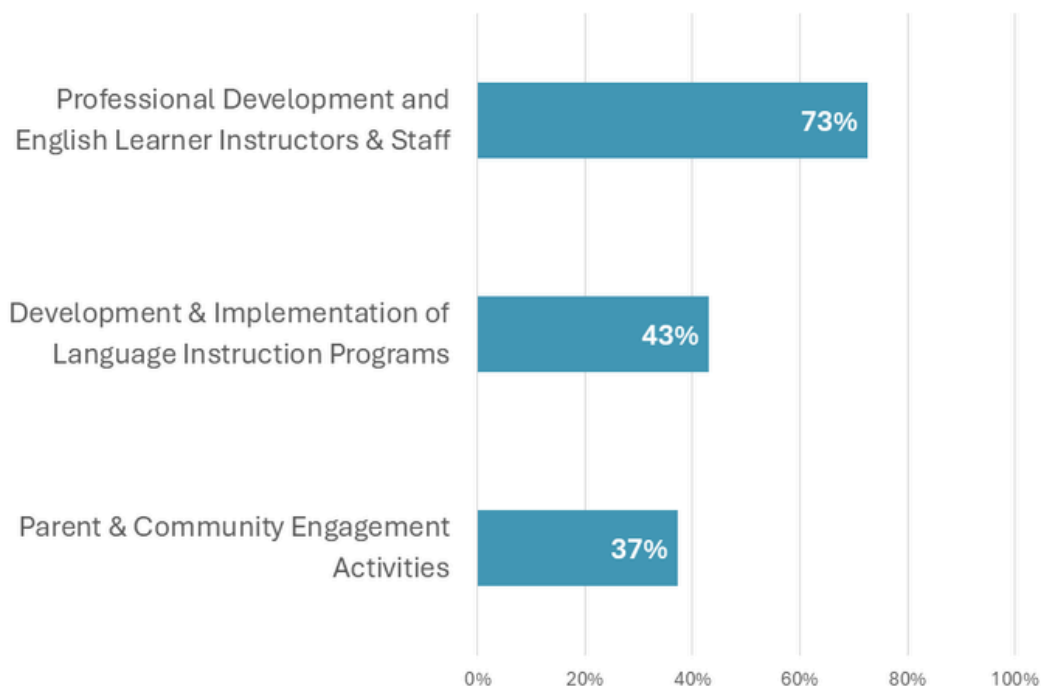


Research Evidence Against Dismantling the U.S. Education Department: How to Protect and Improve Programs for English Learners

Are Title III Funds Used by Local Education Agencies on Evidence-Based Programs and Practices for English Learners?

Unclear. The most recent [implementation study](#) of Title III was published over a decade ago and highlighted several challenges faced by states and school districts. These include the need for increased capacity, improved teacher quality, and greater use of proven teaching methods. Because a more recent federal study was canceled by the Trump Administration, we do not know whether these issues have improved or whether new guidance issued under 2015's reauthorization of the Every Student Succeeds Act (ESSA) reauthorization is being followed.

States ranked the following high-level activities as the most common uses of Title III funds in 2021-2022:



Source: [Title III Biennial Report to Congress](#)

More research is needed to better understand how funds are used beyond these broad categories, especially whether funds are used to support evidence-based strategies for achieving program goals. For example, an Institute of Education Statistics (IES) [practice guide](#) provides detailed guidance on implementing strategies with “strong” evidence, such as teaching academic vocabulary words intensively over a number of days or integrating oral and written English language instruction into content-area teaching.

Discarded Evidence

Due to the Trump administration’s recent cancellation of a national IES [study](#), we do not have adequate evidence to assess the recent implementation of Title III programs by states, school districts, and schools. Though the contract was nearly 90% complete, it is unlikely that any of the research findings will be shared publicly. This is a staggering loss for those seeking to use this research to improve policies and programs.

Unmet Demand

Research shows a substantial unmet need for educators who are adequately trained to serve the diverse population of English learners (EL) nationwide. Although many evidence-based programs and practices exist to support ELs, they cannot be implemented effectively without a well-prepared workforce that has access to appropriate training and support.

- A recent national [study](#) found that a **third of school district leaders reported a moderate or severe shortage** of English as a Second Language (ESL) teachers.
- According to another [report](#), teachers and school leaders lack access to the training needed to effectively support EL students. Even though about two-thirds of teachers have at least one EL student in their class, **less than half have taken a course about teaching EL students, and only 10% are certified to teach ESL.**



Read the full research brief [here](#). Visit our [website](#) for more resources on protecting and improving programs for English learners, including a webinar recording, summaries of research evidence, and an FAQ on Title III and other federal supports.