Bilingual Education Allotment
- HB 3 Bilingual Education Allotment (BEA) Key Points
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- BEA Spending Requirements
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HB 3 Bilingual Education Allotment (BEA) Key Points
Bilingual Education Allotment Key Points

- **Additional funding (0.05 or $308)** for LEP/English learners and non-LEP/English learners in a bilingual education program using dual language immersion.

- **55%** of BEA funds must be used in providing bilingual education or special language (ESL) programs and spending definitions have been **expanded**.

- TEA will expand the **tools and resources** available for dual language immersion.
<table>
<thead>
<tr>
<th><strong>Question</strong></th>
<th><strong>Answer</strong></th>
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</table>
| What is the difference between the terms *Limited English Proficient, English Language Learner, and English Learner*? | Texas Education Code (TEC) 29.052 refers to students who are in the process of acquiring English and have a primary language other than English as *Limited English Proficient (LEP)*.

Texas Administrative Code (TAC) Chapter 89 used the term *English Language Learner (ELL)* but in recent revisions updated to the term *English Learner (EL)* in alignment with the Every Student Succeeds Act (ESSA).

This presentation will use these terms interchangeably. |
Bilingual Education Background
Identified English Learners in Texas

Top 10 States with Highest EL Student Enrollment (2016-17)*NCES

1. California
2. Texas
3. New York
4. Florida
5. New Jersey
6. Illinois
7. Georgia
8. Washington
9. Arizona
10. Virginia

Texas serves just under one in five (20%) of the nation’s English learners.
Identified English Learners in Texas

In addition to having 1 out of 5 ELs in the country...

20% = EL Population in Texas

1 in 5 students in Texas

There was almost a 4% increase from the 2017-2018 school year

(39,880 identified ELs)

1,055,172
## Language Diversity in Texas

### Top 10 Languages of EL Students in Texas (Spring 2019 - PEIMS)

<table>
<thead>
<tr>
<th>Language</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>938,413</td>
<td>88.9%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>16,482</td>
<td>1.6%</td>
</tr>
<tr>
<td>Arabic</td>
<td>12,857</td>
<td>1.2%</td>
</tr>
<tr>
<td>Urdu</td>
<td>5,558</td>
<td>0.5%</td>
</tr>
<tr>
<td>Mandarin</td>
<td>5,150</td>
<td>0.5%</td>
</tr>
<tr>
<td>Burmese</td>
<td>3,689</td>
<td>0.3%</td>
</tr>
<tr>
<td>Telugu (Telegu)</td>
<td>3,601</td>
<td>0.3%</td>
</tr>
<tr>
<td>Korean</td>
<td>3,070</td>
<td>0.3%</td>
</tr>
<tr>
<td>French</td>
<td>3,021</td>
<td>0.3%</td>
</tr>
<tr>
<td>Swahili</td>
<td>2,894</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

130+ different languages spoken
English Learner Program Models in Texas

Six State-Approved Program Models for ELs

- English as a Second Language (ESL) Program Models
  - ESL Pull Out
    - Identified EL students' families deny services: 4%
  - ESL Content Based
    - 24% 28%
  - English as a Second Language (ESL) Program Models

- Bilingual Education (BE) Program Models
  - Transitional Early Exit
    - 18%
  - Transitional Late Exit
    - 5%
  - Dual Language Immersion One Way
    - 15%
  - Dual Language Immersion Two Way
    - 6%

Identified EL students' families deny services
“Rule of 20”

If an LEA has 20 or more English learners, district-wide
- with the same primary language
- at the same grade level

Then provision of bilingual education program services is required at the elementary level, and permitted at the secondary level
English as a Second Language (ESL) Program Models

ESL (Content-Based and Pull-Out)

<table>
<thead>
<tr>
<th>Percent of Instruction in each Language</th>
<th>Years in School</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English Learner Support Division</td>
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</table>
Bilingual Education (BE) Program Models

Transitional Bilingual (Early Exit and Late Exit)

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<th>Years in School</th>
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</tr>
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<td></td>
<td>English</td>
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</tbody>
</table>

English Learner Support Division | TEA
Bilingual Education (BE) Program Models

Transitional Bilingual (Early Exit and Late Exit)

- Spanish
- English

Dual Language Immersion (DLI) (One-Way and Two-Way)

- Spanish
- English

Percent of Instruction in each Language

Years in School
English Learner Program Models in Texas

**English as a Second Language (ESL) Program Models**

- **ESL (Content-Based and Pull-Out)**

**Bilingual Education (BE) Program Models**

- **Transitional Bilingual (Early Exit and Late Exit)**
- **Dual Language Immersion (DLI) (One-Way and Two-Way)**
Changes in BEA Funding
Why BEA Funding Was Changed

HB 3 incorporates the Texas Commission of Public School Finance’s recommendation to:

- Create a new dual language allotment as compelling data reviewed by the Commission indicates that dual language programs are highly effective vs. transitional or ESL.

- Better incentivize and resource school districts to offer these effective programs, the Commission recommends that the state create an additional allotment at an additional 0.05 weight (for a total 0.15 weight) for dual language programs.
Changes to Bilingual Education Allotment

**BEFORE**

- Funding for any LEP student in any language program
  \((0.1 \times \text{Basic Allotment for LEP} = \$514)\)

**AFTER**

- Funding for any LEP students in any language program
  \((0.1 \times \text{BA for LEP} = \$616)\)
- For LEP students served in a dual language immersion program, additional funding
  \((0.15 \times \text{BA for LEP in dual language} = \$924)\)
- For non-LEP students served in a two-way dual language immersion program, additional funding
  \((0.05 \times \text{BA for non-LEP} = \$308)\)
BEA Spending Requirements
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%:

- Instructional materials and equipment
- Staff development
- Supplemental staff expenses
- Salary supplements for teachers
- Incremental costs associated with providing smaller class sizes
- Other supplies required for quality instruction
New Reporting Requirements

Per Texas Education Code (TEC) §48.105(c), the State Board of Education (SBOE) will adopt rules requiring a report on the use of bilingual education allotment.

Agency staff plan to propose to SBOE that this rule be written so that the reporting requirement is satisfied by a new component included in the annual LEA audit.
Did spending requirement compliance enforcement change with HB 3?

Compliance enforcement with state spending requirements is no different under HB 3. The agency has historically enforced corrective action plans for LEAs if they fail to meet their spending requirements over a three-year average. That agency practice is now adopted in law.
Bilingual Education Support
Sec. 29.065. ASSISTANCE BY AGENCY. The agency shall develop tools to assist LEAs in implementing bilingual education and special language programs under this chapter.
English Learner Program Support

ESC Support

Technical Assistance

Program Resources

Professional Development

Program Guidance

http://elltx.org
Stay tuned for the most up-to-date information from TEA on the implementation of House Bill 3

Visit tea.texas.gov/HB3 for the most up-to-date information

Email HB3info@tea.texas.gov with any questions
Thank you!

For Additional Questions:

HB3info@tea.texas.gov

Include Bilingual Education Allotment in the subject line