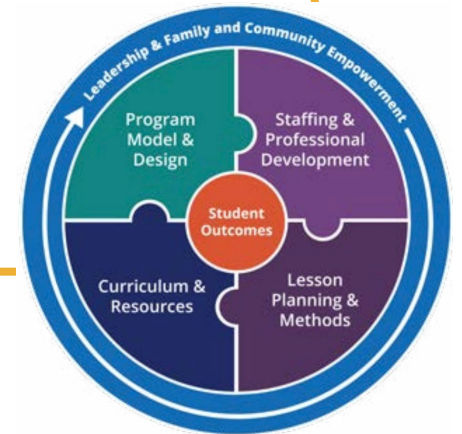
- **The LPAC members review data to make collective recommendations for:**
 - new students in initial identification and transfers during the beginning of the year,
 - state assessments decisions, including language of assessment and designated supports, during the middle of the year,
 - measure the linguistic and academic progress any time of the year,
 - reclassification decisions and monitoring of academic progress at the end of each school year.
- **The LPAC members sign the recommendations during the meeting.**
 - Alternative methods are allowed, virtual participation and digital signatures
- **The LPAC collaborates with ARD when serving dually identified students**
(TAC §89.1220, §89.1226, §89.1230)

Note: See the [LPAC Guidance: Beginning of the Year Procedures](#) for additional information

LPAC MEETINGS



Program Implementation



Approved Program Models & Goals

Bilingual Education (Bilingual /ESL Programs)

Dual Language Immersion Programs

$$L1 + L2 = L1 \text{ and } L2$$

Goal: students develop bilingualism and biliteracy in partner language and English throughout all content areas for the duration of the program pathway.

One-way: EB students learn to listen, speak, write, and read content area material in both languages.

Two-way: EB students and non-EB students learn to listen, speak, write, and read content area material in both languages.

Transitional Bilingual Education Programs

$$L2 - L1 = L2$$

Goal: transition students from receiving academic instruction in their primary language to all English instruction.

Late Exit: EB students transition to English only instruction in later grades in elementary and/ or middle school.

Early Exit: EB students transition to English Only instruction as early as 1st grade.

ESL Programs

$$L2 = L2$$

Goal: students receive all English instruction.

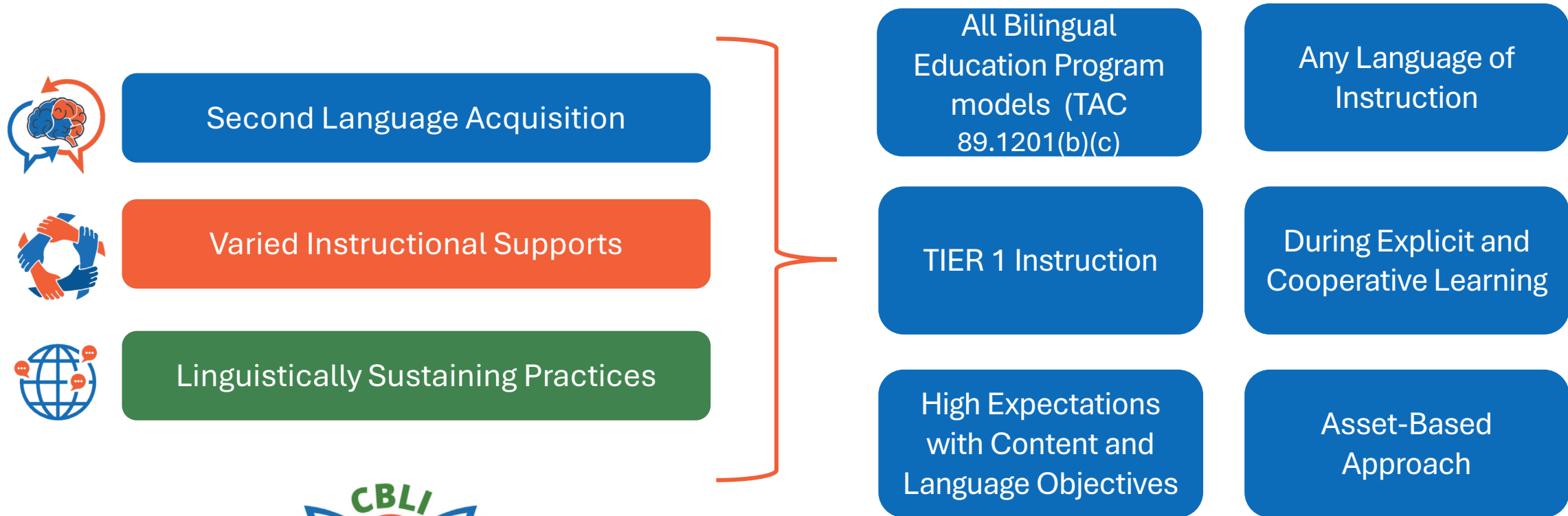
Content-Based: EB students receive English only instruction with linguistic support in all content areas.

Pull-out: EB students are pulled from other instruction to provide additional English only instruction.

EB students are receiving grade level content and developing language through intentional and authentic learning experiences that foster communicated, sequenced, and scaffolded instruction in primary/partner language and English.

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 practices (LSP)**.



Note: CBLI includes EB students with parental denial of language services.

Certification Requirements – Bilingual Education

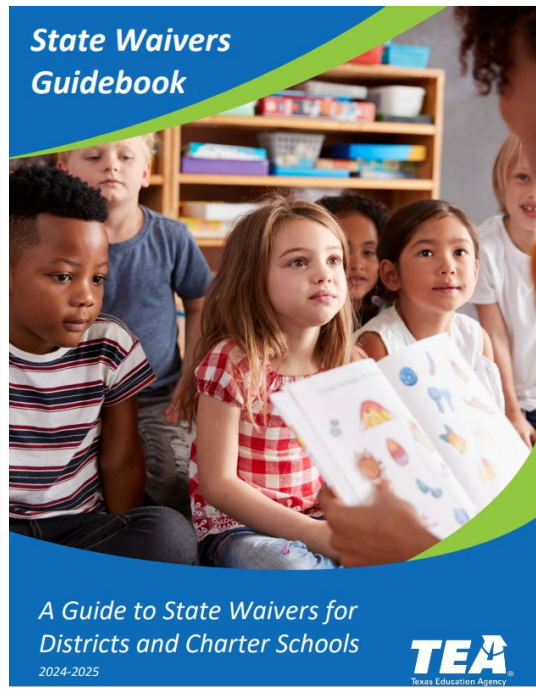
Program Model	Departmentalization	Paired Teaching
Dual Language Program Models • one-way • two- way	Local decision to use more than one content-area teacher to deliver core content instruction Teacher/s must be certified in bilingual education	Local decision to use two content-area teachers to deliver core content instruction Teacher/s instructing in the partner language component of instruction must be certified in bilingual education . Teacher/s delivering the English component of instruction must be certified in either bilingual education or English as a Second Language (ESL)
Transitional Bilingual Education Program Models • early-exit • late-exit	Local decision to use more than one content-area teacher to deliver core content instruction Teacher/s must be certified in bilingual education	Local decision to use two content-area teachers to deliver core content instruction Teachers/ must be certified in bilingual education

Certification Requirements – ESL Program Education

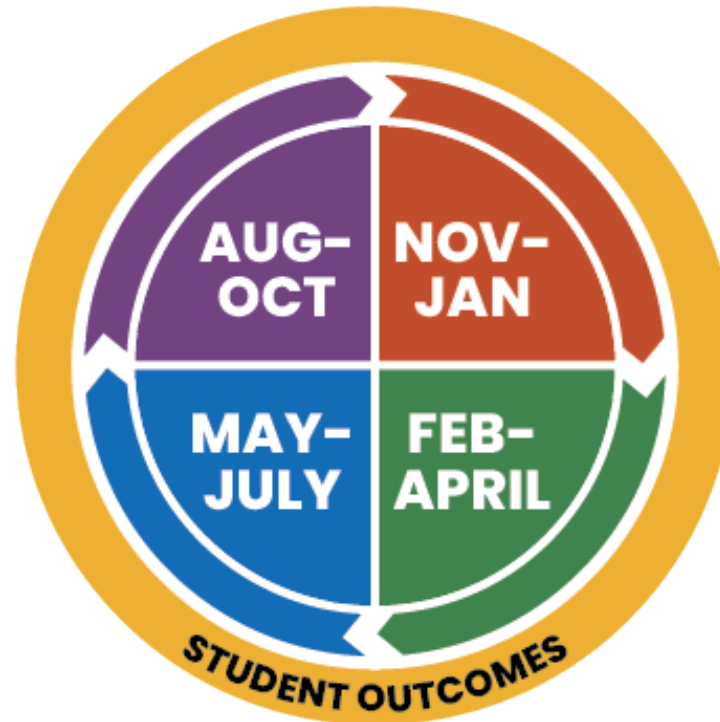
Program Model	Instructional Approach	Teacher
Content-Based ESL	English Proficiency All content Teacher/s must be ESL certified	Emergent bilingual students receive all content area instruction (English Language Arts and Reading, Mathematics, Science, and Social Studies) by teacher(s) certified in ESL and the appropriate grade level and content area.
Pull-Out ESL	ELAR Teacher must be ESL certified	Emergent bilingual students receive instruction in English Language Arts and Reading (ELAR) by an ESL certified teacher .

Cyclical Process of Bilingual Exceptions and ESL Waivers

All LEAs, 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*.



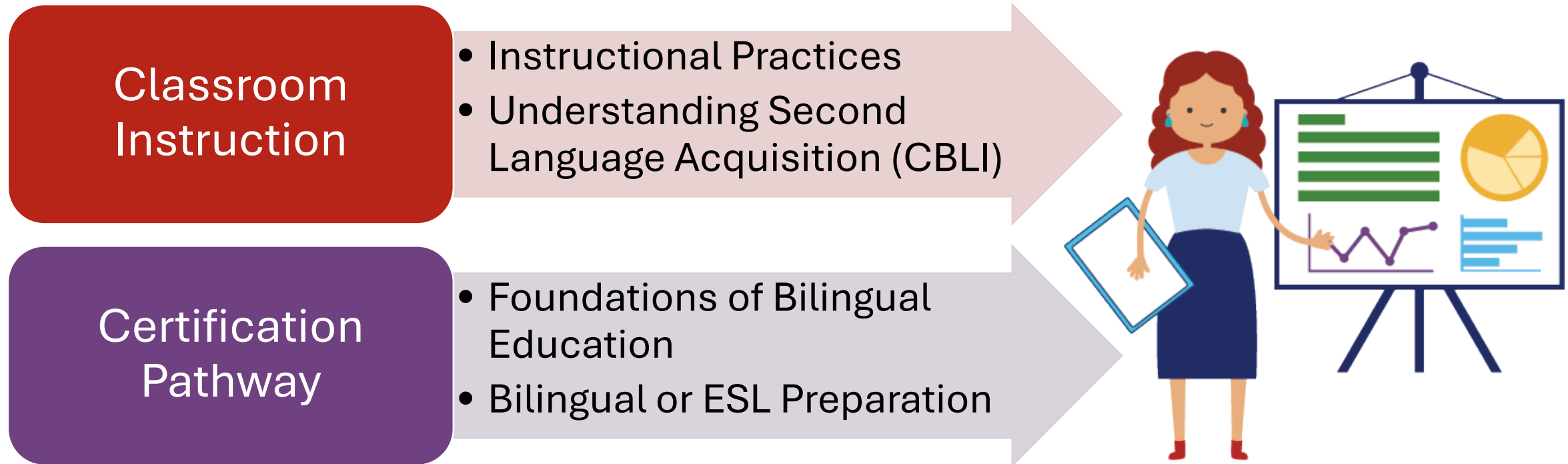
Learn how to file for an exception and/or waiver (see page 19).

A screenshot of the 'Applying for TEAL Waivers Access' page. It shows the TEA logo and a login form titled 'TEAL Login (TEAL)'. The form includes a 'Username' field, a 'Password' field with a 'Show Password' link, and a 'Login' button. There are also links for 'Request New User Account', 'Forgot your password?', and 'Forgot your username?'. A notice at the top states: 'You must have a TEAL account in order to apply for access to the Waivers system.' and another notice mentions that TEAL Web Applications will not be available on Sunday mornings from 5:00am to 2:00pm for routine maintenance.

Everyone entering data should have the appropriate credentials.

Supporting Teachers Under Bilingual Exceptions and ESL Waivers

- Leveraging the 10% of BEA to support teachers under an exception or waiver.





Transitional Bilingual
Education (TBE)
Program Implementation Rubric



Note: Content-Based Language Instruction is in Lever 4: Lesson Planning and Methods and S appropriately certified teachers are in Lever 3: Staffing and Professional Development.

Program Funding



Coordinated State Support for Emergent Bilingual Students



TEC 29, Subchapter B

TAC 89, Subchapter BB

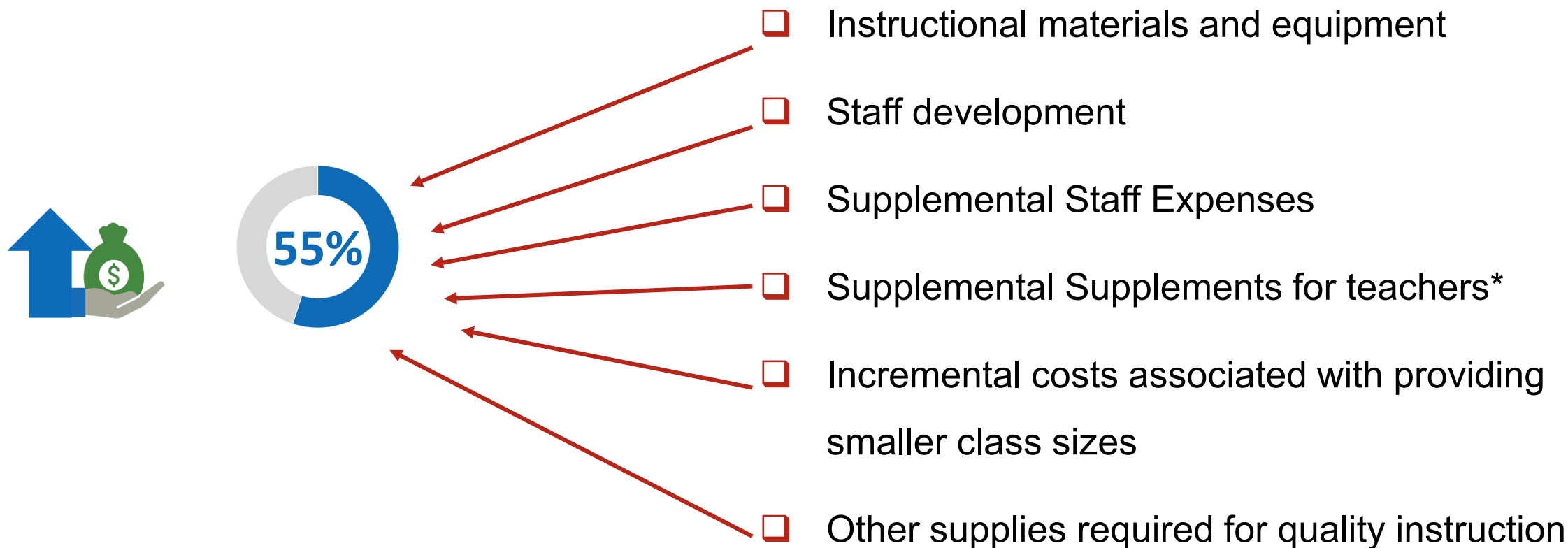
Bilingual Education Allotment (BEA) Funds

Title III, Part A Funds

TEA Technical Assistance, Tools, Resources

Bilingual Education Allotment: TEC 48.105

At least 55% of the BEA funds must be used in providing bilingual education or special language programs under Subchapter B, Chapter 29. These are the following that can apply towards the 55%:



*Update will be made as per HB 2

Emergent Bilingual / English learners (including immigrant children and youth)

Help Attain
English
Proficiency

Development of
Academic
Achievement in
English

Achieve High
Levels in
Academic
Subjects

Sustain
Effective
Language
Instruction
Educational
Programs

Professional
Development
for Educators
Serving English
learners

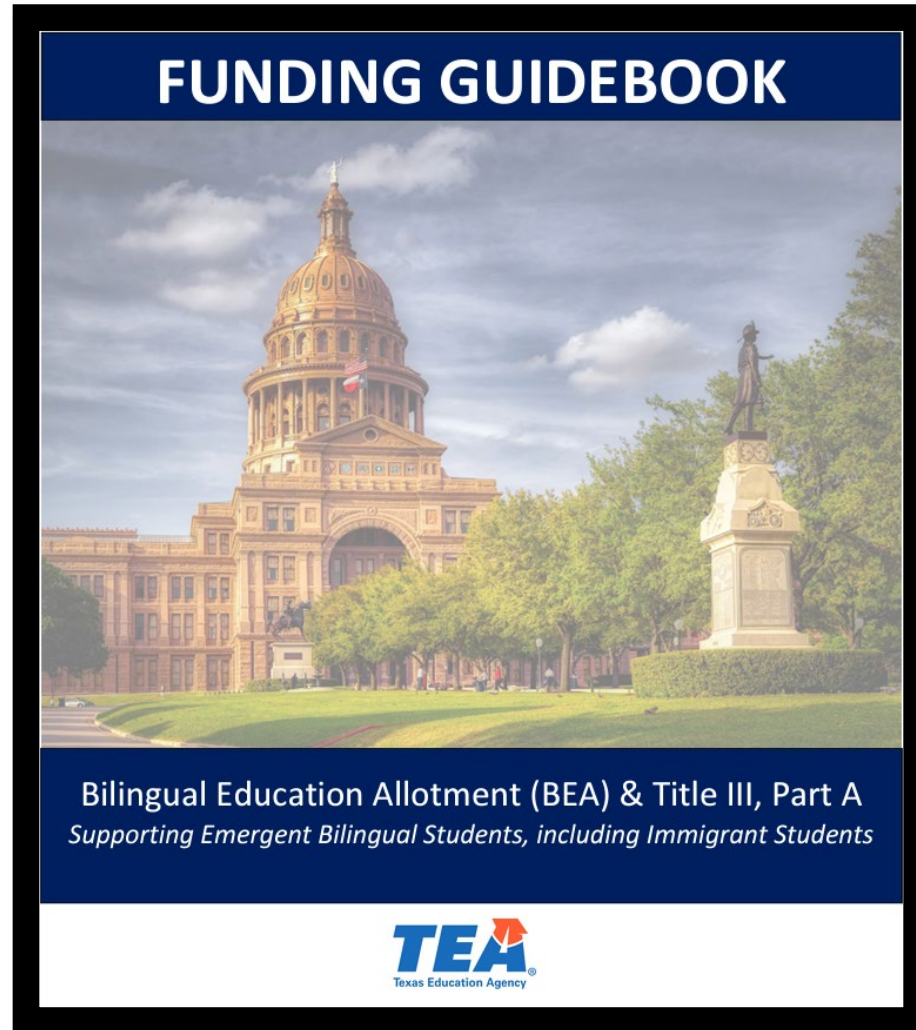
Promote Parent,
Family, and
Community
Engagement

Allowable Use of Title III, Part A Funds

- Supplement, not Supplant
 - If your district purchased or paid for something using local or BEA funds in 2023-2024, they may NOT use Title III, Part A funds for that purchase in 2024-2025.
- Go “above and beyond”
- Comprehensive Professional Development
 - To build future capacity to serve EB/ ELs, Title III, Part A funds pay for teacher certification preparation courses (for teachers NOT currently serving EB/ELs to fulfill state requirements, e.g. NOT under a BE Exception or ESL Waiver)



Allowable vs. Unallowable Use of Funds



- For more information about allowable vs. unallowable use of state and federal funds please see this Funding Guidebook for detailed information.

In Closing

Emergent Bilingual Student Support

ESC Support

Technical Assistance

Program Resources

Professional Development

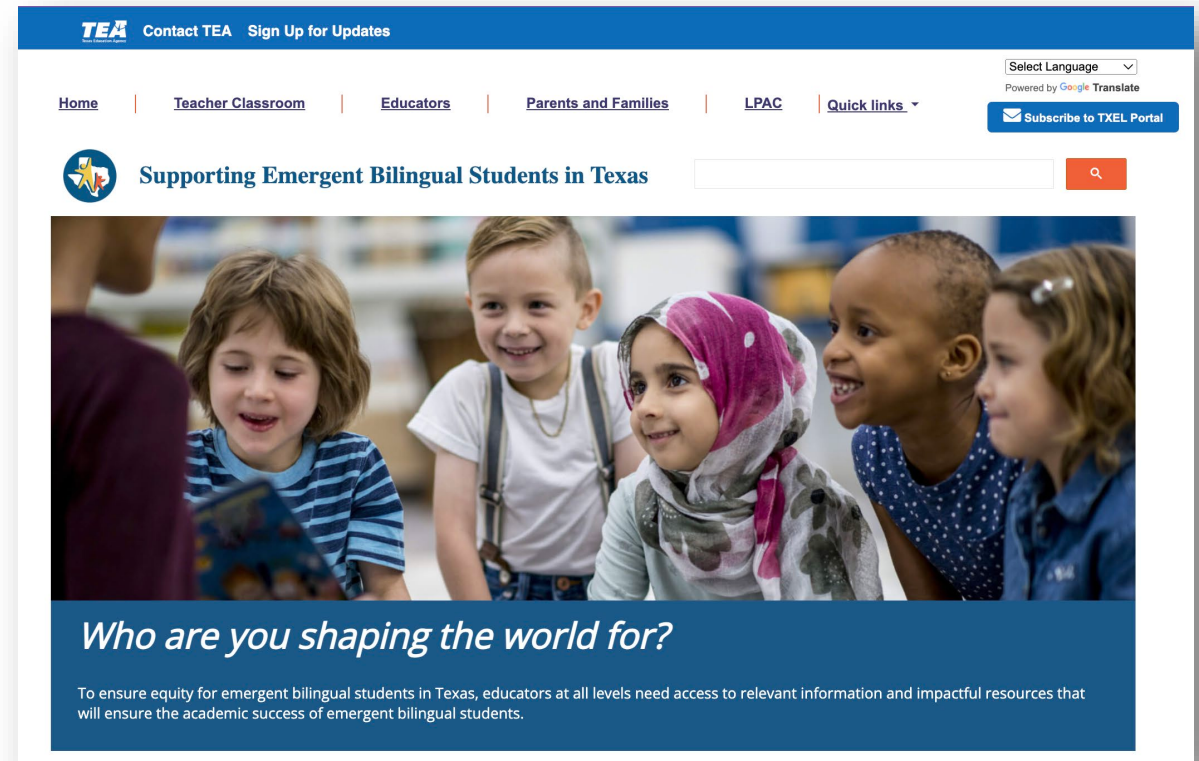
Program Guidance



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
- Fact Sheets
- Program Implementation Resources
- CBLI
- Bilingual Exceptions and ESL Waivers
- Professional Development
- Bilingual/ESL Certification Pathways
- Educator Resources
- Parent/Family Resources



Contact Information



EmergentBilingualSupport
@tea.texas.gov



TXEL.org

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