

Department of Education
ENGLISH LANGUAGE ACQUISITION
Fiscal Year 2016 Budget Request

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*State tables reflecting 2015 allocations and 2016 estimates are posted on the Department's Web page at:
<http://www2.ed.gov/about/overview/budget/statetables/index.html>

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[For carrying out part A of title III of the ESEA, \$737,400,000, which shall become available on July 1, 2015, and shall remain available through September 30, 2016,¹ except that 6.5 percent of such amount shall be available on October 1, 2014, and shall remain available through September 30, 2016, to carry out activities under section 3111(c)(1)(C):² *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.³ *Provided further*, That the Secretary shall use \$14,000,000 of funds available under this paragraph for grants to all State educational agencies within States with at least one county where 50 or more unaccompanied children have been released to sponsors since January 1, 2014, through the Department of Health and Human Services, Office of Refugee Resettlement:⁴ *Provided further*, That awards to eligible State educational agencies shall be based on the State's relative share of unaccompanied children that have been released to sponsors since January 1, 2014:⁵ *Provided further*, That the data on unaccompanied children used by the Secretary under the two preceding provisos shall be the most recently available data from the Department of Health and Human Services, Office of Refugee Resettlement, as of the date of enactment of this Act:⁶ *Provided further*, That each eligible State educational agency that receives a grant shall award subgrants to local educational agencies in the State that have experienced a significant increase during the 2014-2015 school year, as determined by the State educational agency, compared to the average of the 2 preceding school years, in the number or percentage of immigrant children and youth enrolled in their schools:⁷ *Provided further*, That local educational agencies shall use those subgrants for supplemental academic and non-academic services and supports to immigrant children and youth:⁸ *Provided further*, That the term "immigrant children and youth" has the meaning given in section 3301 of the ESEA, and the terms "State educational agency" and "local educational agency" have the meanings given to them in section

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9101 of the ESEA:⁹ *Provided further*, That each eligible State educational agency shall prepare and submit to the Secretary not later than 1 year after the award a report identifying the local educational agencies that received subgrants, the State's definition of "significant increase" used to award the subgrants; and such other information as the Secretary may require.¹⁰]
(*Department of Education Appropriations Act, 2015.*)

NOTES

No appropriations language is included for programs authorized under the expired Elementary and Secondary Education Act; when new authorizing legislation for the Elementary and Secondary Education Act is enacted, appropriations language 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
¹ [...which shall become available on July 1, 2015, and shall remain available through September 30, 2016,]	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.
² [...except that 6.5 percent of such amount shall be available on October 1, 2014, and shall remain available through September 30, 2016, to carry out activities under section 3111(c)(1)(C):]	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).
³ [<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.]	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 2014 appropriations language directs the Secretary to use Census Bureau 3-year period counts.
⁴ [<i>Provided further</i> , That the Secretary shall use \$14,000,000 of funds available under this paragraph for grants to all State educational agencies within States with at least one county where 50 or more unaccompanied children have been released to sponsors since January 1, 2014, through the Department of Health and Human Services, Office of Refugee Resettlement:]	This language provides supplemental funding to States that have experienced a recent influx of unaccompanied children, based on data from January 1, 2014, provided by the Department of Health and Human Services (HHS), Office of Refugee Resettlement (ORR).

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Language Provision	Explanation
⁵ <i>[Provided further, That awards to eligible State educational agencies shall be based on the State's relative share of unaccompanied children that have been released to sponsors since January 1, 2014:]</i>	This language stipulates that the Secretary will make proportional awards to States based on each State's share of unaccompanied children.
⁶ <i>[Provided further, That the data on unaccompanied children used by the Secretary under the two preceding provisos shall be the most recently available data from the Department of Health and Human Services, Office of Refugee Resettlement, as of the date of enactment of this Act:]</i>	This language directs the Secretary to use data from HHS, ORR to determine State counts of unaccompanied children.
⁷ <i>[Provided further, That each eligible State educational agency that receives a grant shall award subgrants to local educational agencies in the State that have experienced a significant increase during the 2014-2015 school year, as determined by the State educational agency, compared to the average of the 2 preceding school years, in the number or percentage of immigrant children and youth enrolled in their schools:]</i>	This language specifies that State educational agencies (SEAs) that receive grants under this act must then make subgrants to their local educational agencies (LEAs) that have experienced a "significant increase" of immigrant children and youth in the 2014-2015 school year as compared to the average of the 2 prior school years. States will create their own definitions for "significant increase" and they may determine significant increase by reviewing either the number or percentage increase of immigrant children and youth in schools in each LEA.
⁸ <i>[Provided further, That local educational agencies shall use those subgrants for supplemental academic and non-academic services and supports to immigrant children and youth:]</i>	This language informs the use of funds under this act. LEAs will use these supplemental funds to provide additional support to immigrant children and youth. Those supports may be academic and non-academic.
⁹ <i>[Provided further, That the term "immigrant children and youth" has the meaning given in section 3301 of the ESEA, and the terms "State educational agency" and "local educational agency" have the meanings given to them in section 9101 of the ESEA:]</i>	This language clarifies the definitions of "immigrant children and youth," "State educational agency," and "local educational agency" by stating that they should be consistent with the definitions in the ESEA.

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Language Provision	Explanation
¹⁰ <i>[Provided further, That each eligible State educational agency shall prepare and submit to the Secretary not later than 1 year after the award a report identifying the local educational agencies that received subgrants, the State's definition of "significant increase" used to award the subgrants; and such other information as the Secretary may require.]</i>	This language directs each SEA to submit a report to the Secretary within 1 year of receiving a grant award. The report will include, at a minimum, the names of the LEAs that received funds and how the SEA defined "significant increase" for the purpose of making the LEA awards. The Secretary may also require other information in this report.

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Appropriation, Adjustments and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2014	2015	2016
Discretionary:			
Appropriation	\$723,400	\$737,400	\$773,400

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Summary of Changes

(dollars in thousands)

<hr/>		
2015.....		\$737,400
2016.....		<u>773,400</u>
Net change		+36,000
<hr/>		
Increases:	<u>2015 base</u>	<u>Change</u>
<u>Program:</u>		<u>from base</u>
Increase to provide additional support to States as they help the significant number of English Learners in U.S. schools attain English language proficiency and become college- and career-ready.	\$737,400	<u>+\$36,000</u>
Subtotal, increases		+36,000
Net change		+36,000
<hr/>		

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Authorizing Legislation (dollars in thousands)

Activity	2015 Authorized	2015 Estimate	2016 Authorized	2016 Request
Language acquisition State grants (ESEA-III-A)	0 ¹	\$737,400	To be determined ²	\$773,400
<u>Unfunded authorizations</u>				
Program development and enhancement (ESEA-III-B-1)	0 ^{1,3}	0	0 ³	0
Research, evaluation, and dissemination (ESEA-III-B-2)	0 ^{1,3}	0	0 ³	0
Professional development (ESEA-III-B-3)	0 ^{1,3}	0	0 ³	0
Immigrant education (ESEA-III-B-4)	<u>0^{1,3}</u>	<u>0</u>	<u>0³</u>	<u>0</u>
Total definite authorization				
Total appropriation		737,400		773,400
Portion of request subject to reauthorization				773,400

¹ 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.

² The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.

³ The GEPA extension expired September 30, 2008. No appropriations language or reauthorizing legislation is sought for 2016.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2007	\$669,007	N/A ¹	N/A ¹	\$669,007 ¹
2008	670,819	\$774,614	\$670,819	700,395
2009	730,000	730,000 ²	730,000 ²	730,000
2010	730,000	760,000	750,000 ³	750,000
2011	800,000	750,000 ⁴	800,000 ³	733,530 ⁵
2012	750,000	733,531 ⁶	733,530 ⁶	732,144
2013	732,144	732,144 ⁷	732,144 ⁷	693,848
2014	732,144	N/A ⁸	730,680 ³	723,400
2015	723,400	N/A ⁸	723,400 ⁹	737,400
2016	773,400			

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

² 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.

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

⁴ The level for the House allowance reflects the House-passed full-year continuing resolution.

⁵ The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

⁶ The level for the House allowance reflects an introduced bill; the level for the Senate allowance reflects Senate Committee action only.

⁷ The level for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.

⁸ The House allowance is shown as N/A because there was no Subcommittee action.

⁹ The level for the Senate allowance reflects Senate Subcommittee action only.

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Language acquisition State grants

(proposed legislation)

(dollars in thousands)

FY 2016 Authorization: To be determined¹

Budget Authority:

<u>2015</u>	<u>2016</u>	<u>Change</u>
\$737,400	\$773,400	+\$36,000

¹ The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.

PROGRAM DESCRIPTION

Funding for Language Acquisition State Grants, which are authorized by Title III, Part A of the Elementary and Secondary Education Act (ESEA), supports formula grants to States to serve English Learners (ELs) as well as competitive awards for a variety of national activities.

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 uses American Community Survey (ACS) data provided by the Census Bureau to determine the counts of both EL and 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 meet the State's annual measurable achievement objectives (AMAOs) for ELs. 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, and evaluation, as well as the provision of technical assistance. State-level planning and administrative costs may not exceed 60 percent of the State set-aside, or \$175,000, whichever is greater.

States must develop AMAOs that measure the progress and achievement of ELs in English language proficiency and whether they meet the State's academic content and academic achievement standards in reading/language arts and mathematics. If a subgrantee fails to make progress toward meeting these objectives for 2 consecutive years, it must develop an improvement plan.

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If the subgrantee fails to meet AMAOs after 4 consecutive years, it must modify the curriculum or method of instruction or replace educational personnel. The State may also terminate assistance to the subgrantee.

The Department must reserve 0.5 percent of the appropriation, or \$5.0 million, whichever is greater, 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 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 the following national activities: the National Professional Development project (NPDP), the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA), and evaluation activities. Under the NPDP, the Department makes 5-year awards to institutions of higher education in partnership with State or local educational agencies to provide professional development aimed at increasing the pool of certified or licensed teachers prepared to serve ELs and to 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. The Department may use up to 0.5 percent of the appropriation, out of the 6.5 percent, for evaluation activities.

In 2015, the Consolidated Appropriations Act provided \$14 million to States that have experienced a recent and significant increase in the numbers of immigrant children served by school districts, resulting in part from the arrival of unaccompanied children placed in local communities in 2014 by the Department of Health and Human Service's Office of Refugee Resettlement (ORR). The Department will award these supplemental funds to States with at least 1 county where 50 or more unaccompanied children were placed with sponsors while their immigration cases are processed using ORR data on placements since January 1, 2014. States will make subgrants to LEAs that have experienced a significant increase in the number or percentage of immigrant children enrolled in their schools during the 2014-2015 school year compared to the average of the 2 preceding school years. Each State will determine its definition of "significant increase." The Department expects to make these awards in early 2015.

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 remain available for 15 months through September 30 of the following year. National activities funds are available for 24 months, from October 1 of the fiscal year in which they are appropriated through September 30 of the following fiscal year.

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

	(dollars in thousands)
2011	\$733,530
2012	732,144
2013	693,848
2014	723,400
2015	737,400

FY 2016 BUDGET REQUEST

For fiscal year 2016, the Administration requests \$773.4 million for Language Acquisition State grants, \$36 million over the 2015 level, and nearly \$50 million more than the 2015 appropriation allows for State formula grants. The request would provide increased support to States as they help the significant growing number of ELs in U.S. schools attain English language proficiency and become college- and career-ready.

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 4.2 million in 2012¹ in the 50 States, DC, and Puerto Rico. While the number of ELs has grown dramatically since 1980, the key challenge in recent years has been a shift in the numbers of such students in non-traditional States. ACS data from 2012 show that California, Florida, Illinois, New York, and Texas enroll 60 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, ACS data show that from 2006 to 2012, the EL population increased by 45 percent in South Dakota, 42 percent in New Hampshire, 38 percent in Hawaii, 34 percent in Vermont, and 22 percent in Rhode Island. In contrast, during that same timeframe, the EL population in California, Florida, Illinois, New York, and Texas changed by -17 percent, -9 percent, -13 percent, -2 percent, and 1 percent respectively. Since those States with the greatest growth over that 6-year period 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. In addition, some States have experienced large increases in this population over a very short period of time. Alaska, the District of Columbia, New Hampshire, North Dakota, Oklahoma, and South Dakota all experienced more than a 19-percent increase in their immigrant population during the 2010 to 2012 timeframe. These demographic trends—the overall increase in ELs over the past three decades and rapid recent growth of the EL and immigrant populations in States lacking an infrastructure for serving them—underscore not only the ongoing need for Federal assistance but also the need for effective educators to meet the educational needs of ELs and for information on effective instructional practices to ensure that all students, including ELs, have access to a high-quality education.

¹ Note that 2012 ACS data are estimates from a 3-year period (2010, 2011, and 2012).

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Formula and Native American Grants

In 2008, the Department initiated a study by the National Research Council of the National Academy of Sciences (NAS) to determine the most reliable data source and methodology for formula allocations to States. The NAS study, which became available in January 2011 (http://www.nap.edu/catalog.php?record_id=13090), included a recommendation that the Department use a combination of ACS data and State-reported data to determine each State's EL count and continue using ACS data for the State count of immigrant students. Consistent with this study and the Administration's reauthorization proposal, the Secretary has sought the authority to use ACS or State-reported data or a combination of the two (which could be multi-year period estimates) to determine State allocations. The Department continues to recommend the inclusion of appropriations language for fiscal year 2016 that permits the Department to implement the NAS study recommendations. In determining the count of ELs for the purpose of making State formula grants in fiscal year 2016, the Department would assign a weight of 10 percent to State-reported data and 90 percent to ACS data. In fiscal year 2017, the Department anticipates increasing the weighting of State-reported EL counts to 20 percent, depending on our estimation of the quality of those data at that time. Also consistent with the NAS recommendations, the Department would continue to use ACS data to determine the State counts of immigrant students for the allocations.

In fiscal year 2016, the Department (with a combination of fiscal year 2015 and fiscal year 2016 funds) would make 12 continuation awards for grants to schools operated predominantly for Native American and Alaska Native children that were made in fiscal year 2013 and would also hold a competition for up to an estimated 13 new awards.

National Activities

As required by statute, for fiscal year 2016, the Department would set aside 6.5 percent, or \$50.3 million, of the appropriation for national activities, including \$44.8 million for NPDP, \$1.6 million for NCELA, and \$3.9 million for evaluation activities. The Department would use \$24.5 million to make 73 continuation awards to fiscal year 2012 NPDP grantees and hold a competition for up to 55 new NPDP grants, totaling an estimated \$20.3 million.

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PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total Appropriation	\$723,400	\$737,400	\$773,400
State formula grants:			
Language acquisition State grants	\$671,379	\$670,469	\$718,129
Number of States	57	57	57
Supplemental Immigrant State grants	0	\$14,000	0
Number of States		35	
Native American discretionary grants	\$5,000	\$5,000	\$4,980
Number of new projects	0	0	13
Number of continuation projects	25	25	12
Peer review of new award applications	0	0	\$20
National activities:			
National professional development	\$41,451	\$42,741	\$44,789
Number of new projects	0	0	55
Number of continuation projects	115	115	73
Peer review of new award applications	0	0	\$50
Clearinghouse	\$1,953	\$1,503	\$1,565
Evaluation	\$3,617	\$3,687	\$3,867

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2016 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 ESEA Consolidated State Performance Reports (CSPRs). Within the Department, the office that administers the State Grants program and the office that oversees the administration of the CSPR have been working together to respond to States' questions about the data-collection requirements as well as to clear up data discrepancies. Flexibility within the current law permits States to define "making progress" and "attaining proficiency" differently, even when they use the same assessments. Also, in 2011 the Department reviewed States' targets and found that almost all State targets (reflected below) are far lower than those set by the Department. As a result, for some measures, the Department has decided to maintain target levels for several years rather than continue to increase them in order to reflect performance levels in the States. In 2013, all 52 entities, including DC and Puerto Rico, reported data for all performance measures. The Department anticipates making revisions to the measures in the context of ESEA Flexibility.

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
2011	65%	58%
2012	65	54
2013	65	49
2014	65	
2015	65	
2016	65	

Additional information: The percentage is calculated by taking the total number of students who are making progress in learning English, according to the State's English language proficiency assessment, and dividing that number by the number of students tested who have two data points. Students without two data points are not included in this measure.

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

Year	Target	Actual
2011	35%	26%
2012	35	27
2013	35	28
2014	35	
2015	35	
2016	35	

Additional information: Students who are counted in the denominator for this measure include students who are new to this country and have had very little exposure to English. The percentage is calculated by dividing the total number of students who attain English language proficiency, according to the State's English language proficiency assessment, and dividing that number by the number of students tested.

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

Year	Target	Actual
2011	35%	39%
2012	36	38
2013	38	36
2014	38	
2015	38	
2016	38	

Additional information: States are required to report data on the performance of the EL subgroup on State reading/language arts assessments for both Title I and Title III of the ESEA.

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

Year	Target	Actual
2011	64%	72%
2012	66	72
2013	66	67
2014	66	
2015	66	
2016	66	

Additional information: A monitored former EL is a student who was identified as limited English proficient at some time in the prior two years but who no longer meets the State's

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definition of limited English proficient or EL. The success of States on this measure may be an indicator of the improved quality of language instruction educational programs.

Measure: The percentage of subgrantees receiving Title III funding that meet all three annual measurable achievement objectives (AMAOs) for ELs.

Year	Target	Actual
2011	59%	48%
2012	59	47
2013	59	40
2014	59	
2015	59	
2016	59	

Additional information: States set AMAOs based on State English language proficiency standards and assessments. The three AMAO objectives for ELs are: (1) making progress in learning English; (2) attaining English proficiency; and (3) making adequate yearly progress under Title I.

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
2011	45	51
2012	45	53
2013	45	45
2014	45	
2015	45	
2016	45	

Additional information: The Department has worked with States to help them make subgrants in a timely manner and States have made considerable progress on this measure over the past 6 years, meeting the target for the first time in 2013. The Department has identified monitoring findings during onsite reviews for States that have difficulty making timely awards and continues to provide assistance to such States.

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Measure: The annual cost per English Learner attaining English language proficiency.

Year	Target	Actual
2011	\$770	\$669
2012	668	620
2013	668	622
2014	668	
2015	668	
2016	668	

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.

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 and recently completed activities include the following studies, which are supported by funds from previous fiscal years:

- Updating the EL Practice Guide – The Department used fiscal year 2009 funds to update the 2007 EL practice guide to reflect advances in the field over the past 5 years. The updated guide, “Teaching Academic Content and Literacy to English Learners in Elementary and Middle School,” was published in April 2014 and may be accessed at <http://ies.ed.gov/ncee/www/PracticeGuide.aspx?sid=19>.
- Descriptive Study of NPDP Grantees – This small study examined how a purposively selected sample of NPDP grantees are implementing their grants, with a 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 was completed in 2012 and a final report was completed in May 2014. Both products will be for internal use by Department staff. Fiscal year 2010 funds support this study.
- Study of School Turnaround – The Department is conducting case studies for an in-depth examination of the school turnaround process in a diverse sample of schools receiving Title I School Improvement Grants (SIG) over 3 years. The studies will describe the schools’ context, the decisions and strategies the schools and their school districts undertake (and why), and the challenges they face as they attempt to improve school performance. Fiscal year 2009 Title III funds supported the inclusion of data collections focused on schools with high EL populations. Descriptive analyses of State

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SIG applications and SIG-eligible and SIG-awarded schools are available for the first and second cohorts of SIG grantees (fiscal year 2010 and 2011 competitions)². Reports on findings for the case-study SIG schools, which will include two evaluation briefs focused on SIG schools with a high proportion of ELs, are being released in phases. The first brief was released in April 2014: <http://ies.ed.gov/ncee/pubs/20144014/>. The second brief was released in November 2014: <http://ies.ed.gov/ncee/pubs/20154004/>. In addition, in May 2014, the Department released the first full report on the Study of School Turnaround: <http://ies.ed.gov/ncee/pubs/20144015/>.

- Language Instruction Education Programs (LIEPs): Lessons from the Research and Profiles of Promising Programs – This project, begun in fiscal year 2011 with fiscal year 2009 funds, produced a literature review on LIEPs that was released in May 2012 and can be found at <http://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf>. The project will also produce vignettes of LIEPs, including features that support those LIEPs in a purposively selected sample of districts. These vignettes will be for internal use by ED staff on selected LIEP practices and will be completed by February 2015.
- Evaluation of State and Local Implementation of Title III Standards, Assessments, and Accountability Systems – This study was intended to provide an in-depth picture of the implementation of ESEA provisions relating to the education of ELs. The study drew upon data collected during the 2009-10 school year through telephone interviews with all State Title III directors, a survey of a nationally representative sample of 1,528 Title III subgrantees, case studies of a purposive sample of 12 districts nested within five States, and student-level assessment data in a small number of States and districts. The study was supported with funding from fiscal years 2008-2011.

The study's main report on "State and Local Implementation," as well as two supplemental reports on "Exploring Approaches to Setting English Language Proficiency Performance Criteria and Monitoring EL Progress" and "A Survey of States' English Language Proficiency Standards," were released in 2012. In addition, in 2010 the Department released three policy briefs prepared under this study: "Title III Policy: State of the States," "Title III Accountability: Behind the Numbers," and "Title III Accountability and District Improvement Efforts: A Closer Look." These reports and policy briefs served as resources for the Administration, Congress, and other key stakeholders to inform the development of Title III reauthorization proposals. An additional report, "English Learner Student Achievement in Four Jurisdictions," is in progress and is examining student-level assessment data for cohorts of ELs, former ELs, and non-ELs that were followed over a period of at least three years; this report is expected to be released in early 2015.

- Implementation and Impact Evaluation of the Race to the Top (RTT) and School Improvement Grants (SIG) programs – As part of the Department's study of these two programs, fiscal year 2010 and fiscal year 2011 Title III funds support an increased focus on how the implementation and impacts of the programs by States, districts, and

² <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20114019> and <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20124060>

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schools are related to EL students' needs and outcomes. For instance, 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. Two reports on findings, which will include ELs, are expected to be released in phases beginning in spring 2015.

- Exploratory Study on Identifying English Learners with Disabilities – This study is examining issues regarding the identification of ELs for special education services, based on a review of previous research as well as case studies in six school districts. The report will discuss: (1) procedures, practices, and instruments used to assess and identify ELs with disabilities and how these differ from those used with non-ELs; (2) roles and qualifications of school and district personnel involved in the assessment and identification of ELs with disabilities; and (3) procedures and practices used to exit ELs with disabilities from language instruction education programs. The literature review was completed in February 2012 and is being used by Department staff for internal purposes. The final report is expected in spring 2015. Fiscal year 2010 funds support this study.
- A Guide to English Language Proficiency Assessments – States must have in place ELP assessments that demonstrate technical quality for their intended use and they must use appropriate measures for determining the progress and attainment of English by Title III-served students. Currently, there are no tools available to evaluate the technical quality of State ELP assessments. Using fiscal year 2012 funds, the Department awarded a contract in September 2013 to evaluate State and local implementation of Title III assessment and accountability systems and to produce a technical guide that will assist State educational agencies and other stakeholders to prepare ELP assessment materials for peer review. The guide is expected in late 2015.
- Study of Teacher Preparation Experiences and Early Teacher Effectiveness – The Department awarded a contract in late fiscal year 2011 for a study of teacher preparation experiences and their relationship to student achievement outcomes. The study explores whether the instructional skills that teacher candidates learn about and have opportunities to practice in their teacher preparation programs are associated with teachers' effectiveness during their early years in the classroom. The study will include a focus on English Learners and the preparation experiences of their teachers. Fiscal year 2010 and fiscal year 2011 funds support this study, which will issue a report in late 2017.

Beginning in fiscal year 2015, the Department will fund an impact evaluation of interventions aimed at improving student understanding and use of academic language (defined as the language used in textbooks, in classrooms, and on tests) in order to improve the effectiveness of local programs supported through Titles I and III. This evaluation will be jointly supported with Title III evaluation funds from fiscal years 2014, 2015, and 2016 and other ESEA evaluation funding pooled under section 9601 of the ESEA. Using Title III evaluation funds, the

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Department will support several additional studies beginning in 2015, including: (1) a descriptive study to examine how Native American program grantees address the instructional needs of students where findings will be used to inform the next round of grant making for the program; (2) a descriptive study to examine how LEAs are using digital learning resources to support ELs; and, (3) an exploratory study to examine whether the processes for identifying ELs for placement in gifted and talented programs could be the cause of the low numbers of ELs in such programs.

The Department continues to explore additional topics to address the needs of ELs and educators of ELs in fiscal year 2016.