Texas Education Agency
Division of NCLB Program Coordination
Title III, Part A – English Language Acquisition

TITLE III LANGUAGE PROGRAM DEFINITIONS

The definitions outlined below are provided as a resource to assist Title III-funded school districts in completing the 2008-2009 NCLB Consolidated Compliance Report. The language instruction educational programs described refer to the program models used to serve limited English proficient (LEP) students in Texas. Definitions are based on Texas Education Code (TEC) §29.066 and are exactly the same as those used for the Public Education Information Management System (PEIMS) beginning in 2008-2009.

BILINGUAL EDUCATION PROGRAMS

(Related to Part 7 of the compliance report's PR 3002 as shown)

Part 7: Bilingual Programs Offered						
Did the LEA offer bilingual programs?						
Type of Bilingual Program	Other Languages of Instruction					
Transitional Bilingual/Early Exit	☐ Spanish	☐	Other (Specify):		☐	Other (Specify):
Transitional Bilingual/Late Exit	☐ Spanish	☐	Other (Specify):		☐	Other (Specify):
Dual Language Immersion/Two-way	☐ Spanish	☐	Other (Specify):		☐	Other (Specify):
Dual Language Immersion/One-way	☐ Spanish	☐	Other (Specify):		☐	Other (Specify):

Transitional Bilingual/Early Exit

- A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers students to English-only instruction.
- Provides instruction in literacy and academic content areas through the medium of the student's first language, along with instruction in English oral and academic language development.
- Non-academic subjects such as art, music, and physical education also may be taught in English.
- Exiting to an all-English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the bilingual program.

Transitional Bilingual/Late Exit

- A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish and transfers a student to English-only instruction.
- Academic growth is accelerated through cognitively challenging academic work in the students' first language along with meaningful academic content taught through the students' second language, English.
- The goal is to promote high levels of academic achievement and full academic language proficiency in the students' first language and English.
- Students enrolled in the transitional bilingual/late exit program are eligible to exit the program not earlier than six or later than seven years after the students enroll in school.

Dual Language Immersion/Two-Way

- A biliteracy program that integrates students proficient in English and students identified as students of limited English proficiency in both English and Spanish and transfers a student identified as a student of limited English proficiency to English-only instruction.
- Instruction is provided to both native English speakers and native speakers of another language in an instructional setting where language learning is integrated with content instruction.
- Academic subjects are taught to all students through both English and the other language.
- Program exit will occur not earlier than six or later than seven years after the student enrolls in school.

Dual Language Immersion/One-Way

- A biliteracy program that serves only students identified as students of limited English proficiency in both English and Spanish and transfers a student to English-only instruction.
- In an instructional setting where language learning is integrated with content instruction.
- Academic subjects are taught to all students through both English and the other language.
- Program exit will occur not earlier than six or later than seven years after the student enrolls in school.

ESL EDUCATION PROGRAMS

(Related to Part 8 of the compliance report's PR 3002 as shown)

Part 8: ESL Programs Offered	
Did the LEA offer English as Second Language (ESL) programs?	
☐ Content-Based ESL	
☐ Pull-Out ESL	
☐ Other (Specify):	

Content-based ESL

- An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC §29.061(c) to provide supplementary instruction for all content area instruction.
- Integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.
- Exiting to an all-English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after the first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the ESL program.

Pull-out ESL

- An English program that serves students identified as students of limited English proficiency in English only by providing a certified teacher under Section 29.061(c) to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas.
- Instruction may be provided by the ESC teacher in a pull-out or inclusionary delivery model.
- Exiting to an all-English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after the first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the ESL program.