The resource provides a framework for how Bilingual and ESL programs in Texas are funded, emphasizing the importance of using both state and federal funds effectively to support EB students. It outlines specific program categories, the funding allocations tied to them, and the rules governing how Title III funds are used.

| **Resource** | **Goals** | **Details** |
| --- | --- | --- |
| Bilingual Education Allotment (BEA) | Program Types and Funding Weights:   * Transitional Bilingual Early Exit/Late Exit: 0.10 * ESL Content-Based/Pull-Out: 0.10 * Alternative Language Program (BE): 0.10 * Dual Language One-Way (D1): 0.15 * Dual Language Two-Way (D2): 0.15 (EB), 0.05 (Non-EB) | Higher weights mean more financial support for schools with dual-language programs, encouraging bilingualism and biliteracy among EB and non-EB students. |
| Title III, Part A – English Language Acquisition | Title III Goals:   * Attain English proficiency and meet academic standards. * Engage parents, family, and the community. * Provide professional development and instructional materials. | Supplement:   * Enhance programs with Title III funds.   Supplant:   * Do not replace local or state funds with Title III funds for the same purpose.   Funding Allocation:   * LEA Allocation: 95% of Title III funds * State Allocation (TEA): 5% |
| BEA Usage Requirements | 55% Minimum Usage:   * At least 55% of BEA funds must be used for bilingual/ESL programs. * Allowable Expenditures: Instructional materials, teacher salaries, professional development, community engagement. | Professional Development Requirement   * When filing for a Bilingual Education Exception or ESL Waiver, 10% of BEA funds must be allocated to professional development. |
| Local, State, and Federal Funds | Local/State Funds:   * Core program costs, such as salaries and instructional materials.   Title III Funds:   * Used to supplement local/state funds, covering costs like salary supplements, additional materials, and professional development. | Examples of Title III Fund Usage:   * Supplemental teacher salaries. * Instructional technology for EB students. * Costs for reducing class sizes to provide more individualized attention to EB students. |

source: <https://www.txel.org/media/rrrbmumy/fact-sheet-4-funding.pdf>

| **Resource** | **Allocation Method** | **Usable For** | **Can It Be Used for EBs?** | **Restrictions** |
| --- | --- | --- | --- | --- |
| **Local Campus Funds** | Set by district, flexible amount | PD, resources, supplies, etc. for all students | Yes | None, as long as principal follows district guidelines |
| **District Funds** | Allocated per district, either in lump sums or specified items | Various educational needs, based on district decisions | Yes, if allocated for EB by district/CIP | Subject to district policy, some districts specify amounts for EB |
| **Title I Funds** | Based on student need (e.g., economically disadvantaged) | Serving all disadvantaged students | Yes, for EB if objectives align | Can only be used for eligible activities under Title I |
| **Title III Funds** | Allocated specifically for EB services | EB instructional support, PD, family engagement | Exclusively for EB | Restricted to EB program enhancement and services |