



CARROLL
Independent School District

Emergent Bilingual

FUNDING

Adopted October 2, 2023

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Funding

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Funding

What is Required

The District receives funding for Emergent Bilingual (EB) programs through two sources: (1) through a Bilingual Education Allotment (BEA), which is provided through state funding, and under Title III, Part A, which allows for the provision of federal funding. Both funding sources provide valuable resources for the District's EB program and have different spending requirements. While Title III, Part A funds are intended to provide broad coverage to both EB and immigrant students, there are many more restrictions on how the District may utilize the funding. Overall, however, the District will use both BEA and Title III, Part A funds in the following areas: certification, salary supplements for teachers, supplemental staff expenses, staff development, conferences, assessment/instructional materials and equipment, supplemental program services, other supplies required for quality instruction, and engagement activities.

Bilingual Education Allotment

The Bilingual Education Allotment (BEA) provides funding for EB students in bilingual education and English as a Second Language (ESL) programs. BEA also provides additional funding for both EB students and non-EB students in a bilingual education program using dual language immersion (DLI). For each student in average daily attendance in a bilingual education or ESL program, the District will receive an annual allotment equal to the basic allotment multiplied by 0.1 for an EB student, 0.15 for an EB student in a bilingual education program using a dual language immersion/one-way or two-way program model, and 0.05 for a non-EB student participating in a dual language immersion/two-way program model. Campus Bilingual Education Personnel will ensure that daily attendance data is properly recorded and is current.

The District will spend at least 55% of BEA funding to provide bilingual education or ESL programs through direct services. This includes program and student evaluation, instructional materials and equipment, staff development, supplemental staff expenses, salary supplements for teachers, incremental costs associated with providing smaller class sizes, and other supplies required for quality instruction. This does not include foreign language courses, disciplinary alternative education programs, or base salaries for bilingual education or ESL instructors. At least 10% of this will go towards the District's Comprehensive Professional Development Plan. Furthermore, the District will outline its funding allocations for EB programs in its Campus Improvement Plan.



Title III, Part A

In accordance with Title III, Part A of the Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act (ESSA), the District aims to ensure that EB students and students who meet the definition of immigrant student attain English proficiency and develop academic success in English by meeting challenging state academic standards. An “immigrant student” is one who is between ages 3 through 21, was not born in any U.S. state, and has not attended school in the United States for more than three full academic years. An academic year under this provision is equal to 10 months with a total eligibility of 30 months of service for a student.

The District will only use funds received under Title III, Part A to support the effectiveness of state-funded language instruction educational programs with additional supplemental activities and to provide effective professional development regarding the provision of these programs. The District will also offer families of EB students engagement activities that increase English language skills, improve academic achievement, and help parents become more active participants in the education of their children. The District may join with other districts to increase participation in these engagement events through a Shared Services Arrangement (SSA) agreement.

The District receives Title III, Part A funding for students who have been identified as EB and/or who meet the definition of an immigrant student. Title III, Part A funds, which are provided through federal funding, are different than funds the District receives through the Bilingual Education Allotment, which are provided through state funding. Furthermore, Title III, Part A funding will supplement, not supplant, the level of Federal, State, and local public funds that would have been expended for programs for EB and immigrant children. Thus, the District will ensure that any services provided with Title III, Part A funds are supplemental and cannot be provided through any other funds, including BEA funds.

The State will determine the amount the District is entitled to for the following school year based on the student’s enrollment reported in the Public Education Information Management System (PEIMS). Campus Bilingual Education Administrators and Campus PEIMS Personnel are responsible for ensuring that each EB student’s classification as EB, participation in a bilingual education or ESL program, and/or status as an immigrant student is properly recorded in PEIMS within the first four (4) weeks of the academic year. The District will budget no more than 2% of the total grant awarded for any year to administer the program, including direct administrative costs. The District will outline its funding allocations for EB programs into its Campus Improvement Plan.

Upon receipt of Title III, Part A federal funds, a District Bilingual Education Administrator and/or Federal Programs Director will complete an ESSA Compliance Report annually. This report will capture how the funds were expended, provide the state necessary data to report to TEA, and document accountability demonstrating compliance with ESSA. If the District is a member of a SSA for Title III, Part A funds, the District Bilingual Education Administrator will coordinate with the fiscal agent to ensure the ESSA



Compliance Report is completed on behalf of all members of the arrangement. The District Bilingual Education Administrator will coordinate with the fiscal agent to provide the necessary information to the fiscal agent to complete the report.

Funding for Immigrant Students

The District may obtain additional funding under Title III, Part A specifically designated for immigrant students. There are two methods for calculating the additional Title III, Part A funds for immigrant students. The first method is appropriate when the District has a significant increase in the number of immigrant students within the District. Under this method, the District will determine the prior year average number using the two previous years' student counts and subtract this average from current immigrant students reported. If there is a difference of 100 or more immigrant students within the District from the prior year, this method is appropriate.

The second method is appropriate when there is a significant increase in the percentage of immigrant students. Under this method, the District will determine the prior year average number by calculating the two previous years' student counts and subtracting from current immigrant students reported. The difference is then divided by the prior year average. If this calculation shows a 50% or more increase and the current year immigrant student count is 30 or more, the District may qualify for Title III, Part A funding under this method.

While Title III, Part A funds for ELA have a 2% cap on administrative costs and a limitation on the amount that can be awarded to the District, the same limitations do not apply for Title III, Part A funds for immigrant students. Any Title III, Part A funds received for immigrant students remaining at the end of the school year will be carried over into the following school year. These carryover funds, as well as the final amounts, will be applied to the District's Notice of Grant Award in the fall semester of the following year. The District will revise its budget schedule to include the new funding amounts.

Evidence of Implementation

- Bilingual Education Program
- English as a Second Language Program
- Application for Title III, Part A Funding
- Annual Budget
- Family Engagement Activities
- Professional Development/Staff Training
- PEIMS Reporting
- Notice of Grant Award
- Bilingual Education Allotment
- Comprehensive Professional Development Plan



Resources

[Bilingual and English as a Second Language Education Programs - Texas Education Agency](#)

[Commissioner's Rules Concerning State Plan for Educating English Learners](#)

[Title III, Part A - Texas Education Agency.](#)

[Funding Guidebook - Texas Education Agency](#)

[Slide-by-Side Guidance Document: Allowable vs. Unallowable Use of Funds to Support English Learners - Texas Education Agency](#)

[Title III Engagement - Texas Education Agency](#)

CITATIONS

Board Policy EHBE(LEGAL); 20 U.S.C. 6312, 6801-7014; Texas Education Code § 48.105