

**Department of Education**  
**ENGLISH LEARNER EDUCATION**  
**Fiscal Year 2013 Budget Request**

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[For carrying out part A of title III of the ESEA, \$733,530,000, which shall become available on July 1, 2012, and shall remain available through September 30, 2013,<sup>1</sup> except that 6.5 percent of such amount shall be available on October 1, 2011, and shall remain available through September 30, 2013, to carry out activities under section 3111(c)(1)(C).<sup>2</sup> *Provided*, That the Secretary shall use estimates of the American Community Survey child counts for the most recent 3-year period available to calculate allocations under such part.<sup>3</sup>] (*Department of Education Appropriations Act, 2012.*)

### NOTES

No new language is included for this account. All programs are authorized under the expired Elementary and Secondary Education Act; when new authorizing legislation for the Elementary and Secondary Education Act is enacted, a budget request for these programs will be proposed.

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.

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### Analysis of Language Provisions and Changes

Language Provision	Explanation
<p><sup>1</sup>[...which shall become available on July 1, 2012, and shall remain available through September 30, 2013,]</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 are distributed to the States under the State grants formula and the Native American discretionary grants.</p>
<p><sup>2</sup>[...except that 6.5 percent of such amount shall be available on October 1, 2011, and shall remain available through September 30, 2013, 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 represents funds that are used for national activities (National Professional Development grants, National Clearinghouse for English Language Acquisition, and evaluation) under section 3111(c)(1)(C).</p>
<p><sup>3</sup>[<i>Provided</i>, 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.]</p>	<p>This language permits 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 2012 appropriations language directs the Secretary to use Census Bureau 3-year period counts.</p>

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**Amounts Available for Obligation**  
(dollars in thousands)

Appropriation and Adjustments	2011	2012	2013
Discretionary appropriation:			
Appropriation.....	\$735,000	\$733,530	\$732,144
Across-the-board reduction .....	<u>-1,470</u>	<u>-1,386</u>	<u>0</u>
Subtotal, appropriation .....	733,530	732,144	732,144
Unobligated balance, start of year .....	23,547	7,806	5,661
Unobligated balance expiring .....	0	0	0
Unobligated balance, end of year .....	<u>-7,806</u>	<u>-5,661</u>	<u>0</u>
Total, direct obligations.....	749,271	734,289	737,805

**Obligations by Object Classification**  
(dollars in thousands)

Object Class	2011	2012	2013
Contractual services and supplies:			
Other services .....	\$2,737	\$2,000	\$2,000
Peer review .....	118	8	0
Advisory and assistance services .....	<u>3,750</u>	<u>5,668</u>	<u>5,322</u>
Subtotal .....	6,605	7,676	7,322
Grants, subsidies, and contributions.....	<u>742,666</u>	<u>726,613</u>	<u>730,483</u>
Total, obligations.....	749,271	734,289	737,805

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**Authorizing Legislation**  
(dollars in thousands)

Activity	2012 Authorized	2012 Estimate	2013 Authorized	2013 Request
Language acquisition State grants (ESEA-III-A)	0 <sup>1,2</sup>	\$732,144	To be determined <sup>3</sup>	\$732,144
<b>Unfunded authorizations</b>				
Program development and enhancement (ESEA-III-B-1)	0 <sup>1,4</sup>	0	0 <sup>4</sup>	0
Research, evaluation, and dissemination (ESEA-III-B-2)	0 <sup>1,4</sup>	0	0 <sup>4</sup>	0
Professional development (ESEA-III-B-3)	0 <sup>1,4</sup>	0	0 <sup>4</sup>	0
Immigrant education (ESEA-III-B-4)	<u>0<sup>1,4</sup></u>	<u>0</u>	<u>0<sup>4</sup></u>	<u>0</u>
Total definite authorization				
Total appropriation		732,144		732,144
Portion of request subject to reauthorization				732,144

NOTE: The Administration is proposing to reauthorize the Elementary and Secondary Education Act. FY 2013 funds for affected programs are proposed for later transmittal and will be requested once the legislation is enacted.

<sup>1</sup> ESEA section 3001(b)(1) provides that only Part A will be in effect in any year in which the appropriation equals or exceeds \$650 million.

<sup>2</sup> The program is authorized in FY 2012 through appropriations language.

<sup>3</sup> The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2013.

<sup>4</sup> The GEPA extension expired September 30, 2008. No appropriations language or reauthorizing legislation is sought for 2013.

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### Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
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 <sup>1</sup>	N/A <sup>1</sup>	669,007 <sup>1</sup>
2008	670,819	774,614	670,819	700,395
2009	730,000	730,000 <sup>2</sup>	730,000 <sup>2</sup>	730,000
2010	730,000	760,000	750,000 <sup>3</sup>	750,000
2011	800,000	750,000 <sup>4</sup>	800,000 <sup>3</sup>	733,530
2012	750,000	733,531 <sup>5</sup>	733,530 <sup>5</sup>	732,144
2013	732,144			

<sup>1</sup> 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.

<sup>2</sup> The 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.

<sup>3</sup> The level for the Senate allowance reflects Committee action only.

<sup>4</sup> The level for the House allowance reflects the House-passed full-year continuing resolution.

<sup>5</sup> The level for the House allowance reflects an introduced bill; the level for the Senate allowance reflects Senate Committee action only.

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### Language acquisition State grants (proposed legislation)

(dollars in thousands)

FY 2013 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>Change</u>
\$732,144	\$732,144	0

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<sup>1</sup> The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2013.

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### PROGRAM DESCRIPTION

Currently, Title III, Part A of the Elementary and Secondary Education Act (ESEA) authorizes formula grants to States to serve English Learners (ELs), 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. The Administration is proposing reauthorizing legislation for fiscal year 2013.

Formula grants: The Department makes formula grants to States based on each State's share of the Nation's EL and recent immigrant student populations. The Department distributes 80 percent of formula funds based on State shares of ELs and 20 percent based on State shares of recent immigrant students. From fiscal year 2002 through fiscal year 2004, the Department used data from the 2000 Census to determine the State shares of ELs and data submitted by the States to determine levels of recent immigrant students. Starting in fiscal year 2005, the Department has used American Community Survey (ACS) data provided by the Census Bureau to determine the counts of both EL and immigrant students. As a result of the transition to this data source (and, initially, the relatively small size of the ACS sample), several years' allocations reflected significant shifts in EL 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.

The authorizing statute requires the Department to use the more accurate of the data from the ACS or State-reported data on the number of children assessed for English language proficiency. To date, the Department has not considered State-reported data to be the most reliable source for making allocations. However, in consideration of improvements in State data systems and a recommendation from the Government Accountability Office (GAO) to review this issue, the Department in 2008 initiated a study by the National Research Council of the National

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Academy of Sciences (NAS) to determine the most reliable data source and methodology for future years' allocations. In 2009, appropriations language required the Secretary to average 3 years of data in calculating the allocation of any State that would receive greater than a 10-percent reduction from its previous year's allocation. The 2010 and 2011 appropriations language required the Department to use data from a 3-year period in calculating the allocations for all States. Three-year period estimates became available for the first time in 2010, and Census has determined that they are more reliable and less volatile than data from a 1-year period.

States must use at least 95 percent of their formula funds for subgrants to eligible entities, (mainly local educational agencies), based primarily on each subgrantee's share of the State's ELs 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 ELs. From that 95 percent, States also must use up to 15 percent to increase the size of grants to subgrantees that have experienced a 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 that measure ELs' improvement in and achievement of English language proficiency and whether ELs meet the State's academic content and academic 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 Department of the Interior/Bureau of Indian Education, and other qualifying entities. The statute also sets aside 0.5 percent of the appropriation for the Outlying Areas.

National activities: The Language Acquisition State (LAS) grant program currently requires the Department to set aside 6.5 percent of the appropriation for the following national activities: the National Professional Development project (NPDP), 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 certified or licensed teachers prepared to serve ELs 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 ELs. In addition, 0.5 percent of the appropriation is set aside, from the 6.5 percent, for evaluation activities.

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Starting in fiscal year 2006, funds for all National Activities described in the statute have been available for 24 months (from October 1 through September 30 of the following fiscal year). 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:

	(dollars in thousands)
2008 .....	\$700,395
2009 .....	730,000
2010 .....	750,000
2011 .....	733,530
2012 .....	732,144

### FY 2013 BUDGET REQUEST

For fiscal year 2013, the Administration requests \$732.1 million for Language Acquisition State grants, the same as the fiscal year 2012 amount. This request would support strengthened professional development for educators, stronger accountability, and implementation of innovative and effective programs in the program's first year of operation under a reauthorized ESEA. The Administration's reauthorization proposal would strengthen the conditions governing States' receipt of formula funds and provide the Secretary with the authority to reserve additional funds for national activities and, in addition, provide more flexibility in using those funds to improve outcomes for ELs, e.g., competitive grants for innovative projects that support the development and implementation of dual-language, transitional bilingual, and other high-quality language instruction educational programs (LIEPs) for ELs. The Administration's reauthorization proposal would enhance the ability of this program to drive innovation and advance the field, and the Secretary would use future increases to support the development and implementation of projects that have a significant impact on improving outcomes for ELs.

According to the Census Bureau's ACS data, the number of school-aged ELs has risen from less than 1 million in 1980 to over 4.5 million in 2010<sup>1</sup> in the States, DC, and Puerto Rico. ACS data from 2010 also show that Arizona, California, Florida, Illinois, New Jersey, New York, and Texas enroll 66 percent of the Nation's ELs (excluding Puerto Rico), but the recent rate of growth of the EL student population in other States has exceeded that of these seven States. For example, ACS data show that from 2005 to 2010, the EL population increased by 47 percent in Alaska, 35 percent in Nevada, 28 percent in North Dakota, 23 percent in Washington, and 22 percent in Hawaii. Many of these States are not the traditional immigrant gateway States and, thus, may lack the infrastructure and service capacity of States with a longer history of high EL and immigrant student enrollment. As for immigration, the data indicate that immigration has slowed nationally in recent years, but some States experienced large increases in this population. Delaware, Indiana, Missouri, Rhode Island, South Dakota, Vermont, and Wyoming all experienced more than a 20-percent increase in their immigrant

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<sup>1</sup> Note that 2010 ACS data are estimates from a 3-year period (2008, 2009, and 2010).

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population during the 2008 to 2010 timeframe. These demographic trends – the overall increase in ELs and the rapid growth in the EL population in States lacking an infrastructure for serving them – underscore not only the ongoing need for Federal assistance, but also the need for information on effective instructional practices and for effective educators to serve the EL population.

### Formula and Native American Grants

Under the Administration's reauthorization proposal, the statute would continue to set aside 0.5 percent of the appropriation or \$5.0 million (whichever is greater) for schools operated predominantly for Native American and Alaska Native children. In fiscal year 2013, the Department (with a combination of fiscal year 2012 and fiscal year 2013 funds) would make approximately 12 new awards as well as continuation awards for the 34 grants awarded in fiscal year 2011.

Recommendations from the NAS study became available in January 2011 ([http://www.nap.edu/catalog.php?record\\_id=13090](http://www.nap.edu/catalog.php?record_id=13090)) and included the recommendation that the Department begin using a combination of ACS and State-reported data for the count of ELs and continue using ACS data for the count of immigrant students. The Administration's reauthorization proposal would authorize the Secretary to use data on the EL population obtained from the ACS or from the States (as in current law) or to use a combination of the data (which could be multi-year period estimates) from these two sources. The proposal would also strengthen the Title III program by requiring States to use consistent methods for identifying ELs and for exiting them from language instruction educational programs. In order to support the selection of effective programs and to improve existing programs, States would also be required to put in place a system that evaluates the effectiveness of LIEPs and a data system that provides information on the achievement of subgroups of ELs.

In the event that reauthorization is not enacted in time to govern fiscal year 2013 allocations, the Administration recommends the inclusion of appropriations language for fiscal year 2013 that permits the Department to implement the NAS study recommendations. More specifically, we request the authority to use a combination of State-reported and ACS data, consistent with the reauthorization proposal. The Department would have State-reported data make up 10 percent and ACS data account for 90 percent of the formula for ELs in 2013. Consistent with the NAS recommendations, ACS data would continue to determine the counts of immigrant students for the State allocations. In fiscal year 2014, the Department would anticipate increasing to 20 percent the share of the funds based on EL counts driven by State-reported data, depending on our estimation of the quality of those data at that time.

### National Activities

Under the reauthorization proposal, the Secretary would set aside a portion of the appropriation to carry out national activities that support advancements in education for ELs. The proposal would authorize the Secretary to use these funds to continue to support the National Clearinghouse for English Language Acquisition, as well as to make competitive grants, through the National Professional Development project, for teacher and paraprofessional preparation and professional development activities to improve classroom instruction for ELs. The proposal

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would also provide the Department with the flexibility to carry out additional discretionary activities that support the improvement of the education of ELs.

For fiscal year 2013, the Department would reserve \$47.6 million for National Activities. The Department would use \$41.9 million to continue 118 NPDP grants, \$2.0 million for NCELA, and \$3.7 million for evaluation activities. The Department expects to issue a statement of work for a new NCELA in fiscal year 2012, focusing the Center more specifically on meeting the technical assistance needs of the field.

### PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Total Appropriation	\$733,530	\$732,144	\$732,144
State formula grants:			
Language acquisition State grants	\$680,851	\$679,554	\$679,554
Number of States	57	57	57
Native American discretionary grants	\$4,990	\$5,000	\$4,950
New projects	15	3	9
Continuation projects	8	21	13
Peer review of new award applications	\$10	0	\$50
National activities:			
National professional development	\$41,906	\$41,929	\$41,929
New projects	17	76	0
Continuation projects	134	42	118
Peer review of new award applications	\$125	0	0
Clearinghouse	\$1,981	\$2,000	\$2,000
Evaluation	\$3,667	\$3,661	\$3,661

### 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 fiscal year 2013 and future years, and the resources and efforts invested by those served by this program.

States report their data for the Language Acquisition State grants program annually through the Consolidated State Performance Report (CSPR). All 52 States, including DC and Puerto Rico, are required to report. The Department works with the States to clear up data discrepancies.

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Different States may define “making progress” and “attaining proficiency” differently, even when they use the same assessments.

**Goal:** To help English learners 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.*

**Measure:** The percentage of ELs receiving Title III services who are making progress in learning English.

Year	Target	Actual
2008	55	43
2009	60	59
2010	65	59
2011	67	
2012	69	
2013	71	

**Additional information:** The Department received 2010 data from 50 States for this measure. One small State and Puerto Rico did not report data; Puerto Rico did not receive funding in fiscal year 2009. The Department recalculated data from 2008 because of an error in the ED*Facts* data system.

**Measure:** The percentage of ELs receiving Title III services who have attained English language proficiency.

Year	Target	Actual
2008	25	23
2009	30	24
2010	35	26
2011	37	
2012	40	
2013	45	

**Additional information:** Fifty-one States reported on this measure for 2010; Puerto Rico did not report data as the Commonwealth did not receive funding in fiscal year 2009. The Department recalculated data from 2008 because of an error in the ED*Facts* data system.

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**Measure:** The percentage of ELs who score proficient or above on State reading assessments.

Year	Target	Actual
<b>2008</b>		33
<b>2009</b>	34	35
<b>2010</b>	35	39
<b>2011</b>	36	
<b>2012</b>	37	
<b>2013</b>	38	

**Additional information:** This measure was instituted in 2008. States are required to report data on ELs' reading achievement for Title I as well as Title III. However, under current provisions for Title III, States are required to report only on ELs served by Title III. Fifty-one States reported on this measure for 2010; one State with a very small EL population did not report data for the EL subgroup and thus was excluded from the data reported for this measure. The Department recalculated data from 2008 because of an error in the *EDFacts* data system.

**Measure:** The percentage of monitored former ELs who score proficient or above on State reading assessments.

Year	Target	Actual
<b>2008</b>		52
<b>2009</b>	62	73
<b>2010</b>	64	71
<b>2011</b>	66	
<b>2012</b>	68	
<b>2013</b>	70	

**Additional information:** This measure was instituted in 2008. One small State with a small EL population and Puerto Rico did not report data for this year. The Department recalculated data from 2008 because of an error in the *EDFacts* data system.

**Measure:** The percentage of subgrantees receiving Title III funding that meet all three AMAOs for ELs.

Year	Target	Actual
<b>2008</b>		54
<b>2009</b>	57	55
<b>2010</b>	59	56
<b>2011</b>	61	
<b>2012</b>	63	
<b>2013</b>	65	

**Additional information:** In 2008, the Department revised this measure to make it better aligned with the goals and objectives of the program. States set annual measurable achievement objectives (AMAOs) based on State English language proficiency standards and assessments. The three AMAOs must include objectives for ELs: (1) making progress in

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learning English; (2) attaining English proficiency; and (3) making adequate yearly progress under Title I. The Department received 2010 data from 50 States for this measure. One small State and Puerto Rico did not report data for this year; Puerto Rico did not receive funding in fiscal year 2009.

### Efficiency Measures

The Department has developed two efficiency measures for this program. These measures address the Department's emphasis 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
2008	46	62
2009	46	60
2010	45	52
2011	45	
2012	45	
2013	45	

**Additional information:** The Department has worked with States to help them make subgrants in a timely manner and has made progress on this measure for 3 years in a row. Fifty-one States responded to this measure for 2010; Puerto Rico did not report data as the Commonwealth did not receive funding in fiscal year 2009. The amount of time it takes States to make subgrants ranges from 0 days to 199 days. Seven States reported making subgrants within one day of receiving their State grant.

**Measure:** The annual cost per English learner attaining English language proficiency.

Year	Target	Actual
2008	\$782	\$771
2009	780	832
2010	775	638
2011	770	
2012	770	
2013	770	

**Additional information:** This measure examines the national annual cost per EL 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). The targets are not intended to motivate States to eliminate important services to students but, rather, to encourage efficiencies in order to serve as many students as possible without sacrificing the quality of the services. Fifty-one States responded to this measure for 2010; Puerto Rico did not report data as the Commonwealth did not receive funding in fiscal year 2009.

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#### Other Performance Information

The statute provides a set-aside for evaluation activities equal to 0.5 percent of the total appropriation for this program. Current activities include the following studies:

- Evaluation of State and Local Implementation of Title III Standards, Assessments, and Accountability Systems – The purpose of this Policy and Program Studies Service (PPSS) study is to provide an in-depth picture of the implementation of current ESEA provisions for ELs throughout the Nation. The study includes an analysis of student-level assessment data to identify the relationship between ELs' acquisition of English and their progress in meeting content area standards. The final report is undergoing final revisions and is expected to be ready for publication in early 2012. Fiscal year 2008, fiscal year 2009, and fiscal year 2010 funds have supported this study.

As part of this study, the Department received three policy briefs in 2010, entitled, "Title III: A State of the States," "Title III: Behind the Numbers," and "Title III Accountability and District Improvement Efforts." These briefs have served as an immediate resource for the Administration, Congress, and other key stakeholders, and as a resource for the development of the Administration's reauthorization proposal for Title III.

- Study of School Turnaround – The Institute of Education Sciences (IES) is conducting a 5-year study to provide in-depth information about the school turnaround efforts funded by the School Improvement Grants (SIG) program, focusing on two primary questions: (1) what is the change process in a set of persistently low-performing schools implementing school turnaround models?; and (2) what are leading indicators of the successful implementation of school turnaround models? Fiscal year 2009 funds from Title III support the inclusion of data collections focused on schools with high EL populations. Baseline analyses of SIG applications and SIG schools are available<sup>2</sup>, with new reports expected in 2012 and 2013.
- Language Instruction Education Programs: Lessons from the Research and Profiles of Promising Programs – This PPSS project, occurring in fiscal year 2011, will provide a literature review and guide on promising practices for educators at the State and district levels, highlighting the components of effective language instruction educational programs. The study will also help educators gain some basic information on how to evaluate these programs at the local level. Fiscal year 2009 funds support this study. The final report is currently under review and is expected to be available in early 2012.
- Updating the EL Practice Guide – IES will oversee work to update the 2006-07 practice guide, "Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide," to reflect advances in the field over the past 5 years. Fiscal year 2009 funds support this work, to be completed in fiscal year 2013.
- Exploratory Study on the Identification of ELs with Disabilities – This PPSS study will examine the identification of ELs with disabilities, based on a review of previous

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<sup>2</sup> <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20114019>

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research and through exploratory case studies in nine school districts that will examine how these districts identify ELs with disabilities. Completion of the literature review is expected in February 2012, with preliminary findings from the case studies expected in December 2012. The final report is due in August 2013. Fiscal year 2010 funds support this study.

- Descriptive Study of NPDP Grantees – PPSS will oversee this study, which will examine how a sample of NPDP grantees are implementing their grants, including how past grantees have leveraged their grants, with specific focus on: (1) the content and structure of the education they provide to current and prospective teachers of ELs; (2) the nature of changes grantees attempt to make to the teacher education programs at their institutions; (3) the efforts grantees make to institutionalize their projects for sustainability; and (4) grantees' efforts to track former program participants. A literature review is expected in spring 2012 with a final report in September 2013. Fiscal year 2010 funds support this study.
- Feasibility Study Addressing Science, Technology, Engineering, and Mathematics (STEM) Teaching of ELs – IES will conduct a feasibility and design study in the area of STEM instruction for ELs. The study will investigate the feasibility of a rigorous impact evaluation of either a professional development program for STEM teachers of ELs, instructional practices for ELs in STEM classrooms, or both. A final report is expected at the end of fiscal year 2012. Fiscal year 2010 funds support this study. Depending on the results of this feasibility study, the Department may fund an impact evaluation on this topic using fiscal year 2011, fiscal year 2012, and fiscal year 2013 funds.
- Implementation and Impact Evaluation of the Race to the Top (RTT) and School Improvement Grants (SIG) programs – As part of IES's larger study of these two programs, fiscal year 2010 and fiscal year 2011 Title III funds support an increased focus on how States, districts, and schools are accounting for the needs of ELs as they implement educational reforms. Specifically, the evaluation will examine the extent to which States have adopted common academic standards; the changes in practice that have been instituted statewide and at the local level to implement these new standards, including the extent to which supports have been provided for ELs; the strategies and practices being used to support schools in transitioning to new standards; and the lessons to be learned from the transition.
- Study of Promising Features of Teacher Preparation Programs – IES awarded a contract in late fiscal year 2011 for a study of promising features of teacher preparation programs, which will look at the impact on student achievement of teachers who chose preparation programs that differ on a particular preparation feature, e.g., intensive clinical practice (both fieldwork and student teaching), coursework in content areas, and coursework in pedagogy. The study will also use State administrative data from 2-3 States to conduct correlational analyses that focus on EL students and the preparation of their teachers. Fiscal year 2010 and fiscal year 2011 funds support this study. Reports are expected in early 2015.