

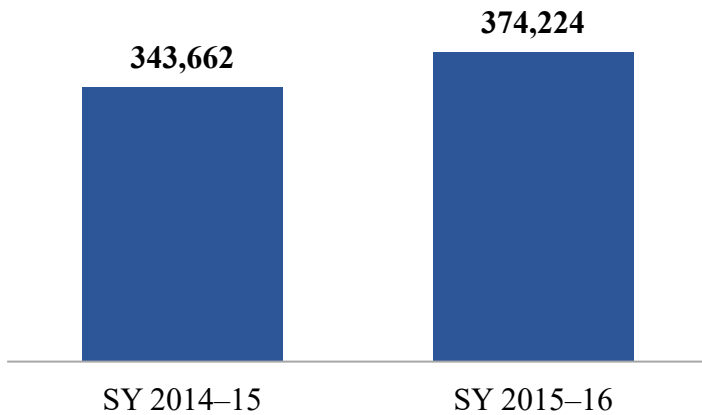


Office of English Language Acquisition

Educational Staff Working With English Learners

The Consolidated State Performance Report (CSPR) is a required annual data collection instrument administered by the U.S. Department of Education’s Office of Elementary and Secondary Education. This required survey is submitted by each state, the District of Columbia, and Puerto Rico.¹ Part I of the CSPR, which collects data related to the five Elementary and Secondary Education Act (ESEA) goals, directs states to “report the number of teachers who are working in Title III language instruction educational programs^{2,3} [LIEPS] . . . even if they are not paid with Title III funds.”⁴ This fact sheet looks at CSPR data related to teachers in LIEPS in districts that receive Title III funds.

Number of Certified or Licensed Teachers Working in Title III-Supported Language Instruction Educational Programs: School Years 2014–15 and 2015–16



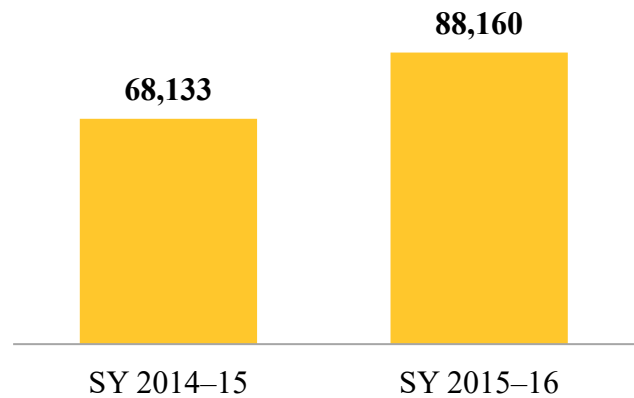
During the 2015–16 school year (SY), an addition of 30,562 teachers from SY 2014–15 represented an 8.9% increase in the number of teachers working in Title III-supported LIEPs.

Eight states (HI, KS, ME, NE, NV, NJ, VT, and WV) and Puerto Rico reported a decrease in the number of certified or licensed teachers in Title III-supported LIEPs from the previous year.

Estimated Additional Certified or Licensed Teachers Needed for Title III-Supported LIEPs in the Next Five Years (Excluding Florida⁵), as Reported in School Years 2014–15 and 2015–16

In SY 2014–15, it was estimated that an additional 68,133 teachers in Title III-supported LIEPs would be needed in SY 2019–20.

In SY 2015–16, the estimated number of additional teachers needed over five years increased by 29.4% from the previous year. Illinois, Nevada and Louisiana reported the highest increases of additional teachers needed by SY 2020–21: 259.7%, 230.5% and 93.3%, respectively.



Note: ESEA was reauthorized by the Every Student Succeeds Act in 2015. During SYs 2014–15 and 2015–16, states reported data under NCLB.

¹ As authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by No Child Left Behind (NCLB).

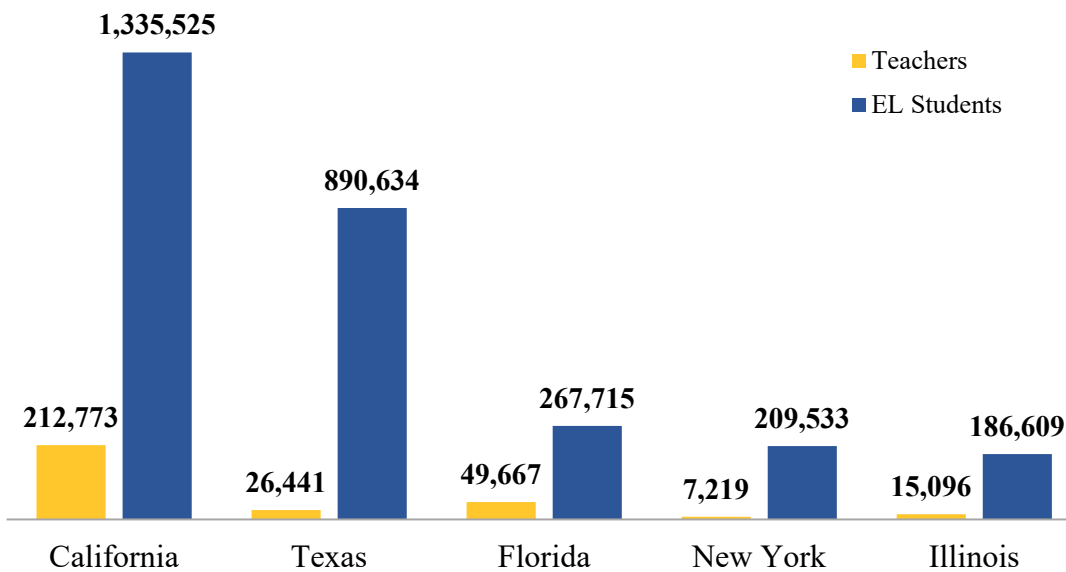
² As defined under ESEA section 3201(7) and reported in CSPR 1.6.1 (Types of language instruction educational programs)

³ A Title III-supported LIEP is provided by local educational agencies (LEAs) receiving subgrants under Title III of the ESEA. Title III, Part A supports programs to help English learners (ELs) attain English proficiency and meet state academic standards through supplemental grants. The state educational agency (SEA) must ensure that LEAs receiving subgrants carry out high-quality LIEPs for English learners (see ESEA section 3113(b)(2)). Title III funds may only be used to supplement, not supplant, federal, state, and local funds for programs for ELs and immigrant children and youth (ESEA section 3115(g)).

⁴ Section 1.6.6 (Teacher Information and Professional Development) of the CSPR collects data on teachers in Title III LIEPs as authorized in ESEA section 3122(b)(5)

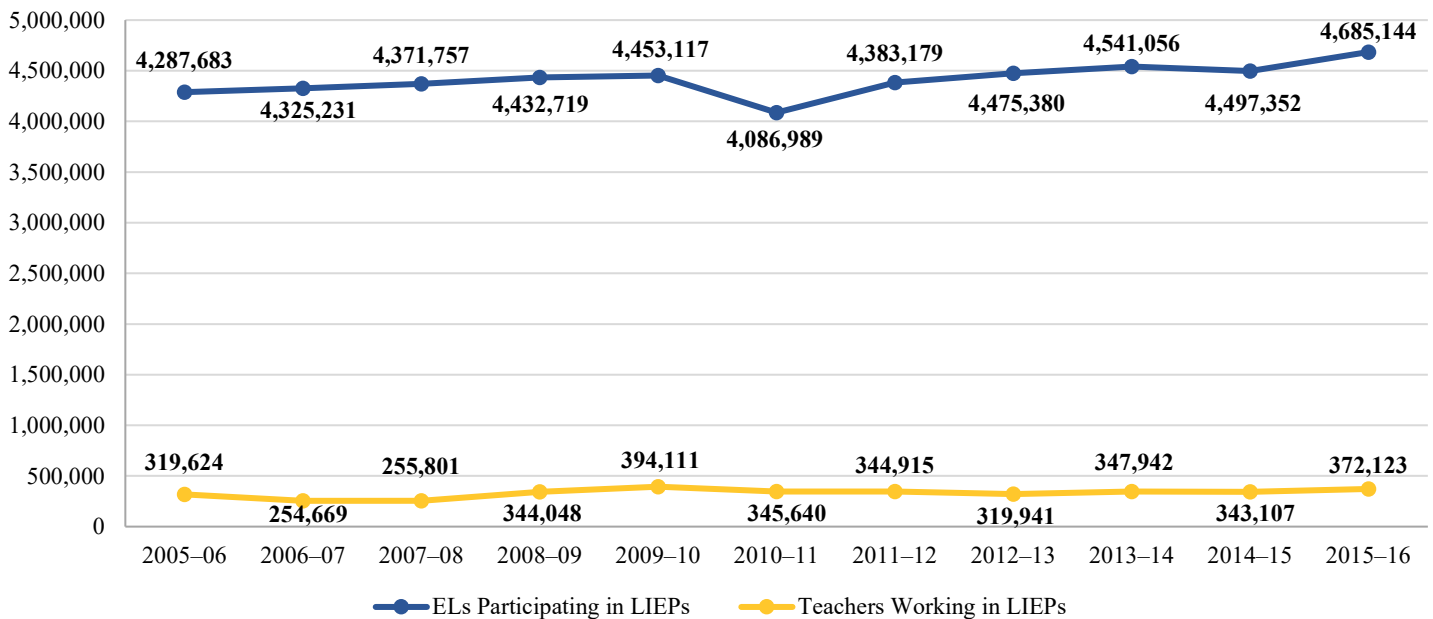
⁵ Florida, per the state’s Consent Decree concerning ELs, does not collect and report the additional number of teachers needed in the next five years. Retrieved from <https://www2.ed.gov/admins/lead/account/consolidated/sy15-16part1/fl.pdf> and <https://www2.ed.gov/admins/lead/account/consolidated/sy14-15part1/fl.pdf>

Number of Certified or Licensed Teachers Working in Title III-Supported LIEPs and Number of English Learners Participating in Title III-Supported LIEPs in the Five States With the Largest Number of English Learners: School Year 2015–16



Between SY 2014–15 and SY 2015–16, the number of certified or licensed teachers working in Title III-supported LIEPs increased by 6.6% in these five states. During the same period, the total number of ELs served in Title III-supported LIEPs in these five states increased by 6.2%.

Total Numbers of Identified English Learners and Certified or Licensed Teachers in Title III-Supported LIEPs: School Years 2005–06 Through 2015–16



Note: Title III, Part A, supports high academic standards for ELs through supplemental grants to promote effective educational practices. School districts receiving Title III funds must provide professional development designed to give teachers of ELs, other teachers, instructional staff, and school leaders the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments. Title III funds may also be used to provide professional development for other educators who work with ELs to include paraprofessionals, counselors, and special education teachers.

Sources: U.S. Department of Education, Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16 (OMB #1810-0724). These data were reported by SEAs from the 50 states, District of Columbia, and Puerto Rico. Retrieved from <https://www2.ed.gov/admins/lead/account/consolidated/index.html>; U.S. Department of Education, Consolidated State Performance Report: Part I: SYs 2012–13 and 2014–15; U.S. Department of Education, Consolidated State Performance Report: Part I: SYs 2010–11 and 2011–12; U.S. Department of Education, Consolidated State Performance Report: Part I: SYs 2008–09 and 2009–10; U.S. Department of Education, Consolidated State Performance Report: Part I: SYs 2006–07 and 2007–08; U.S. Department of Education, Consolidated State Performance Report: Part I: SYs 2004–05 and 2005–06.