



OELA

OFFICE OF ENGLISH LANGUAGE ACQUISITION

FAST FACTS

Discretionary Grants and Dissemination Brief

English learners (ELs) represent an incredible asset for our country, yet they also face unique challenges. We must keep shining the spotlight on ELs and continue building our capacity to serve them. I urge you to learn more about teaching ELs and supporting their communities. They are counting on us to help them soar!

—José Viana, Assistant Deputy Secretary and Director of OELA

THE OFFICE OF ENGLISH LANGUAGE ACQUISITION

The U.S. Department of Education's Office of English Language Acquisition (OELA) helps to ensure that ELs attain English proficiency and achieve academic success. José Viana, assistant deputy secretary and director of OELA, and his staff identify major issues affecting the education of ELs, and, through OELA, provide national leadership to ensure that all reform policies and initiatives consider the educational needs of ELs. OELA promotes opportunities for all students to gain biliteracy or multiliteracy skills. OELA accomplishes these goals by

- elevating the status of ELs in all national conversations on education;
- working to preserve heritage languages and cultures;
- providing national leadership by informing federal policy decisions that impact ELs;
- administering discretionary grant programs to prepare professionals for teaching and supporting ELs;
- investing in research and evaluation studies that have practical applications for preparing ELs to meet college and career ready standards;
- disseminating information about educational research, practices, and policies for ELs;
- engaging families and community partners

DISCRETIONARY GRANT PROGRAMS

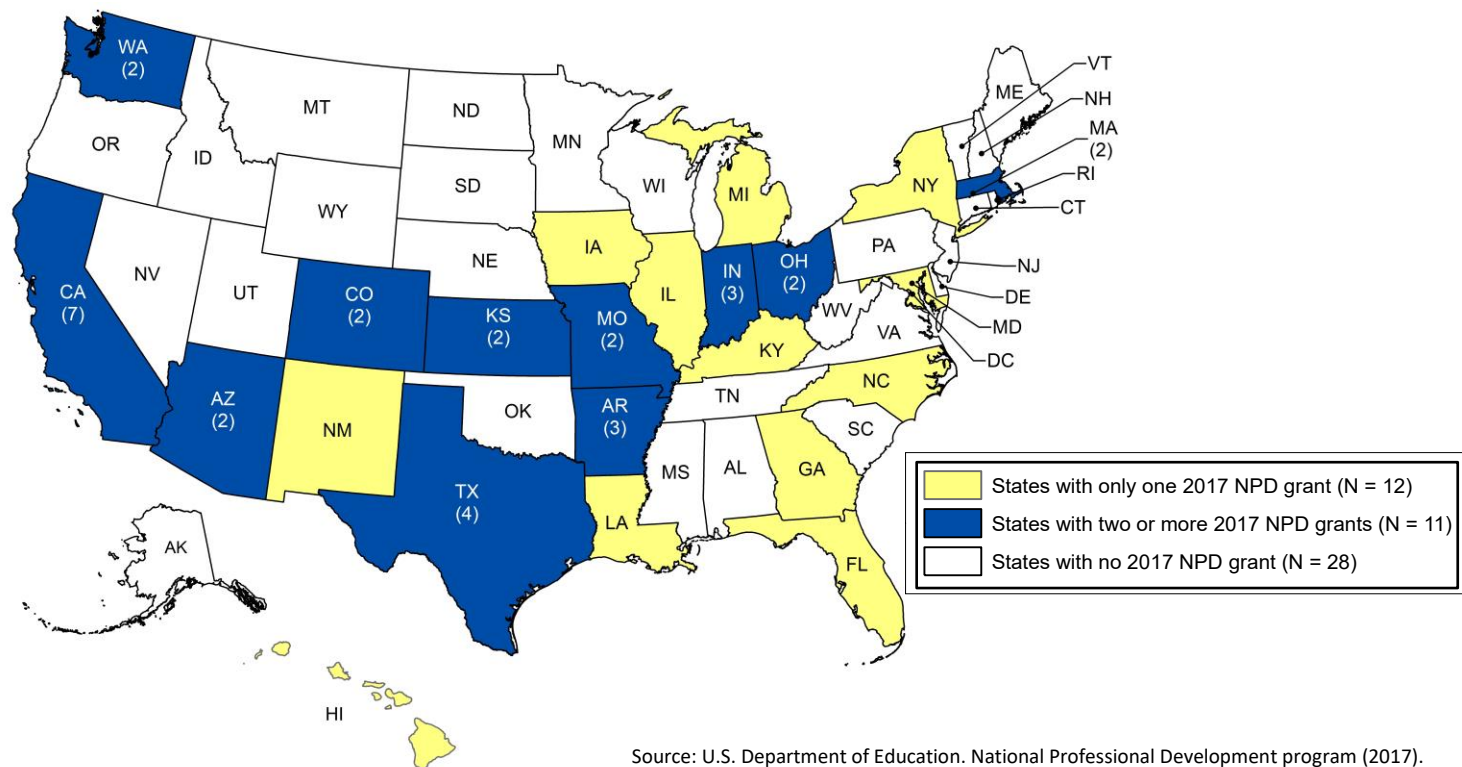
OELA oversees three discretionary grant programs designed to advance the education of ELs, support families' efforts to help their children in school, and provide professional learning opportunities for education personnel — new and practicing teachers, paraprofessionals, administrators, guidance counselors, and school psychologists — who work with students and their families.

The [Native American and Alaska Native Children in School](#) program provides support for increasing the English proficiency of participating students, and the teaching and learning of Native American languages. Grantees develop language instruction projects for ELs from Native American, Alaska Native, Native Hawaiian, and Pacific Islander heritage. Projects include teacher training, curriculum development, and evaluation and assessment to support student instruction and parent-community participation. Student instruction may occur at the preschool, elementary, secondary, and postsecondary levels, or combinations of these levels. Ten LEAs, tribes, native language education organizations and the Bureau of Indian Affairs in eight states received grants in 2016. The FY 2017 budget for the Native American and Alaska Native Children in School program is approximately \$5 million.

The [Asian American and Pacific Islander Data Disaggregation Initiative \(D2 Program\)](#) provides grants to state education agencies (SEAs) in consortia with local education agencies (LEAs) to collect and evaluate disaggregated data on Asian American Pacific Islander (AAPI) EL subpopulations beyond the existing seven racial and ethnic categories within the school community. The disaggregated data is used to identify targeted strategies for closing educational opportunity gaps. Three SEAs received D2 grants in 2016. The FY 2017 D2 Program budget is approximately \$1 million.

The [National Professional Development](#) (NPD) program provides professional development activities intended to improve instruction for EL students and assist education personnel working with ELs to meet high professional standards. In FY 2016, 49 grants were awarded to institutions of higher education (IHEs), located within 26 states. In FY, 2017 43 grants were awarded to IHEs, located within 23 states. The 2017 National Professional Development program budget is approximately \$42 million.

Number of National Professional Development (NPD) grants awarded by state: FY 2017





Source: U.S. Department of Education. National Professional Development program (2017). Retrieved from <https://www2.ed.gov/programs/nfdp/npd2017awards.pdf>

DISSEMINATION

OELA's primary vehicle for collecting, analyzing, synthesizing, and disseminating high-quality information is the National Clearinghouse for English Language Acquisition (NCELA). NCELA uses a variety of dissemination mechanisms, such as face-to-face meetings, written products, webinars, and other electronic media; a dedicated website is the most important. All information focuses on language instruction educational programs for ELs; educational research, and teaching practices, and strategies to improve educational outcomes for ELs; and EL-related accountability systems in academic content subjects and English language proficiency.

OELA utilizes data collected through NCELA to prepare biennial reports to Congress on the implementation of ESSA's *Title III* State Formula Grant Program (also known as the English Language Acquisition State Grants Program). This report provides information reported by states to ED regarding demographics and ELs' achievement in attaining English proficiency, and their progress in achieving reading or language arts and mathematics standards established by the states for all students. The annual budget for NCELA is approximately \$2 million.

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