

**Department of Education**  
**ENGLISH LANGUAGE ACQUISITION**

**Fiscal Year 2025 Budget Request**

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\*State tables reflecting actual fiscal year 2023 allocations and fiscal years 2024 and 2025 estimates are posted on the Department's webpage at:  
<https://www2.ed.gov/about/overview/budget/statetables/index.html>.

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### Appropriations Language

For carrying out part A of title III of the ESEA, \$940,000,000, which shall become available on July 1, 2025, and shall remain available through September 30, 2026,<sup>1</sup> except that 8 percent of such amount shall be available on October 1, 2024, and shall remain available through September 30, 2026, to carry out activities under section 3111(c)(1)(C):<sup>2</sup> *Provided*, That up to \$4,000,000 of amounts provided under this heading may be reserved for activities under section 3202, including for the National Clearinghouse established under that section, and to provide technical assistance to State educational agencies, local educational agencies, and other appropriate organizations and individuals, consistent with the purposes described in section 3102.

#### NOTES

A full-year 2024 appropriation for this account was not enacted at the time the Budget was prepared; therefore, the Budget assumes this account is operating under the Continuing Appropriations Act, 2024 and Other Extensions Act (Division A of Public Law 118-15, as amended). The amounts included for 2024 reflect the annualized level provided by the continuing resolution.

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document, which follows the appropriations language.

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### Analysis of Language Provisions and Changes

Language Provision	Explanation
<b><u>1...which shall become available on July 1, 2025, and shall remain available through September 30, 2026,</u></b>	This language provides for a portion of the funds for English Language Acquisition to be available on a forward-funded basis. The forward-funded portion includes the amount of funds that are distributed to the States under the State grants formula and the Native American discretionary grants.
<b><u>2...except that 8 percent of such amount shall be available on October 1, 2024, and shall remain available through September 30, 2026 to carry out activities under section 3111(c)(1)(C):</u></b>	This language overrides the statutory reservation of 6.5 percent and provides for 8 percent of the funds for English Language Acquisition to be used for national activities (National Professional Development grants and National Clearinghouse for English Language Acquisition) and for the funds to be available for two years.

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### Appropriation, Adjustments, and Transfers (dollars in thousands)

Appropriation/Adjustments/Transfers	2023	2024	2025
<b>Discretionary:</b>			
Appropriation	\$890,000	\$890,000	\$940,000
Total, discretionary appropriation	890,000	890,000	940,000

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### Summary of Changes (dollars in thousands)

	\$890,000
2024	\$890,000
2025	\$940,000
Net change	+50,000

<b>Increases:</b>	2024 base	Change from base
<u>Program:</u>		
Increase in Federal support for State and local efforts to help the significant number of English learners (ELs) in U.S. schools attain English language proficiency (ELP) and meet challenging, State academic standards, while also assisting States and Local educational agencies (LEAs) that have experienced rapid growth in their EL populations.	\$890,000	+\$50,000
Net change		+50,000

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### Authorizing Legislation (dollars in thousands)

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Activity	2024 Authorized	2024 Annualized CR	2025 Authorized	2025 Request
English language acquisition State grants ( <i>ESEA-III-A</i> )	0	\$890,000	To be determined <sup>1</sup>	\$940,000

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<sup>1</sup> The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

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### Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2016 <sup>1</sup>	\$773,400	\$737,400	\$712,021	\$737,400
2017 <sup>2</sup>	800,400	737,400	712,021	737,400
2018 <sup>3</sup>	735,998	737,400	737,400	737,400
2019 <sup>4</sup>	737,400	737,400	737,400	737,400
2020 <sup>5</sup>	737,400	980,000	737,400	787,400
2021 <sup>6</sup>	0	797,400	787,400	797,400
2022 <sup>7</sup>	917,400	1,000,000	917,400	831,400
2023 <sup>8</sup>	1,075,000	1,000,000	954,041	890,000
2024 <sup>9</sup>	1,195,000	0	897,000	890,000
2025	940,000			

<sup>1</sup> The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

<sup>2</sup> The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

<sup>3</sup> The level for the House allowance reflects floor action on the Omnibus appropriations bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

<sup>4</sup> The levels for the House and Senate allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

<sup>5</sup> The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

<sup>6</sup> The level for the House allowance reflects subcommittee action. The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

<sup>7</sup> The House allowance reflects floor action; the Senate Allowance reflects the Chair's mark; and the Appropriation reflects Division of the Consolidated Appropriations Act, 2022 (P.L. 117-103).

<sup>8</sup> The House allowance reflects the regular annual FY 2023 appropriation, which was introduced on the floor; the Senate allowance reflects the Chair's mark; and the Appropriation reflects the Consolidated Appropriations Act, 2023 (P.L. 117-328).

<sup>9</sup> The House allowance reflects Subcommittee action and the Senate allowance reflects Committee action on the regular annual 2024 appropriations bill; the Appropriation reflects the annualized continuing resolution level.

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### **English language acquisition**

(Elementary and Secondary Education Act of 1965, Title III, Part A)

(dollars in thousands)

FY 2025 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$890,000	\$940,000	+\$50,000

### **PROGRAM DESCRIPTION**

The English Language Acquisition program (ELA) supports formula grants to States to serve English learners (ELs) as well as competitive awards for the National Professional Development Program (NPD) and funding for the National Clearinghouse for English Language Acquisition (NCELA).

The Department uses 92.5 percent of program funds to make formula grants to States based on each State's share of the Nation's ELs and recent immigrant student populations, with 80 percent of allocations based on State shares of ELs and 20 percent based on State shares of students who are recent immigrants. The Department may use American Community Survey (ACS) data provided by the Census Bureau, State-reported data, or a combination of data from these two sources, to determine the counts of EL and students who are immigrants. In fiscal year 2019, for the EL portion of the formula, the Department began using weights of 75 percent for ACS data and 25 percent for State-reported data, consistent with the recommendation from a 2011 National Academy of Sciences (NAS) study. The Department continues to follow the NAS recommendation to use ACS data only in determining the State counts for students who are recent immigrants.

States must use at least 95 percent of their formula funds for subgrants to eligible entities (local educational agencies (LEAs) or consortia of LEAs), based primarily on each subgrantee's share of the State's ELs and a plan submitted by the subgrantee to the State on how it will assist ELs in achieving English language proficiency (ELP) consistent with the long-term goals included in the State's accountability system (Title I, Part A, Section 1111). States must provide additional funding to subgrantees that have experienced a significant increase in the percentage or number of recent students who are immigrants over the preceding 2 years and may use up to 15 percent of their awards for this purpose. States may also use up to 5 percent of their allocations for State-level activities, such as professional development, planning, evaluation, and the provision of technical assistance. State-level planning and direct administrative costs may not exceed 50 percent of the State set-aside, or \$175,000, whichever is greater.

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<sup>1</sup> The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.



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LEAs receiving subgrants must provide effective language instruction educational programs (LIEPs) to improve the education of ELs and youth who are immigrants by helping them to learn English and meet the same challenging State academic standards as other students. LEAs must use funds to develop and implement new language and academic content programs for ELs and students who are immigrants; carry out innovative, locally designed activities that improve or expand existing programs for ELs and students who are immigrants; or implement school- or LEA-wide reforms to language and academic content programs. Further, LEAs must demonstrate success in increasing ELP and academic achievement for ELs and students who are immigrants; provide evidence-based, effective professional development to educators that is designed to improve instruction and assessment for ELs; provide and implement other effective strategies to support language instruction of ELs; engage parents and families; and coordinate, where appropriate, with other programs that are aligned with the LEA's efforts to improve the education of ELs and students who are immigrants. LEAs that are awarded funds based on a substantial increase in the number of children and youth who are immigrants must use funds for activities that provide enhanced instructional opportunities, which may include parent training, tutorials, mentoring, and career counseling.

States must develop, in consultation with geographically diverse LEAs, statewide entrance and exit procedures for EL status, including an assurance that students who may be ELs will be assessed within 30 days of enrolling in school. States must also ensure that their subgrantees annually assess the English proficiency of the ELs they serve.

States receiving Title III funds must also design plans that incorporate accountability provisions described in Title I, Part A. Specifically, States must set ambitious long-term goals and timelines for students to become proficient in English and measure student progress toward these goals annually based on interim indicators. States must assist LEAs in meeting these goals and targets, monitor progress, and respond appropriately if an LEA's strategy proves ineffective in helping ELs achieve content and language proficiency.

The Department must reserve 0.5 percent of the appropriation, or \$5.0 million, whichever is greater, for schools operated predominately for Native American and Alaska Native children. This set-aside supports the Native American and Alaska Native Children in Schools program (NAM), which makes competitive awards to tribes, schools funded by the Bureau of Indian Education, and other qualifying entities to support the teaching, learning, and studying of Native American languages while also increasing the English language proficiency of participating students. The Department must also set aside 0.5 percent of the appropriation for grants to the Outlying Areas.

The statute further requires the Department to reserve 6.5 percent of the appropriation for national activities, which consist of the NPD and NCELA. Under the NPD, the Department makes 5-year awards to institutions of higher education or public or private entities with relevant experience and capacity (in partnership with SEAs or LEAs) to provide professional development that will support and improve teaching and learning for ELs, increase the pool of teachers fully certified and licensed to serve ELs, and enhance the skills of teachers already serving them, including their additional certification. NCELA collects, analyzes, synthesizes, and disseminates research-based information about instructional methods, strategies, and programs for ELs.

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State formula grants, funds for the Outlying Areas, and NAM grants are forward-funded, with funds becoming available on July 1 of the fiscal year in which they are appropriated and remaining available for 15 months through September 30 of the following year. National activities funds are available for 24 months, from October 1 of the fiscal year in which they are appropriated through September 30 of the following fiscal year.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$787,400
2021	797,400
2022	831,400
2023	890,000
2024 Annualized CR	890,000

### **FY 2025 BUDGET REQUEST**

For fiscal year 2025, the Administration requests \$940 million for ELA, \$50 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request is in line with the Secretary’s “Raise the Bar: Lead the World” initiative, which includes providing pathways for all students to have the opportunity to be multilingual, beginning with the duty to ensure ELs achieve English proficiency and meet challenging State academic standards.

The request includes appropriations language that would raise the set-aside for NPD from 6.5 to 8 percent. The request reflects the Administration’s commitment to expanding Federal support for State and local efforts to help the growing number of ELs in U.S. schools attain ELP and meet challenging, State academic standards, while also assisting States and LEAs that have experienced rapid growth in their EL populations. ELA’s appropriations over the last decade have not kept up with the rate of the growing EL population. The increased request for ELA, and the Department’s requests to elevate, and provide additional capacity to, the newly proposed and reorganized Office of Multilingual and English Learners (currently the Office of English Language Acquisition) together deliver an agenda to serve EL students in an asset-based approach that will close achievement and opportunity gaps.

According to the most recent Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, virtually all public-school students who are identified as ELs receive services in Title III-supported LIEPs.<sup>1</sup> Yet recent results from the National Assessment of Educational Progress (NAEP) continue to show that significant achievement gaps remain between ELs and their peers. For example, in 2022, only 14 percent of ELs scored proficient or better in fourth grade math, compared to 40 percent of non-ELs. In eighth grade mathematics, just 4 percent of ELs scored proficient or better, compared to 29 percent of non-ELs. NAEP data show similar gaps in fourth and eighth grade reading. Despite the continued achievement gaps between ELs and their peers, the overall drop in scores from 2019 were either less or the same for ELs compared to all non-ELs. For example, while scale scores for non-ELs in eight-grade math dropped 8 points, scores for ELs only dropped 2 points.

<sup>1</sup> <https://ncela.ed.gov/sites/default/files/2023-06/OELABiennialReportSYs2018-20c-508.pdf>

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A closer look at NAEP scores also highlights large variations within the EL subgroup when disaggregated by race and ethnicity. In fourth grade math, for example, the gap in scale scores between Asian and Native Hawaiian/Pacific Islander EL students is over 30 points. Similar trends are apparent in other disaggregated NAEP results for fourth grade reading as well as eighth grade math and reading.

These gaps in achievement are due to a number of factors related to inequities in educational opportunity. Research also indicates that misperceptions by educators about EL readiness for rigorous academic content further impedes ELs from attaining achievement at the same level of their non-EL peers.<sup>1</sup> Addressing EL opportunity and achievement gaps over the past decade may have become particularly challenging in school districts with little experience in and fewer resources to serve growing school-aged EL populations. ACS data from 2021 show that California, Florida, Illinois, New York, and Texas enroll 58 percent of the Nation's ELs (excluding Puerto Rico), but the growth rate in the EL student population in other States has exceeded that of these five. For example, from 2020 to 2021,<sup>2</sup> the EL population increased by 18 percent in Delaware, 13 percent in Tennessee, 9 percent in New Jersey, and 8 percent in Maine. In contrast, during that same timeframe, the EL population stayed relatively stable or slightly increased in California, Florida, and New York. Since the States with the greatest recent growth in the EL population are not the traditional immigrant gateway States, they often lack the infrastructure and service capacity compared to States with a longer history of high EL and immigrant student enrollment.

States and school districts also have been hampered in meeting the needs of ELs due to appropriations for English Language Acquisition State Grants that have declined in real terms (when accounting for inflation) over the past decade. Moreover, the COVID-19 pandemic has compounded the challenges ELs face in making progress toward language attainment. ELs were more likely to be disconnected from high-speed broadband while also facing additional language barriers without in-person connections with their teachers.<sup>3</sup> Some researchers estimated ELs were part of a group of students that missed the most instructional time in 2020 and 2021.<sup>4</sup> Making up for the lost time will require intensive tutoring and other accelerated learning strategies that are tailored for ELs, and the 2025 request for ELA State Grants recognizes the urgent need for significantly greater supports for EL students, their teachers, and their schools.

Additionally, while research has strengthened our understanding of both effective pedagogical practices for language acquisition and the educational benefits of multilingualism. Embracing students' native and home languages is a strength they bring to their school communities, and technical assistance from the Department has focused on assisting LEAs with implementing evidence-based instructional practices for language development. Taking an asset-based

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<sup>1</sup> Audrey Figueroa Murphy & Bruce Torff (2019) Teachers' Beliefs About Rigor of Curriculum for English Language Learners, *The Educational Forum*, 83:1, 90-101, DOI: 10.1080/00131725.2018.1505991.

<sup>2</sup> ACS data for 2020 and 2021 are estimates from a 5-year period, meaning that the 2020 data include information from 2016-2010 and the 2021 data include information from 2017-2021.

<sup>3</sup> United States Government Accountability Office (Nov. 2020), "Distance Learning: Challenges Providing Services to K-12 English Learners and Students with Disabilities During Covid-19". Retrieved from: <https://www.gao.gov/assets/gao-21-43.pdf>.

<sup>4</sup> Bellwether Education Partners (October 2021) "Missing in the Margins: Estimating the Scale of the Covid-19 Attendance Crisis". Retrieved from: <https://bellwethereducation.org/publication/missing-margins-estimating-scale-covid-19-attendance-crisis#2021>.

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approach to language instruction, for example by encouraging students and families to maintain their heritage languages while also learning English or incorporating culturally-relevant texts, has been shown to increase students' academic identity, achievement, and feelings of belonging in school.<sup>1</sup> Moreover, this new approach is fully consistent with the Administration's broader commitment to foster inclusive learning environments that recognize the needs of the whole child.

In 2023, the Administration launched "Being Bilingual is a Superpower," an initiative to promote multilingual education and bolster high quality language programs and a diverse multilingual educator workforce. The new initiative recognizes that acquiring new languages through school or later in life can benefit all learners both educationally as well as wider access to job opportunities.

### **Native American and Alaska Native Children in Schools (NAM)**

The \$5 million set aside for NAM Grants would support an estimated 15 continuation awards in fiscal year 2025 for grants to schools operated predominantly for Native American and Alaska Native children. These grants support the development of proficiency in English and Native American languages for these children while also promoting mastery of the same challenging State academic content and achievement standards for all students. The Department held a competition for new awards for NAM grants in 2023. These grantees will also be the first cohort to benefit from the Department's new Native American Resource Center which was also competed in 2023 and will support the revitalization and reclamation of Native American languages in schools by improving capacity to teach Native languages.

### **National Activities**

The Request would support an estimated 106 continuation awards for grants made in fiscal year 2021, 2022 and an upcoming 2024 competition. The Department regulated NPD in 2023 and will finalize in 2024, adding new priorities, requirements, and definitions for new competitions in fiscal year 2023 and beyond with the intent to increase the number of bilingual and multilingual teachers supporting English language learners, which will target closing the multilingual teacher shortage gap to ensure ELs are instructed by well-prepared and fully certified bilingual teachers. The future of improved multilingual learning requires a shift in recruiting and supporting a new generation of high-quality, bilingual certified teachers. NPD's regulation will allow grantees to support Grow-Your-Own models for paraprofessionals and students who have earned seals of biliteracy. In addition, the Department would use up to \$2 million for NCELA to analyze and disseminate information on best practices for teachers of ELs.

### **Evaluation**

In fiscal year 2025, the Department would use up to 0.5 percent of the request for Title III, Part A funds to support new and ongoing evaluation activities.

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<sup>1</sup> Steven Amendum (Oct. 2019) "Read to kids in Spanish; it'll help their English". *Child Development Journal*. University of Delaware. Retrieved from: <https://srcd.onlinelibrary.wiley.com/doi/full/10.1111/cdev.13288> and Yvonne Freeman and David Freeman, "Connecting Students to Culturally Relevant Texts". *Personalizing Literacy*. Retrieved from: [https://s3.amazonaws.com/scschoollfiles/819/personalizing\\_literacy-culturallyrelevantreadings.pdf](https://s3.amazonaws.com/scschoollfiles/819/personalizing_literacy-culturallyrelevantreadings.pdf).

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### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
<b>State formula grants</b>			
English language acquisition State grants	\$822,989	\$822,989	\$855,476
Number of States	56	56	56
Range of Awards	\$113-161,156	\$113-160,024	\$119-166,338
<b>NAM Grants</b>			
Grant award funds (new)	\$1,908	0	0
Grant award funds (continuations)	\$3,051	\$5,000	\$5,000
Peer review	\$41	0	0
Total	\$5,000	\$5,000	\$5,000
Number of new awards	6	0	0
Number of continuation awards	9	15	15
<b>National Activities</b>			
NPD grant funds (new)	0	\$8,400	0
NPD grant funds (continuation)	\$55,561	\$47,061	\$72,824
Peer review	0	\$100	0
Clearinghouse	\$2,000	\$2,000	\$2,000
Total	\$57,561	\$57,561	\$74,824
Number of NPD grant awards (new)	0	12	0
Number of NPD grant awards (continuations)	94	94	106
<b>Evaluation<sup>1</sup></b>	\$4,450	\$4,450	\$4,700

<sup>1</sup> The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including English Language Acquisition, and to pool such funds for use in evaluating any ESEA program. The Department did not pool funds from English Language Acquisition grants in fiscal year 2023 but may do so in fiscal years 2024 or 2025.

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### PROGRAM PERFORMANCE INFORMATION

#### Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data; and an assessment of the progress made towards achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by this program.

#### *State Grant Program:*

States report performance data for the English Language Acquisition State grants program annually through the ESEA Consolidated State Performance Reports (CSPRs). In 2018, the Department revised the performance measures for this program in response to the changes made to the ESEA by the Every Student Succeeds Act (ESSA).

**Objective:** *To improve the English proficiency and academic achievement of students served by the English Language Acquisition State Grants program.*

**Measure:** The number of States increasing the percentage of ELs making progress in achieving ELP in LEAs that receive Title III funds.

Year	Target	Actual
2020	34	Not Available
2021	35	6
2022	Baseline	31
2023	Baseline	
2024		
2025		

**Additional information:** Of the 44 States for which reliable data were available, 13 States reported lower performance or no change in the percentage of ELs making progress as compared to 2021. Data for 2020 were not available due to the COVID-19 pandemic and subsequent waiver of Statewide assessments in the 2019-2020 school year. As a result, data for 2021 are not based on the usual methodology for reporting this measure, as the performance measure is intended to compare outcomes between consecutive years. Data for 2021 compares the 2020-2021 school year to the 2018-2019 school year. Normal reporting resumed for 2022, examining the change from 2020-2021 school year to the 2021-2022 school year. Given the continued impacts of the COVID-19 pandemic on ELP assessment administration and reporting, 2020-2021 data may be incomplete and should be interpreted with caution. Fiscal year 2023 performance data is expected to be available in Summer 2024 and will be included in the fiscal year 2026 Congressional Justification. The Department plans to revisit performance targets once 2022-2023 school year data are available so that two consecutive years of comparable data can inform appropriate targets.

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**Measure:** The number of States increasing the percentage of ELs attaining proficiency on the annual ELP assessment in LEAs that receive Title III funds.

Year	Target	Actual
2020	37	Not Available
2021	38	7
2022		29
2023		
2024		
2025		

**Additional information:** Of the 48 States for which reliable data were available, 19 States reported lower performance or no change as compared to 2021. Data for 2020 were not available due to the COVID-19 pandemic and subsequent waiver of Statewide assessments in the 2019-2020 school year. As a result, data for 2021 are not based on the usual methodology for reporting this measure, as the performance measure is intended to compare outcomes between consecutive years. Data for 2021 compares school year 2020-2021 to school year 2018-2019. Normal reporting resumed for 2022, examining the change from 2020-2021 school year to the 2021-2022 school year. Given the continued impacts of the COVID-19 pandemic on ELP assessment administration and reporting, 2020-2021 data may be incomplete and should be interpreted with caution. Fiscal year 2023 performance data is expected to be available in Summer 2024 and will be included in the fiscal year 2026 Congressional Justification. The Department plans to revisit performance targets once 2022-2023 school year data are available so that two consecutive years of comparable data can inform appropriate targets.

**Measure:** The number of States decreasing the percentage of ELs who have not attained ELP within 5 years of initial classification as an EL in LEAs that receive Title III funds.

Year	Target	Actual
2022	Baseline	28
2023	Baseline	
2024		
2025		

**Additional information:** 2022 is the first year the Department is reporting this performance measure. Of the 50 States (including the District of Columbia) for which reliable data were available, 22 States reported lower performance (i.e., a higher percentage) or no change in the percentage of ELs who have not attained ELP within 5 years of initial classification as compared to 2021. Fiscal year 2023 performance data is expected to be available in Summer 2024 and will be included in the fiscal year 2026 Congressional Justification. The Department plans to establish performance targets once 2022-2023 school year data are available later in 2024 so that two consecutive years of comparable data can inform appropriate targets.

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**Measure:** The number of States increasing the percentage of ELs who, having exited English LIEPs in LEAs that receive Title I funds, score proficient or above on State reading/language arts assessments in the fourth year after exiting.

Year	Target	Actual
2021	Baseline	22
2022	Baseline	15
2023		
2024		
2025		

**Additional information:** Of the 45 States for which reliable data were available, 30 States reported lower performance or no change in the percentage of former ELs scoring proficient on reading/language arts assessments in their fourth year after exiting as compared to 2021. 2021 was the first year the Department reported this performance measure. Data for 2020 were not available due to the COVID-19 pandemic and subsequent waiver of Statewide assessments in the 2019-2020 school year. As a result, data for 2021 are not based on the usual methodology for reporting this measure, as the performance measure is intended to compare outcomes between consecutive years. Data for 2021 compares school year 2020-2021 to school year 2018-2019. Normal reporting resumed for 2022, examining the change from 2020-2021 school year to the 2021-2022 school year. Given the continued impacts of the COVID-19 pandemic on ELP assessment administration and reporting, 2020-2021 data may be incomplete and should be interpreted with caution. Fiscal year 2023 performance data is expected to be available in Summer 2024 and will be included in the fiscal year 2026 Congressional Justification. The Department plans to establish performance targets once 2022-2023 school year data are available so that two consecutive years of comparable data can inform appropriate targets.

*NPD Grant Program:*

The Department established the following measures for NPD Grants for the 2021 and 2022 cohorts.

*2021 and 2022 NPD Cohorts:*

**Measure:** The percentage of project-specific annual goals the program met.

Year	Target	2021 Cohort Actual	Target	2022 Cohort Actual
2021	100%	90%		
2022	100	78	100%	78%
2023	90	90	90	
2024	90		90	
2025	95		90	

**Additional information:** 2023 data for the 2022 cohort will be available in Spring of 2024.



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**Measure:** The number of pre-service program participants enrolled.

Year	Target	2021 Cohort Actual	Target	2022 Cohort Actual
2021	157	149		
2022	577	621	544	469
2023	722		866	
2024	820		871	
2025	820		855	

**Additional information:** 2023 data will be available in Spring 2024.

**Measure:** The unduplicated number of in-service program participants served annually.

Year	Target	2021 Cohort Actual	Target	2022 Cohort Actual
2021	971	989		
2022	3138	3147	1806	1395
2023	3624		3177	
2024	3879		3119	
2025	3323		2783	

**Additional information:** 2023 data will be available in Spring 2024.

**Measure:** Under measures 2 and 3, the number of participants who are making progress toward becoming fully State certified, licensed or endorsed in EL instruction and the number of participants who have become fully State certified, licensed or endorsed in EL instruction by the end of the 5-year project period.

Year	Target	2021 Cohort Actual	Target	2022 Cohort Actual
2021	664	707		
2022	1561	1947	1114	991
2023	1674		2037	
2024	1708		1943	
2025	1851		1868	

**Additional information:** 2023 data will be available in Spring 2024.

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*NAM Program:*

The Department established the following performance measures for the NAM program.

**Measure:** The number and percentage of EL students served by the NAM program who score proficient or above on the State reading assessment.

Year	Target	2021 Cohort Actual	Target	2023 Cohort Actual
2021	6	11	N/A	N/A
2022	7	3	N/A	N/A
2023	10		Baseline	
2024	14			
2025	29			

**Additional information:** Actuals reported are the number of EL students who score proficient or above on the State reading assessment. 2023 data will be available in Spring 2024.

**Measure:** The number and percentage of ELs served by the project who have attained proficiency in English as measured by the State-approved English language proficiency assessment.

Year	Target	2021 Cohort Actual	Target	2023 Cohort Actual
2021	8	2	N/A	N/A
2022	9	4	N/A	N/A
2023	11		Baseline	
2024	14			
2025	17			

**Additional information:** Actuals reported are the number of ELs who have attained proficiency in English. 2023 data will be available in Spring 2024.

**Measure:** The percentage of students making progress in learning a Native American language, as determined by each grantee, including through measures such as performance tasks, portfolios, and pre- and post-tests.

Year	Target	2021 Cohort Actual	Target	2023 Cohort Actual
2021	24%	21%	N/A	N/A
2022	23	42	N/A	N/A
2023	46		Baseline	
2024	30			
2025	33			

**Additional information:** 2023 data will be available Spring 2024.

## ENGLISH LANGUAGE ACQUISITION

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### **Other Performance-Related Information**

Over the past several years, Title III funds have contributed to research and evaluation efforts focused on such issues as EL and dual language learner instructional practices, parenting support for young ELs, identification of ELs with disabilities, exiting ELs with disabilities from LIEPs, and EL students' academic success. Completed work on a range of topics related to supporting EL students is available on the Office of English Language Acquisition's website at <https://www2.ed.gov/about/offices/list/oela/resources.html>. Additionally, the newly proposed and reorganized Office of Multilingual and English Learners (currently the Office of English Language Acquisition) will be administering State grants under Title III, Part A of the ESEA to serve ELs and immigrant children and youth. Title III, Part A State grants were previously administered by OESE.