

Department of Education
ENGLISH LANGUAGE ACQUISITION
Fiscal Year 2021 Budget Request

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State tables reflecting final 2019 allocations and 2020 and 2021 estimates are posted on the Department's webpage at: <https://www2.ed.gov/about/overview/budget/statetables/index.html>

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[For carrying out part A of title III of the ESEA, \$787,400,000, which shall become available on July 1, 2020, and shall remain available through September 30, 2021,¹ except that 6.5 percent of such amount shall be available on October 1, 2019, and shall remain available through September 30, 2021, to carry out activities under section 3111(c)(1)(C).²] (*Department of Education Appropriations Act, 2020.*)

NOTE

The appropriations language for the English Language Acquisition account is deleted because the fiscal year 2021 President's Budget Request would consolidate most formula and competitive grant programs authorized by the Elementary and Secondary Education Act, as amended, and related programs, into an Elementary and Secondary Education for the Disadvantaged Block Grant in a new Improving Elementary and Secondary Education account.

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document, which follows the appropriations language.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹ [...which shall become available on July 1, 2020, and shall remain available through September 30, 2021,]	This language provides for a portion of the funds for English Language Acquisition to be available on a forward-funded basis. The forward-funded portion includes the amount of funds that are distributed to the States under the State grants formula and the Native American discretionary grants.
² [...except that 6.5 percent of such amount shall be available on October 1, 2019, and shall remain available through September 30, 2021, to carry out activities under section 3111(c)(1)(C):]	This language provides for 6.5 percent of the funds for English Language Acquisition to be available for 2 years. The 6.5 percent represents funds that are used for national activities (National Professional Development grants and National Clearinghouse for English Language Acquisition).

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Appropriation, Adjustments, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2019	2020	2021
Discretionary:			
Appropriation	<u>\$737,400</u>	<u>\$787,400</u>	<u>0</u>
Total, discretionary appropriation	737,400	787,400	0

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Authorizing Legislation
(dollars in thousands)

Activity	2020 Authorized	2020 Estimate	2021 Authorized	2021 Request
English language acquisition				
State grants (<i>ESEA-III-A</i>)	\$884,960	\$787,400	\$884,960 ¹	0

¹ The GEPA extension applies through September 30, 2021.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2012	\$750,000	\$733,531 ¹	\$733,530 ¹	\$732,144
2013	732,144	732,144 ²	732,144 ²	693,848
2014	732,144	N/A ³	730,680 ⁴	723,400
2015	732,400	N/A ³	723,400 ⁴	737,400
2016	773,400	737,400 ⁵	712,021 ⁵	737,400
2017	800,400	737,400 ⁶	712,021 ⁶	737,400 ⁶
2018	735,998	737,400 ⁷	737,400 ⁷	737,400 ⁷
2019	737,400	737,400 ⁸	737,400 ⁸	737,400 ⁸
2020	737,400	980,000	737,400 ⁹	787,400 ⁹
2021	0			

¹ The level for the House allowance reflects an introduced bill; the level for the Senate allowance reflects Senate Committee action only.

² The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded the 112th Congress only through the House Subcommittee and the Senate Committee.

³ The House allowance is shown as N/A because there was no Subcommittee action.

⁴ The level for the Senate allowance reflects Senate Subcommittee action only.

⁵ The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

⁶ The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

⁷ The level for the House allowance reflects floor action on the Omnibus appropriations bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

⁸ The levels for the House and Senate allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

⁹ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

English language acquisition

(Elementary and Secondary Education Act of 1965, Title III, Part A)

(dollars in thousands)

FY 2021 Authorization: \$884,959.6¹

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$787,400	0	-\$787,400

¹ The GEPA extension applies through September 30, 2021.

PROGRAM DESCRIPTION

The English Language Acquisition program supports formula grants to States to serve English learners (ELs) as well as competitive awards for the National Professional Development Program (NPD) and funding for the National Clearinghouse for English Language Acquisition (NCELA).

The Department uses 92.5 percent of program funds to make formula grants to States based on each State's share of the Nation's EL and recent immigrant student populations, with 80 percent of allocations based on State shares of ELs and 20 percent based on State shares of recent immigrant students. The Department may use American Community Survey (ACS) data provided by the Census Bureau, State-provided data, or data from a combination of these two sources, to determine the counts of EL and immigrant students. In fiscal year 2019, for the EL portion of the formula, the Department began using weights of 75 percent for ACS data and 25 percent for State-reported data, consistent with the recommendation from a 2011 National Academy of Sciences (NAS) study. Similarly, the Department continues to follow the NAS recommendation to use ACS data only in determining the State counts for immigrant students.

States must use at least 95 percent of their formula funds for subgrants to eligible entities (local educational agencies (LEAs) or consortia of LEAs), based primarily on each subgrantee's share of the State's ELs and a plan submitted by the subgrantee to the State on how it will assist ELs in achieving English language proficiency (ELP) consistent with the State's long-term goals as part of its accountability system (Title I, Part A, Section 1111). States must provide additional funding to subgrantees that have experienced a significant increase in the percentage or number of recent immigrant students over the preceding 2 years, and may use up to 15 percent of their awards for this purpose. States may also use up to 5 percent of their allocations for State-level activities, such as professional development, planning, evaluation, and the provision of technical assistance. State-level planning and direct administrative costs may not exceed 50 percent of the State set-aside, or \$175,000, whichever is greater.

LEAs receiving subgrants must provide effective language instruction educational programs (LIEPs) to improve the education of ELs and immigrant youth by helping them to learn English and meet the same challenging State academic standards as other students. LEAs must use funds to: develop and implement new language and academic content programs for ELs and

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immigrant students; carry out innovative, locally designed activities that improve or expand existing programs for ELs and immigrant students; or implement school- or LEA-wide reforms to language and academic content programs. Further, LEAs must: demonstrate success in increasing ELP and academic achievement for ELs and immigrant students; provide effective professional development to educators that is designed to improve instruction and assessment for ELs; provide and implement other effective strategies to support language instruction of ELs; engage parents and families; and coordinate, where appropriate, with other programs that are aligned with the LEA's efforts to improve the education of ELs and immigrant students. LEAs that are awarded funds based on a substantial increase in the number of immigrant children and youth must use funds for activities that provide enhanced instructional opportunities, which may include parent training, tutorials, mentoring, and career counseling.

States must develop, in meaningful consultation with geographically-diverse LEAs, statewide entrance and exit procedures for EL status, including an assurance that students who may be ELs be assessed within 30 days of enrolling in school. States must also ensure that their subgrantees annually assess the English proficiency of the ELs they serve.

States receiving Title III funds must also design plans that incorporate accountability provisions described in Title I, Part A. Specifically, States must set long-term, ambitious goals and timelines for students to become proficient in English and measure student progress toward these goals annually based on interim indicators as part of their State accountability systems required by Title I, Part A. States must assist LEAs in meeting the State's long-term goals and interim targets, monitor progress, and respond appropriately if an LEA's strategy proves ineffective in helping ELs make progress and achieve content and language proficiency.

The Department must reserve 0.5 percent of the appropriation, or \$5.0 million, whichever is greater, for schools operated predominately for Native American and Alaska Native children. Under this set-aside, the Department makes competitive awards, under the Native American and Alaska Native Children in Schools program (NAM), to tribes, schools funded by the Bureau of Indian Education, and other qualifying entities to support the teaching, learning, and studying of Native American languages while also increasing the English language proficiency of participating students. The Department must also set aside 0.5 percent of the appropriation for the Outlying Areas.

The statute further requires the Department to reserve 6.5 percent of the appropriation for national activities, which consist of the NPD and NCELA. Under the NPD, the Department makes 5-year awards to institutions of higher education or public or private entities with relevant experience and capacity (in partnership with SEAs or LEAs) to provide professional development that will improve instruction for ELs, increase the pool of certified or licensed teachers prepared to serve ELs, and enhance the skills of teachers already serving them. NCELA collects, analyzes, synthesizes, and disseminates research-based information about instructional methods, strategies, and programs for ELs.

State formula grants, funds for the Outlying Areas, and NAM grants are forward-funded, with funds becoming available on July 1 of the fiscal year in which they are appropriated and remaining available for 15 months through September 30 of the following year. National activities funds are available for 24 months, from October 1 of the fiscal year in which they are appropriated through September 30 of the following fiscal year.

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Funding levels for the past 5 fiscal years were as follows:

Fiscal Year	(dollars in thousands)
2016.....	\$737,400
2017.....	737,400
2018.....	737,400
2019.....	737,400
2020.....	787,400

FY 2021 BUDGET REQUEST

For fiscal year 2021, the Request would consolidate the English Language Acquisition program into the proposed Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant), which would combine nearly all currently funded formula and competitive grant programs authorized by the ESEA, as well as several related programs, into a single State formula grant program.

ESED Block Grant funds would be allocated by formula to State educational agencies and LEAs, which would have discretion to use those funds for any authorized purpose of the consolidated programs, including activities under Title III, Part A of the ESEA. Under the ESED Block Grant proposal, States would continue to maintain statewide accountability systems consistent with the requirements of the current ESEA consolidated State plans, including requirements specific to EL students (e.g., establishing goals and timelines for EL students to become proficient in English). LEAs also would continue to develop and submit to their States for approval plans consistent with section 1112 of the ESEA, which includes provisions describing how the LEA will coordinate services for ELs and monitor students who may be at risk of academic failure, including students at risk of failure due a lack of English proficiency. For more information on the ESED Block Grant, see the Improving Elementary and Secondary Education account.

The Department would reserve sufficient funds during the initial implementation of the ESED Block grant to pay continuation awards to existing NPD and NAM grantees through the end of their approved project periods.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
State formula grants			
English language acquisition State grants	\$681,022	\$727,538	0
Number of States	56	56	0
NAM Grants			
Grant award funds (continuations)	<u>\$5,000</u>	<u>\$5,000</u>	<u>0</u>
Total	5,000	5,000	0
Number of continuation awards	17	17	0
National Activities			
NPD grant funds (continuation)	\$45,720	\$48,925	0
Clearinghouse	<u>1,971</u>	<u>2,000</u>	<u>0</u>
Total	47,691	47,691	0
Number of NPD grant awards (continuations)	92	92	0
Evaluation	\$3,687	\$3,937	0

NOTES:

The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including English Language Acquisition, and to pool such funds for use in evaluating any ESEA program. The Department did not pool funds from English Language Acquisition grants in fiscal year 2019 but may do so in fiscal year 2020.

Continuation costs of approximately \$2,217 thousand for NAM projects and \$20,819 thousand for NPD projects would be provided under the fiscal year 2021 request for the ESED Block Grant.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

State Grant Program

States report performance data for the English Language Acquisition State grants program annually through the ESEA Consolidated State Performance Reports (CSPRs). Over the years the Department has worked to respond to States' questions about the data collection requirements as well as to clear up data discrepancies. Note that flexibility within the previous

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law permitted States to define “making progress” and “attaining proficiency” differently, even when they used the same assessments. Such factors affect the targets set for the measures below.

In 2018, the Department revised the performance measures that will be used for this program for new grants in response to the changes made to the ESEA by the Every Student Succeeds Act (ESSA). The Department collected baseline data for these performance measures in fiscal year 2019.

Objective: *To improve the English proficiency and academic achievement of students served by the English Language Acquisition State Grants program.*

Measure: The number of States increasing the percentage of ELs making progress in achieving ELP in LEAs that receive Title III funds.

Year	Target	Actual
2018	Baseline year	31
2019	33	
2020	34	
2021	35	

Additional information: No data were available for nine States, and the Department excluded six States from its calculation due to data quality issues.

Measure: The percentage of ELs attaining proficiency on the annual ELP assessment in LEAs that receive Title III funds.

Year	Target	Actual
2018	Baseline year	35
2019	36	
2020	37	
2021	38	

Additional information: No data were available for two States.

The Department also established two performance measures for which data are not yet available:

- The number of States decreasing the percentage of ELs who have not attained ELP within 5 years of initial classification as an EL in LEAs that receive Title III funds.
- The number of States increasing the percentage of ELs who, having exited English LIEPs in LEAs that receive Title III funds, score proficient or above on State reading/language arts assessments in the fourth year after exiting.

NPD Grant Program

The Department established the following measures for NPD Grants for the fiscal year 2016 cohort. The 2016 cohort received technical assistance on data collection and reporting in 2017 and did not report performance their first year of implementation data until fiscal year 2018. The 2017 cohort reported the first year of baseline data in 2018.

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2016 NPD Cohort

Measure: The percentage of program participants who complete the preservice program.

Year	Target	2016 Cohort Actual
2018	Baseline year	92%
2019	95%	
2020	95	
2021	95	

Additional information: Of the 49 grantees, three did not report any data; 16 reported “0” for the target and actual; five reported a target and reported “0” for the actual. Six grantees reported actual numbers higher than the participant or target numbers. These grantees generally provided explanations for why the actual number of program participants exceeded the target. For example, one grantee expanded its program after setting its performance target.

Measure: The percentage of program participants who complete the in-service program.

Year	Target	2016 Cohort Actual
2018	Baseline year	108%
2019	95%	
2020	95	
2021	95	

Additional information: Of 49 grantees, eight reported “0” for the target and actual; three reported a target and reported “0” for the actual. Fourteen grantees reported actual numbers higher than the participant or target numbers. In some cases, performance targets were based on the original grant proposal, but actual participation in the program was higher.

Measure: The percentage of program completers, as defined by the applicant under the first two measures above, who are State-certified, licensed, or endorsed in EL instruction.

Year	Target	2016 Cohort Actual
2018	Baseline year	57%
2019	60%	
2020	60	
2021	60	

Additional information: Of 49 grantees, 11 reported “0” for the target and actual and five reported a target but did not report an actual. Due to variations in State certification and licensing requirements, it is often very difficult for grantees to report on all program completers.

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Measure: The percentage of program completers who rate the program as effective in preparing them to serve EL students.

Year	Target	2016 Cohort Actual
2018	Baseline year	80%
2019	85%	
2020	85	
2021	85	

Additional information: Of 49 grantees, four reported “0” for the target and actual; eight reported a target and reported “0” for the actual.

Measure: The percentage of school leaders, other educators, and employers of program completers who rate the program as effective in preparing their teachers, or other educators, to serve ELs or improve their abilities to serve ELs effectively.

Year	Target	2016 Cohort Actual
2018	Baseline year	53%
2019	60%	
2020	60	
2021	60	

Additional information: Of 49 grantees, one did not report any data; seven reported “0” for the target and actual; 14 reported a target and reported “0” for the actual; one reported project measures instead of GPRA measures.

Measure: For projects that will focus on improving parent, family, and community engagement, the percentage of program completers who rated the program as effective, as defined by the grantees, in increasing their knowledge and skills related to parent, family, and community engagement.

Year	Target	2016 Cohort Actual
2018	Baseline year	71%
2019	75%	
2020	75	
2021	75	

Additional information: Of 49 grantees, three did not report any data; 11 reported “0” for the target and actual; six reported a target and reported “0” for the actual; one reported project measures instead of GPRA measures.

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2017 NPD Cohort

Measure: The percentage of program participants who complete the preservice program.

Year	Target	2017 Cohort Actual
2018	Baseline year	15%
2019	25%	
2020	35	
2021	45	

Additional information: Of 43 grantees, 12 did not report any data; 12 reported “0” for the target and actual; eight reported a target and reported “0” for the actual. Two grantees reported actual numbers higher than the participant or target numbers. The Department expects this percentage to increase as the 2017 cohort continues with their projects.

Measure: The percentage of program participants who complete the in-service program.

Year	Target	2017 Cohort Actual
2018	Baseline year	43%
2019	45%	
2020	50	
2021	50	

Additional information: Of 43 grantees, seven did not report any data; seven reported “0” for the target and actual; 12 reported a target and reported “0” for the actual. The Department expects this percentage to increase as the 2017 cohort continues with their projects.

Four grantees reported actual numbers higher than the participant or target numbers.

Measure: The percentage of program completers, as defined by the applicant under the first two measures above, who are State-certified, licensed, or endorsed in EL instruction.

Year	Target	2017 Cohort Actual
2018	Baseline year	17%
2019	20%	
2020	25	
2021	30	

Additional information: Of 43 grantees, five did not report any data; nine reported “0” for the target and actual; 13 reported a target and reported “0” for the actual. Two grantees reported actual numbers higher than the participant or target numbers.

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Measure: The percentage of program completers who rate the program as effective in preparing them to serve EL students.

Year	Target	2017 Cohort Actual
2018	Baseline year	27%
2019	35%	
2020	40	
2021	45	

Additional information: Of 43 grantees, five did not report any data; 11 reported “0” for the target and actual; seven reported a target and reported “0” for the actual. Two grantees reported actual numbers higher than the participant or target numbers.

Measure: The percentage of school leaders, other educators, and employers of program completers who rate the program as effective in preparing their teachers, or other educators, to serve ELs or improve their abilities to serve ELs effectively.

Year	Target	2017 Cohort Actual
2018	Baseline year	32%
2019	35%	
2020	40	
2021	45	

Additional information: Of 43 grantees, four did not report any data; 10 reported “0” for the target and actual; 11 reported a target and reported “0” for the actual. One grantee reported actual numbers higher than the participant or target numbers.

Measure: For projects that will focus on improving parent, family, and community engagement, the percentage of program completers who rated the program as effective, as defined by the grantees, in increasing their knowledge and skills related to parent, family, and community engagement.

Year	Target	2017 Cohort Actual
2018	Baseline	29%
2019	30%	
2020	35	
2021	40	

Additional information: Of 43 grantees, seven did not report any data; eight reported “0” for the target and actual; seven reported a target and reported “0” for the actual. One grantee reported actual numbers higher than the participant or target numbers.

NAM Program

The Department established the following performance measures for the NAM program.

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Measure: The percentage of EL students served by the NAM program who score proficient or above on the State reading assessment.

Year	Target	2016 Cohort Actual	2018 Cohort Actual
2017	40%	9.3%	
2018	40	32.0	12.0%
2019	40		
2020	40		
2021	40		

Additional information: Each grantee must report to the Department its target and actual numbers of students who score proficient or above on the State’s reading assessment. The Department then works with NCELA to aggregate and report these data. While NCELA works with grantees to resolve data quality issues, data collection continues to be an issue for grantees due in part to limited access to technology in the rural, remote areas served by the program. The difference between the 2016 and 2018 cohorts’ performance on this measure in 2018 is due in large part to the different places each cohort is currently at in their grant projects.

Measure: The percentage of EL students served by the NAM program who are making progress in English as measured by the State ELP assessment.

Year	Target	2016 Cohort Actual
2017	73%	9.8%
2018	73	58.0
2019	73	
2020	73	
2021	73	

Additional information: Each grantee must report to the Department its target and actual numbers of students who are making progress in English. The Department then works with NCELA to aggregate and report these data. While NCELA works with grantees to resolve data quality issues, data collection continues to be an issue for grantees due in part to limited access to technology in the rural, remote areas served by the program. The Department continues to provide assistance to improve data collection and reporting methods. This measure was discontinued for the 2018 cohort in an effort to streamline the data reporting requirements for the program.

Measure: The percentage of EL students served by the NAM program who are attaining proficiency in English as measured by the State ELP assessment.

Year	Target	2016 Cohort Actual	2018 Cohort Actual
2017	25%	2.9%	
2018	25	30.0	11.0%
2019	25		
2020	25		
2021	25		

Additional information: Each grantee must report to the Department its target and actual percentage of students who attain English proficiency. Grantees calculate the percentage by dividing the number of students who attain English proficiency by the number of students who

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were assessed at least once for English proficiency. The Department then works with NCELA to aggregate and report these data. While NCELA works with grantees to resolve data quality issues, data collection continues to be an issue for grantees due in part to limited access to technology in the rural, remote areas served by the program. The Department continues to provide assistance to improve data collection and reporting methods. The difference between the 2016 and 2018 cohorts' performance on this measure in 2018 is due in large part to the different places each cohort is currently at in their grant projects.

Measure: The percentage of students served by the program who are enrolled in Native American language instruction programs.

Year	Target	2016 Cohort Actual
2017	Baseline	42.5%
2018	45%	42.0
2019	45	
2020	45	
2021	45	

Additional Information: All 10 2016 grantees reported data for this measure. The Department discontinued this performance measure for the 2018 cohort in an effort to streamline the data reporting expectations for grantees.

Measure: The percentage of students making progress in learning a Native American language, as determined by each grantee, including through measures such as performance tasks, portfolios, and pre- and post-tests.

Year	Target	2016 Cohort Actual	2018 Cohort Actual
2017	Baseline	50.3%	
2018	55%	26.5	77.0%
2019	75		
2020	80		
2021	80		

Additional Information: The Department continues to provide technical assistance to NAM grantees to improve data collection processes across each cohort. Despite a drop in reported performance for the 2016 cohort in fiscal year 2019, the Department has set targets for increased improvement in future years, primarily due to strong performance from the 2018 cohort in its first year of implementation.

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Measure: The percentage of students who are attaining proficiency in a Native American language, as determined by each grantee, including through measures such as performance tasks, portfolios, and pre- and post-tests.

Year	Target	2016 Cohort Actual
2017	Baseline	18.7%
2018	20%	
2019	20	
2020	20	
2021	20	

Additional Information: The Department continues to provide technical assistance to NAM grantees to improve data collection processes. Data for the 2018 reporting year are not available due to inconsistencies in reporting across grantees. This performance measure was discontinued for the 2018 cohort due to the high level of variation in Native language assessment practices across States.

Measure: For programs that received competitive preference points, the number and percentage of preschool children ages three and four enrolled in the program.

Year	Target	2016 Cohort Actual
2017	Baseline	84.8%
2018	90%	89.0
2019	90	
2020	90	
2021	90	

Measure: For programs that received competitive preference points, the number and percentage of preschool children ages three and four who are screened for developmental or cognitive delays.

Year	Target	2016 Cohort Actual
2017	Baseline	92.1%
2018	95%	94.0
2019	95	
2020	95	
2021	95	

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Measure: For programs that received competitive preference points, the number and percentage of coordination contacts between elementary schools and early learning programs to improve coordination and transition of children from preschool to kindergarten.

Year	Target	2016 Cohort Actual
2017	Baseline	97.0%
2018	95%	91.0
2019	95	
2020	95	
2021	95	

Other Performance-Related Information

Over the past several years, Title III funds have contributed to research and evaluation efforts focused on such issues as EL and dual language learner instructional practices, parenting practices for young ELs, identification of ELs with disabilities, exiting ELs with disabilities from LIEPs, and EL students' understanding and command of academic language. Completed work on a range of topics related to supporting EL students is available on the Office of English Language Acquisition's website at <https://www2.ed.gov/about/offices/list/oela/resources.html>.