

DEPARTMENT OF EDUCATION
ENGLISH LANGUAGE ACQUISITION
FISCAL YEAR 2026 BUDGET REQUEST
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ENGLISH LANGUAGE ACQUISITION

APPROPRIATIONS LANGUAGE

No appropriations language is requested for fiscal year 2026 as the Administration is proposing elimination of all funding in this account.

ENGLISH LANGUAGE ACQUISITION
APPROPRIATION, ADJUSTMENTS, AND TRANSFERS

(dollars in thousands)

Appropriation/Adjustments/Transfers	2024	2025	2026
Discretionary			
Appropriation	\$890,000	* ¹	0
Total, discretionary appropriation	\$890,000	*	0

¹ The Department is currently finalizing funding decisions for FY 2025 and remains committed to meeting its statutory responsibilities and stewarding taxpayer resources responsibly.

ENGLISH LANGUAGE ACQUISITION

SUMMARY OF CHANGES

(dollars in thousands)

Enacted/Request	Amount
2024 Enacted	\$890,000
2026 Request	0
Net change	-\$890,000

Summary of Changes	2024 base	Change from base
Increases		
Program:		
The English Language Acquisition program is eliminated in the fiscal year 2026 budget request.	\$890,000	-\$890,000
Net change		-\$890,000

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AUTHORIZING LEGISLATION

(dollars in thousands)

Activity	2024 Authorized	2024 Actual	2026 Authorized	2026 Request
English language acquisition				
State grants (ESEA-III-A) ¹	0	\$890,000	To be determined	0

¹ The GEPA extension expired September 30, 2021.

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APPROPRIATIONS HISTORY

(dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2017 ¹	\$800,400	\$737,400	\$712,021	\$737,400
2018 ²	735,998	737,400	737,400	737,400
2019 ³	737,400	737,400	737,400	737,400
2020 ⁴	737,400	980,000	737,400	787,400
2021 ⁵	0	797,400	787,400	797,400
2022 ⁶	917,400	1,000,000	917,400	831,400
2023 ⁷	1,075,000	1,000,000	954,041	890,000
2024 ⁸	1,195,000	0	897,000	890,000
2025 ⁹	940,000	0	895,000	*
2026	0	—	—	—

¹ 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.

² 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).

³ 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).

⁴ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

⁵ 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).

⁶ 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).

⁷ 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).

⁸ The House allowance reflects Subcommittee action and the Senate allowance reflects Committee action on the regular annual 2024 appropriations bill; the Appropriation reflects the Further Consolidated Appropriations Act, 2024 (P.L. 118-47).

⁹ The levels for the House and Senate allowances reflect Committee action on the regular annual 2025 appropriations bill; the Department is currently finalizing funding decisions for FY 2025 and remains committed to meeting its statutory responsibilities and stewarding taxpayer resources responsibly.

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ENGLISH LANGUAGE ACQUISITION

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

(dollars in thousands)

FY 2026 Authorization: To be determined¹

BUDGET AUTHORITY:

2024 Appropriation	2026 Request	Change from 2024 to 2026
\$890,000	0	-\$890,000

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 Native American and Alaska Native children in Schools program (NAM), the National Professional Development Program (NPD) and funding for the National Clearinghouse for English Language Acquisition (NCELA).

The Department must reserve the greater of \$5 million or 0.5 percent of the appropriation for 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 State Educational Agencies (SEAs) or local educational agencies (LEAs)).

The Department uses the remainder of 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. States receiving formula grants must also design plans that incorporate accountability provisions described in Title I, Part A.

States must use at least 95 percent of their formula funds for subgrants to eligible entities (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.

¹ The GEPA extension expired September 30, 2021.

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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 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:

Fiscal Year	(dollars in thousands)
2021	\$797,400
2022	831,400
2023	890,000
2024	890,000
2025	To be determined

FY 2026 BUDGET REQUEST

The Administration does not request funding for the English Language Acquisition program for fiscal year 2026. As highlighted by the most recent results from the National Assessment of Educational Progress (NAEP), reading scores for ELs have generally been stagnant for decades, despite a nearly 300 percent increase in appropriations for this program since 1994. This program has not proven effective. Parents, States and localities, not the Federal government, are best suited to determine what evidence-based literacy instructional materials will improve outcomes for all students, without the unnecessary administrative burden imposed by the Federal government.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2024	2026
Prior year carryover	\$16,511	0
Appropriation	\$890,000	0
Total Available	\$906,511	0
State formula grants		
English language acquisition state grants	\$822,989	0
Number of States	56	0
Range of Awards	\$113–157,628	0
NAM Grants		

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Output Measures	2024	2026
Grant award funds (continuations)	\$4,783	0
Number of continuation awards	15	0
National Activities		
NPD grant funds (new)	\$7,465	0
NPD grant funds (continuations)	\$51,908	0
Peer review	\$211	0
Clearinghouse	\$1,951	0
Subtotal	\$61,535	0
Number of NPD grant awards (new)	13	0
Number of NPD grant awards (continuations)	94	0
Evaluation ¹	\$3,807	0
Carryover	\$13,397	0
Total	\$906,511	0

PROGRAM PERFORMANCE INFORMATION

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.

PERFORMANCE MEASURES

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

¹ 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 2024.

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“making progress” and “attaining proficiency” continue to affect the targets set for some measures.

Goal: To help students who are English learners (ELs) to learn English and reach high academic standards.

***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
2021	35	6
2022	Baseline	31
2023	Baseline	—
2024	—	—
2025	—	—

Additional information: Of the 44 States for which reliable data were available, 13 States reported lower performance or no change in the percentage of ELs making progress as compared to 2021. 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 resumed for 2022, examining the change from 2020–2021 school year to the 2021–2022 school year. Given the continued impacts of the COVID-19 pandemic on ELP assessment administration and reporting, 2020–2021 data may be incomplete and should be interpreted with caution. Fiscal year 2023 performance data is not currently available.

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
2021	38	7
2022	—	29
2023	—	—
2024	—	—
2025	—	—

Additional information: Of the 48 States for which reliable data were available, 19 States reported lower performance, or no change as compared to 2021. Data for 2020 were not available due to the COVID-19 pandemic and subsequent waiver of Statewide assessments in the

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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 resumed for 2022, examining the change from 2020–2021 school year to the 2021–2022 school year. Given the continued impacts of the COVID-19 pandemic on ELP assessment administration and reporting, 2020–2021 data may be incomplete and should be interpreted with caution. Fiscal year 2023 performance data is not currently available.

Measure: 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.

Year	Target	Actual
2022	Baseline	28
2023	Baseline	—
2024	—	—
2025	—	—

Additional information: 2022 is the first year the Department is reporting this performance measure. Of the 50 States (including the District of Columbia) for which reliable data were available, 22 States reported lower performance (i.e., a higher percentage) or no change in the percentage of ELs who have not attained ELP within 5 years of initial classification as compared to 2021. Fiscal year 2023 performance data is not currently available.

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	22
2022	Baseline	15
2023	—	—
2024	—	—
2025	—	—

Additional information: Of the 45 States for which reliable data were available, 30 States reported lower performance or no change in the percentage of former ELs scoring proficient on reading/language arts assessments in their fourth year after exiting as compared to 2021. 2021 was the first year the Department reported this performance 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 resumed for 2022, examining the change from 2020–2021 school year to the 2021–2022 school year. Given the continued impacts of the COVID-19 pandemic on ELP

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assessment administration and reporting, 2020–2021 data may be incomplete and should be interpreted with caution. Fiscal year 2023 performance data is not currently available.

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 (OELA) website at <https://www2.ed.gov/about/offices/list/oela/resources.html>.

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STATE TABLE

English Language Acquisition

State or Other Area	2024 Actual	2025 Estimate	2026 Estimate	Amount Change FY 2024 to 2026	Percent Change FY 2024 to 2026
Alabama	4,760,452	*	0	(4,760,452)	(100.0%)
Alaska	1,106,044	*	0	(1,106,044)	(100.0%)
Arizona	15,495,043	*	0	(15,495,043)	(100.0%)
Arkansas	4,044,284	*	0	(4,044,284)	(100.0%)
California	157,628,293	*	0	(157,628,293)	(100.0%)
Colorado	11,172,632	*	0	(11,172,632)	(100.0%)
Connecticut	7,801,605	*	0	(7,801,605)	(100.0%)
Delaware	2,028,751	*	0	(2,028,751)	(100.0%)
District of Columbia	1,452,833	*	0	(1,452,833)	(100.0%)
Florida	56,531,629	*	0	(56,531,629)	(100.0%)
Georgia	21,500,979	*	0	(21,500,979)	(100.0%)
Hawaii	3,309,186	*	0	(3,309,186)	(100.0%)
Idaho	2,117,078	*	0	(2,117,078)	(100.0%)
Illinois	30,379,681	*	0	(30,379,681)	(100.0%)
Indiana	10,107,282	*	0	(10,107,282)	(100.0%)
Iowa	4,510,537	*	0	(4,510,537)	(100.0%)
Kansas	5,113,485	*	0	(5,113,485)	(100.0%)
Kentucky	5,614,073	*	0	(5,614,073)	(100.0%)
Louisiana	5,210,062	*	0	(5,210,062)	(100.0%)
Maine	1,049,782	*	0	(1,049,782)	(100.0%)
Maryland	16,334,228	*	0	(16,334,228)	(100.0%)
Massachusetts	20,499,380	*	0	(20,499,380)	(100.0%)
Michigan	12,891,500	*	0	(12,891,500)	(100.0%)
Minnesota	11,078,314	*	0	(11,078,314)	(100.0%)
Mississippi	2,165,168	*	0	(2,165,168)	(100.0%)
Missouri	5,772,261	*	0	(5,772,261)	(100.0%)
Montana	500,000	*	0	(500,000)	(100.0%)
Nebraska	4,279,438	*	0	(4,279,438)	(100.0%)
Nevada	8,219,847	*	0	(8,219,847)	(100.0%)
New Hampshire	1,012,250	*	0	(1,012,250)	(100.0%)
New Jersey	28,353,932	*	0	(28,353,932)	(100.0%)
New Mexico	5,832,083	*	0	(5,832,083)	(100.0%)
New York	65,607,677	*	0	(65,607,677)	(100.0%)
North Carolina	19,338,744	*	0	(19,338,744)	(100.0%)
North Dakota	635,512	*	0	(635,512)	(100.0%)
Ohio	13,207,152	*	0	(13,207,152)	(100.0%)
Oklahoma	6,430,558	*	0	(6,430,558)	(100.0%)
Oregon	7,738,896	*	0	(7,738,896)	(100.0%)
Pennsylvania	19,599,716	*	0	(19,599,716)	(100.0%)
Rhode Island	2,978,572	*	0	(2,978,572)	(100.0%)
South Carolina	6,440,752	*	0	(6,440,752)	(100.0%)
South Dakota	925,288	*	0	(925,288)	(100.0%)
Tennessee	10,040,570	*	0	(10,040,570)	(100.0%)
Texas	139,856,554	*	0	(139,856,554)	(100.0%)
Utah	6,271,648	*	0	(6,271,648)	(100.0%)
Vermont	500,000	*	0	(500,000)	(100.0%)
Virginia	17,505,784	*	0	(17,505,784)	(100.0%)
Washington	20,608,101	*	0	(20,608,101)	(100.0%)
West Virginia	554,694	*	0	(554,694)	(100.0%)
Wisconsin	7,856,363	*	0	(7,856,363)	(100.0%)
Wyoming	500,000	*	0	(500,000)	(100.0%)
American Samoa	1,571,381	*	0	(1,571,381)	(100.0%)
Guam	1,450,628	*	0	(1,450,628)	(100.0%)
Northern Mariana Islands	1,292,902	*	0	(1,292,902)	(100.0%)
Puerto Rico	4,092,807	*	0	(4,092,807)	(100.0%)
Virgin Islands	112,839	*	0	(112,839)	(100.0%)
Freely Associated States	0	*	0	0	—
Indian set-aside	5,000,000	*	0	(5,000,000)	(100.0%)
Other	62,010,750	*	0	(62,010,750)	(100.0%)
Total	890,000,000	*	0	(890,000,000)	(100.0%)

1) * The Department is currently finalizing funding decisions for FY 2025 and remains committed to meeting its statutory responsibilities and stewarding taxpayer resources responsibly.

2) — means Not Available

3) Compiled for posting on the WEB by the Budget Service on June 4, 2025.