

119TH CONGRESS
1ST SESSION

H. R. 5547

To amend the Elementary and Secondary Education Act of 1965 to provide for additional activities, resources, and data collection with respect to English learners, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 23, 2025

Mr. ESPAILLAT introduced the following bill; which was referred to the
Committee on Education and Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 to provide for additional activities, resources, and data collection with respect to English learners, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. ESEA AMENDMENTS.**

4 (a) IMPROVING THE ACADEMIC ACHIEVEMENT OF
5 THE DISADVANTAGED.—Section 1111(h)(1)(C) of the El-
6 ementary and Secondary Education Act of 1965 (20
7 U.S.C. 6311(h)(1)(C)) is amended—

1 (1) by redesignating clause (xiv) as clause (xv);

2 and

3 (2) by inserting after clause (xiii) the following:

4 “(xiv) Statistics on the racial, ethnic,
5 gender, and linguistic diversity of the ele-
6 mentary and secondary school teachers
7 working in the State.”.

8 (b) LANGUAGE INSTRUCTION FOR ENGLISH LEARN-
9 ERS AND IMMIGRANT CHILDREN AND YOUTH.—

10 (1) PURPOSES OF THE ENGLISH LANGUAGE AC-
11 QUISTION, LANGUAGE ENHANCEMENT, AND ACA-
12 DEMIC ACHIEVEMENT ACT.—Section 3102(2) of the
13 Elementary and Secondary Education Act of 1965
14 (20 U.S.C. 6812(2)) is amended to read as follows:

15 “(2) to assist all English learners, including im-
16 migrant children and youth (without regard to the
17 immigration status of such children and youth)—

18 “(A) to achieve at high levels in academic
19 subjects so that all English learners can meet
20 the same challenging State academic standards
21 that all children are expected to meet; and

22 “(B) to the extent practicable, in a manner
23 that does not—

24 “(i) separate English learners from
25 students who are not English learners; or

1 “(ii) deny English learners access to
2 dual language programs;”.

3 (2) STATE AND SPECIALLY QUALIFIED AGENCY
4 PLANS.—Section 3113(b) of the Elementary and
5 Secondary Education Act of 1965 (20 U.S.C.
6 6823(b)(8)) is amended—

7 (A) in paragraph (7), by striking “and” at
8 the end;

9 (B) in paragraph (8)(B), by striking the
10 period at the end and inserting “; and”; and

11 (C) by adding at the end the following:

12 “(9) describe how the agency will monitor the
13 progress of students who are former English learn-
14 ers and ensure that such students are continuing to
15 meet the challenging State academic standards.”.

16 (3) AUTHORIZED SUBGRANTEE ACTIVITIES.—
17 Section 3115(d) of the Elementary and Secondary
18 Education Act of 1965 (20 U.S.C. 6825(d)) is
19 amended—

20 (A) in paragraph (6)—

21 (i) in subparagraph (A), by striking
22 “and” at the end;

23 (ii) in subparagraph (B), by striking
24 the period at the end and inserting a semi-
25 colon; and

1 (iii) by adding at the end the fol-
2 lowing:

3 “(C) to increase the access of English
4 learners and immigrant children and youth and
5 their parents to legal, educational, and financial
6 resources and social services, including by pro-
7 viding such resources and services in the native
8 language of such English learners, immigrant
9 children and youth, and their parents; and

10 “(D) to implement best practices aligned
11 with evidence-based research to uplift English
12 learners and immigrant children and youth.”;

13 (B) in paragraph (7)—

14 (i) by striking “and” at the end of
15 subparagraph (B);

16 (ii) by redesignating subparagraph
17 (C) as subparagraph (D);

18 (iii) in subparagraph (D), as so redes-
19 ignated, by striking “and (B)” and insert-
20 ing “, (B), and (C)”; and

21 (iv) by inserting after subparagraph
22 (B) the following:

23 “(C) culturally competent and responsive
24 training and professional development for edu-
25 cators, school administrators, counselors, social

1 workers, and psychologists with respect to how
2 to best support English learners and immigrant
3 children and youth; and”;

4 (C) by redesignating paragraph (9) as
5 paragraph (10); and

6 (D) by inserting after paragraph (8) the
7 following:

8 “(9) Supporting and advocating for the develop-
9 ment of policies that improve educational outcomes
10 for English learners and immigrant children and
11 youth, regardless of immigration status.”.

12 (4) ACTIVITIES BY AGENCIES EXPERIENCING
13 SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN
14 AND YOUTH.—Section 3115(e)(1)(G) of the Elemen-
15 tary and Secondary Education Act of 1965 (20
16 U.S.C. 6825(e)(1)(G)) is amended by striking the
17 period at the end and inserting “, including services
18 that provide for the assessment of State and local
19 laws (including with respect to immigration and edu-
20 cation) that impact English learners and immigrant
21 children and youth and the notification of such par-
22 ents and families (in the native language of such
23 parents and families) of such laws.”.

24 (5) ACCOUNTABILITY AND ADMINISTRATION.—
25 Section 3121(a) of the Elementary and Secondary

1 Education Act of 1965 (20 U.S.C. 6841(a)) is
2 amended—

3 (A) in paragraph (2), by inserting “, eth-
4 nicity, race, and native language” before the
5 semicolon;

6 (B) in paragraph (3), by inserting “in the
7 aggregate and disaggregated, at a minimum, by
8 English learners with a disability, ethnicity,
9 race, and native language” before the semi-
10 colon;

11 (C) in paragraph (4), by inserting “in the
12 aggregate and disaggregated, at a minimum, by
13 English learners with a disability, ethnicity,
14 race, and native language” before the semi-
15 colon;

16 (D) in paragraph (5), by inserting “, eth-
17 nicity, race, and native language” before the
18 semicolon; and

19 (E) in paragraph (6), by inserting “in the
20 aggregate and disaggregated, at a minimum, by
21 English learners with a disability, ethnicity,
22 race, and native language” before the semi-
23 colon.

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