



Georgia TESOL
PO Box 10
Decatur, Georgia 30031

March 15, 2024

Education Subcommittee of Labor, Health and Human Services
2358-B Rayburn House Office Building
Washington, D.C.

RE: GATESOL Position on Title III Appropriations

Esteemed Subcommittee Chair Robert Aderholt and Ranking Member Rosa DeLauro:

On behalf of Georgia Teachers of English to Speakers of Other Languages (GATESOL), we would like to request continued support for education funding of public schools, especially through Title III appropriations for the Elementary and Secondary Education Act, supporting English learners, their educators and their families. Specifically, we request support for:

- **Title I-A** (low-income communities, including English learners): \$18.56 Billion, in line with the Senate. The proposed 80% budget line-item reduction from the House is unfathomable in its impact to our schools and communities.
- **Title II-A** (educator training): \$2.19 Billion in lieu of the House proposed elimination of all funding
- **Title III** (English language acquisition): \$890 Million in lieu of the House proposed elimination of all funding. We realize that the budget must meet top-line funding restrictions; however, in a perfect world, Title III funding would be at \$2 Billion to meet the growth in English learners and to keep pace with inflation ([UnidosUS, 2022](#))
 - Currently there are **143,070 multilingual learners in the state of Georgia** (Governor's Office of Student Achievement, 2024), a **200% increase in multilingual learners** in the past 20 years ([OELA, 2022](#))
 - South Carolina, Mississippi, and Kentucky have experienced a **400% increase** in multilingual learners in the past 20 years ([OELA, 2022](#))
 - Eight other states have experienced a **300% increase** in multilingual learners in the past 20 years, including Maine, Maryland, Delaware, Virginia, Missouri, Arkansas, Alabama, and North Dakota ([OELA, 2022](#))
 - Fourteen additional states have experienced a **200% increase** in multilingual learners in the past 20 years, including Georgia (population referenced above), North Carolina, West Virginia, Ohio, Indiana, Wisconsin, Iowa, Louisiana, Kansas, and Nebraska ([OELA, 2022](#))
 - **Only two states in the entire U.S. have experienced a reduced increase in multilingual learners in the past 20 years**, Montana and Arizona ([OELA, 2022](#))



- **Fund the Adult Education and Family Literacy Act (AEFLA) state grants:** \$715.5 Million in continuation of current funding to support adult English learners, who comprise 40% of Title II-funded programs ([NRSAE](#))
- **Fund Higher Education Act Teacher Quality Partnerships:** \$70 Million in lieu of the House proposed elimination of all funding

Fully funding Title III of the ESEA will allow for proposed legislation to benefit multilingual learners, including:

- FLUeNT Act (Families Learning and Understanding English Together), H.R. 3606, which would provide for adult literacy courses for parents of K-12 multilingual students
- RELA Act (Reaching English Learners Act), H.R. 3605, which would provide institutions of higher education grants for teaching English learners
- SYLLABLE Act (Supporting Young Language Learners' Access to Bilingual Education Act), H.R. 3607, which would provide access to Dual-language immersion (DLI) programs for multilingual learners of English (MLEs) and other learners in low-income communities
- Strengthening Research in Adult Education Act, S 1268, which would strengthen research in adult education
- Dignity Act of 2023, Comprehensive Immigration Reform. H.R. 3599, which includes provisions for a path to permanent resident status to eligible individuals without lawful immigration status who entered the United States as minors (*Dreamers*)
- Afghan Adjustment Act, S. 2327 and H.R. 4627, which provide support and status adjustment for Afghan allies who supported the United States mission in Afghanistan
- DACA (Dream Act), S. 365, which would grant permanent resident status to non-U.S. nationals (*aliens*) who entered the United States as minors
- American Dream and Promise Act, H.R. 16, which provides non-U.S. nationals (*aliens*) a path to receive permanent resident status

Thank you for the opportunity to offer this recommendation on behalf of Georgia ESOL educators and students. If you have any questions or if we can offer you any testimony, please do not hesitate to contact us at info@gatesol.org or 540-300-7670. We look forward to the committee's thoughtful consideration of our concerns.

With gratitude,

Laura Grace Faris, Ed.S.
Advocacy Co-Chair
Georgia TESOL
TESOL Advocacy State Affiliate