

Department of Education
ENGLISH LANGUAGE ACQUISITION
Fiscal Year 2024 Budget Request

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<https://www2.ed.gov/about/overview/budget/statetables/index.html>

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Appropriations Language

For carrying out part A of title III of the ESEA, [\$890,000,000] \$1,195,000,000, which shall become available on July 1, [2023] 2024, and shall remain available through September 30, [2024] 2025,¹ except that [6.5] 8 percent of such amount shall be available on October 1, [2022] 2023, and shall remain available through September 30, [2024] 2025, to carry out activities under section 3111(c)(1)(C)[.]:² Provided, That up to \$4,000,000 of amounts provided under this heading may be reserved for activities under Section 3202, including for the National Clearinghouse established under that section,³ and to provide technical assistance to State educational agencies, local educational agencies, and other appropriate organizations and individuals, consistent with the purposes described in the section 3102.⁴

(Department of Education Appropriations Act, 2023.)

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.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹...which shall become available on July 1, [2023] <u>2024</u>, and shall remain available through September 30, [2024] <u>2025</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] <u>8</u> percent of such amount shall be available on October 1, [2022] <u>2023</u>, and shall remain available through September 30, [2024] <u>2025</u>, to carry out activities under section 3111(c)(1)(C)[.];</p>	<p>This language overrides the statutory reservation of 6.5 percent and provides for 8 percent of the funds for English Language Acquisition to be used for national activities (National Professional Development grants and National Clearinghouse for English Language Acquisition) and for the funds to be available for 2 years.</p>
<p>³ <u>Provided, That up to \$4,000,000 of amounts provided under this heading may be reserved for activities under section 3202, including for the National Clearinghouse established under that section,</u></p>	<p>This language overrides the \$2,000,000 cap on the amount of funds reserved for the National Clearinghouse for English Language Acquisition and increases it to \$4,000,000.</p>
<p>⁴...and to provide technical assistance to <u>State educational agencies, local educational agencies, and other appropriate organizations and individuals, consistent with the purposes described in Section 3102.</u></p>	<p>This language expands the scope of the National Clearinghouse to include technical assistance and capacity building to support SEAs and LEAs.</p>

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Appropriation, Adjustments, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2022	2023	2024
Discretionary:			
Appropriation	\$831,400	\$890,000	\$1,195,000
Total, discretionary appropriation	831,400	890,000	\$1,195,000

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Summary of Changes (dollars in thousands)

	2023	\$890,000
	2024	1,195,000
Net change		+305,000

Increases:	2023 base	Change from base
<p><u>Program:</u></p> <p>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.</p>	\$890,000	+\$305,000
Net change		+305,000

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Authorizing Legislation (dollars in thousands)

Activity	2023 Authorized	2023 Appropriation	2024 Authorized	2024 Request
English language acquisition				
State grants (<i>ESEA-III-A</i>)	0	\$890,000	To be determined ¹	\$1,195,000

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2024 is expected through appropriations action.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2015 ¹	\$732,400	N/A	\$723,400	\$737,400
2016 ²	773,400	\$737,400	712,021	737,400
2017 ³	800,400	737,400	712,021	737,400
2018 ⁴	735,998	737,400	737,400	737,400
2019 ⁵	737,400	737,400	737,400	737,400
2020 ⁶	737,400	980,000	737,400	787,400
2021 ⁷	0	797,400	787,400	797,400
2022 ⁸	917,400	1,000,000	917,400	831,400
2023 ⁹	1,075,000	1,000,000	954,041	890,000
2024	1,195,000			

¹ The House allowance is shown as N/A because there was no Subcommittee action. The level for the Senate allowance reflects Senate Subcommittee action only.

² 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.

³ 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.

⁴ 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).

⁵ 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).

⁶ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

⁷ The level for the House allowance reflects subcommittee action. The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

⁸ The House allowance reflects floor action; the Senate Allowance reflects the Chair's mark; and the Appropriation reflects Division of the Consolidated Appropriations Act, 2022 (P.L. 117-103).

⁹ The House allowance reflects the regular annual FY 2023 appropriation, which was introduced on the floor; the Senate allowance reflects the Chair's mark; and the Appropriation reflects the Consolidated Appropriations Act, 2023 (P.L. 117-328).

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Significant Items in FY 2023 Appropriations Reports

Item description

House: The Committee requests information on how the Department assists SEAs and LEAs to ensure Title I and Title III funds support complementary activities for maximizing impact on EL student outcomes.

Response: The Department's Title I and III program offices coordinated to address technical assistance needs of and compliance questions from the field and through a consolidated monitoring approach. For example, Title III program staff address issues of parental notification and outreach requirements that were moved from Title III to Title I, provide guidance and oversight to the field to ensure that Title III funds do not supplant Title I or other federal, State, or local funds, and coordinate technical assistance responses with Title I staff to answer questions related to the assessment of English learners (ELs).

Additionally, the Department engages with the field through technical assistance hubs that research and disseminate practices to support better EL outcomes, which can inform program implementation in States and school districts receiving Title I and III dollars. For example, the Comprehensive Centers Network houses resources on educating multilingual learners and hosts a Multilingual Learners Working Group for regional centers to increase awareness of issues impacting Multilingual learners and increase their capacity to identify policies and practices to improve outcomes for this student population.

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English language acquisition

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

(dollars in thousands)

FY 2024 Authorization: To be determined¹

Budget Authority:

2023 Appropriation	2024 Request	Change
\$890,000	\$1,195,000	+\$305,000

PROGRAM DESCRIPTION

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

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

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

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

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2024 is expected through appropriations action.

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

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

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

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

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

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

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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)
2019	\$737,400
2020	787,400
2021	797,400
2022	831,400
2023	890,000

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$1.2 billion for ELA, \$305 million more than the fiscal year 2023 appropriation and in line with the Secretary's Raise the Bar: Lead the World initiative which includes providing pathways for all students to have the opportunity to be multilingual, beginning with the duty to ensure ELs achieve English proficiency and meet challenging State academic standards. The request includes appropriations language that would raise the set-aside for NPD and NCELA from 6.5 to 8 percent and expands NCELA's duties to provide technical assistance and capacity building to support SEAs and LEAs in implementing evidenced-based practices that improve outcomes for English learners. The request reflects the Administration's commitment to significantly expanding Federal support for State and local efforts to help the growing number of ELs in U.S. schools attain ELP and meet challenging, State academic standards, while also assisting States and LEAs that have experienced rapid growth in their EL populations. ELA's appropriations over the last decade have not kept up with the rate of the growing EL population. The increased request for ELA, with the proposed expansion to NCELA, and the Department's requests to elevate, and provide additional capacity to, the newly proposed Office of Multilingual and English Learners (currently the Office of English Language Acquisition) together deliver an agenda to serve EL students in an asset-based approach that will close achievement and opportunity gaps.

According to the most recent Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, virtually all public-school students who are identified as ELs receive services in Title III-supported LIEPs.¹ Yet recent results from the National Assessment of Educational Progress (NAEP) continue to show that significant achievement gaps remain between ELs and their peers. For example, in 2022, only 14 percent of ELs scored proficient or better in fourth grade math, compared to 40 percent of non-ELs. In eighth grade mathematics, just 4 percent of ELs scored proficient or better, compared to 29 percent of non-ELs. NAEP data show similar gaps in fourth and eighth grade reading. Research also indicates that misperceptions by educators about EL readiness for rigorous academic content further impedes ELs from attaining achievement at the same level of their non-EL peers.²

¹ <https://ncela.ed.gov/files/biannual-reports/OELA-BiReport16-18.508.pdf>

² Audrey Figueroa Murphy & Bruce Torff (2019) Teachers' Beliefs About Rigor of Curriculum for English Language Learners, *The Educational Forum*, 83:1, 90-101, DOI: [10.1080/00131725.2018.1505991](https://doi.org/10.1080/00131725.2018.1505991)

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

Addressing EL opportunity and achievement gaps over the past decade may have become particularly challenging in school districts with little experience in and fewer resources to serve growing school-aged EL populations. ACS data from 2021 show that California, Florida, Illinois, New York, and Texas enroll 58 percent of the Nation's ELs (excluding Puerto Rico), but the growth rate in the EL student population in other States has exceeded that of these five. For example, from 2020 to 2021,¹ the EL population increased by 18 percent in Delaware, 13 percent in Tennessee, 9 percent in New Jersey, and 8 percent in Maine. In contrast, during that same timeframe, the EL population stayed relatively stable or slightly increased in California, Florida, and New York. Since the States with the greatest recent growth in the EL population are not the traditional immigrant gateway States, they often lack the infrastructure and service capacity compared to States with a longer history of high EL and immigrant student enrollment.

States and school districts also have been hampered in meeting the needs of ELs due to appropriations for English Language Acquisition State Grants that have declined in real terms (when accounting for inflation) over the past decade. Moreover, the COVID-19 pandemic has compounded the challenges ELs face toward making progress toward language attainment. ELs were more likely to be disconnected from high-speed broadband while also facing additional language barriers without in-person connections with their teachers.² Some researchers estimated ELs were part of a group of students that missed the most instructional time in 2020 and 2021.³ Making up for the lost time will require intensive tutoring and accelerated learning strategies that are tailored for ELs, and the 2024 request for ELA State Grants recognizes the urgent need for significantly greater supports for EL students, their teachers, and their schools.

In particular, while research over that same decade has strengthened our understanding of both effective pedagogical practices for language acquisition and the educational benefits of multilingualism, Federal policy has been slow to reflect the shift in the field to embracing students' native and home languages as a strength they bring to their school communities. The increased investment proposed for fiscal year 2024, including additional funding for technical assistance and a new NPD competition to address the multilingual teacher pipeline, would greatly strengthen the Department's ability to work with its State and local partners to elevate meeting the needs of English learners in the context of encouraging multilingualism as a necessary skill for success in our globally competitive economy. Technical assistance from the Department would focus on assisting LEAs with implementing evidenced-based instructional

¹ ACS data for 2020 and 2021 are estimates from a 5-year period, meaning that the 2020 data include information from 2016-2010 and the 2021 data include information from 2017-2021.

² United States Government Accountability Office (Nov. 2020), "Distance Learning: Challenges Providing Services to K-12 English Learners and Students with Disabilities During Covid-19". Retrieved from: <https://www.gao.gov/assets/gao-21-43.pdf>

³ Bellwether Education Partners (October 2021) "Missing in the Margins: Estimating the Scale of the Covid-19 Attendance Crisis". Retrieved from: <https://bellwethereducation.org/publication/missing-margins-estimating-scale-covid-19-attendance-crisis#2021>

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practices for language development. Taking an asset-based approach to language instruction, for example by encouraging students and families to maintain their heritage languages while also learning English or incorporating culturally-relevant texts, has been shown to increase students' academic identity, achievement, and feelings of belonging in school.^{1 2} Moreover, this new approach is fully consistent with the Administration's broader commitment to foster inclusive learning environments that recognize the needs of the whole child.

Native American and Alaska Native Children in Schools (NAM)

The \$5 million set aside for NAM Grants would support and estimated 16 continuation awards in fiscal year 2024 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 2018 cohort of these grants received their final awards in 2022. The Department plans to hold a competition for new awards for NAM grants in 2023. These grantees will ideally also be the first cohort to benefit from the Department's new Native American Resource Center which will also be competed in 2023 and will support the revitalization and reclamation of Native American languages in schools by improving capacity to teach Native languages.

National Activities

The Request would support an estimated 58 new NPD awards in a new fiscal year 2024 competition and 94 continuation awards for grants made in fiscal years 2021 and 2022. The Department plans to regulate NPD in 2023 to extend the program to address the multilingual teacher shortage in addition to the development of those currently in the field. The future of improved multilingual learning requires a shift in recruiting and supporting a new generation of high-quality, bilingual certified teachers. NPD's regulation will allow grantees to support Grow-Your-Own models for paraprofessionals and students who have earned seals of biliteracy. In addition, the Department would use up to \$4 million to grow NCELA's duties, which the Department has the option to recompute this year, to ensure States and LEAs have the evidenced-based tools to support the new generation of multilingual educators to meet the needs of the country's growing EL population.

Evaluation

In fiscal year 2024, 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.

¹ Steven Amendum (Oct. 2019) "Read to kids in Spanish; it'll help their English". *Child Development Journal*. University of Delaware. Retrieved from: <https://srcd.onlinelibrary.wiley.com/doi/full/10.1111/cdev.13288>

² Yvonne Freeman and David Freeman, "Connecting Students to Culturally Relevant Texts". *Personalizing Literacy*. Retrieved from: https://s3.amazonaws.com/scschoolfiles/819/personalizing_literacy-culturallyrelevantreadings.pdf

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
State formula grants			
English language acquisition State grants	\$771,685	\$822,989	\$1,087,958
Number of States	56	56	56
Range of Awards	\$106-156,688	\$112-163,135	\$152-215,726
NAM Grants			
Grant award funds (new)	0	\$2,100	0
Grant award funds (continuations)	\$5,000	2,859	\$5,945
Peer review	0	41	0
Total	5,000	5,000	5,945
Number of new awards	0	7	0
Number of continuation awards	16	9	16
National Activities			
NPD grant funds (new)	\$22,640	0	\$35,000
NPD grant funds (continuation)	29,156	\$55,561	55,892
Peer review	198	0	230
Clearinghouse	2,000	2,000	4,000
Total	53,994	57,561	95,122
Number of NPD grant awards (new)	44	0	58
Number of NPD grant awards (continuations)	50	94	94
Evaluation	\$721	\$4,450	\$5,975

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 2022 but may do so in fiscal years 2023 or 2024.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

State Grant Program

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

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

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

Year	Target	Actual
2019	33	11
2020	34	Not Available
2021	35	6
2022		
2023		
2024		

Additional information: Data for 2020 were not available due to the COVID-19 pandemic and subsequent waiver of Statewide assessments in the 2019-2020 school year. As a result, data for 2021 are not based on the usual methodology for reporting this measure, as the performance measure is intended to compare outcomes between consecutive years. Data for 2021 compares the 2020-2021 school year to the 2018-2019 school year. Normal reporting will resume for 2022, examining the change from 2020-2021 school year to the 2021-2022 school year. Of the 41 States for which reliable data were available, 35 States reported lower performance in the percentage of ELs making progress as compared to 2019. Given the continued impacts of the COVID-19 pandemic on ELP assessment administration and reporting in 2021, the Department plans to revisit performance targets for 2023 and beyond once data for the 2021-2022 school year are available later in 2023.

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

Year	Target	Actual
2019	36	19
2020	37	Not Available
2021	38	7
2022		
2023		
2024		

Additional information: Data for 2020 were not available due to the COVID-19 pandemic and subsequent waiver of Statewide assessments in the 2019-2020 school year. As a result, data for 2021 are not based on the usual methodology for reporting this measure, as the performance measure is intended to compare outcomes between consecutive years. Data for 2021 compares school year 2020-2021 to school year 2018-2019. Normal reporting will resume for 2022, examining the change from 2020-2021 school year to the 2021-2022 school year. Of the 47 States for which reliable data were available, 40 States reported lower performance as compared to 2019. Given the continued impacts of the COVID-19 pandemic on ELP assessment administration and reporting in 2021, the Department plans to revisit performance targets for 2023 and beyond once data for the 2021-2022 school year are available later in 2023.

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

Year	Target	Actual
2021	Baseline year	22
2022		
2023		
2024		

Additional information: 2021 is the first year the Department is reporting this GPRA measure. Data for 2020 were not available due to the COVID-19 pandemic and subsequent waiver of Statewide assessments in the 2019-2020 school year. As a result, data for 2021 are not based on the usual methodology for reporting this measure, as the performance measure is intended to compare outcomes between consecutive years. Data for 2021 compares school year 2020-2021 to school year 2018-2019. Normal reporting will resume for 2022, examining the change from 2020-2021 school year to the 2021-2022 school year. Of the 40 States for which reliable data were available, 18 States reported lower performance in the percentage of former ELs scoring proficient on reading/language arts assessments in their fourth year after exiting as compared to 2019. The Department plans to establish performance targets for 2023 and beyond once 2021-2022 school year data is available later in the 2023.

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The Department also established one additional performance measure for which two years of comparable 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.

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 initial 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	67

Additional information: The Department is not reporting performance data for this measure for the 2019 reporting year due data reporting and quality concerns.

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

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

Additional information: Performance targets and the denominators for actuals 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.

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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	77

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

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	62

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

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	89

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

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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%	
2020	35	92
2021	45	89

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

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	146
2021	50	140

Additional information: Performance targets and the denominators for actuals were based on the original grant proposal, and actual participation in the program has been higher than anticipated. In the 2020 and 2021 reporting years, a few grantees far exceeded their targets, thereby skewing the average for the cohort. The Department is not reporting performance data for this measure 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	2017 Cohort Actual
2018	Baseline year	17%
2019	20%	
2020	25	149
2021	30	114

Additional information: Performance targets and the denominators for actuals were based on the original grant proposal, and actual participation in the program has been higher than anticipated. In the 2020 and 2021 reporting years, a few grantees far exceeded their targets, thereby skewing the average for the cohort. The Department is not reporting performance data for this measure for the 2019 reporting year due to data reporting and quality concerns.

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: The Department is not reporting performance data for this measure due to data reporting and quality concerns.

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: The Department is not reporting performance data for this measure due to data reporting and quality concerns.

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: The Department is not reporting performance data for this measure due to data reporting and quality concerns.

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 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		
2020	40	139	43
2021	40	23	29
2022	40		

Additional information: Five out of 10 grantees in the 2016 cohort reported data for this measure in 2020, and one grantee far exceeded its target. Due to data reporting and quality concerns, the Department is not reporting performance data for the 2016 or 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. Data for 2022 are not yet available.

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	
2020	73	96
2021	73	

Additional information: The Department is not reporting performance data for this measure for the 2019 reporting year due to data reporting and quality concerns. 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		
2020	25	63	88
2021	25	106	29
2022	25		

Additional information: Seven out of 10 grantees in the 2016 cohort reported data for this measure in 2021, and one grantee far exceeded its target. The Department is not reporting performance data for this measure for the 2019 reporting year due to data reporting and quality concerns.

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	123
2021	45	

Additional Information: The Department is not reporting performance data for this measure for the 2019 reporting year due to data reporting and quality concerns. 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%	27%	77%
2019	75		
2020	80	19	53
2021	80	66	72
2022	80		

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

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	143
2020	20	19
2021	20	24
2022	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 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: The Department is not reporting performance data for this measure for the 2019 reporting year due to data reporting and quality concerns. In 2020, three of the grantees reporting data for this measure exceeded their targets.

Measure: For programs that received competitive preference points, the 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: The Department is not reporting performance data for this measure for the 2019 reporting year due to data reporting and quality concerns. In 2020, one grantee was not able to report data for this measure because screenings were cancelled because of the COVID-19 pandemic. In general, grantees far exceeded their targets in 2020.

Measure: For programs that received competitive preference points, the 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: The Department is not reporting performance data for this measure for the 2019 reporting year due to data reporting and quality concerns. 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 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>.