

Department of Education
ENGLISH LANGUAGE ACQUISITION
Fiscal Year 2010 Budget Request

CONTENTS

	<u>Page</u>
Appropriations Language.....	H-1
Analysis of Language Provisions and Changes.....	H-2
Amounts Available for Obligation.....	H-3
Obligations by Object Classification.....	H-3
Authorizing Legislation.....	H-4
Appropriations History.....	H-5
Activity:	
Language acquisition State grants	H-6
State Table.....	H-14

ENGLISH LANGUAGE ACQUISITION

For carrying out part A of title III of the Elementary and Secondary Education Act of 1965, \$730,000,000, which shall become available on July 1, [2009] 2010, and shall remain available through September 30, [2010] 2011,¹ except that 6.5 percent of such amount shall be available on October 1, [2008] 2009, and shall remain available through September 30, [2010] 2011, to carry out activities under section 3111(c)(1)(C):² Provided, That the Secretary of Education shall use estimates of the American Community Survey child counts for the most recent 3-year period available to calculate allocations under such part.³ (*Department of Education Appropriations Act, 2009.*)

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

ENGLISH LANGUAGE ACQUISITION

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ ...which shall become available on July 1, [2009] <u>2010</u>, and shall remain available through September 30, [2010] <u>2011</u>,</p>	<p>This language provides for a portion of the funds for English Language Acquisition State Grants to be appropriated on a forward-funded basis. The forward-funded portion includes the amount of funds that would be distributed to the States under the State grants formula, and Native American discretionary grants.</p>
<p>² ...except that 6.5 percent of such amount shall be available on October 1, [2008] <u>2009</u>, and shall remain available through September 30, [2010] <u>2011</u>, to carry out activities under section 3111(c)(1)(C).</p>	<p>This language provides for 6.5 percent of the funds for the English Language Acquisition State Grants to be appropriated on a 2-year basis. The 6.5 percent of funds appropriated represents funds that would be used for national activities (National Professional Development grants, National Clearinghouse for English Language Acquisition, and evaluation) under section 3111(c)(1)(C).</p>
<p>³<i>Provided</i>, That the Secretary of Education shall use [the American Community Survey child counts to calculate State allocations under such part but, for any State that would otherwise receive greater than a 10-percent reduction from its previous year's allocation, the Secretary shall carry out such calculation using the average of the American Community Survey child counts for the 3 most recent years.] <u>estimates of the American Community Survey child counts for the most recent 3-year period available to calculate allocations under such part.</u></p>	<p>This language requires the Secretary to use the annual 3-year estimates provided by the Census Bureau in order to determine the State allocations. Under the authorizing statute, the Department would use 1-year estimates, which are not as reliable and produce more volatility in the allocations from year to year. Fiscal year 2009 appropriations language directed the Secretary to use a 3-year average for only those States that would otherwise receive greater than a 10-percent reduction from their previous year's allocation, which means that State allocations could be determined using different data sets for different States. The Administration believes it would be more appropriate to use the same data set for all States and that all States should benefit from the general reduction in volatility resulting from the use of 3-year data.</p>

ENGLISH LANGUAGE ACQUISITION

**Amounts Available for Obligation
(\$000s)**

	2008	2009	2010
Discretionary appropriation:			
Appropriation.....	\$712,848	\$730,000	\$730,000
Across-the-board reduction.....	<u>-12,453</u>	<u>0</u>	<u>0</u>
Subtotal, appropriation	700,395	730,000	730,000
Unobligated balance, start of year	9,818	6,309	0
Unobligated balance, expiring.....	-2	0	0
Unobligated balance, end of year	<u>-6,309</u>	<u>0</u>	<u>0</u>
Total, direct obligations	703,902	736,309	730,000

**Obligations by Object Classification
(\$000s)**

	2008	2009	2010
Contractual services and supplies:			
Research and Development	\$1,980	\$1,981	\$1,980
Peer review	11	0	0
Advisory and Assistance Services	<u>3,266</u>	<u>3,650</u>	<u>3,650</u>
Subtotal	5,257	5,631	5,630
Grants, subsidies, and contributions.....	<u>698,645</u>	<u>730,678</u>	<u>724,370</u>
Total, obligations.....	703,902	736,309	730,000

ENGLISH LANGUAGE ACQUISITION

**Authorizing Legislation
(\$000s)**

Activity	2009 Authorized	2009 Actual	2010 Authorized	2010 Request
Language Acquisition State grants (<i>ESEA-III-A</i>)	Indefinite ^{1,2}	\$730,000	Indefinite ^{1,2}	\$730,000
<u>Unfunded authorizations</u>				
Program development and enhancement (<i>ESEA-III-B-1</i>)	Indefinite ³	0	Indefinite ³	0
Research, evaluation, and dissemination (<i>ESEA-III-B-2</i>)	Indefinite ³	0	Indefinite ³	0
Professional Development (<i>ESEA-III-B-3</i>)	Indefinite ³	0	Indefinite ³	0
Immigrant Education (<i>ESEA-III-B-4</i>)	Indefinite ³	<u>0</u>	Indefinite ³	<u>0</u>
Total definite authorization	0		0	
Total appropriation (request subject to reauthorization)		730,000		730,000

¹ This section nominally applies to the entire title, including the unfunded authorizations. However, section 3001(b)(1) clarifies that only Part A will be in effect in any year in which the appropriation equals or exceeds \$650 million.

² The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

³ The GEPA extension expired September 30, 2008. The Administration is not seeking reauthorizing legislation.

ENGLISH LANGUAGE ACQUISITION

**Appropriations History
(\$000s)**

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2001	\$460,000	\$406,000	\$443,000	\$460,000
2002	460,000	700,000	616,000	665,000
2003	665,000	665,000	690,000	685,515
2003 Supplemental	0	0	0	-1,768
2004	665,000	685,515	669,000	681,215
2005	681,215	681,215	700,000	675,765
2006	675,765	675,765	683,415	669,007
2007	669,007	N/A ¹	N/A ¹	669,007 ¹
2008	670,819	774,614	670,819	700,395
2009	730,000	730,000 ²	730,000 ²	730,000
2010	730,000			

¹ This account operated under a full-year continuing resolution (P.L. 110-5). House and Senate Allowance amounts are shown as N/A (Not Available) because neither body passed a separate appropriations bill.

²The levels for the House and Senate allowances reflect action on the regular annual 2009 appropriations bill, which proceeded in the 110th Congress only through the House Subcommittee and the Senate Committee.

ENGLISH LANGUAGE ACQUISITION

Language acquisition State grants

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

FY 2010 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$730,000	\$730,000	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

PROGRAM DESCRIPTION

Title III, Part A of the ESEA authorizes formula grants to States to serve limited English proficient (LEP) students, the National Professional Development Project, discretionary grants for Native American projects, support for the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA), and national evaluations.

Formula grants: The Department makes formula grants to States based on each State's share of the Nation's LEP and recent immigrant student population. The Department distributes 80 percent of formula funds based on State shares of LEP students and 20 percent based on State shares of recent immigrant students. From FY 2002 through FY 2004, the Department used data from the 2000 Census to determine the State shares of LEP students and data submitted by the States to determine levels of recent immigrant students. Starting in FY 2005, the Department has used American Community Survey (ACS) data provided by the Census Bureau to determine State allocations. As a result of the transition to this data source, recent years' allocations have reflected significant shifts in LEP and recent immigrant student population counts, which then caused a shift in State-by-State formula allocations. As the Census Bureau has implemented the ACS survey more widely in recent years, however, these year-to-year fluctuations in State child counts and allocations have modulated. To date, State-reported data have not been considered a reliable source for making allocations. In consideration of improved State data systems and a recommendation from the Government Accountability Office (GAO), the Department in 2008 initiated a study by the National Academy of Sciences to determine the most reliable data source and methodology for future years' allocations. In addition, in 2009, appropriations language requires the Secretary to average 3 years of data to calculate the allocation of any State that would receive greater than a 10 percent reduction from its previous year's allocation.

States must use at least 95 percent of their formula funds for subgrants to eligible entities, (mainly school districts), based primarily on each subgrantee's share of the State's LEP students and a plan submitted by the subgrantee to the State on how the subgrantee will meet the State's annual measurable achievement objectives (AMAOs) for LEP students. From that 95 percent, States also must use up to 15 percent to increase the size of grants to subgrantees that have experienced a

ENGLISH LANGUAGE ACQUISITION

Language acquisition State grants

significant increase in the percentage or number of recent immigrant students over the preceding 2 years. States may use up to 5 percent of their allocation for State-level activities, such as professional development, planning and evaluation, and the provision of technical assistance. States may not use more than 60 percent of the State set-aside or \$175,000 (whichever is greater) for planning and administrative expenses.

States must develop AMAOs for LEP students that measure the increase in English language proficiency and whether LEP students meet the State's academic content and achievement standards. If a subgrantee fails to make progress toward meeting these objectives for 2 consecutive years, the State must require the subgrantee to develop an improvement plan. If the subgrantee fails to meet AMAOs after 4 consecutive years, the State must require the subgrantee to modify the curriculum or method of instruction or replace educational personnel. The State may also terminate assistance to the subgrantee.

The statute also establishes a 0.5 percent or \$5.0 million (whichever is greater) set-aside for schools operated predominantly for Native American and Alaska Native children. Under this set-aside, the Department makes competitive awards to tribes, schools funded by the Bureau of Indian Affairs, and other qualifying entities. The statute also sets aside 0.5 percent of the appropriation for the Outlying Areas.

National activities: Title III requires the Department to set aside 6.5 percent of the appropriation for the following national activities: the National Professional Development Project, the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA), and evaluation. Under the National Professional Development Project, the Department makes 5-year awards to institutions of higher education that have entered into consortium arrangements with State or local educational agencies. The purpose of these grants is to increase the pool of highly qualified teachers prepared to serve LEP students and increase the skills of teachers already serving them. NCELA collects, analyzes, synthesizes, and disseminates research-based information about instructional methods, strategies, and programs for LEP students. In addition, 0.5 percent of the appropriation is set aside, from the 6.5 percent, for evaluation activities.

Starting in fiscal year 2006, all National Activities described in the statute are current funded and remain available for 24 months (from October 1, 2009 through September 30, 2011 for fiscal year 2010). State formula grants and Native American 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.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2005.....	\$675,765
2006.....	669,007
2007.....	669,007
2008.....	700,395
2009.....	730,000

ENGLISH LANGUAGE ACQUISITION

Language acquisition State grants

FY 2010 BUDGET REQUEST

For FY 2010, the Administration requests \$730 million for Language Acquisition State Grants, the same as the FY 2009 level. The request will support further development of statewide capacity to improve educational outcomes for the growing number of LEP students through the adoption of instructional methods that have proven to be effective in enabling LEP students to learn English quickly and effectively and progress in all academic content areas.

According to the U.S. Census Bureau, the number of LEP students has risen from less than 1 million in 1980 to more than 4.7 million in 2006. American Community Survey data collected by the Census Bureau in 2006 show that California, Florida, New York, and Texas enroll 46 percent of the Nation's LEP students, but the rate of growth of the LEP student population in other States has far exceeded that of these four largest States. For example, State-reported data show that the LEP population more than quadrupled between school years 1993-1994 and 2004-2005 in 12 States (Alabama, Arkansas, Delaware, Georgia, Indiana, Kentucky, Missouri, Nevada, New Hampshire, North Carolina, South Carolina, and Tennessee) and more than tripled in another 4 States (Nebraska, Ohio, Pennsylvania, and West Virginia). The percentage growth of recent immigrants (measured as legal permanent residents) has not been the most rapid in the four largest States, either. From 1997 to 2007, the number of legal permanent residents grew tremendously in States such as North Carolina (161 percent), Wisconsin (133 percent), Kentucky (124 percent), and Georgia (117 percent), (2007 Yearbook of Immigration Statistics). Many of these States lack the infrastructure and capacity of the traditional immigrant gateway States to serve LEP students. These demographic trends -- the overall increase in LEP students and the rapid growth in the LEP population in States lacking an infrastructure for serving them -- underscore the need for continued Federal assistance for programs serving LEP students.

Formula Grants

The statute establishes that 0.5 percent of the appropriation or \$5.0 million (whichever is greater) be set aside for schools operated predominantly for Native American and Alaska Native children. In FY 2010, the Department would make continuation awards for grants awarded in FY 2006 and FY 2008. The remaining amount would be allocated to States based on each State's share of the Nation's LEP and recent immigrant student population, with 0.5 percent set aside for the Outlying Areas.

The Secretary does not currently have the statutory authority to use data from more than the most recent 1-year period to determine State allocations. The Administration proposes to require the Secretary to use estimates produced from the Census Bureau's American Community Survey child counts for the most recent 3-year period available. With 3-year estimates, only one-third of the data used to produce the allocations changes each year. In addition, Census has determined that data from a 3-year period are more reliable than data from a 1-year period. Using estimates from a 3-year period, rather than a 1-year period, should reduce some of the volatility that occurs in the allocations when the data set changes each year.

ENGLISH LANGUAGE ACQUISITION

National Activities

As required by statute, the Department would set aside 6.5 percent, or \$47.5 million, of the appropriation for national activities, including \$41.8 million for the National Professional Development Project, \$2.0 million for the National Clearinghouse for English Language Acquisition (NCELA), and \$3.7 million for evaluation.

Under the National Professional Development Project, the Department held a competition in fiscal year 2007 and made 139 new awards to institutions of higher education that have entered into consortium arrangements with State or local educational agencies. Fiscal year 2010 funds would support the 4th year of funding for those awards.

NCELA, operating under a contract with the Department that began in 2008, provides information primarily to teachers and other practitioners on LEP students and research-based instructional methods for serving them. The NCELA web site (<http://www.ncela.gwu.edu>) has become the Department's *de facto* resource library on English language acquisition and receives, on average, 1.5 million hits per month. Fiscal year 2010 funds will support the third year of the contract.

In fiscal year 2008, the Department used the evaluation set-aside funds to initiate three evaluation studies. The Department expects the interim findings and results of these studies to provide valuable information for policy decisions. These studies are discussed in more detail under the "Other Performance Information" section. The Department would plan to use a portion of the FY 2010 evaluation funds to examine the needs and best practices for identifying and serving LEP students with disabilities.

ENGLISH LANGUAGE ACQUISITION

Language acquisition State grants

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Total Appropriation	\$700,395	\$730,000	\$730,000
State formula grants:			
Language acquisition State grants	\$649,869	\$677,550	\$677,550
Number of States	56	56	56
Native American discretionary grants			
Native American discretionary grants	\$4,990	\$5,000	\$5,000
Peer review for new awards	\$10	0	0
New projects	9	0	0
Continuation projects	21	30	29
National activities:			
National professional development	\$40,044	\$41,819	\$41,820
New projects	0	0	0
Continuation projects	158	139	139
Peer review	0	0	0
Clearinghouse	\$1,980	\$1,981	\$1,980
Evaluation	\$3,502	\$3,650	\$3,650

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2010 and future years, and the resources and efforts invested by those served by this program.

Goal: To help limited English proficient students learn English and reach high academic standards.

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

ENGLISH LANGUAGE ACQUISITION

Language acquisition State grants

Measure: The percentage of LEP students receiving Title III services who are making progress in learning English.		
Year	Target	Actual
2006		45
2007	50	41
2008	55	
2009	60	
2010	65	

Assessment of progress: This measure was instituted in 2006. The Department received data from 43 States for this measure in 2007. The release of the Title III *Notice of Final Interpretations* in 2008 may have changed how States collect and report data on LEP students. Data from 2008 will be available in May 2009.

Measure: The percentage of LEP students receiving Title III services who have attained English language proficiency.		
Year	Target	Actual
2005		23
2006	29	19
2007	20	21
2008	25	
2009	30	
2010	35	

Assessment of progress: Targets for this measure were very ambitious initially and were, therefore, revised in 2007 to reflect more realistic goals. The Department received data from 44 States for this measure in 2007. The release of the Title III *Notice of Final Interpretations* in 2008 may have changed how States collect and report data on LEP students. Data from 2008 will be available in May 2009.

This program has three additional outcome measures, two that were new in 2008 and one that was revised in 2008. The Department revised the one measure to be better aligned with the goals and objectives of the program: the percentage of local educational agencies (LEAs) receiving Title III funding meeting all three AMAOs for LEP students. The two additional outcome measures are: (1) The percentage of LEP students who score proficient or above on State reading assessments and, (2) The percentage of monitored formerly LEP students who score proficient or above on State reading assessments. The Department will collect baseline data on these measures in 2009 and set targets at that time.

ENGLISH LANGUAGE ACQUISITION

Efficiency Measures

The Department has developed two efficiency measures for the English Language Acquisition State grants program. These measures address the Department's emphasis on risk mitigation and on the timely and effective use of Federal funds.

Measure: The average number of days States receiving Title III funds take to make subgrants to subgrantees.		
Year	Target	Actual
2006		55
2007	52	67
2008	46	
2009	45	
2010	45	

Assessment of progress: The Department has worked with States to make subgrants in a timely manner. There were 47 States that responded to this measure for 2007, which is 8 more States than in the prior year. Three States required more than 200 days to distribute funds to their subgrantees and 7 States required between 112 and 173 days to distribute funds to their subgrantees.

Measure: The annual cost per limited English proficient student attaining English language proficiency.		
Year	Target	Actual
2006		\$785
2007	\$783	772
2008	782	
2009	780	
2010	775	

Assessment of progress: This measure examines the national annual cost per LEP student attaining English language proficiency (a figure derived by dividing the total amount of funding allocated to States in a given year by the number of students reported as attaining proficiency).

Other Performance Information

The statute requires that schools implementing Title III programs use curricula that reflect scientifically based research on teaching LEP students. Consistent with its mandate to test the effectiveness of promising practices under a variety of conditions in order to determine their feasibility for large-scale adoption, the Department's Institute of Education Sciences (IES) has overseen three impact evaluations, begun in FY 2004 and funded from FY 2003 - FY 2007 appropriations. These evaluations are measuring, among other things, the impact of interventions and language education program models (e.g., structured English immersion, transitional bilingual education, dual language immersion) on LEP students' acquisition of English and on their academic achievement. All three studies are developing or have developed enhanced versions of the program models for kindergarten through grade 3. The report deadlines for these three studies have been extended and they are now scheduled for completion in FY 2009.

ENGLISH LANGUAGE ACQUISITION

Language acquisition State grants

Using FY 2008 funds, the Department has funded the following three studies that began in fall 2008:

- Evaluation of State and Local Implementation of Title III Standards, Assessments, and Accountability Systems – The purpose of this study is to provide an in-depth picture of the implementation of Title III provisions throughout the Nation. The study will include an analysis of student-level assessment data for information on the relationship between LEP students' acquisition of English and their progress in meeting content area standards. The final report is scheduled for completion in spring 2011. In addition, the Department will receive three policy briefs to serve as an immediate resource for the new Administration and other key stakeholders who are interested in trying to determine the status of Title III implementation and key issues for consideration prior to reauthorization of the Elementary and Secondary Education Act (ESEA). The briefs will be available in June 2009.
- Expert Study of ESEA Title III Allocations to States – The National Academy of Sciences (NAS) will evaluate the two currently allowable sources of data for determining Title III State grant allocations (ACS and State-reported) and make recommendations on the best methodology for computing those allocations. A draft report will be available in April 2010 with a final report in September 2010.
- A Review of Research on the Role of Academic English for LEP Students in Grades K-12 – The purpose of this review is to describe how academic English has been defined and operationalized; what the different approaches are to teaching academic English; and the characteristics and preparation of teachers who teach academic English. A final literature review will be available by the end of fiscal year 2009.

FY 2009 funds may support additional needs identified through these three projects. The Department is considering other needs that will be supported with FY 2010 evaluation funds, including a study of best practices for identifying and serving LEP students with disabilities.

Program Improvement Efforts

The Department is undertaking the following improvement efforts for this program.

- *Develop a technical assistance plan, based on information gained from the evaluations, to assist States with the implementation of Title III.* Following the release of the results of the three evaluations being conducted by IES, the Department will create a plan with approaches for technical assistance that will assist States in areas identified by the evaluations. The Department will make the results of these evaluations available through NCELA's web site, the Department's web site, and other means.
- Consider the technical assistance needs of States in improving the delivery of instruction and support for LEP students, using findings from the evaluation studies and State monitoring. Interim findings from the studies funded in 2008 will also provide information on the progress States have made in creating an infrastructure to support the education of LEP students.

ENGLISH LANGUAGE ACQUISITION

Language Acquisition State Grants

State or Other Area	2008 Actual	Recovery Act Estimate	2009 Estimate	2010 Estimate	Change from 2009 Estimate
Alabama	3,662,530	0	4,349,324	3,790,052	-559,272
Alaska	1,068,686	0	1,322,960	1,088,316	-234,644
Arizona	22,008,130	0	24,900,489	23,017,160	-1,883,329
Arkansas	2,993,001	0	3,331,698	3,214,266	-117,432
California	164,463,306	0	168,456,300	174,445,159	5,988,859
Colorado	10,346,532	0	11,214,892	10,785,424	-429,468
Connecticut	5,701,587	0	5,737,252	5,785,431	48,179
Delaware	1,220,192	0	1,168,946	1,297,102	128,156
District of Columbia	1,027,423	0	806,780	826,693	19,913
Florida	42,406,254	0	43,560,011	43,788,825	228,814
Georgia	15,944,963	0	16,478,879	16,397,360	-81,519
Hawaii	2,763,318	0	2,666,218	2,566,524	-99,694
Idaho	1,884,572	0	1,998,276	2,161,125	162,849
Illinois	27,696,340	0	30,906,506	30,057,699	-848,807
Indiana	6,846,078	0	6,660,567	6,912,913	252,346
Iowa	3,039,052	0	2,769,974	2,945,282	175,308
Kansas	3,580,355	0	3,684,318	3,751,546	67,228
Kentucky	2,901,342	0	3,765,040	3,487,823	-277,217
Louisiana	2,401,383	0	2,951,681	2,808,314	-143,367
Maine	825,861	0	724,271	745,606	21,335
Maryland	8,539,384	0	9,406,499	9,521,584	115,085
Massachusetts	11,645,852	0	11,839,113	12,308,424	469,311
Michigan	9,808,235	0	10,927,358	11,115,144	187,786
Minnesota	8,212,782	0	7,922,699	8,113,772	191,073
Mississippi	1,387,985	0	1,573,958	1,661,675	87,717
Missouri	4,153,455	0	5,014,363	4,632,022	-382,341
Montana	500,000	0	501,875	500,000	-1,875
Nebraska	2,845,645	0	2,667,560	2,628,913	-38,647
Nevada	7,275,754	0	8,030,369	7,435,535	-594,834
New Hampshire	750,591	0	785,653	907,400	121,747
New Jersey	18,602,562	0	18,324,110	19,048,476	724,366
New Mexico	5,797,995	0	5,115,590	4,943,123	-172,467
New York	51,902,229	0	49,792,612	51,526,965	1,734,353
North Carolina	14,756,567	0	14,334,922	13,930,773	-404,149
North Dakota	516,551	0	540,916	500,000	-40,916
Ohio	7,815,268	0	7,937,616	8,357,265	419,649
Oklahoma	3,490,217	0	3,943,527	3,904,155	-39,372
Oregon	7,609,239	0	7,868,147	8,084,488	216,341
Pennsylvania	11,325,615	0	12,756,292	12,478,688	-277,604
Rhode Island	1,658,700	0	1,926,672	1,992,130	65,458
South Carolina	4,112,405	0	4,628,599	4,642,620	14,021
South Dakota	520,987	0	500,000	631,591	131,591
Tennessee	5,122,035	0	5,998,028	5,729,202	-268,826
Texas	93,022,484	0	98,711,971	96,687,225	-2,024,746
Utah	4,718,942	0	5,322,574	4,777,664	-544,910
Vermont	500,000	0	500,000	500,000	0
Virginia	11,992,523	0	11,448,020	11,249,135	-198,885
Washington	14,234,059	0	16,488,896	14,756,542	-1,732,354
West Virginia	639,775	0	677,170	706,926	29,756
Wisconsin	6,396,351	0	7,091,009	6,886,443	-204,566
Wyoming	500,000	0	500,000	500,000	0
American Samoa	1,174,458	0	1,219,495	1,219,495	0
Guam	1,141,699	0	1,192,218	1,192,218	0
Northern Mariana Islands	1,133,400	0	1,183,552	1,183,552	0
Puerto Rico	3,231,835	0	3,369,500	3,369,500	0
Virgin Islands	52,416	0	54,735	54,735	0
Freely Associated States	0	0	0	0	0
Indian set-aside	5,000,000	0	5,000,000	5,000,000	0
Undistributed (non-State allocations)	45,525,645	0	47,450,000	47,450,000	0
Total	700,394,545	0	730,000,000	730,000,000	0