

Department of Education
ENGLISH LANGUAGE ACQUISITION
Fiscal Year 2022 Budget Request

CONTENTS

	<u>Page</u>
Appropriations Language.....	G-1
Analysis of Language Provisions and Changes.....	G-2
Appropriation, Adjustments, and Transfers.....	G-3
Summary of Changes	G-4
Authorizing Legislation.....	G-5
Appropriations History.....	G-6
Significant Items in FY 2021 Appropriations Reports	G-7
Activity:	
English language acquisition.....	G-9
State table*	

State tables reflecting final 2020 allocations and 2021 and 2022 estimates are posted on the Department's webpage at: <https://www2.ed.gov/about/overview/budget/statetables/index.html>

ENGLISH LANGUAGE ACQUISITION

For carrying out part A of title III of the ESEA, [~~\$797,400,000~~] \$917,400,000, which shall become available on July 1, [~~2021~~] 2022, and shall remain available through September 30, [~~2022~~] 2023,¹ except that 6.5 percent of such amount shall be available on October 1, [~~2020~~] 2021, and shall remain available through September 30, [~~2022~~] 2023, to carry out activities under section 3111(c)(1)(C):² Provided, That \$20,000,000 of the funds made available under this heading shall become available on October 1, 2021, and shall remain available through September 30, 2023 for supplemental awards to State educational agencies in States with at least one county where 50 or more unaccompanied migrant children have been released to sponsors since January 1, 2021, through the Department of Health and Human Services, Office of Refugee Resettlement, or in which local educational agencies have enrolled at least 100 students from Puerto Rico since January 1, 2020:³ Provided further, That such awards shall be determined consistent with the requirements under the heading “English Language Acquisition” in the Department of Education Appropriations Act, 2015 (title III of division G of Public Law 113-235), except that the Secretary may modify those requirements to include counts of students from Puerto Rico in the determination and use of such awards.⁴ (*Department of Education Appropriations Act, 2021.*)

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 appropriations language.

ENGLISH LANGUAGE ACQUISITION

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>1...which shall become available on July 1, [2021] <u>2022</u>, and shall remain available through September 30, [2022] <u>2023</u>,</p>	<p>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.</p>
<p>2...except that 6.5 percent of such amount shall be available on October 1, [2020] <u>2021</u>, and shall remain available through September 30, [2022] <u>2023</u>, to carry out activities under section 3111(c)(1)(C):</p>	<p>This language provides for 6.5 percent of the funds for English Language Acquisition to be available for 2 years. The 6.5 percent represents funds that are used for national activities (National Professional Development grants and National Clearinghouse for English Language Acquisition).</p>
<p>³ <u>Provided, that \$20,000,000 of the funds made available under this heading shall become available on October 1, 2021, and shall remain available through September 30, 2023 for supplemental awards to State educational agencies in States with at least one county where 50 or more unaccompanied migrant children have been released to sponsors since January 1, 2021, through the Department of Health and Human Services, Office of Refugee Resettlement, or in which local educational agencies have enrolled at least 100 students from Puerto Rico since January 1, 2020:</u></p>	<p>This language provides supplemental funding to States that have experienced a recent influx of unaccompanied migratory children, based on data from January 1, 2021, provided by the Department of Health and Human Services (HHS), Office of Refugee Resettlement (ORR) or recent influx of students from Puerto Rico since January 1, 2020 and makes the funds available starting on October 1, 2021 and available for two years.</p>
<p>⁴ <u>Provided further, That such awards shall be determined consistent with the requirements under the heading “English Language Acquisition” in the Department of Education Appropriations Act, 2015 (title III of division G of Public Law 113-235), except that the Secretary may modify those requirements to include counts of students from Puerto Rico in the determination and use of such awards.</u></p>	<p>This language incorporates requirements from a similar program serving unaccompanied migratory children and youth in 2015 and permits modifications to provide assistance to local educational agencies serving large numbers of students recently transferring from schools in Puerto Rico.</p>

ENGLISH LANGUAGE ACQUISITION
Appropriation, Adjustments, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2020	2021	2022
Discretionary:			
Appropriation	<u>\$787,400</u>	<u>\$797,400</u>	<u>\$917,400</u>
Total, discretionary appropriation.....	787,400	797,400	\$917,400

ENGLISH LANGUAGE ACQUISITION

Summary of Changes
(dollars in thousands)

2021	\$797,400
2022	<u>917,400</u>
Net change	+120,000

Increases:	<u>2021 base</u>	<u>Change from base</u>
<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-determined college- and career-ready academic standards, while also assisting States and Local educational agencies (LEAs) that have experienced rapid growth in their EL populations. Includes \$20 million for States with districts experiencing influxes of recently arrived immigrant students and students transferring from schools in Puerto Rico.	\$797,400	+\$120,000
Net change		+120,000

ENGLISH LANGUAGE ACQUISITION

Authorizing Legislation (dollars in thousands)

Activity	2021 Authorized	2021 Estimate	2022 Authorized	2022 Request
English language acquisition				
State grants (<i>ESEA-III-A</i>)	\$884,960	\$797,400	To be determined ¹	\$917,400

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for fiscal year 2022.

ENGLISH LANGUAGE ACQUISITION

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2013	732,144	732,144 ¹	732,144 ¹	693,848
2014	732,144	N/A ²	730,680 ³	723,400
2015	732,400	N/A ²	723,400 ⁴	737,400
2016	773,400	737,400 ⁵	712,021 ⁵	737,400
2017	800,400	737,400 ⁶	712,021 ⁶	737,400 ⁶
2018	735,998	737,400 ⁷	737,400 ⁷	737,400 ⁷
2019	737,400	737,400 ⁸	737,400 ⁸	737,400 ⁸
2020	737,400	980,000	737,400 ⁹	787,400 ⁹
2021	0	797,400 ¹⁰	787,400 ¹⁰	797,400 ¹⁰
2022	917,400			

¹ The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded the 112th Congress only through the House Subcommittee and the Senate Committee.

² The House allowance is shown as N/A because there was no Subcommittee action.

³ The level for the Senate allowance reflects Committee action only.

⁴ The level for the Senate allowance reflects Senate Subcommittee action only.

⁵ 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.

⁶ 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.

⁷ 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).

⁸ 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).

⁹ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

¹⁰ 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 FY 2021 Consolidated Appropriations Act (P.L. 116-260).

ENGLISH LANGUAGE ACQUISITION

Significant Items in FY 2021 Appropriations Reports

- House: The Committee understands that the nation's English learner (EL) student population is rapidly growing and becoming more diverse. The Committee is deeply concerned by the academic achievement gap that persists between ELs and their peers and understands that addressing this challenge has been difficult for many States. These States rely on Federal technical assistance in crafting and administering their State and local plans under Title III of the ESEA, and the Committee recognizes the need to provide them with timely, accurate guidance. The Office of English Language Acquisition (OELA) already disseminates research and resources for teaching ELs and has the expertise needed to provide this guidance to States. Therefore, the Committee directs all assistance duties required under section 6823(f) of the ESEA to be conducted by OELA.
- Response: The Department's Office of Elementary and Secondary Education (OESE) and OELA continue to coordinate on technical assistance efforts to States and districts receive Title III, Part A funds. The Department also is considering changes in organizational responsibilities among OESE and OELA to improve support for English learners and their educators.
- House: The Committee is concerned by the quality and availability of data for EL students on State report cards as required under ESEA and directs the Department to develop a plan to ensure States are clearly presenting required data elements for EL students in fiscal year 2021 and subsequent years. The Department is directed to share its plan with the Committees on Appropriations and provide a briefing within 270 days of enactment of this Act. In particular, the Committee is concerned about data for former EL students and urges the Department to address gaps and collect more complete information for this subgroup. The Committee directs the Department to report on its progress in responding to this request in the fiscal year 2022 Congressional Budget Justification.
- Response: The Department is preparing to brief the Committee, as directed, on its progress on working with States to improve the quality and completeness of the data reported on State report cards. Regarding the former EL subgroup, many States do not currently have the capacity, and are not required to separately report on former ELs once such students exit EL status. Through a data quality study begun in fiscal year 2021, the Department is exploring the feasibility of separating out the former EL subgroup from the general, "never-EL" subgroup in State report cards.
- House: The Committee strongly urges the Department to consider collecting disaggregated outcomes data to present a more complete picture of academic achievement for diverse ELs.
- Response: Through a data quality study begun in fiscal year 2021, the Department is exploring the feasibility reporting EL outcomes data disaggregated by the major racial and ethnic categories. In addition, OELA has piloted small projects with

ENGLISH LANGUAGE ACQUISITION

States to explore the feasibility of disaggregating EL data beyond the major racial and ethnic categories, particularly within the Asian American and Pacific Islander subgroup. The Department should be able to report on best practices for this work in early to mid-Summer 2022.

ENGLISH LANGUAGE ACQUISITION

English language acquisition

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

(dollars in thousands)

FY 2022 Authorization: To be determined¹

Budget Authority:

	2021	2022	Change from
	<u>Appropriation</u>	<u>Request</u>	<u>2021 to 2022</u>
	\$797,400	\$917,400	+\$120,000

¹ The GEPA extension applies through September 30, 2021; reauthorizing legislation is sought for fiscal year 2022.

PROGRAM DESCRIPTION

The English Language Acquisition program 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 EL and recent immigrant student populations, with 80 percent of allocations based on State shares of ELs and 20 percent based on State shares of recent immigrant students. The Department may use American Community Survey (ACS) data provided by the Census Bureau, State-provided data, or data from a combination of these two sources, to determine the counts of EL and immigrant students. 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 immigrant students.

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 State's long-term goals as part of its 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 immigrant students 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.

LEAs receiving subgrants must provide effective language instruction educational programs (LIEPs) to improve the education of ELs and immigrant youth by helping them to learn English

ENGLISH LANGUAGE ACQUISITION

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 immigrant students; carry out innovative, locally designed activities that improve or expand existing programs for ELs and immigrant students; 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 immigrant students; provide 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 immigrant students. LEAs that are awarded funds based on a substantial increase in the number of immigrant children and youth 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 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 long-term, ambitious goals and timelines for students to become proficient in English and measure student progress toward these goals annually based on interim indicators as part of the State accountability systems required by Title I, Part A. 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. Under this set-aside, the Department makes competitive awards, under the Native American and Alaska Native Children in Schools program (NAM), 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 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 improve instruction for ELs, increase the pool of certified or licensed teachers prepared to serve ELs, and enhance the skills of teachers already serving them. NCELA collects, analyzes, synthesizes, and disseminates research-based information about instructional methods, strategies, and programs for ELs.

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

ENGLISH LANGUAGE ACQUISITION

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 as follows:

Fiscal Year	(dollars in thousands)
2017.....	\$737,400
2018.....	737,400
2019.....	737,400
2020.....	787,400
2021.....	797,400

FY 2022 BUDGET REQUEST

The Administration requests \$917.4 million, an increase of \$120 million over the fiscal year 2021 appropriation, for ELA. The proposed increase includes \$20 million for States with districts experiencing increases of recently arrived immigrant students and students from Puerto Rico. The request reflects the Administration's commitment to increasing Federal support for State and local efforts to help the significant 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.

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.¹ Yet recent results from the National Assessment of Educational Progress (NAEP) continue to show significant achievement gaps remain between ELs and their peers. For example, in 2019, only 16 percent of ELs scored proficient or better in fourth grade math, compared to 44 percent of non-ELs. In eighth grade mathematics, just 5 percent of ELs scored proficient or better, compared to 36 percent of non-ELs. NAEP data show similar gaps in fourth and eighth grade reading.

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.

Addressing EL achievement gaps may have become more challenging over the past decade due to the growing numbers of school-aged ELs in States and school districts with little experience, and in many instances fewer resources, in serving such students. ACS data from 2019 show that California, Florida, Illinois, New York, and Texas enroll 59 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 2018 to 2019,² the EL population

¹ <https://ncela.ed.gov/files/uploads/3/BiennialReportToCongress.pdf>.

² ACS data for 2018 and 2019 are estimates from a 5-year period, meaning that the 2018 data include information from 2014-2018 and the 2019 data include information from 2015-2019.

ENGLISH LANGUAGE ACQUISITION

increased by 9 percent in Louisiana, 10 percent in Vermont, and more than 6 percent in South Carolina. In contrast, during that same timeframe, the EL population stayed relatively stable or slightly decreased in California, Florida, New York, Texas, and Illinois. 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.

Two-year trend data show that from 2017 to 2019, 21 States experienced increases of more than 10 percent in their immigrant population, while the immigrant student population grew by nearly 7 percent across the Nation. These trends underscore the need for continuing Federal support, particularly in preparing and supporting educators to meet the unique and diverse needs of ELs and to generate information on effective instructional practices to ensure that ELs have access to a high-quality education.

NAM Grants

The \$5 million set aside for NAM Grants would support 14 continuation awards in fiscal year 2022 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 made 7 awards in the 2018 competition and expects to make 8 additional awards in the 2021 competition.

National Activities

The Request would support 55 new NPD awards in fiscal year 2022 and 42 continuation awards for new grants made in fiscal year 2021. 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 2022, 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.

ENGLISH LANGUAGE ACQUISITION

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
State formula grants			
English language acquisition State grants	\$727,538	\$736,841	\$829,780
Number of States	56	56	56
Range of Awards	\$94-148,960	\$99-149,265	\$111-168,131
Supplemental Grants to States to Support Recently Arrived EIs	0	0	\$20,000
NAM Grants			
Grant award funds (new)	0	\$2,400	0
Grant award funds (continuations)	\$5,000	2,571	\$5,000
Peer review	<u>0</u>	<u>29</u>	<u>0</u>
Total	5,000	5,000	5,000
Number of new awards	0	8	0
Number of continuation awards	17	7	15
National Activities			
NPD grant funds (new)	0	\$25,020	\$31,555
NPD grant funds (continuation)	\$49,081	24,210	24,000
Peer review	0	480	478
Clearinghouse	<u>1,844</u>	<u>1,862</u>	<u>2,000</u>
Total	50,925	51,572	58,033
Number of NPD grant awards (new)	0	42	55
Number of NPD grant awards (continuations)	92	43	42
Evaluation	\$3,987	\$3,987	\$4,587

NOTE:

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 2020 but may do so in fiscal years 2021 or 2022.

ENGLISH LANGUAGE ACQUISITION

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for English Language Acquisition for possible revision in future years to ensure alignment with Administration policy.

State Grant Program

States report performance data for the English Language Acquisition State grants program annually through the ESEA Consolidated State Performance Reports (CSPRs). Over the years the Department has worked to respond to States' questions about the data collection requirements as well as to clear up data discrepancies. 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). However, flexibility within the previous law around the definitions of "making progress" and "attaining proficiency" continue to affect the targets set for some measures.

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
2018	Baseline year	31
2019	33	11
2020	34	
2021	35	
2022		

Additional information: Of the 45 States for which reliable data were available, five States reported no meaningful change in the percentage of ELs making progress as compared to 2018 (i.e., the change reported was less than one percentage point), and 29 States reported lower performance. Due to the COVID-19 pandemic and subsequent waiver of Statewide assessments in the 2019-2020 school year, the Department is not setting a performance target for 2022 at this time.

ENGLISH LANGUAGE ACQUISITION

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

Year	Target	Actual
2018	Baseline year	35%
2019	36%	19
2020	37	
2021	38	
2022		

Additional information: Of the 49 States for which reliable data were available, 13 States reported no meaningful change in the percentage of ELs attaining proficiency and 17 States reported lower performance as compared to 2018. Due to the COVID-19 pandemic and subsequent waiver of Statewide assessments in the 2019-2020 school year, the Department is not setting a performance target for out years at this time.

The Department also established two performance measures for which data are not yet available:

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

NPD Grant Program

The Department established the following measures for NPD Grants for the 2016 and 2017 cohorts. The 2016 cohort received technical assistance on data collection and reporting in 2017 and did not report performance their first year of implementation data until fiscal year 2018. The 2017 cohort reported the first year of baseline data in 2018. However, the Department is not reporting performance data for most measures for either the 2016 or 2017 NPD cohorts due to reporting and quality concerns; the Department intends to develop a plan to address these issues to enable future reporting.

2016 NPD Cohort

Measure: The percentage of program participants who complete the preservice program.

Year	Target	2016 Cohort Actual
2018	Baseline year	92%
2019	95%	
2020	95	

Additional information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 or 2020 reporting years.

ENGLISH LANGUAGE ACQUISITION

Measure: The percentage of program participants who complete the in-service program.

Year	Target	2016 Cohort Actual
2018	Baseline year	108%
2019	95%	N/A
2020	95	113

Additional information: Performance targets were based on the original grant proposal, and actual participation in the program has been higher than anticipated. In the 2018 and 2020 reporting years, a few grantees far exceeded their targets, thereby skewing the average for the cohort. The Department is not reporting performance data for the 2019 reporting year due to data reporting and quality concerns.

Measure: The percentage of program completers, as defined by the applicant under the first two measures above, who are State-certified, licensed, or endorsed in EL instruction.

Year	Target	2016 Cohort Actual
2018	Baseline year	57%
2019	60%	N/A
2020	60	86

Additional information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 reporting year.

Measure: The percentage of program completers who rate the program as effective in preparing them to serve EL students.

Year	Target	2016 Cohort Actual
2018	Baseline year	80%
2019	85%	
2020	85	

Additional information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 or 2020 reporting years.

Measure: The percentage of school leaders, other educators, and employers of program completers who rate the program as effective in preparing their teachers, or other educators, to serve ELs or improve their abilities to serve ELs effectively.

Year	Target	2016 Cohort Actual
2018	Baseline year	53%
2019	60%	
2020	60	

Additional information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 or 2020 reporting years.

ENGLISH LANGUAGE ACQUISITION

Measure: For projects that will focus on improving parent, family, and community engagement, the percentage of program completers who rated the program as effective, as defined by the grantees, in increasing their knowledge and skills related to parent, family, and community engagement.

Year	Target	2016 Cohort Actual
2018	Baseline year	71%
2019	75%	
2020	75	

Additional information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 reporting year.

2017 NPD Cohort

Measure: The percentage of program participants who complete the preservice program.

Year	Target	2017 Cohort Actual
2018	Baseline year	15%
2019	25%	N/A
2020	35	92
2021	45	

Additional information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 reporting year.

Measure: The percentage of program participants who complete the in-service program.

Year	Target	2017 Cohort Actual
2018	Baseline year	43%
2019	45%	
2020	50	
2021	50	

Additional information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 or 2020 reporting years.

Measure: The percentage of program completers, as defined by the applicant under the first two measures above, who are State-certified, licensed, or endorsed in EL instruction.

Year	Target	2017 Cohort Actual
2018	Baseline year	17%
2019	20%	
2020	25	
2021	30	

Additional information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 or 2020 reporting years.

ENGLISH LANGUAGE ACQUISITION

Measure: The percentage of program completers who rate the program as effective in preparing them to serve EL students.

Year	Target	2017 Cohort Actual
2018	Baseline year	27%
2019	35%	
2020	40	
2021	45	

Additional information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 or 2020 reporting years.

Measure: The percentage of school leaders, other educators, and employers of program completers who rate the program as effective in preparing their teachers, or other educators, to serve ELs or improve their abilities to serve ELs effectively.

Year	Target	2017 Cohort Actual
2018	Baseline year	32%
2019	35%	
2020	40	
2021	45	

Additional information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 or 2020 reporting years.

Measure: For projects that will focus on improving parent, family, and community engagement, the percentage of program completers who rated the program as effective, as defined by the grantees, in increasing their knowledge and skills related to parent, family, and community engagement.

Year	Target	2017 Cohort Actual
2018	Baseline	29%
2019	30%	
2020	35	
2021	40	

Additional information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 or 2020 reporting years.

NAM Program

The Department established the following performance measures for the NAM program. However, data for the 2019 reporting year is not available for most measures for the 2019 due to data quality issues.

ENGLISH LANGUAGE ACQUISITION

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

Year	Target	2016 Cohort Actual	2018 Cohort Actual
2018	40%	32%	12%
2019	40	139	N/A
2020	40		43
2021	40		
2022	40		

Additional information: Five out of 10 2016 grantees reported data for this measure in 2019, and one grantee far exceeded its target. Due to data reporting and quality concerns, the Department is not reporting performance data for the 2018 cohort for the 2019 reporting year. Trend data for this measure should be interpreted with caution; NAM grantees are often working with different groups of students each year.

Measure: The percentage of EL students served by the NAM program who are making progress in English as measured by the State ELP assessment.

Year	Target	2016 Cohort Actual
2018	73%	58%
2019	73	N/A
2020	73	35
2021	73	

Additional information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 reporting year. The Department discontinued this measure for the 2018 and future cohorts.

Measure: The percentage of EL students served by the NAM program who are attaining proficiency in English as measured by the State ELP assessment.

Year	Target	2016 Cohort Actual	2018 Cohort Actual
2018	25%	30%	11%
2019	25	N/A	N/A
2020	25	63	88
2021	25		
2022	25		

Additional information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 reporting year.

ENGLISH LANGUAGE ACQUISITION

Measure: The percentage of students served by the program who are enrolled in Native American language instruction programs.

Year	Target	2016 Cohort Actual
2018	45%	42%
2019	45	
2020	45	
2021	45	

Additional Information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 reporting year. The Department discontinued this measure for the 2018 and future cohorts.

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	2016 Cohort Actual	2018 Cohort Actual
2018	55%	26.5%	77.0%
2019	75	N/A	N/A
2020	80	19.0	53.0
2021	80		
2022	80		

Additional Information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 reporting year.

Measure: The percentage of students who are attaining proficiency in a Native American language, as determined by each grantee, including through measures such as performance tasks, portfolios, and pre- and post-tests.

Year	Target	2016 Cohort Actual
2018	20%	19%
2019	20	
2020	20	
2021	20	

Additional Information: The Department continues to provide technical assistance to NAM grantees to improve data collection processes. This performance measure was discontinued for the 2018 cohort due to the high level of variation in Native language assessment practices across States.

ENGLISH LANGUAGE ACQUISITION

Measure: For programs that received competitive preference points, the number and percentage of preschool children ages three and four enrolled in the program.

Year	Target	2016 Cohort Actual
2018	90%	89%
2019	90	N/A
2020	90	102
2021	90	

Additional Information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 reporting year. In 2020, three of the grantees reporting data for this measure exceeded their targets.

Measure: For programs that received competitive preference points, the number and percentage of preschool children ages three and four who are screened for developmental or cognitive delays.

Year	Target	2016 Cohort Actual
2018	95%	94%
2019	95	N/A
2020	95	135
2021	95	

Additional Information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 reporting year. In 2020, one grantee was not able to report data for this measure because screenings were cancelled as a result of the COVID-19 pandemic. In general, grantees far exceeded their targets in 2020.

Measure: For programs that received competitive preference points, the number and percentage of coordination contacts between elementary schools and early learning programs to improve coordination and transition of children from preschool to kindergarten.

Year	Target	2016 Cohort Actual
2018	95%	91%
2019	95	N/A
2020	95	115
2021	95	

Additional Information: Due to data reporting and quality concerns, the Department is not reporting performance data for this measure for the 2019 reporting year. In 2020, one grantee reporting data for this measure far exceeded its target.

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

ENGLISH LANGUAGE ACQUISITION

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>.