COMMITTEE FOR EDUCATION FUNDING

C E F

EDUCATION MATTERS:

Investing in America's Future

Fiscal Year 2018 Budget Analysis

July 2017

About

Committee for Education Funding

The Committee for Education Funding (CEF), the nation's oldest and largest education coalition, was founded in 1969 with the goal of achieving adequate federal financial support for our nation's educational system. CEF provides its members, the public, the US Congress, the Executive Branch, and the media with information in support of federal investments in education. This year, CEF launched the "5¢ Makes Sense" advocacy campaign to increase investments in education from 2% to 5% of the federal budget.

CEF is a non-partisan, non-profit organization that reflects the broad spectrum of the education community. Its 113 members represent the continuum of education — early childhood education, elementary and secondary education, higher education, adult and workforce education, educational enhancements such as libraries and museums — including students, teachers and faculty, parents, administrators, specialized instructional support personnel, school board members, librarians, and businesses.

The Committee for Education Funding is managed by American Continental Group and is governed by the membership as a whole with a 16-member Board of Directors, which includes three officers and eight other Board members elected from among the membership. CEF publishes timely updates, sponsors seminars on current policy issues led by recognized experts, and holds weekly meetings of its membership that provide a forum for information exchange and policy discussions. CEF provides information and assistance to members of Congress and the Administration on education funding issues, and holds numerous briefings and policy meetings with congressional staff and Administration officials during the year. At its annual Gala, CEF honors outstanding advocates of federal education investment.

A list of CEF member organizations is available at https://cef.org/about/cef-members/and CEF invites inquiries regarding CEF membership or its publications. CEF's website also has fact sheets, funding tables, and charts on education funding and the importance of the federal investment.

More charts available online

CEF's website (www.cef.org) provides downloadable versions of the charts in this analysis. It also includes many additional charts on the need for increased federal investments in education, educational outcomes, public opinion, and education funding at the state and federal level. For questions or additional information, please contact CEF's Executive Director, Sheryl Cohen at cohen@cef.org, or CEF's President, Jocelyn Bissonnette, at Jocelyn@nafisdc.org.

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This report would not have been possible without the contributions of the following CEF members and staff, as well as many other CEF members who wrote about specific programs.

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Lindsay Kubatzky, National PTA
John Laughner, Magnet Schools of America
Valerie Williams, National Association of State Directors of Special Education

Part II: Education, Careers, and Lifelong Learning

Kevin Maher, American Library Association

Part III: Higher Education

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Part IV: Educational Research and Statistics

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Part V: Education-Related Programs

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Budget Charts and Graphs

Sarah Abernathy, Committee for Education Funding

Book Design and Layout

Karen Seidman, Seidman Says! Communications

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CEF Position Statement

President's Fiscal Year 2018 Budget

May 24, 2017

CEF Strongly Opposes President Trump's FY 2018 Budget

The Committee for Education Funding (CEF), the nation's oldest and largest education coalition of more than 110 education institutions and organizations reflecting the broad range of the education community, strongly opposes President Trump's Fiscal Year (FY) 2018 budget.

The president's budget disinvests in education along the entire continuum, cutting billions in federal support for preschoolers, students in elementary school, children who use afterschool programs, high schoolers seeking preparation for the workforce, adult learners, teachers and school leaders, schools and institutions, and low-income Americans who rely on federal aid to go to college. The president's budget also eliminates funding for education-related services, including libraries and museums, and cuts student loans by $143 billion over ten years.

The size and scope of the president's education cuts are devastating. Investments in education currently account for only about 2 percent of the federal budget, but the president's FY 2018 budget reduces the share for education to 1.8 percent as part of its deep, multi-year cut in nondefense discretionary funding. The budget's drastic cuts to the federal investment in education will weaken student achievement, worsen the opportunity gap, withdraw needed support that helps students graduate from high school ready for a career or college, and make college less affordable and attainable.

Instead of using the president's budget as a starting point for funding negotiations, we urge Congress to immediately address the need to raise the austere sequester caps on nondefense discretionary funding, which for FY 2018 are below the level Congress provided for FY 2017. Eliminating the sequester caps and maintaining the longstanding principle of parity — matching increases in defense and nondefense discretionary caps, in place since the sequester went into effect — will allow Congress to increase the federal education investment to maximize opportunities for students and their families, schools, and our nation.

Investing in education pays dividends immediately and in the long term. To keep America strong and prepared to compete in the global economy, we should be increasing — not cutting — the federal investment in education. Investing 5 percent of the federal budget in education would both improve student success and boost the economy. CEF urges Congress to reject the president's harmful education cuts and start with a level of nondefense funding that allows needed investments in education that will benefit us all.

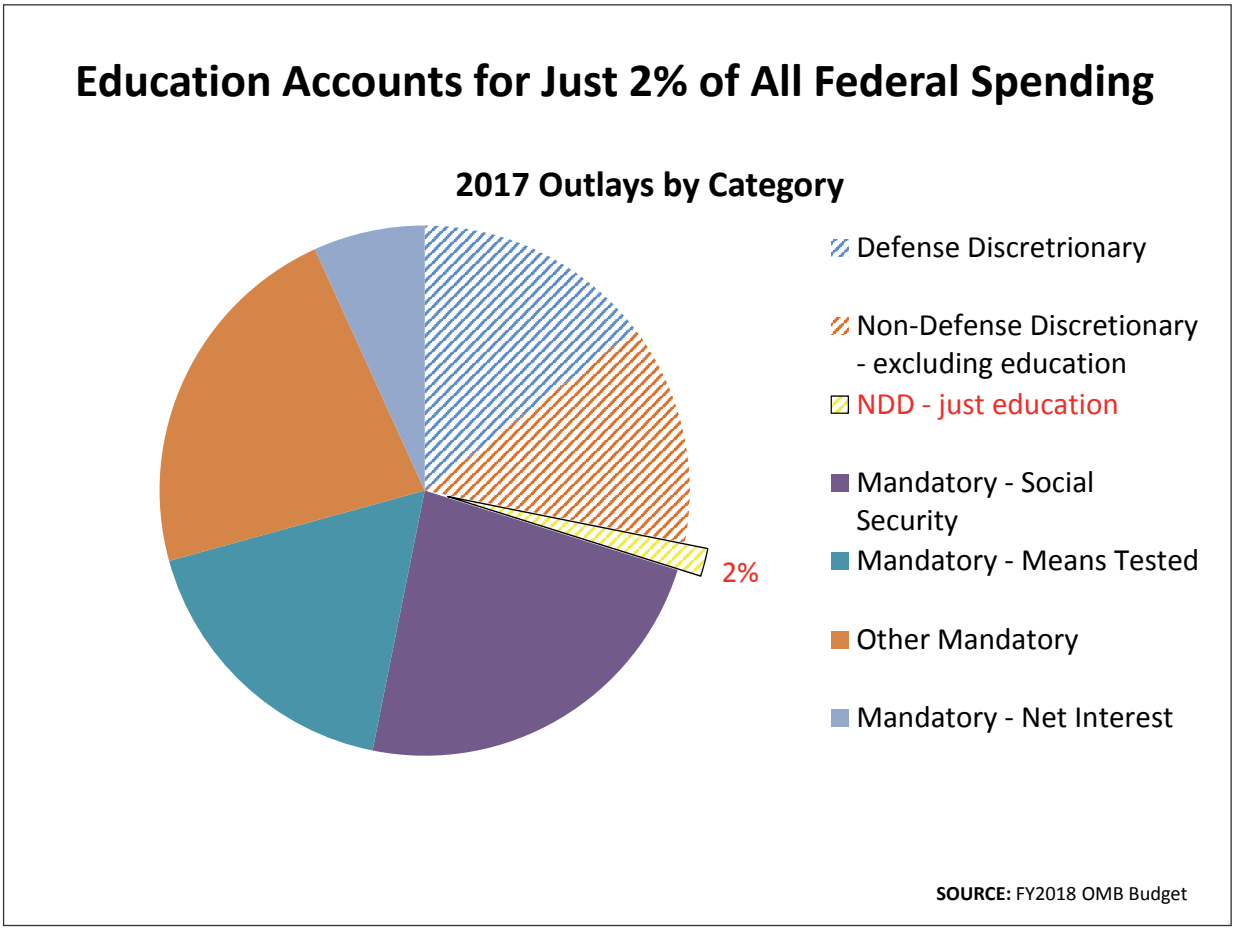
Summary & Analysis

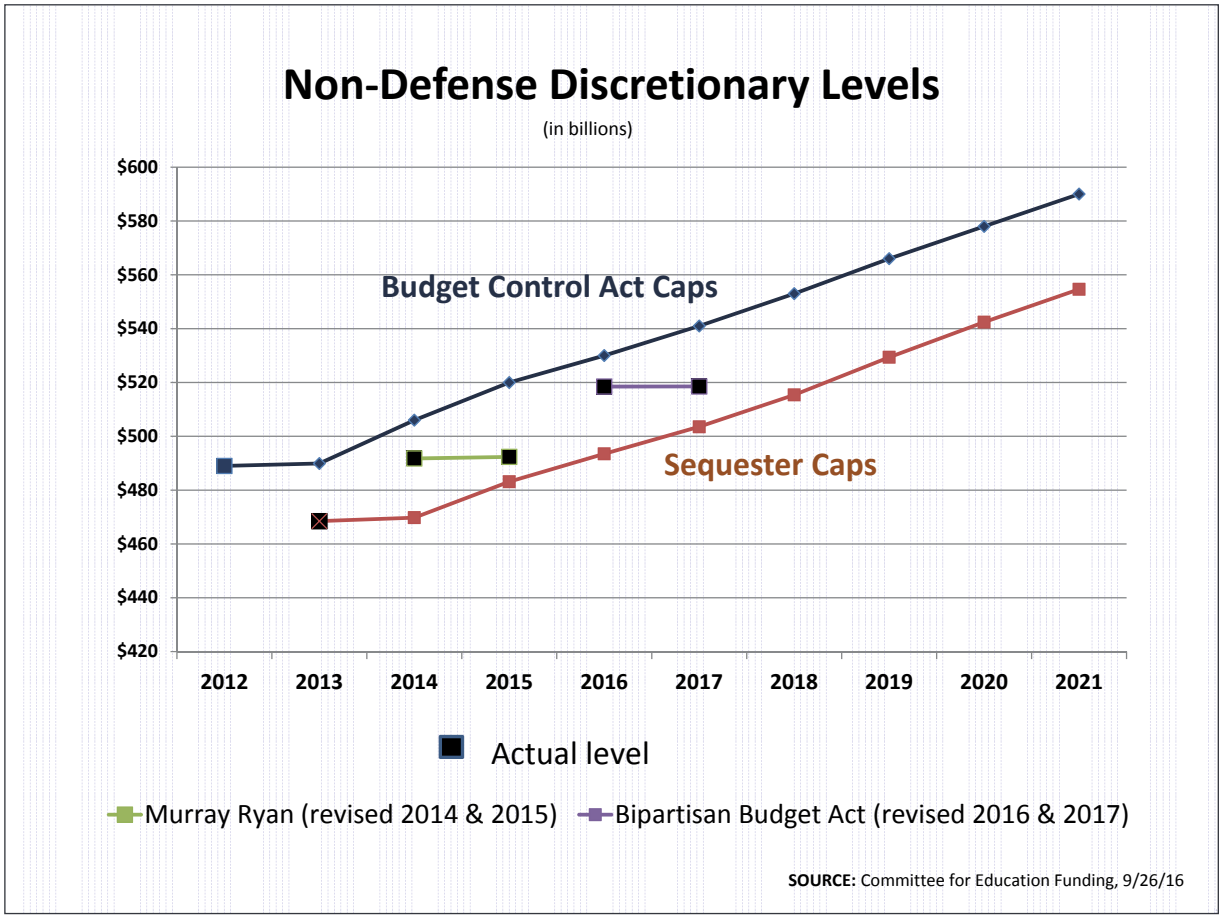
The President's FY 2018 Budget for Education

May 24, 2017

OVERVIEW

President Trump submitted his complete Fiscal Year (FY) 2018 budget request on May 23, filling in the details of the spare outline the new Administration released on March 16. The budget disinvests in education along the entire continuum, cutting discretionary funding for the Department of Education by $9.2 billion compared with the net funding Congress provided just weeks earlier for FY 2017. The budget also eliminates funding for education-related programs outside the Department of Education, including libraries and museums, and cuts student loans by $143 billion over ten years. These cuts in federal education investments will affect preschoolers, students in elementary school, children who use afterschool programs, high schoolers seeking preparation for the workforce, adult learners, teachers and school leaders, schools and institutions, and low-income Americans who rely on federal aid to go to college.

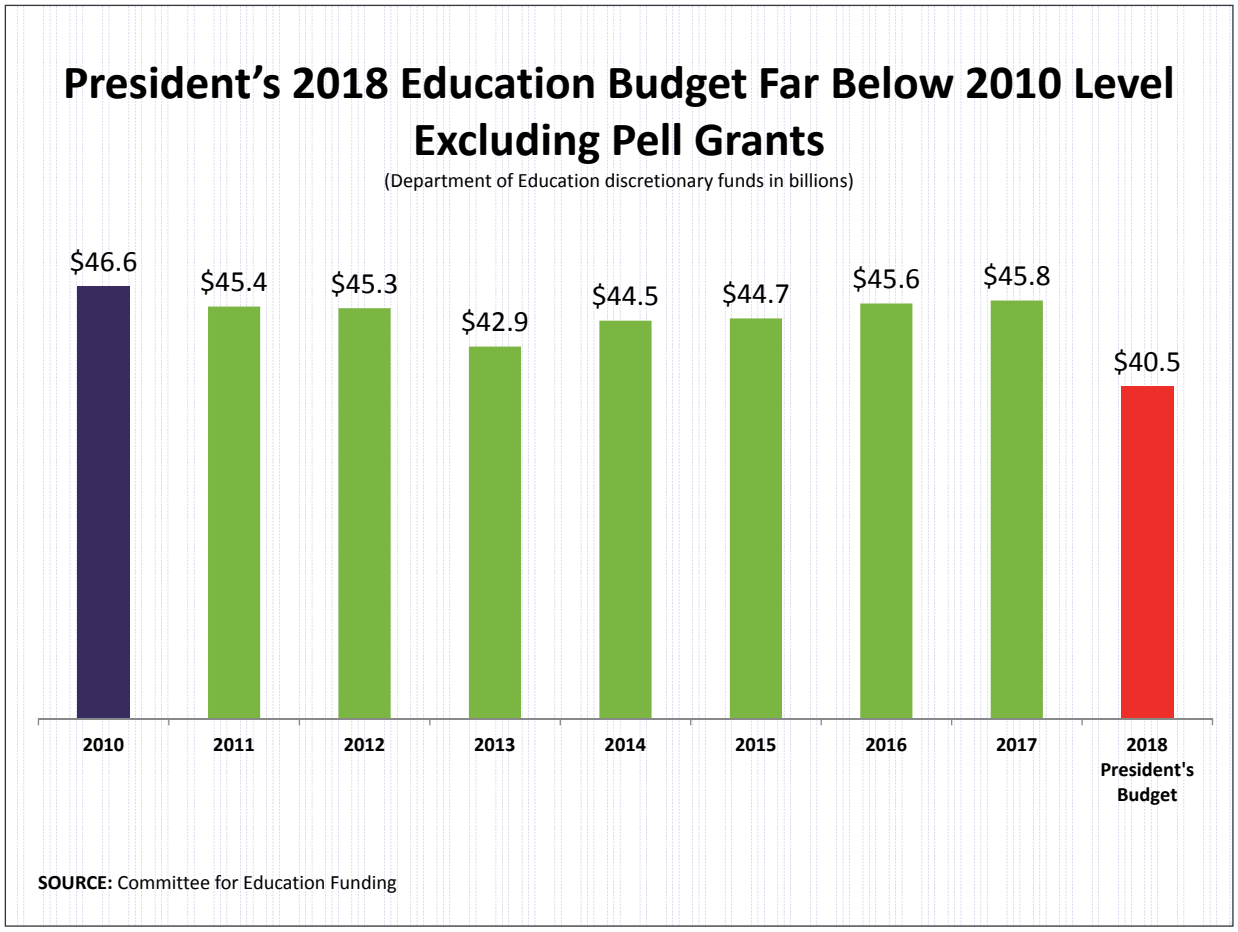




Investments in education currently account for only about 2 percent of the federal budget. The president's FY 2018 budget reduces that share even further as part of the deep, multi-year cut in nondefense discretionary (NDD) funding and entitlement spending implemented to balance the federal budget in ten years. Under the president's proposal, funding for the Department of Education is reduced to only 1.6 percent of the federal budget and, including other education-related programs, the total is only 1.8 percent of all federal spending.

Federal education funding has been scant for years under the constraints of the Budget Control Act of 2011, which set annual caps on both NDD and defense discretionary spending for FY 2013-21. Those caps were then lowered through sequestration, imposing equal cuts to defense and nondefense spending each year to achieve an additional $1.2 trillion in deficit reduction over the 9-year period. The sequester caps have been adjusted several times as Congress struggled to pass appropriations bills that met national needs under the austerity-level sequester caps. Most recently, in 2015 Congress raised the caps for FY 2016 and 2017, maintaining the principle of parity by providing equal increases for defense and NDD funding. However, those increases in NDD funding did not translate into increases for education: funding for the Department of Education is still below the 2010 level, excluding Pell grant funding.

The sequester is in full force once again for FY 2018, lowering NDD funding by $3 billion below the FY 2017 level. Because increases have already been enacted for veterans' health care and additional funding will be required for the decennial census, the remaining NDD programs face a deeper cut. Overall, the FY 2018 NDD cap is 16 percent below the 2010 level in real, inflation-adjusted terms. On top of that, the president's budget cuts NDD funding by another $54 billion to offset a $54 billion increase in defense spending. This additional cut lowers total NDD funding to 11 percent below the 2017 level — a level 25 percent below the 2010 level in inflation-adjusted dollars. This is the math behind the president's deep cuts to education.



EDUCATION BUDGET

Within the Department of Education, the budget eliminates 22 programs and cuts funding for another 20. (Note: The Administration set funding for many programs at the level temporarily in effect before Congress finished its 2017 appropriations work, not at the final level Congress enacted. This results in small increases and decreases for some programs where the Administration intended to freeze funding.) While the budget increases funding for only a few programs, the $1.4 billion increase for school choice programs means existing Department programs face a gross cut of $10.8 billion in appropriations compared with the FY 2017 level. Slightly more than half of that cut is to postsecondary education programs, including a rescission of $3.9 billion of previously appropriated funding for Pell grants. These cuts mean less aid to students seeking a college education, and the additional cuts to student loan programs beginning in July 2018 will increase the amount of debt students will carry.

The only substantial funding increases are for school choice programs and for student aid administration. While the Administration intended to freeze Title I (Education for the Disadvantaged) at last year's level and provide $1 billion for a new Title I public school choice program called Furthering Options for Children to Unlock Success (FOCUS), it did not take into account the increase Congress provided for FY 2017. As a result, the budget cuts existing Title I formula funding by $578 million below the enacted level. As part of its $1.4 billion increase for school choice, the budget increases charter school funding by $158 million (to a total of $500 million) and increases funding for education and innovation by $270 million (to a total of $370 million).

The president's budget cuts virtually all existing large elementary and secondary education programs, including programs Congress just created and funded and programs for which Congress increased funding this year. It cuts adult and career education funding. It freezes or cuts all aid to postsecondary students or institutions. The biggest cuts are to student loan programs funded by mandatory spending, which are cut by $143 billion over ten years. (Note: The Congressional Budget Office may score these proposals with significantly less savings, based on its scoring of previous proposals.)

The articles in this book include a vignette showing real-world examples of how each program's funding makes a difference in access to high-quality education and educational achievement. They describe each program's purpose, detail the funding history, and demonstrate the impact of the president's FY 2018 budget. The articles are written by CEF members, and their contact information is provided as a resource for those who have more questions.

MORE INFORMATION ON CEF's WEBSITE

All the charts in this book, along with additional budget and education charts not included in the print edition, are available at CEF's website at https://cef.org/cef-budget-book/. Further information on the president's budget, education charts, fact sheets, and descriptive and advocacy materials are also on CEF's website at www.cef.org.

Changes in the FY 2018 Education Budget for Discretionary Programs

Dollars in Billions

	2018 President's Request	2018 +/- 2017	% change
Department of Education, selected discretionary programs			
Programs Increased			
New Title I program: $1B set aside for demonstration grants for public school choice	1.000	1.000	100%
Education innovation and research	0.370	0.270	270%
Charter schools grants	0.500	0.158	46%
Student Aid Administration	1.698	0.121	8%
State assessments	0.377	0.008	2%
IES research, development, and dissemination	0.195	0.007	4%
School safety national activities	0.075	0.007	10%
Program Administration	0.438	0.006	1%
IDEA state personnel development grants	0.042	0.003	8%
IES statistics	0.112	0.002	2%
IES statewide longitudinal data systems	0.034	0.002	7%
IDEA educational technology, media, and materials	0.030	0.002	7%
Comprehensive centers	0.051	0.001	3%
Programs Frozen			
Strengthening HBCUs	0.244	0.000	0%
Teacher and school leader incentive grants (previously TIF)	0.200	0.000	0%
Rural education	0.176	0.000	0%
IES assessment	0.157	0.000	0%
Aid for Hispanic-serving institutions	0.117	0.000	0%
IDEA personnel preparation	0.084	0.000	0%
Strengthening historically black graduate institutions	0.063	0.000	0%
IES regional educational laboratories	0.054	0.000	0%
IES research in special education	0.054	0.000	0%
Education for the Disadvantaged - Neglected and delinquent state programs	0.048	0.000	0%
Special programs for migrant students	0.045	0.000	0%
IDEA technical assistance and dissemination	0.044	0.000	0%
Strengthening tribally controlled colleges and universities	0.028	0.000	0%
IDEA parent information centers	0.027	0.000	0%
Supplemental education grants (Compact of Free Association Act)	0.017	0.000	0%
Strengthening Alaska Native & Native Hawaiian-serving institutions	0.014	0.000	0%
Transition programs for students with intellectual disabilities	0.012	0.000	0%
IES special education studies and evaluations	0.011	0.000	0%
Strengthening predominantly black institutions	0.010	0.000	0%
Minority science and engineering improvement	0.010	0.000	0%
Tribally controlled postsecondary career & technical institutions	0.008	0.000	0%
Training and advisory services	0.007	0.000	0%
Strengthening Asian American- & Native American Pacfic Islander-serving insts.	0.003	0.000	0%
Strengthening Native American-serving nontribal institutions	0.003	0.000	0%

Changes in the FY 2018 Education Budget, Discretionary Programs, continued

	2018 President's Request	2018 +/- 2017	% change
Programs Decreased			
Rescission of previously appropriated Pell Grant funding	-3.900	-3.900	
ESSA, Title II - Supporting effective instruction state grants	0.000	-2.056	-100%
21st century community learning centers	0.000	-1.192	-100%
Federal supplemental educational opportunity grants	0.000	-0.733	-100%
Grants to local educational agencies: existing Title I formula	14.881	-0.578	-4%
Federal work-study	0.500	-0.490	-50%
Student Support and Academic Enrichment Grants (ESSA, Title IV-A)	0.000	-0.400	-100%
Comp. literacy development grants/LEARN (previously striving readers)	0.000	-0.190	-100%
Career and technical education	0.977	-0.148	-13%
Federal TRIO programs	0.808	-0.142	-15%
Gaining early awareness & readiness for undergrad programs (GEAR UP)	0.219	-0.121	-36%
IDEA grants to states	11.890	-0.113	-1%
Adult education	0.500	-0.096	-16%
Impact Aid	1.236	-0.092	-7%
Strengthening institutions	0.000	-0.087	-100%
International education and foreign language studies	0.000	-0.072	-100%
Teacher quality partnerships	0.000	-0.043	-100%
Discretionary Pell grants	22.433	-0.043	0%
Native Hawaiian education	0.000	-0.033	-100%
Alaska Native education	0.000	-0.032	-100%
Innovative approaches to literacy (in FIE in 2015)	0.000	-0.027	-100%
Arts in education (funded in FIE until 2017)	0.000	-0.027	-100%
Ready to learn programming	0.000	-0.026	-100%
Supporting effective educator development (SEED)	0.042	-0.023	-35%
Graduate assistance in areas of national need	0.006	-0.022	-79%
Indian Education	0.144	-0.021	-13%
Child care access means parents in school	0.000	-0.015	-100%
School leader recruitment and support	0.000	-0.015	-100%
Promise neighborhoods	0.060	-0.013	-18%
Special Olympics education programs	0.000	-0.013	-100%
Javits gifted and talented students (funded in FIE until 2017))	0.000	-0.012	-100%
Full-service community schools	0.000	-0.010	-100%
Strengthening HBCU masters programs	0.000	-0.008	-100%
Education for homeless children and youths	0.070	-0.007	-9%
American history and civics academies and national activities	0.000	-0.004	-100%
Office for Civil Rights	0.107	-0.002	-2%
English Language Acquisition	0.736	-0.001	0%
Magnet schools assistance	0.096	-0.001	-1%
IDEA grants for infants and families	0.458	-0.001	0%
Education for the Disadvantaged - Migrant state agency programs	0.374	-0.001	0%
IDEA Preschool grants	0.368	-0.001	0%
Other education-related programs, not in the Department of Education			
Library Services Technology Act	0.000	-0.184	-100%
Child Care and Development Block Grant	2.761	-0.095	-3%
Head Start, including Early Head Start	9.168	-0.085	-1%
Museum Services Act	0.000	-0.030	-100%

FY 2018 President's Budget for Selected Department of Education & Related Programs

Discretionary Dollars in Billions

(Increases shown in blue, cuts shown in red)	2014	2015	2016	2017	2018 President's Request	2018 +/- 2017	% change
Department of Education, selected discretionary programs							
Title I, Education for the Disadvantaged							
Grants to local educational agencies: existing Title I formula	14.385	14.410	14.910	15.460	14.881	-0.578	-4%
New Title I program: $1 billion set aside for demonstration grants for public school choice					1.000	1.000	100%
School improvement grants (struck by P.L. 114-95)	0.506	0.506	0.450				
Comp. literacy development grants LEARN (previously striving readers)	0.158	0.160	0.190	0.190	0.000	-0.190	-100%
Innovative approaches to literacy (in FIE in 2015)	0.000	0.025	0.027	0.027	0.000	-0.027	-100%
State agency programs:							
Migrant	0.375	0.375	0.375	0.375	0.374	-0.001	0%
Neglected and delinquent	0.048	0.048	0.048	0.048	0.048	0.000	0%
Special programs for migrant students	0.035	0.037	0.045	0.045	0.045	0.000	0%
Total, Appropriation	**15.553**	**15.537**	**16.044**	**16.144**	**16.348**	**0.204**	**1%**
Impact Aid	**1.289**	**1.289**	**1.306**	**1.329**	**1.236**	**-0.092**	**-7%**
School Improvement Programs							
ESSA, Title II - Supporting effective instruction state grants	2.350	2.350	2.256	2.056	0.000	-2.056	-100%
Mathematics and science partnerships (eliminated by ESSA)	0.150	0.153	0.153				
21st century community learning centers	1.149	1.152	1.167	1.192	0.000	-1.192	-100%
State assessments	0.378	0.378	0.378	0.369	0.377	0.008	2%
Education for homeless children and youths	0.065	0.065	0.070	0.077	0.070	-0.007	-9%
Native Hawaiian education	0.032	0.032	0.033	0.033	0.000	-0.033	-100%
Alaska Native education	0.031	0.031	0.032	0.032	0.000	-0.032	-100%
Training and advisory services	0.007	0.007	0.007	0.007	0.007	0.000	0%
Rural education	0.170	0.170	0.176	0.176	0.176	0.000	0%
Supplemental education grants (Compact of Free Association Act)	0.017	0.017	0.017	0.017	0.017	0.000	-1%
Comprehensive centers	0.048	0.048	0.051	0.050	0.051	0.001	3%
Student Support and Academic Enrichment Grants (ESSA, Title IV-A)				0.400	0.000	-0.400	-100%
Total, including advances in the 2016 bill	**4.397**	**4.403**	**4.340**	**4.409**	**2.378**	**-2.031**	**-46%**
Safe Schools and Citizenship Education							
School safety national activities	0.090	0.070	0.075	0.068	0.075	0.007	10%
Elementary and secondary school counseling (eliminated by ESSA)	0.050	0.053	0.050				
Physical education program (eliminated by ESSA)	0.075	0.044	0.047				
Promise neighborhoods	0.057	0.057	0.073	0.073	0.060	-0.013	-18%
Full-service community schools	0.000	0.010	0.010	0.010	0.000	-0.010	-100%
Total	**0.271**	**0.223**	**0.255**	**0.151**	**0.135**	**-0.016**	**-11%**
Indian Education	**0.124**	**0.124**	**0.144**	**0.165**	**0.144**	**-0.021**	**-13%**
Innovation and Improvement							
Education innovation and research	0.142	0.120	0.120	0.100	0.370	0.270	270%
Teacher and school leader incentive grants (previously TIF)	0.289	0.230	0.230	0.200	0.200	0.000	0%
American history and civics academies and national activities			0.002	0.004	0.000	-0.004	-100%
Supporting effective educator development (SEED)			0.094	0.065	0.042	-0.023	-35%
School leader recruitment and support	0.026	0.016	0.016	0.015	0.000	-0.015	-100%
Charter schools grants	0.248	0.253	0.333	0.342	0.500	0.158	46%
Magnet schools assistance	0.092	0.092	0.097	0.098	0.096	-0.001	-1%
Ready to Learn program	0.026	0.026	0.026	0.026	0.000	-0.026	-100%
Advanced placement (eliminated by ESSA)	0.028	0.028	0.028	0.000			
Fund for the Improvement of Education (FIE)*	0.067	0.323	0.292	0.000	0.000	0.000	0%
Arts in education (funded in FIE until 2017)	0.025	0.025	0.027	0.027	0.000	-0.027	-100%
Javits gifted and talented students (funded in FIE until 2017))	0.000	0.010	0.012	0.012	0.000	-0.012	-100%
Total	**0.931**	**1.102**	**0.988**	**0.888**	**1.208**	**0.320**	**36%**

(Increases shown in blue, cuts shown in red)	2014	2015	2016	2017	2018 President's Request	2018 +/- 2017	% change
English Language Acquisition	**0.723**	**0.737**	**0.737**	**0.737**	**0.736**	**-0.001**	**0%**
Special Education (Individuals with Disabilities Education Act)							
State grants:							
Grants to States	11.473	11.498	11.913	12.003	11.890	-0.113	-1%
Preschool grants	0.353	0.353	0.368	0.368	0.368	-0.001	0%
Grants for infants and families	0.438	0.439	0.459	0.459	0.458	-0.001	0%
Subtotal, State grants	**12.265**	**12.290**	**12.740**	**12.830**	**12.715**	**-0.114**	**-1%**
State personnel development	0.042	0.042	0.042	0.039	0.042	0.003	8%
Technical assistance and dissemination	0.044	0.052	0.044	0.044	0.044	0.000	0%
Special Olympics education programs	0.008	0.000	0.010	0.013	0.000	-0.013	-100%
Personnel preparation	0.084	0.084	0.084	0.084	0.084	0.000	0%
Parent information centers	0.027	0.027	0.027	0.027	0.027	0.000	0%
Educational technology, media, and materials	0.028	0.028	0.030	0.028	0.030	0.002	7%
Total, Appropriation	**12.497**	**12.522**	**12.959**	**12.977**	**12.942**	**-0.035**	**0%**
Career and technical education							
Career and technical education state grants	1.118	1.118	1.118	1.118	0.950	-0.168	-15%
National programs	0.007	0.007	0.007	0.007	0.020	0.013	170%
Total, Appropriation	**1.125**	**1.125**	**1.125**	**1.125**	**0.977**	**-0.148**	**-13%**
Adult education	**0.578**	**0.583**	**0.596**	**0.596**	**0.500**	**-0.096**	**-16%**
Postsecondary education							
Discretionary Pell grants	22.475	22.475	22.475	22.475	22.433	-0.043	0%
Rescission of previously appropriated Pell Grant funding				-1.310	-3.900		
Campus-based programs:							
Federal supplemental educational opportunity grants	0.733	0.733	0.733	0.733	0.000	-0.733	-100%
Federal work-study	0.975	0.990	0.990	0.990	0.500	-0.490	-50%
Aid for institutional development:							
Strengthening institutions	0.079	0.080	0.087	0.087	0.000	-0.087	-100%
Strengthening tribally controlled colleges and universities	0.025	0.026	0.028	0.028	0.028	0.000	0%
Strengthening Alaska Native & Native Hawaiian-serving institutions	0.013	0.013	0.014	0.014	0.014	0.000	0%
Strengthening HBCUs	0.224	0.228	0.245	0.245	0.244	0.000	0%
Strengthening historically black graduate institutions	0.058	0.059	0.063	0.063	0.063	0.000	0%
Strengthening predominantly black institutions	0.009	0.009	0.010	0.010	0.010	0.000	0%
Strengthening Asian American- & Native Am. Pacfic Islander-serving insts.	0.003	0.003	0.003	0.003	0.003	0.000	0%
Strengthening Native American-serving nontribal institutions	0.003	0.003	0.003	0.003	0.003	0.000	0%
Strengthening HBCU masters programs				0.008	0.000	-0.008	-100%
Minority science and engineering improvement	0.009	0.009	0.010	0.010	0.010	0.000	0%
Subtotal, Discretionary	**0.423**	**0.430**	**0.462**	**0.470**	**0.375**	**-0.095**	**-20%**
Aid for Hispanic-serving institutions	0.107	0.109	0.117	0.117	0.117	0.000	0%
Total, discretionary institutional aid above	**0.530**	**0.539**	**0.580**	**0.587**	**0.492**	**-0.095**	**-16%**
Other aid for institutions:							
International education and foreign language studies	0.072	0.072	0.072	0.072	0.000	-0.072	-100%
Fund for the Improvement of Postsecondary Education	0.003	0.068	0.000	0.000			
Transition programs for students with intellectual disabilities	0.010	0.012	0.012	0.012	0.012	0.000	0%
Tribally controlled postsecondary career & technical institutions	0.008	0.008	0.008	0.008	0.008	0.000	0%
Assistance for students:							
Federal TRIO programs	0.838	0.840	0.900	0.950	0.808	-0.142	-15%
Gaining early awareness & readiness for undergrad programs (GEAR UP)	0.302	0.302	0.323	0.340	0.219	-0.121	-36%
Graduate assistance in areas of national need	0.029	0.029	0.029	0.028	0.006	-0.022	-79%
Child care access means parents in school	0.015	0.015	0.015	0.015	0.000	-0.015	-100%
Teacher quality partnerships	0.041	0.041	0.043	0.043	0.000	-0.043	-100%

(Increases shown in blue, cuts shown in red)	2014	2015	2016	2017	2018 President's Request	2018 +/- 2017	% change
Institute of Education Sciences							
Research and statistics:							
Research, development, and dissemination	0.180	0.180	0.195	0.188	0.195	0.007	4%
Statistics	0.103	0.103	0.112	0.110	0.112	0.002	2%
Regional educational laboratories	0.054	0.054	0.054	0.054	0.054	0.000	0%
Assessment	0.140	0.137	0.157	0.157	0.157	0.000	0%
Research in special education	0.054	0.054	0.054	0.054	0.054	0.000	0%
Statewide longitudinal data systems	0.035	0.035	0.035	0.032	0.034	0.002	7%
Special education studies and evaluations	0.011	0.011	0.011	0.011	0.011	0.000	0%
Total	**0.574**	**0.574**	**0.618**	**0.605**	**0.617**	**0.012**	**2%**
Program Administration	**0.423**	**0.411**	**0.432**	**0.432**	**0.438**	**0.006**	**1%**
Student Aid Administration	**1.166**	**1.397**	**1.552**	**1.577**	**1.698**	**0.121**	**8%**
Office for Civil Rights	**0.098**	**0.100**	**0.107**	**0.109**	**0.107**	**-0.002**	**-2%**
DISCRETIONARY APPROPRIATION**	**67.302**	**67.136**	**68.057**	**66.929**	**58.989**	**-7.940**	**-12%**
DISCRETIONARY TOTAL EXCLUDING PELL GRANTS	**44.523**	**44.660**	**45.581**	**45.764**	**40.457**	**-5.307**	**-12%**
Other related programs, not in the Department of Education							
Head Start, including Early Head Start	8.598	8.598	9.168	9.253	9.168	-0.085	-1%
Child Care and Development Block Grant	2.350	1.435	2.761	2.856	2.761	-0.095	-3%
Library Services Technology Act	0.181	0.181	0.183	0.184	0.000	-0.184	-100%
Museum Services Act	0.029	0.029	0.030	0.030	0.000	-0.030	-100%

* $250 million for Preschool development grants (in 2014 in School Readiness, in 2015 & 2016 in FIE, in 2017 HHS) not in totals above.

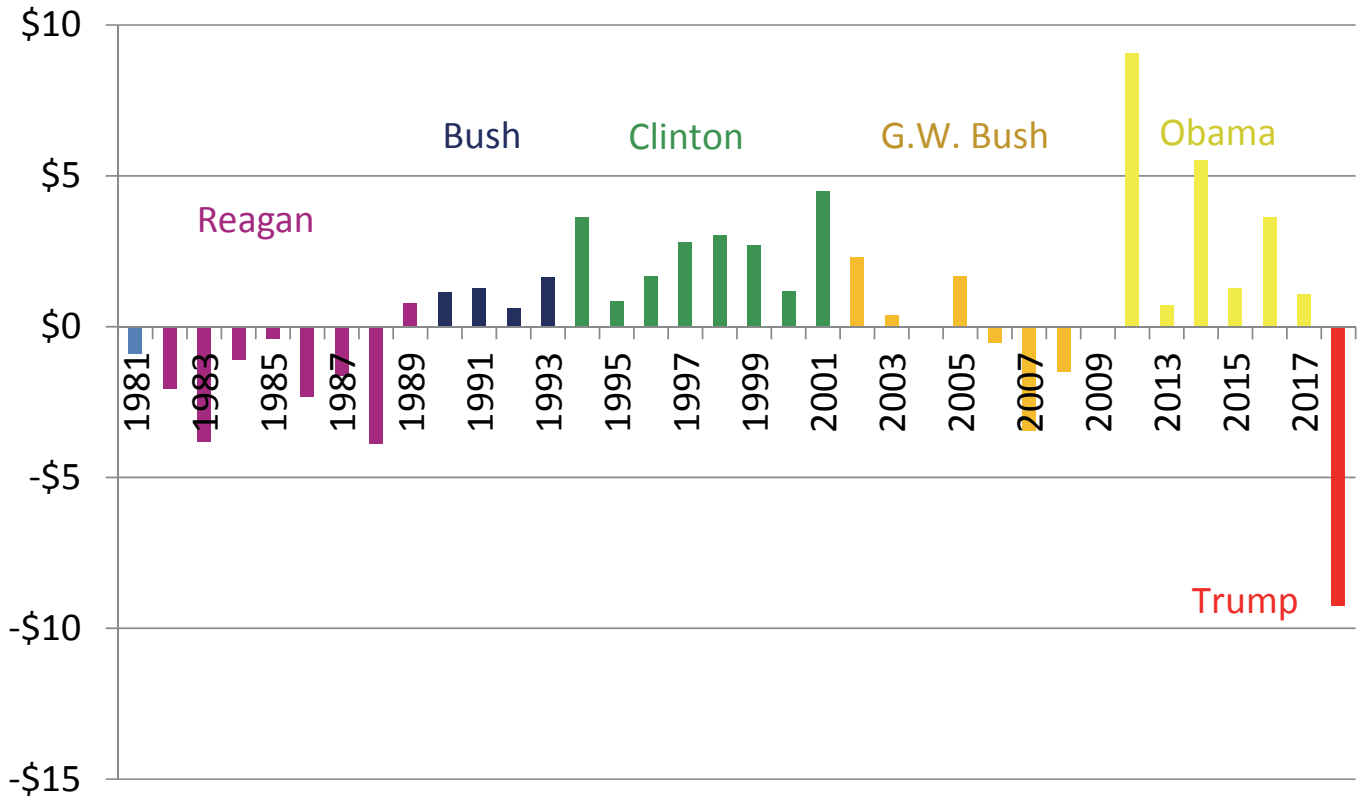
** 2017 & 2018 totals include rescissions of previously appropriated funding for Pell Grants

Budget Charts & Graphs

The Need to Invest in Education

President Trump's FY 2018 Budget Makes Largest Education Cut

Requested change in Department of Education Discretionary Funding vs. Prior Year in billions

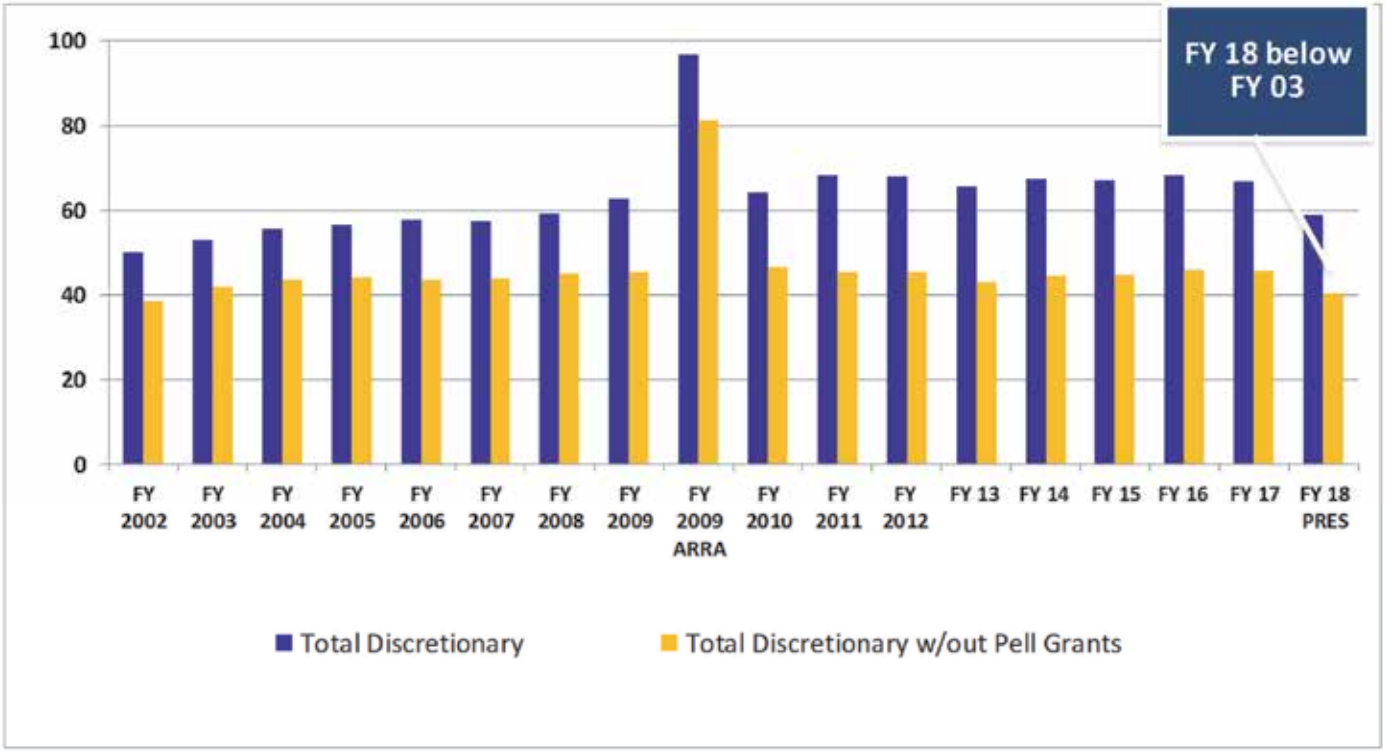


Does not include FY 2010 request versus FY 2009, which included $97 billion in Recovery Act funds, or FY 2011 request that requested all Pell grant resources as mandatory spending.

SOURCE: CEF, based on Department of Education budget history tables.

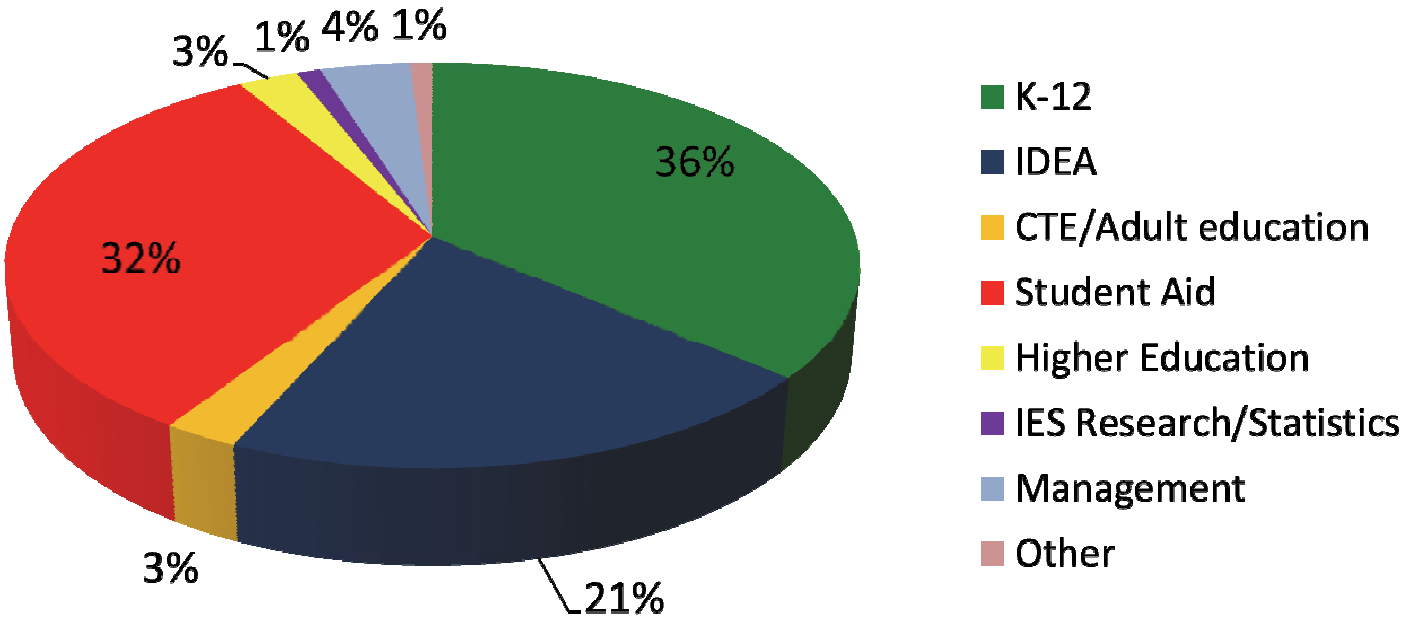
Education Department Discretionary Funding History

in billions



SOURCE: CEF calculations based on Department of Education budget tables: 2017 and 2018 reflect rescission of prior Pell Grant funding

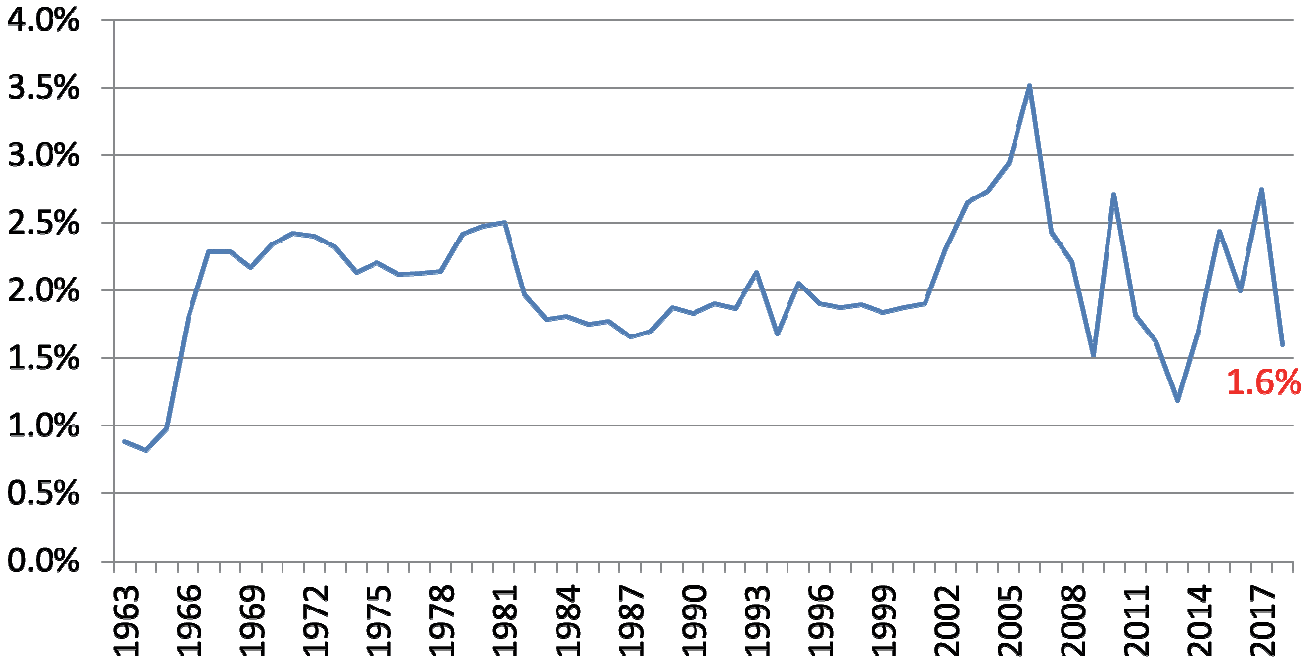
President's FY 2018 Department of Education Discretionary Funding



SOURCE: CEF based on Education Department data

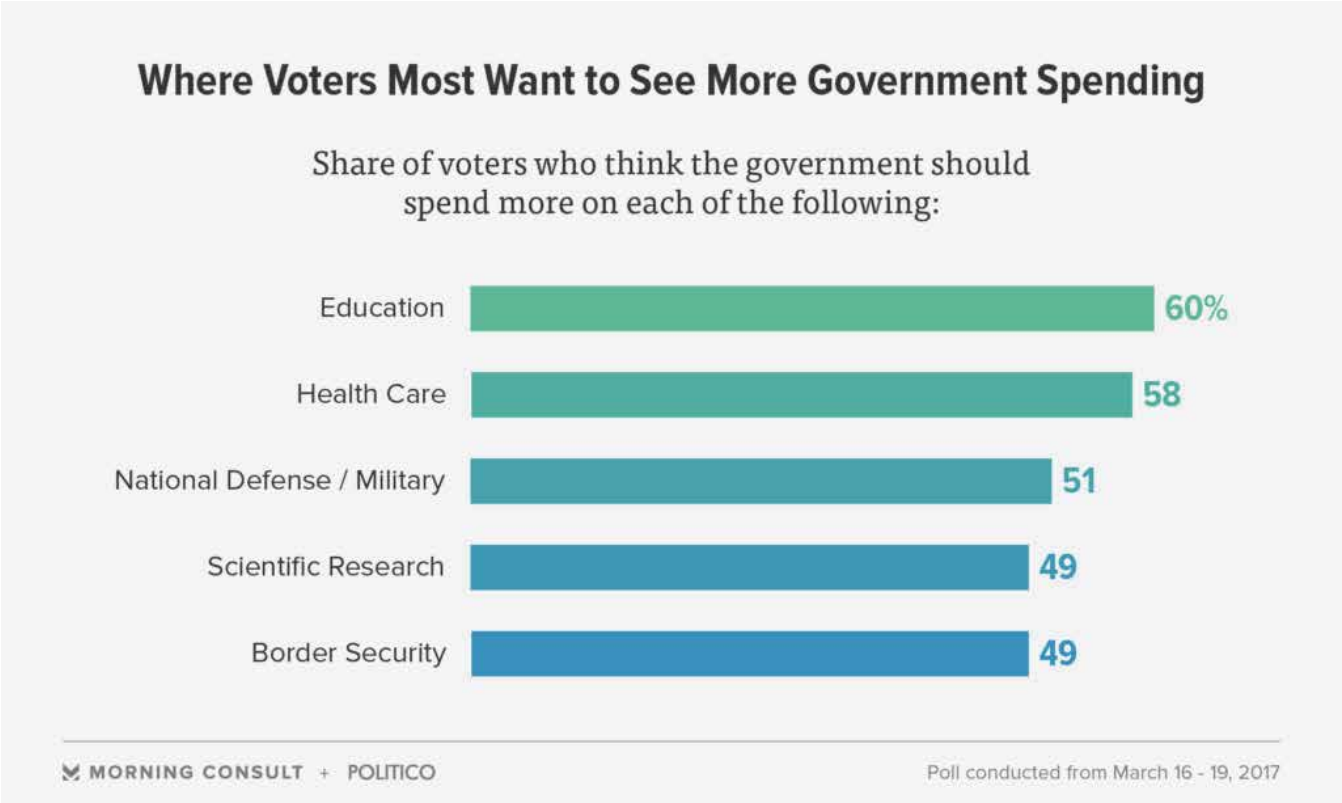
President's Budget Cuts Department of Education to 1.6% of Federal Budget

Department of Education Outlays as a Percent of Total Outlays



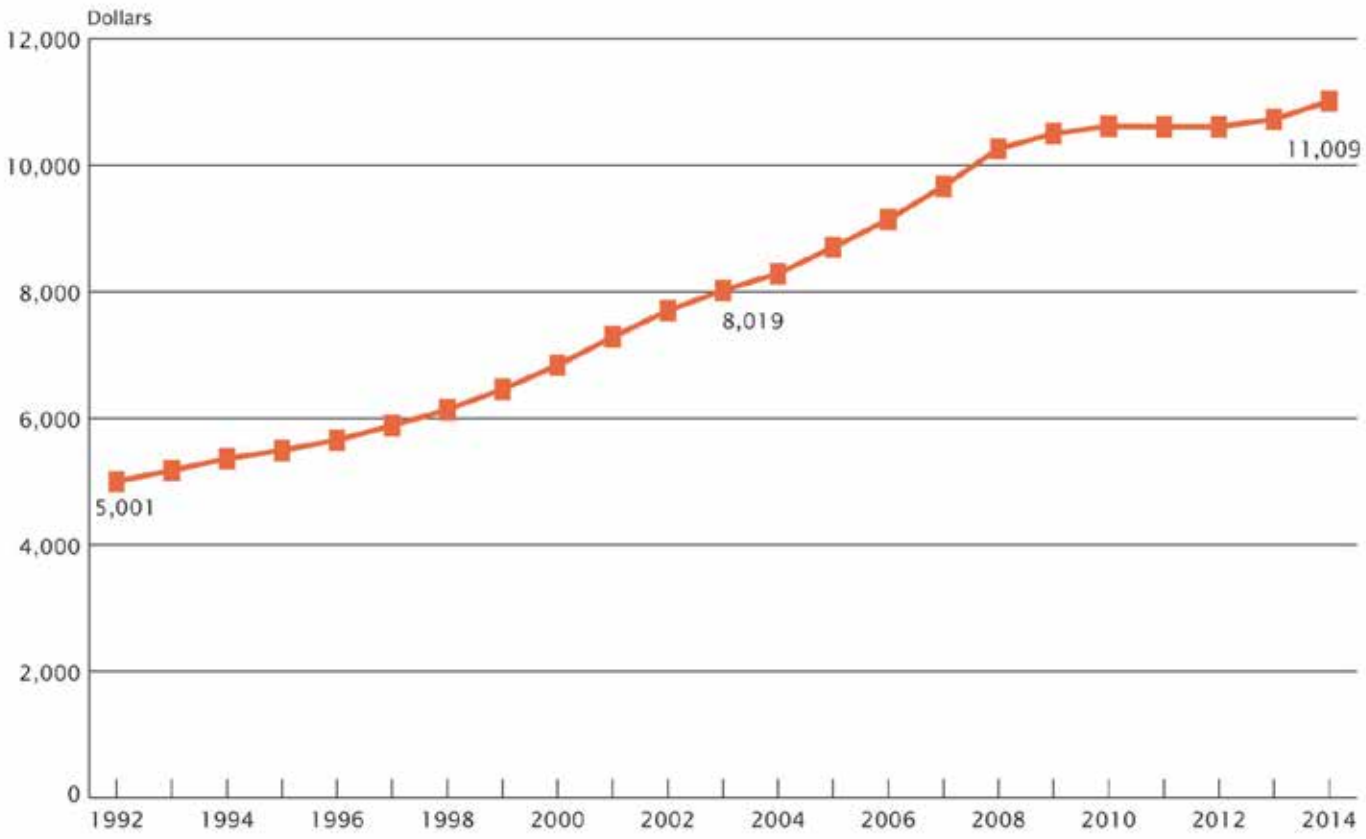
SOURCE: CEF based on FY 2018 Budget Historical Tables, Table 4.1: https://www.whitehouse.gov/omb/budget/Historicals

60% of Public Wants to Increase Federal Education Investment



Per Student Public Education Spending Virtually Flat Since 2010

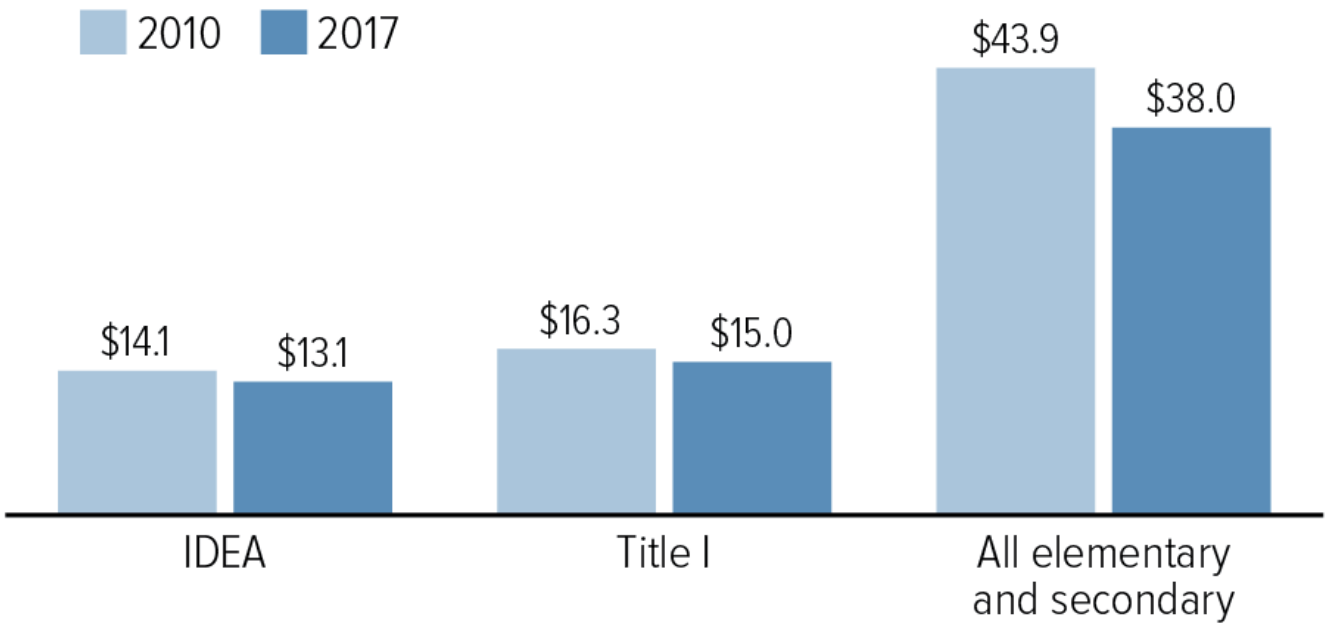
Current Spending per Pupil for Public Elementary-Secondary School Systems: Fiscal Years 1992-2014



Note: Data are not subject to sampling error, but for information on nonsampling error and definitions, see introductory text. Data users who create their own estimates from these tables should cite the U.S. Census Bureau as the source of the original data only.
Sources: U.S. Census Bureau, 1992, 1997, 2002, 2007, 2012 Census of Governments: Finance—Survey of School System Finances and 1993–1996, 1998–2001, 2003–2006, 2008–2011, 2013, 2014 Annual Survey of School System Finances.

Federal Funding for Elementary and Secondary Education has Eroded in Recent Years

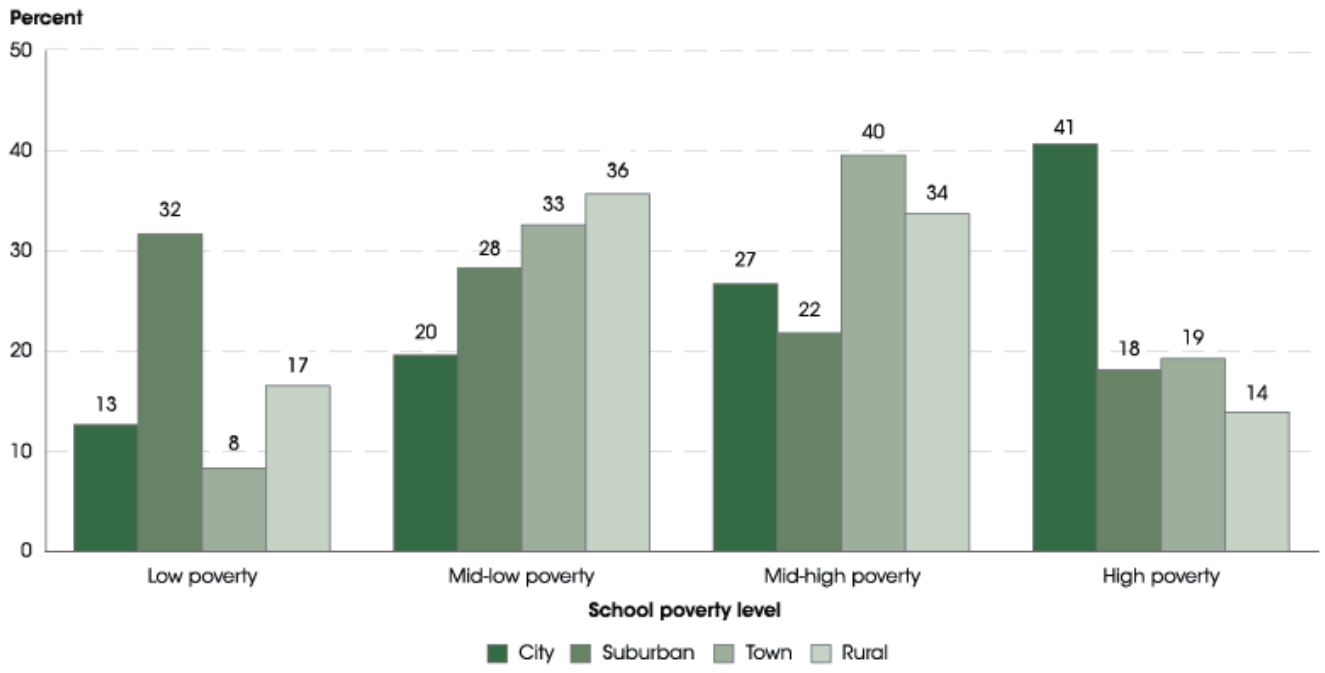
In billions of 2017 dollars, fiscal years



NOTE: Excludes funding from the 2009 Recovery Act. For comparability, the 2017 funding level for Title I grants excludes school improvement grants, which were consolidated within the Title I grants program beginning in 2017 under the Every Student Succeeds Act. IDEA = Individuals with Disabilities Education Act. Funding for IDEA grants includes grants for K-12 student and services to infants, toddlers, and preschoolers, as well as a small sum of funding for national activities.

SOURCE: CBPP based on U.S. Department of Education and enacted appropriations.

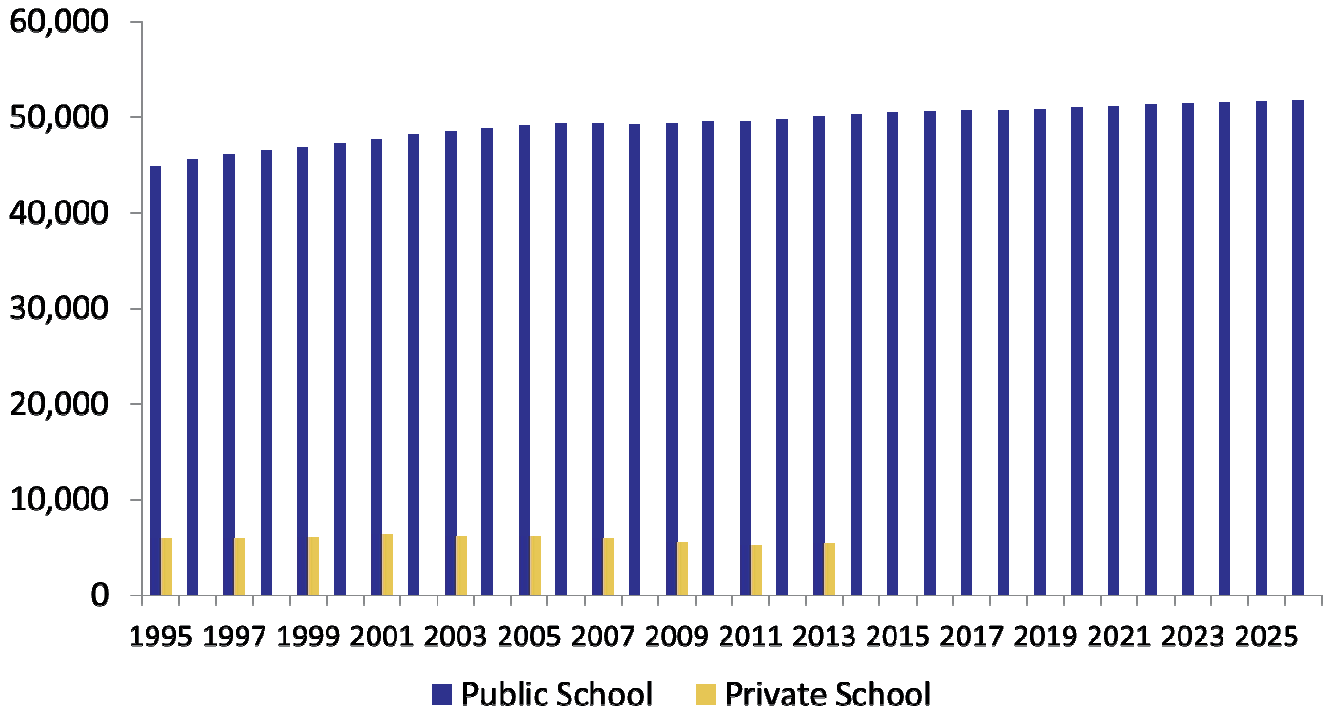
Most Students are in High- or Mid-High Poverty Schools



SOURCE: NCES Condition of Education, Figure 2, March 2017, https://nces.ed.gov/programs/coe/indicator_clb.asp

U.S. Public K-12 Enrollment Continuing to Rise, Private School Enrollment Declining

Students in thousands



SOURCE: NCES Digest of Education Statistics 2015, tables 203.10 and 205.10, https://nces.ed.gov/programs/digest/current_tables.asp

Part 1.
The Foundation for Success

Early Childhood, Elementary and Secondary Education

Section Overview

Part 1. The Foundation for Success

The Administration's FY 2018 budget represents a significant shift in policy related to the federal investment in education.

President Trump's FY 2018 budget moves sharply away from sustained and increased investment in the schools, universities, programs, and supports critical to ensuring the success of our nation's students. The foundation for the president's first budget is a proposed $54 billion increase in defense discretionary funding, paid for by a commensurate cut to nondefense discretionary (NDD) spending, including education and education-related programs. As a result, the budget slashes funding for many elementary and secondary education programs and provides increases only for school choice initiatives.

- **Early Education:** The president's budget makes significant cuts to programs that support the youngest learners. The Child Care and Development Block Grant (CCDBG) is funded at FY 2016 levels, a cut below FY 2017. Similarly, Head Start is also set at the FY 2016 level, again below the FY 2017 investment. The budget eliminates the Preschool Development Grant, funding that assisted 18 states to start and expand pre-K programs for children from low-income families.

- **Title I (Education for the Disadvantaged):** The budget provides a net increase for Title I of the Every Student Succeeds Act (ESSA), but cuts $578 million from Title I, Part A (State Grants), as compared to FY 2017. The proposal calls for a $1 billion increase for Title I, Part E, and would revamp and expand the program to support open enrollment and portability through a new "Furthering Options for Children to Unlock Success" (FOCUS) grant. The increase for Title I, Part E would be paid for by the cut to Title I, Part A, resulting in reductions in state and local Title I allocations.

- **Students with Disabilities:** The budget cuts overall spending for the Individuals with Disabilities Education Act (IDEA), including a $112 million decrease in the IDEA state grant program and roughly $1 million from both Preschool grants and the Infants and Families program.

- **Career and Technical Education (Carl D. Perkins Act):** The budget calls for a $168 million, or 15 percent, reduction in the state grant program, which provides training and skills to prepare students to fill technical jobs that power the national economy.

- **Charter Schools:** The president's proposal provides a nearly 50 percent increase — from $342 million to $500 million.

- **Supporting Effective Instruction State Grants (ESSA, Title II):** Title II funding is eliminated in the budget proposal. Grant funds are used by states and school districts to provide high-quality professional development to educators and to support smaller class sizes.

- **Student Support and Academic Enrichment Grants (ESSA, Title IV):** The budget calls for the elimination of funding for Title IV, Part A, a new flexible block grant supporting well-rounded education, safe and healthy school initiatives, and education technology.

- **21st Century Community Learning Centers:** The budget provides no funds for this program, which supports before- and afterschool services that complement the regular curriculum and support academic achievement for low-income students.

- **Education and Innovation Research:** The budget repurposes this program, originally targeted to researching and highlighting innovative school practices. Under President Trump's budget, the program would be focused on research and promotion of school vouchers, with a large increase of $270 million.

In contrast to the education cuts in the president's budget, several key tenets support a greater overall federal investment in public education:

- An investment in education is an investment in a stronger America. We need a well-trained and educated workforce ready to compete in a global economy and ensure our national security.
- The best way to reduce the deficit is to spur economic growth. Education and training are the keys to equipping the next generation to lead these efforts.
- Federal elementary and secondary education funding is still below the FY 2008 level, even as public school enrollment has increased by 2.3 percent over the last ten years.
- As the federal investment declines, 23 states are poised to provide less formula funding in 2017 than ten years ago, reducing the largest source of support for elementary and secondary education.
- Every dollar invested in early childhood education saves at least $7 down the road. Yet current funding for Head Start, the largest federal early childhood education program, allows for only 4 of 10 eligible children from low-income families to be served.

A greater education investment spent wisely will result in higher achievement and better overall outcomes for children and young adults. Our nation will reap the rewards.

Preschool Development Grants

Department of Health and Human Services (Joint administration with Department of Education)
Title IX, Section 9212, Elementary & Secondary Education Act (Every Student Succeeds Act)

Alabama is one of the only states to demonstrate significant growth in access to state-funded, high-quality pre-kindergarten programs known as First Class Pre-K classrooms. Alabama is implementing its ambitious strategy to fully fund high-quality preschool for the state's four-year-old population. Funds from the Preschool Development Grant program helped the state build on its progress by adding 400 pre-kindergarten classrooms to serve 7,200 additional students over the course of the grant, extending access in high-need communities and the availability of early learning opportunities in Alabama from 9 to 26 percent of eligible children by 2018.

DESCRIPTION

The Every Student Succeeds Act (ESSA) transitions the Preschool Development Grant program to the Department of Health and Human Services where it will be jointly administered with the Department of Education. The program provides states with competitive grants to improve quality, collaboration, and coordination among existing early education programs (birth to age 5) and with K-12 systems to better support the transition of young children across settings.

The program provides states with two types of grants: initial grants and renewal grants. The initial grants allow states to conduct statewide needs assessments, engage in strategic planning, and develop initiatives to enhance parental choice, followed by support to expand access and improve the quality of early education programs. Current grantees (18 states) are eligible to compete for renewal grants. These grants provide funds for developing new programs to address the needs of children and families eligible for, but not served by, early learning programs to reach more children with high-quality preschool programs.

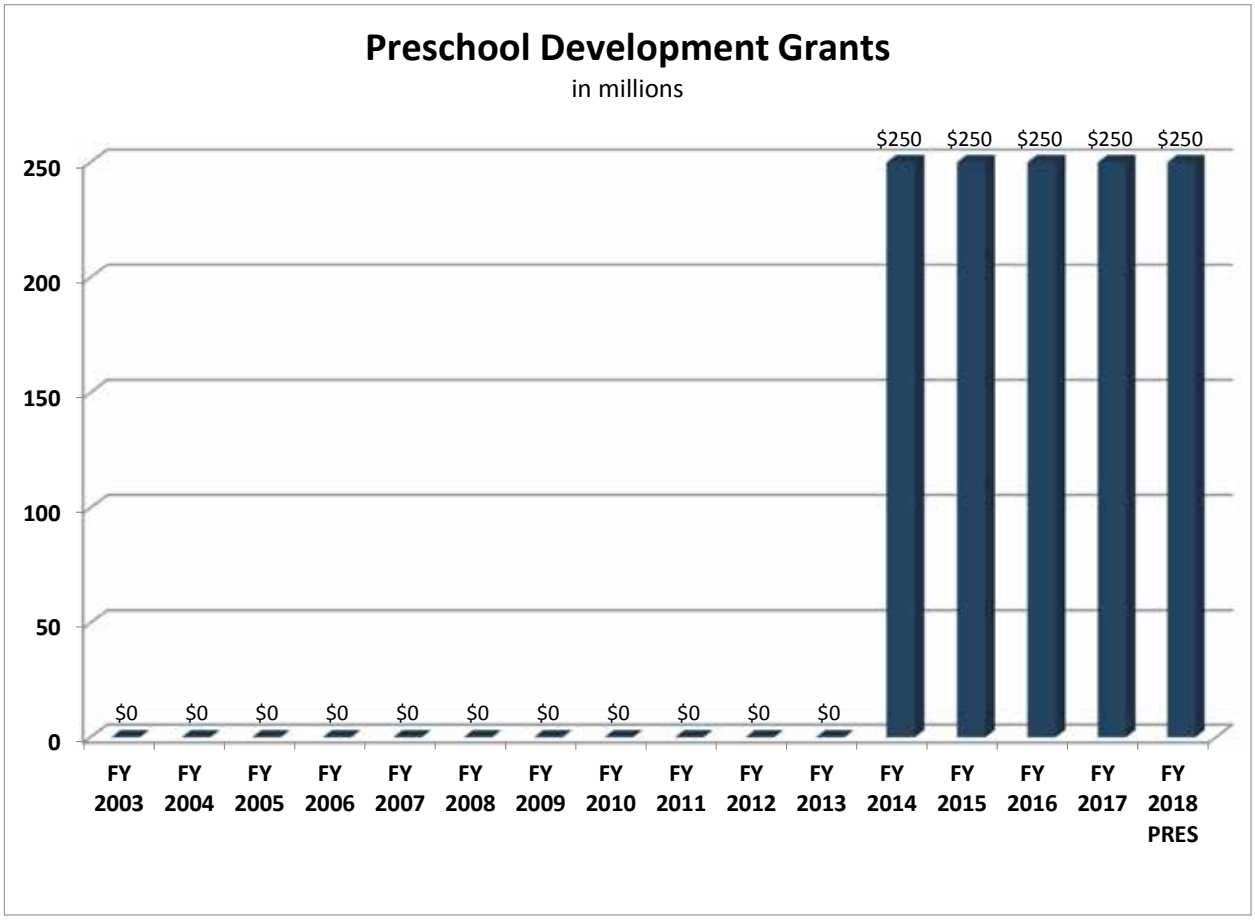
FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$250.00	$250.00	$250.00	$0*

**Funding for this program has been transferred to the Department of Health and Human Services.*

IMPACT OF PRESIDENT'S BUDGET

The president's budget eliminates the program, consolidating it with early learning activities at the U.S. Department of Health and Human Services. As a result, no state funding will be available to create or expand high-quality preschool programs in high-need communities, provide state-level infrastructure and quality improvements, or support strong collaboration and partnerships between school districts and early learning providers. States will not have additional resources to meet goals related to early learning expansion, or for efforts to align preschool programs within a birth through third grade continuum of services, a key component of the Every Student Succeeds Act (ESSA).



PROGRAM NEED

Numerous research studies have shown children's achievement levels from ages three to eight are important predictors of later success. For instance, studies on language acquisition of children from low-income families compared to children from families with two professional parents reveal a gap that begins at 18 months of age and grows over time. This vocabulary gap makes a compelling argument for universal early learning and pre-kindergarten, particularly for children living in poverty. High-quality pre-kindergarten programs also increase math and reading achievement, while reducing the likelihood of a child being retained in a grade or needing later interventions. Preschool Development Grants are an important investment for Congress to provide access to strong early learning opportunities that will enable all children to enter school ready to succeed academically and in life.

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Title I Grants to States

Title I, Elementary & Secondary Education Act (Every Student Succeeds Act)

The Berwick Alternative K-8 School, Columbus (OH) City Schools, serves 811 students in grades PK-8. This Title I school has a 66 percent poverty rate and is comprised of 90 percent African American students and a small percentage of Hispanic, White, mixed-race, Native American, and Asian students. The school received a Momentum Award from the Ohio Department of Education for receiving straight As in the Progress component on the State Report Card for the 2014-15 school year. Initially categorized as a "Watch School," Berwick has received school improvement grant funds for the past three years to support professional development for continued progress.

Berwick Alternative K-8 is a STEAM-focused school, anchoring instructional delivery in the 21st century skills of collaboration, creativity, communication, and critical thinking. In spring 2016, Berwick was awarded a Battelle STEM Grant for its innovative initiative "Berwick B.O.O.S.T. – Building Ongoing Opportunities for STEAM Thinking." Partnering with the Columbus College of Art and Design (CCAD), Berwick provided 8th graders the opportunity to engage with CCAD faculty and students in project-based learning in science and math throughout the 2016-17 school year. The school emphasizes: (1) differentiated instruction; (2) the collaborative framework for early literacy; and (3) support for social/emotional health using "The 7 Habits of Happy Children" and "The 7 Habits of Highly Effective Teens." Berwick met its district growth targets in reading for grades 6-8 and math in grades 5-8, and at least 95 percent or more third graders have met the requirements for the Third Grade Reading Guarantee each year since the 2014. This school has also consistently performed above the district average on the state components of Achievement and K-3 Literacy.

DESCRIPTION

As the cornerstone of the Elementary and Secondary Education Act (ESEA), Title I provides funds mainly to school districts to help disadvantaged children achieve proficiency on challenging academic standards and improve the performance of low-achieving schools. After 14 years, the 2002 No Child Left Behind (NCLB) ESEA amendments were replaced by the 2015 Every Student Succeeds Act (ESSA). The new law continues the traditional federal focus on closing achievement gaps and improving the academic achievement of underperforming groups of students. Title I funding is allocated primarily by formula grants to states and in turn to school districts based on the number and concentration of low-income children and other categories of disadvantaged children residing in these jurisdictions. Two-thirds of children served by Title I are minority students. Children participating in Title I receive primarily reading, language arts, and mathematics instruction through schoolwide approaches or targeted assistance strategies.

The new Title I amendments will be implemented in school year 2017-18. School year 2016-17 is a planning year with programs operating basically under the prior NCLB authority with minor exceptions. Under ESSA, states will identify consistently low-performing schools. Those schools will be required to undertake comprehensive or targeted improvement measures to increase academic proficiency, as well as boost school performance on four other accountability indicators. ESSA provides more flexibility to states in designing their accountability systems within parameters of the federal law and allows substantial local discretion in developing school improvement interventions. Nonetheless, there are multiple new requirements and responsibilities for states and school districts within the scope of the ESSA "federal guardrails." States also must continue to implement challenging standards aligned with entry-level college coursework and relevant career skills, as well as the current system of state assessments with minimal changes.

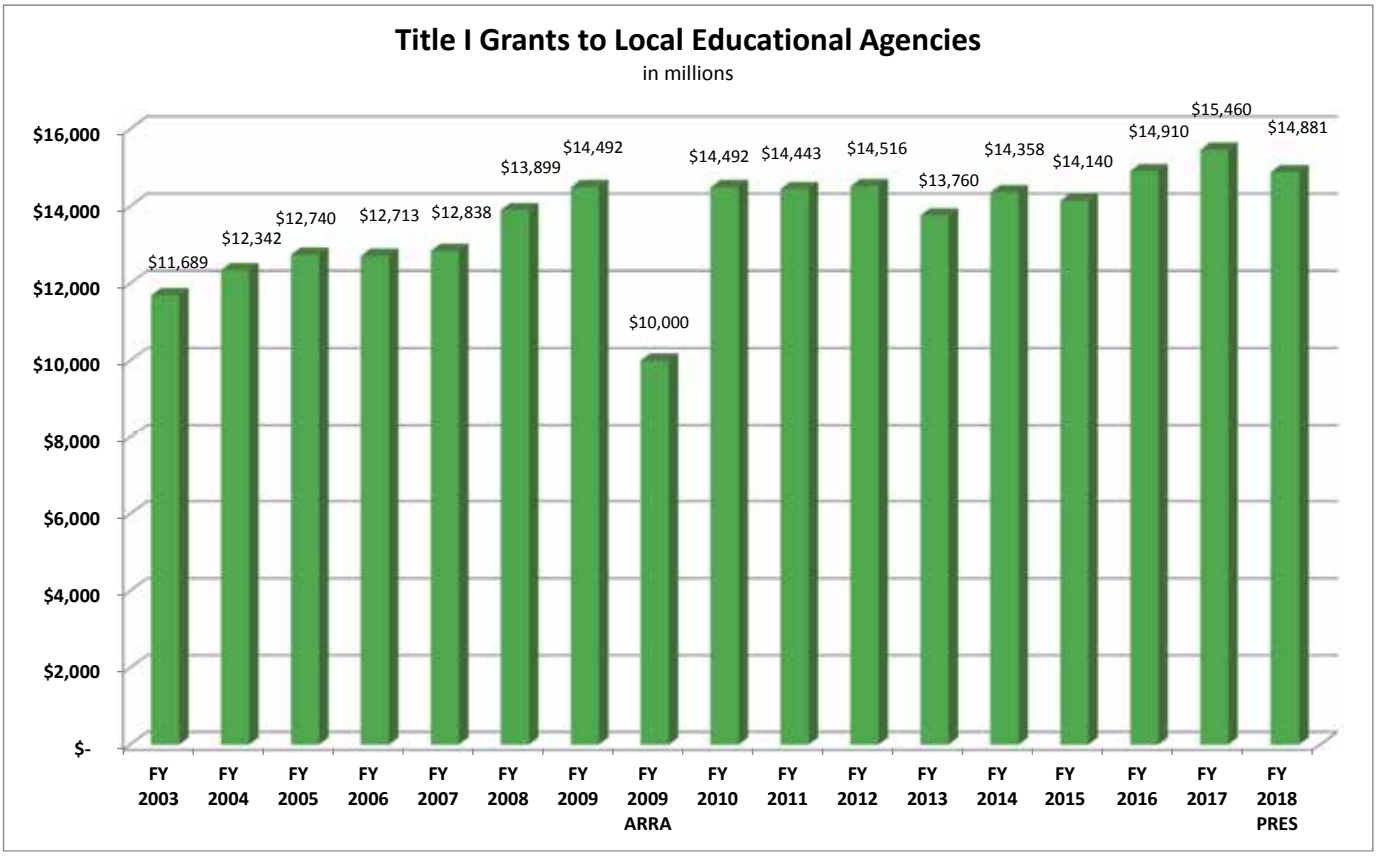
Title I retains authorizations for a variety of specialized subprograms, such as programs for Migratory Children and Neglected and Delinquent Children and a separate State Assessment Grant program. The separate authorization of appropriations for School Improvement Grants has been replaced with a larger state set-aside authority, reserving funds from the Title I school district allocations to continue state-awarded subgrants for comprehensive and targeted interventions in low-performing schools.

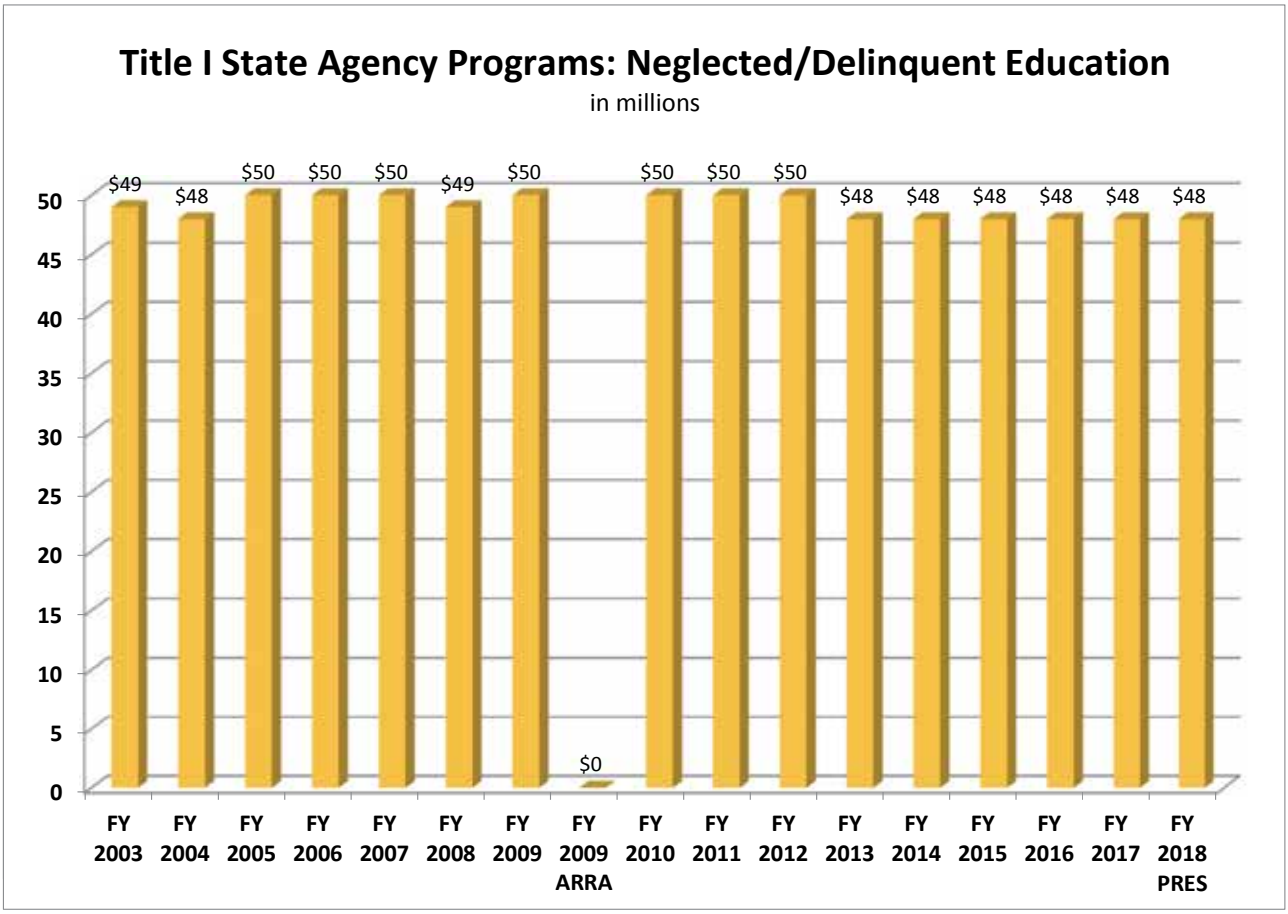
FUNDING HISTORY *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Grants to School Districts Basic Grants*	$ 6,459.40	$ 6,459.40	$ 6,459.40	$6,431.06
Concentration Grants*	$ 1,362.30	$ 1,362.30	$ 1,362.30	$1,362.30
Targeted Grants*	$ 3,294.05	$ 3,544.05	$ 3,819.05	$3,544.05
Education Finance Incentive Grants*	$ 3,294.05	$ 3,544.05	$ 3,819.05	$3,544.05
Subtotal	**$14,409.80**	**$14,909.80**	**$15,459.80**	**$14,881.46**
FOCUS Grants (proposed)	$ ----	$ ----	$ ----	$1,000.00
Subtotal	**$14,409.80**	**$14,909.80**	**$15,459.80**	**$15,881.46**
Migrants	$ 374.75	$ 374.75	$ 374.75	$ 374.04
Neglected/Delinquent/At Risk	$ 47.61	$ 47.61	$ 47.61	$ 47.52
School Improvement Grants	$ 505.76	$ 450.00	$ --**	$ --**
Totals	**$15,337.92**	**$15,782.16**	**$15,882.16**	**$16,303.02**

**Reflects program levels rather than budget authority, since a portion of the appropriation becomes available October 1.*

***Program no longer authorized under ESSA.*




Title I State Agency Programs: Neglected/Delinquent Education
in millions
$49
$48
$50
$50
$50
$49
$50
$0
$50
$50
$50
$48
$48
$48
$48
$48
$48
50
45
40
35
30
25
20
15
10
5
0
FY 2003
FY 2004
FY 2005
FY 2006
FY 2007
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FY 2009
FY 2009 ARRA
FY 2010
FY 2011
FY 2012
FY 2013
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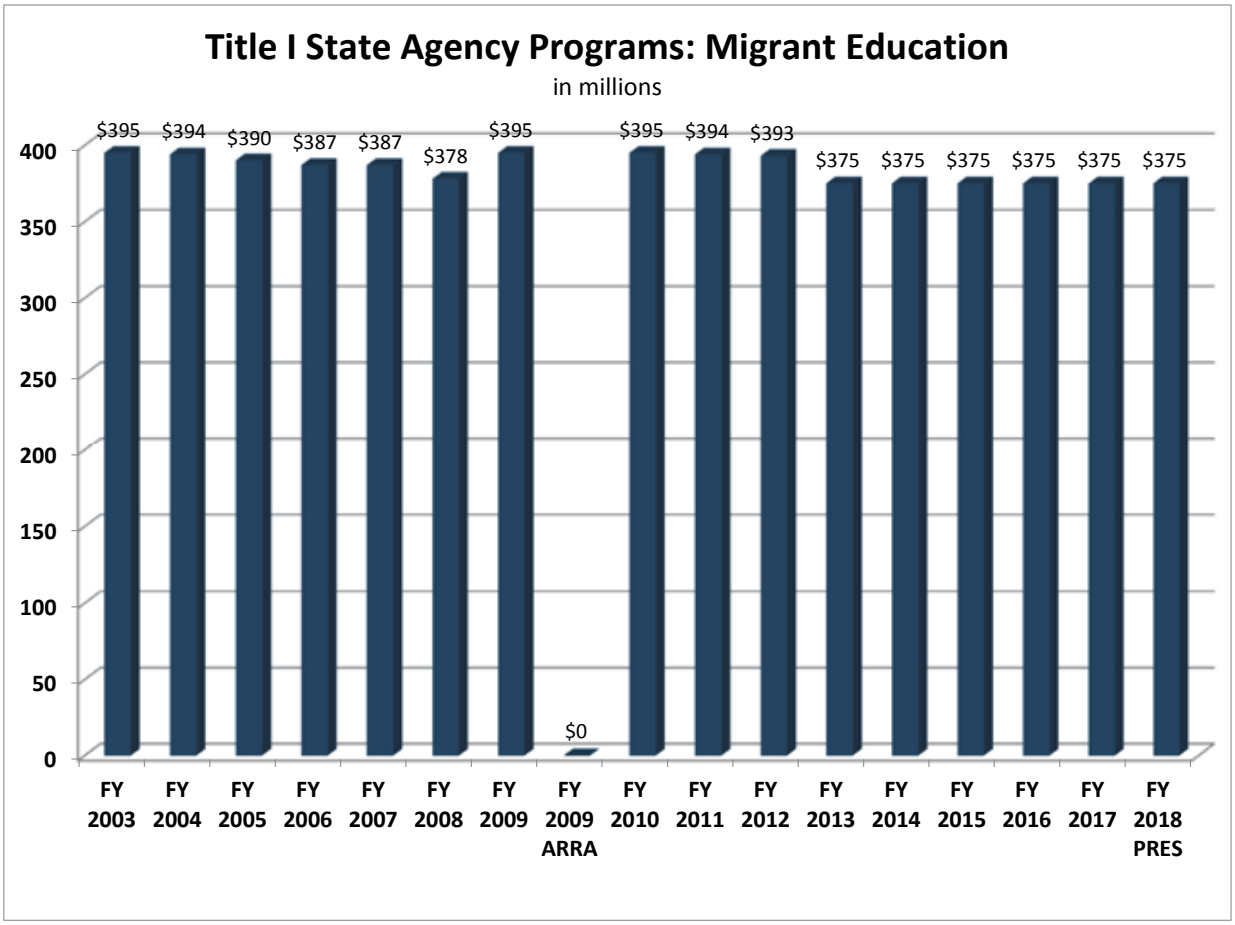
FY 2015
FY 2016
FY 2017
FY 2018 PRES


Title I State Agency Programs: Migrant Education
in millions
$395
$394
$390
$387
$387
$378
$395
$0
$395
$394
$393
$375
$375
$375
$375
$375
$375
400
350
300
250
200
150
100
50
0
FY 2003
FY 2004
FY 2005
FY 2006
FY 2007
FY 2008
FY 2009
FY 2009 ARRA
FY 2010
FY 2011
FY 2012
FY 2013
FY 2014
FY 2015
FY 2016
FY 2017
FY 2018 PRES

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget includes a $578 million cut or a 3.9 percent reduction in the Title I-Part A formula grant program for school districts — the signature program of the new Every Student Succeeds Act (ESSA). Funding for the Migrant Program and the Neglected and Delinquent Program under Title I again would be essentially frozen under the FY 2018 budget. The $578 million cut to the critical Title I LEA formula grant program for disadvantaged school children reflects the latest in a series of federal policy changes that continue to whipsaw ESSA implementation efforts of state departments of education and local school districts. The congressional disapproval of key ESSA regulations, the subsequent roll-back of state plan requirements, and uncertainties over funding levels have resulted in unprecedented turmoil in the implementation process of this newest iteration of the landmark federal Elementary and Secondary Education Act (ESEA).

Due to the seven-month delay in enacting FY 2017 funding, some 55,000 Title I schools will end the current school still not knowing whether the minimal change in the overall FY 2017 Title I appropriation (+ 0.63 percent) will result operationally in a freeze, a nominal increase, or even a cut in their Title I school-level allocation for the upcoming 2017-18 school year. Moreover, with the $578 million cut in the president's FY 2018 budget, principals of Title I schools will have to plan for a potential cut to Title I services and staffing for school year 2018-19 as well. Regrettably, the proposed Title I-Part A funding cut fails to reflect the increased Title I responsibilities, costs, and school improvement activities imposed by ESSA.

The FY 2018 budget also includes a new $1 billion Title I FOCUS grant program (Furthering Options for Children to Unlock Success). Through competitive funding for a portability-type program, federal ESSA funds would be packaged with a school district's state and local per capita funds and would follow the child to the public school of parental choice (traditional or charter public school). Though few details have been provided, the proposed new choice program would be built around the weighted student formula flexibility agreements authorized under ESSA Title I-Part E, but would add an open enrollment requirement and new funding for a variety of related activities (e.g., transportation, outreach, or even hold harmless payments) — all of which require new congressional action to initiate. A less extensive Title I portability program was proposed but not adopted in the 2015 ESSA legislation.

[**NOTE:** In Senate Appropriations Committee testimony, Secretary of Education DeVos indicated the Administration intended to add $1 billion for the new FOCUS program over and above the FY 2017 Title I, Part A formula grant funding level, and not to cut the core grant, which their budget does. The discrepancy was attributed to the president's budget having been based on the FY 2017 Continuing Resolution rather than the later FY 2017 final appropriations numbers. All the Administration's budget materials — including the Education Department's Budget Summary table that included the final FY 2017 appropriations levels — nonetheless contained funding levels that cut $578 million from the core Title I formula grant program.]

PROGRAM NEED

For the current school year (SY 2016-17), Title I Grants to LEAs have finally recovered from the $800 million cut under sequestration four years ago. However, the smaller Title I Migrant and Neglected and Delinquent programs still remain below their pre-recession funding levels. School districts now have been able to restore a level of Title I services that exceeds the SY 2012-13. Some 90 percent of school districts nationwide and over half of all public schools participate in the Title I program, with any reduction in funding falling most heavily on school districts with the highest concentrations of poverty.

While ESSA offers additional Title I program flexibility, the new law also includes new requirements expected to result in more schools being identified for required interventions than under No Child Left Behind with waivers. ESSA directs states to substantially increase their Title I state school improvement set-aside from 4 to 7 percent and authorizes an additional discretionary state set-aside to fund direct student services projects. The FY 2017 funding levels for Title I LEA Grants, however, barely will offset the increased ESSA state school improvement set-aside under the most favorable local conditions. For states that implement both new ESSA state funding reservations (sections 1003 and 1003A), virtually every school district in the state will see its Title I allocation reduced for the upcoming school year.

ESSA will be initially implemented at the state and local level over a two-year period. State and local ESSA plans will be reviewed and approved during the upcoming school year (SY 2017-18) concurrent with the implementation of several new Title I requirements — new reporting requirements, English learner entrance and exit procedures, and increased allotments of services to eligible private school students. For the subsequent school year (SY 2018-19), the ESSA accountability system will identify both new Title I and non-Title I schools for new school improvement interventions. The number of schools identified for federally required intervention measures is expected to increase.

The new ESSA requirements have increased Title I operational costs at the state and local level. Moreover, school-age child poverty continues to be high, exceeding 10.5 million students according to the Census Bureau, despite some reduction during the recent economic recovery. The unmet funding need for Title I LEA Grants continues at more than a $35 billion shortfall, based on the generally accepted Title I "full funding" level under ESEA of nearly $50 billion. The Title I LEA Grant program remains less than one-third funded as school districts prepare to implement the first full year of ESSA.

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Comprehensive Literacy Development Program: Literacy Education for All, Results for the Nation (LEARN)

Title II, Part B, Elementary & Secondary Education Act (Every Student Succeeds Act)

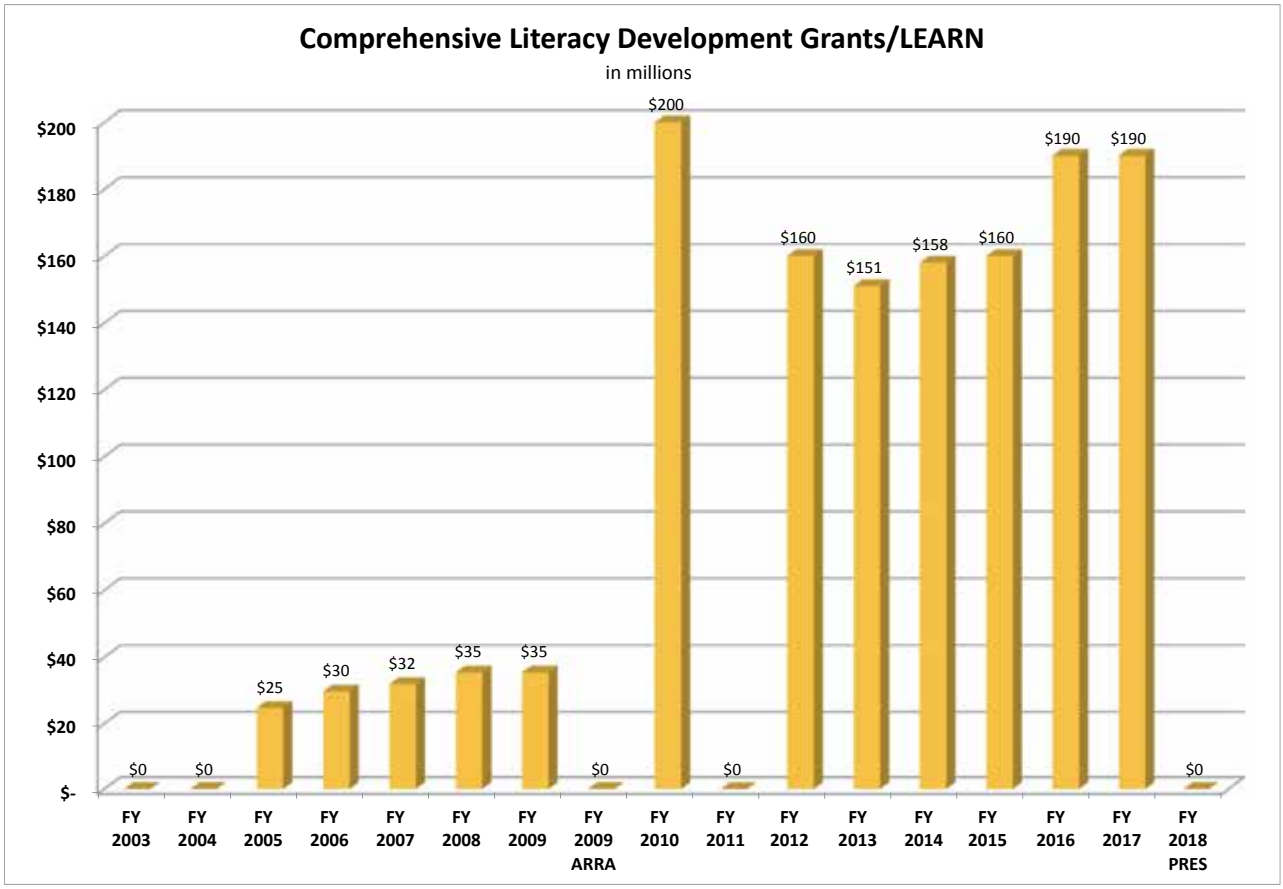
The six states (GA, LA, MT, NV, PA, TX) that received funds from the Striving Readers Comprehensive Literacy program, now known as Literacy Education for All, Results for the Nation (LEARN), all report increases in literacy achievement for participating students. In Louisiana, the state used these funds to help create a cogent system to support high-quality literacy instruction. As an example, to help educators choose curricula, Louisiana provides annotated reviews of literacy resources free online. Funds also support a teacher-leader program. More than 2000 teachers receive high-quality professional development and then are required to share what they learn with their colleagues. These focused efforts on improving instruction correspond to a boost in student achievement in the state, especially for disadvantaged children. Fourth graders had the highest gains on the 2015 NAEP reading test. Students increased their ACT scores by a higher percentage than those in the other 11 states that required 100 percent participation. Enrollment in Advanced Placement courses doubled between 2012 and 2016. Louisiana is also seeing record growth in its high school graduation rate and its rate of college attendance.

DESCRIPTION

Title II (Part B, Subpart 2, Section 2221) of the Every Student Succeeds Act (ESSA) authorizes a new comprehensive literacy program entitled "Literacy Education for All, Results for the Nation" (LEARN). The foundational base for the program is the Striving Readers Comprehensive Literacy program which first received funding in FY 2010. LEARN supports statewide, evidence-based literacy instruction and interventions for students from birth through grade 12 who are struggling to reach literacy proficiency. This initiative recognizes the continuing needs of students in attaining literacy skills after third grade — skills necessary to ensure students graduate from high school and are college- and career-ready. To support school districts' delivery of comprehensive and high-quality literacy instruction, states can obtain federal support through a competitive grant process to develop and implement state-led comprehensive literacy plans. Funding must be allocated equitably for state and local programs and activities, with not less than 15 percent for children from birth through kindergarten entry, 40 percent for students in kindergarten through grade 5, and 40 percent for students in grades 6 through 12. At least 95 percent of grant funds must be distributed to local school districts with priority to entities serving the greatest number/percentage of disadvantaged students in low-performing schools. School districts may use these funds to help improve literacy instruction as well as support intervention activities.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$160.00	$190.00	$190.00	$0



IMPACT OF PRESIDENT'S BUDGET

The Administration's budget eliminates the only federal funding specifically targeted to improve and support effective literacy instruction for disadvantaged students. The FY 2018 budget rationale contends that the "Comprehensive Literacy Development Grants/Striving Readers" program (known as LEARN in ESSA) has "limited impact and duplicates activities that may be supported with other Federal, State, local, and private funds." Contrary to this statement, the first cohort of states to receive funding from this program have successfully implemented comprehensive literacy plans and have realized significant improvement in the percentage of students meeting reading proficiency on English/Language Arts assessments, particularly in disadvantaged student populations. In addition, those states have provided sustainable professional learning resources for teachers and principals focused on the use of data-based decision-making to improve instructional practices, policies, and student outcomes. They have also been able to provide high-quality technical assistance to local school districts and early childhood education providers to support effective literacy instruction.

This fall the U.S. Department of Education will announce a new cohort of comprehensive literacy grantees. Their grants will support states to help local school districts develop comprehensive literacy instruction plans focused on ensuring high-quality instruction and evidence-based intervention strategies for all students, birth through grade twelve. If funds are eliminated for LEARN, as well the proposed elimination of funding for Title II Supporting Effective Instruction State Grants, states be deprived of all resources to provide professional development for effective literacy instruction to early childhood educators, teachers, principals, school leaders, and specialized instructional support personnel.

PROGRAM NEED

According to the United Way, the annual cost of illiteracy to businesses and taxpayers is $20 million, and the U.S. military spends an average of $70 million annually on basic skills remediation.

Young Americans who leave school without the ability to read, write, speak, and think effectively are ill-equipped to meet the demands of college, career, and citizenship. Yet despite the fundamental importance of reading and writing, only 36 percent of fourth-graders, 34 percent of eighth-grade students, and 37 percent of twelfth-grade students performed at or above the proficient level in the 2015 Reading assessment of the National Assessment of Educational Progress (NAEP) — the Nation's Report Card. Of the more than 500,000 students who leave U.S. high schools each year without a diploma, many have low literacy skills. For those students who earn a diploma, an increasing number must take remedial coursework upon entering college without promising results, as students who enroll in a remedial reading course are less likely to eventually earn a degree or certificate.

Without essential literacy skills to master academic course work, students lose the motivation and confidence vital to maintaining their investment in learning. Furthermore, students who do not read or write well are more likely to be retained in school, drop out of high school, become teen parents, or enter the juvenile justice system. Educators need a stronger background in literacy instruction so they can equip students with the reading and writing skills to learn rigorous content and graduate prepared for the modern world. LEARN funds critical professional development, instruction, and interventions to ensure the strongest possible literacy program for students from birth through high school. A literate citizenry is active, informed, and successful.

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Innovative Approaches to Literacy

Title II, Part B, Elementary & Secondary Education Act (Every Student Succeeds Act)

The Owsley County (KY) School District was awarded an IAL grant to increase access to a wide range of literacy resources for children. Owsley is providing early literacy programs to ensure all children enter kindergarten ready to learn while also encouraging families to read together. The schools are using evidence-based programming and technology to improve literacy and learning within the school, specifically targeting children ages 3-5. Teachers and families are being trained to help children improve literacy skills in school and at home through digital learning libraries, school learning, book distribution, and summer reading strategies.

DESCRIPTION

From 2002 to 2010 the Improving Literacy through School Libraries program was the primary source of federal funding for school libraries. However, in the following two years the president and Congress consolidated and significantly reduced funding for this important program. In FY 2012 Senators Jack Reed (D-RI) and Thad Cochran (R-MS) recognized the need for a direct funding source for school libraries in the federal budget and were successful in redirecting Department of Education funding to create the Innovative Approaches to Literacy program (IAL). At least half the money appropriated to IAL must be allocated as a competitive grant program for underserved school libraries. The remaining money is allocated through competitive grants to national nonprofit organizations that work to improve childhood literacy.

Many school libraries across the United States have a hard time keeping books and materials up to date when local school districts are faced with deep budget cuts. The average copyright date of materials in one high school library in a North Dakota high school is 1965, with books on the shelves dating back as far as the 1930s. Sadly, this North Dakota high school is not an exception. Many schools across the country face this very same problem. How can students prepare for 21st century careers if they are reading materials that still refer to East and West Germany as contemporary nations or imply that space travel is science fiction?

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$25.00*	$27.00	$27.00	$0

**Funds included under Programs of National Significance.*

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget provides no funding for IAL and would eliminate the program immediately. Programs that received grants benefiting underserved children and those most needing literacy support at a critical age will be jeopardized. Schools and districts that have received funding will now be forced to choose between cutting other programs or eliminating early literacy programs. Highly effective school libraries have provided the tools and resources for education professionals to collaborate on curriculum, materials, and instructional strategies, leading to better and more effective ways to teach students. These critical functions cannot continue if IAL is eliminated. A 2015 report by the Southern Education Foundation found that a majority of U.S. public school students come from low-income families. The IAL program is vital for these struggling families seeking to improve educational opportunities.

PROGRAM NEED

The impact of sequestration was particularly difficult on school libraries and nonprofits addressing critical child literacy needs, the former continuing to face severe underfunding from the federal government. Funding for IAL remains below the FY 2012 appropriations level of $28.57 million. The FY 2018 budget will result in no grant money for many low-income school libraries that would benefit greatly from IAL, and fewer opportunities for children to receive literacy training. Families will continue to struggle to keep pace with literacy and technology gaps without this important support program.

The program must be maintained, at a minimum, at $27 million in FY 2018 so all students have access to 21st century library and literacy programs.

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Impact Aid

Title VII, Elementary & Secondary Education Act (Every Student Succeeds Act)

In a recent poll, school administrators responded about what they could do with additional Impact Aid:

"Purchase updated buses and expand routes to reduce student bus times - students travel many times up to two hours in buses filled to capacity...extend learning opportunities for students who travel 50 to 70 miles to school. Extend opportunities closer to home (i.e., alternative schools, tutoring services, etc.). Hire social workers to work with at-risk families on issues that hinder students' progress... Enhance career and technical education programs that serve 60 to 70 percent of our students... Enhance college readiness opportunities such as campus visits, FAFSA assistance, and career programs, etc." (AZ)

"With additional funding we can hire more counselors in our district that are greatly needed. We can offer more elective classes at the high school, and we can provide more intervention/ tutoring at every school in district... We are a small rural district, and our staff is stressed to the max with limited funds and resources to meet the needs of our students. Extra funding would help restore a lot of positions that were cut due to financial deficits and ultimately these positions would greatly assist our students." (CA)

DESCRIPTION

Impact Aid is the oldest elementary and secondary education program. Its purpose is to reimburse school districts for a loss of local revenue due to the presence of non-taxable federal property such as military installations, Indian Treaty, Trust, or Alaska Native Claims Settlement Act lands, federal low-income housing facilities, national parks, and laboratories. In 1950 Congress recognized the federal government had an obligation to help meet the local responsibility of financing public education in these communities. That same recognition continues today.

Federally impacted school districts educate diverse student bodies, including concentrations of students who are military connected, live on Indian lands or in low-rent housing, or whose parents are federal employees. Impact Aid funding is efficient and flexible. Each year congressional appropriations flow directly from the U.S. Department of Education's Impact Aid program office to school districts, bypassing state involvement. Locally elected school board members and appointed district leaders make decisions on how to use these dollars for any general fund purpose. Impact Aid funding is not supplemental. In fact a significant number of school districts that rely on Impact Aid funding have a minimal local tax base. Without Impact Aid funds, they would not have the resources to keep their doors open.

FUNDING HISTORY *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Federal Properties	$ 66.81	$ 66.81	$ 68.81	$ 0.00
Basic Support	$ 1,151.23	$ 1,168.23	$ 1,189.23	$ 1,166.01
Disabilities	$ 48.32	$ 48.32	$ 48.32	$ 48.22
Construction	$ 17.41	$ 17.41	$ 17.41	$ 17.37
Facilities	$ 4.84	$ 4.84	$ 4.84	$ 4.83
Total	**$ 1,288.61**	**$1,305.61**	**$ 1,328.61**	**$ 1,236.43**

IMPACT OF PRESIDENT'S BUDGET

The Administration fails to meet its obligation to federally connected school districts in the budget. The elimination of Federal Properties funding would be disastrous for the 200-plus school district recipients that rely on these general fund dollars for a variety of critical programs and services. The justification that school districts should have adjusted to the loss of local revenue is unfounded; school districts rely on local tax revenue each year to operate schools. In some cases, the federal government is the largest landowner in these communities. As long as the federal government owns property, it must maintain its obligation to students, schools, and taxpayers in those communities through Impact Aid.

The continued stagnation of Impact Aid is concerning. School districts' needs and costs continue to increase, as do local taxpayers' contributions. Without continued and increased support for Impact Aid, the federal government fails to meet its obligation to federally impacted school districts.

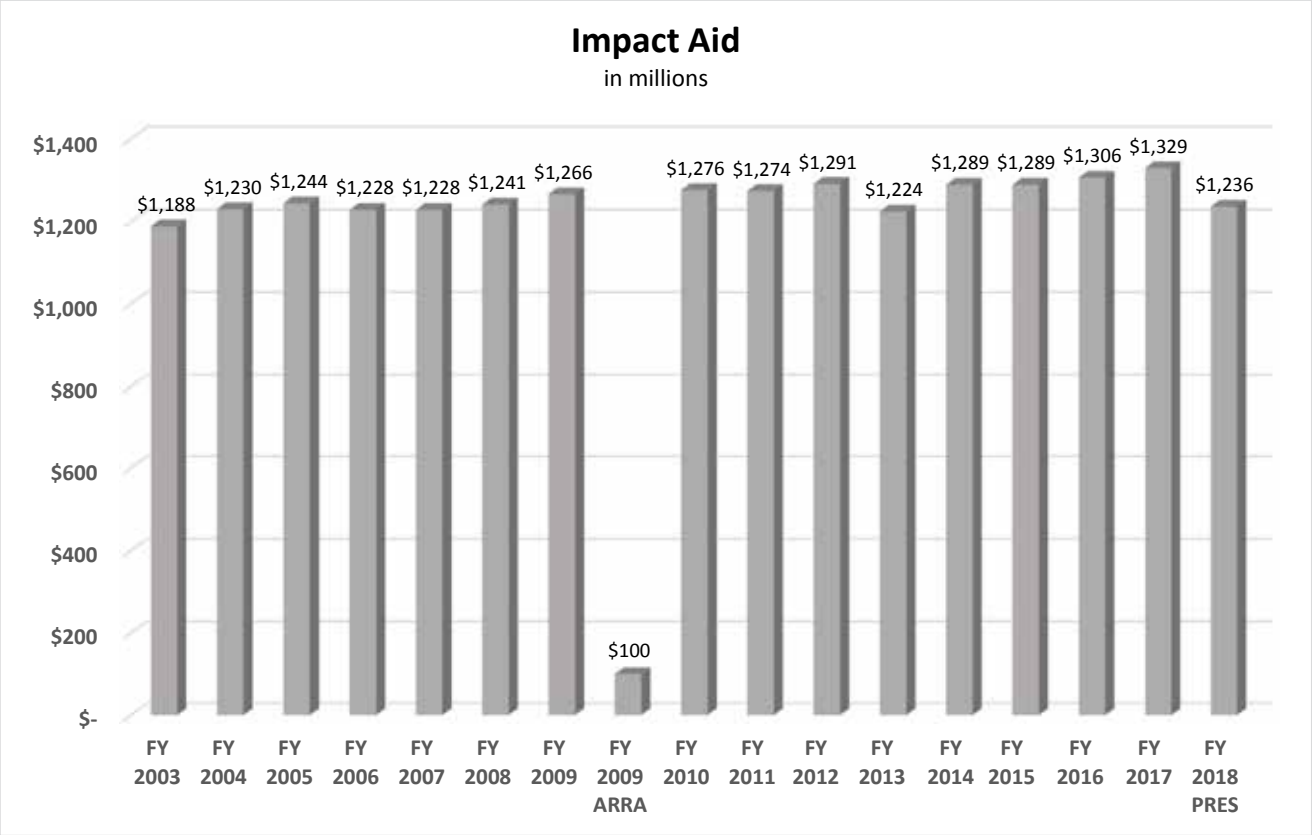
PROGRAM NEED

The $67.5 million sequester of Impact Aid in FY 2013 had a devastating impact on federally impacted schools. As one of the first programs to be cut, district leaders were forced to make tough choices, including reductions in staff, increased class sizes, cuts to afterschool and arts programs, reduced professional development, fewer bus routes, and delays in technology upgrades and facilities maintenance. While a nearly full restoration of Impact Aid in FY 2014 and modest increases in FY 2016 and FY 2017 were welcome relief, continued funding stagnation is of huge concern for federally impacted schools.

The Impact Aid program has not been fully funded since 1969. Over the past decade, appropriated levels have not kept pace with increasing education costs (see chart), which for Basic Support has resulted in districts receiving an increasingly lower percentage of their calculated need-based payment (a percentage of a district's maximum payment). A $50 million increase is required over FY 2017 to maintain the current payout. The Federal Properties program needs an additional $2 million to help offset newly eligible districts as the federal government continues to acquire property and provide a much-needed increase to current school districts.

Fiscal Year	DoED LOT Payment Level
FY 2006	**136.949% of LOT**
FY 2007	**142.670% of LOT**
FY 2008	**136.930% of LOT**
FY 2009	**129.870% of LOT**
FY 2010	**115.524% of LOT**
FY 2011	**97.066% of LOT**
FY 2012	**196.109% of LOT**
FY 2013	**87.061% of LOT**
FY 2014	**91.730% of LOT**
FY 2015	**93.074% of LOT**
FY 2016	**89%-92% of LOT***
FY 2017	**89%-92% of LOT***

**Represents estimated final rates.*



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Supporting Effective Instruction State Grants

Title II, Part A, Elementary & Secondary Education Act (Every Student Succeeds Act)

Over the last few years, the schools in Berea, OH, have implemented new curricula for both math and English/language arts. The school district uses an instructional coach to help teachers effectively implement the new curricula which are increasingly internet-based. The coach provides support and training to classroom teachers through professional development offered during the summer and through quarterly small group meetings. The coach gets teachers ready to use the curricula at the start of the school year and assists teachers in exploring the capacity of the internet-based software that accompanies the curricula. Teachers also are instructed in how to navigate the hardware to take advantage of new technology-based instructional tools. This grant program ensures the district is getting the best return on its investment in new computers and other hardware and teachers know how to put the new technology to the best use possible to assist students.

DESCRIPTION

The Supporting Effective Instruction State Grant program, authorized under Title II of ESSA, was known previously as Improving Teacher Quality State Grants. The program focuses on improving student academic achievement by bolstering skills development and expertise of teachers and principals and increasing the number of high-quality teachers and principals in schools. The large majority of Title II funding is distributed by formula to local school districts from state grants, with a separate allocation for National Activities.

Under ESSA, the formula for distributing funding both among and within states is modified so that the percentage of students living in poverty (compared to the percentage of all children) is given more weight than previously.

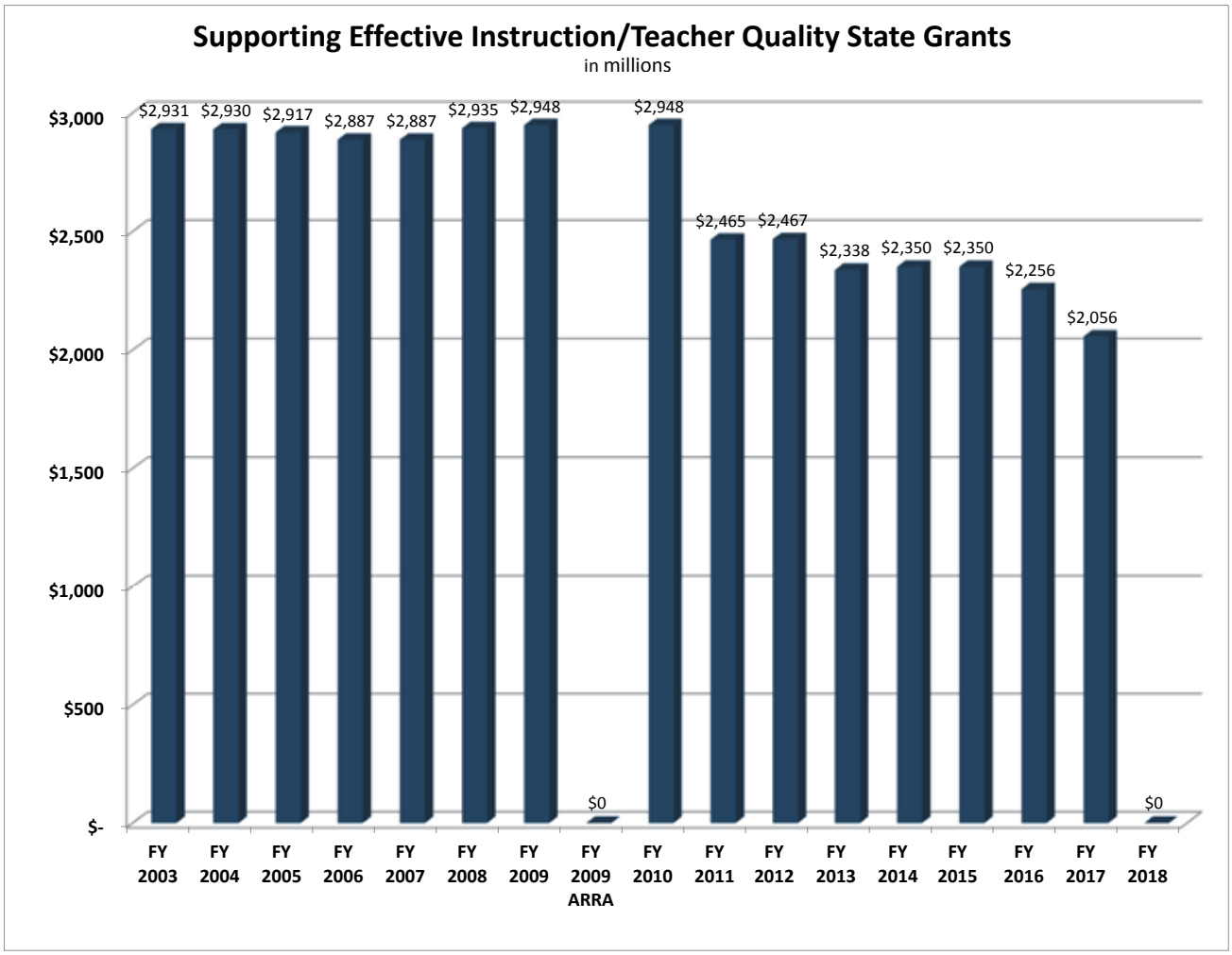
FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$2,349.83	$2,255.84	$2,055.83	$0

IMPACT OF PRESIDENT'S BUDGET

The president's budget completely abolishes funding for this grant. This would result in the elimination of approximately 7,500 teaching jobs and of support for professional development for almost 200,000 teachers across the country. Class sizes would balloon in the poorest and most overcrowded classrooms with the students who most need individual attention, and teachers and school leaders would lose access to professional development and support throughout their careers.

Further, states are finalizing their plans under the Every Student Succeeds Act (ESSA), which require multiple new accountability measures, higher standards, and a strong focus on turning around struggling schools. States are relying on educators to help ensure their ESSA plans are implemented well. Students and parents are relying on teachers to help every child succeed. This is the time when teachers need support the most. They need high-quality professional development that allows them to ensure all children meet college- and career-ready standards. They need smaller class sizes in order to give every child the individualized support he or she needs. The elimination of this program would leave states without the resources to implement ESSA and unable to effectively meet the needs of the students and the communities they serve.



PROGRAM NEED

This essential program is authorized at $2.3 billion, which is less than the amount states have received over the past few school years. The Administration goes much further by eliminating this recently reauthorized program entirely.

The important role of teachers in enabling student success is well documented. Yet the United States is facing one of its largest teaching shortages in the last 30 years, with almost every state understaffed and some states and fields facing significant shortages. Low teacher retention rates are an important driver of this shortage. Many teachers leave the classroom well before approaching retirement due to lack of support and access to high-quality professional learning opportunities.

At the same time public school enrollment continues to grow, and almost half of states are poised to provide less formula funding in 2017 than they did ten years ago. Critical federal Title II funds are used by states to develop and improve support systems and professional development for teachers and principals and to reduce class size to evidence-based levels. However, without significant funding, those efforts will be severely impeded.

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21st Century Community Learning Centers

Title IV, Part B, Elementary & Secondary Education Act (Every Student Succeeds Act)

A police officer in sweatpants and a T-shirt running a flag football club. Detectives mentoring students in a Crime Scene Investigation club. These are just some of the activities occurring in the afternoon at PIECES, a 21st Century Community Learning Center afterschool program that partners closely with the Burlington Police Department at Burlington Community School District in rural Burlington, Iowa. In the last school year, PIECES offered afterschool and summer learning programs at two middle schools and an elementary school, serving about 320 students. The diverse programming offered through PIECES is made possible through 26 strong community partnerships. A third-party evaluation has shown continual progress over the course of the 5-year grant on a wide variety of performance measures, including two-thirds of participating students making one year growth in reading and math scores on the Skills Iowa Assessments and more than 50 percent of students increasing school day attendance.

DESCRIPTION

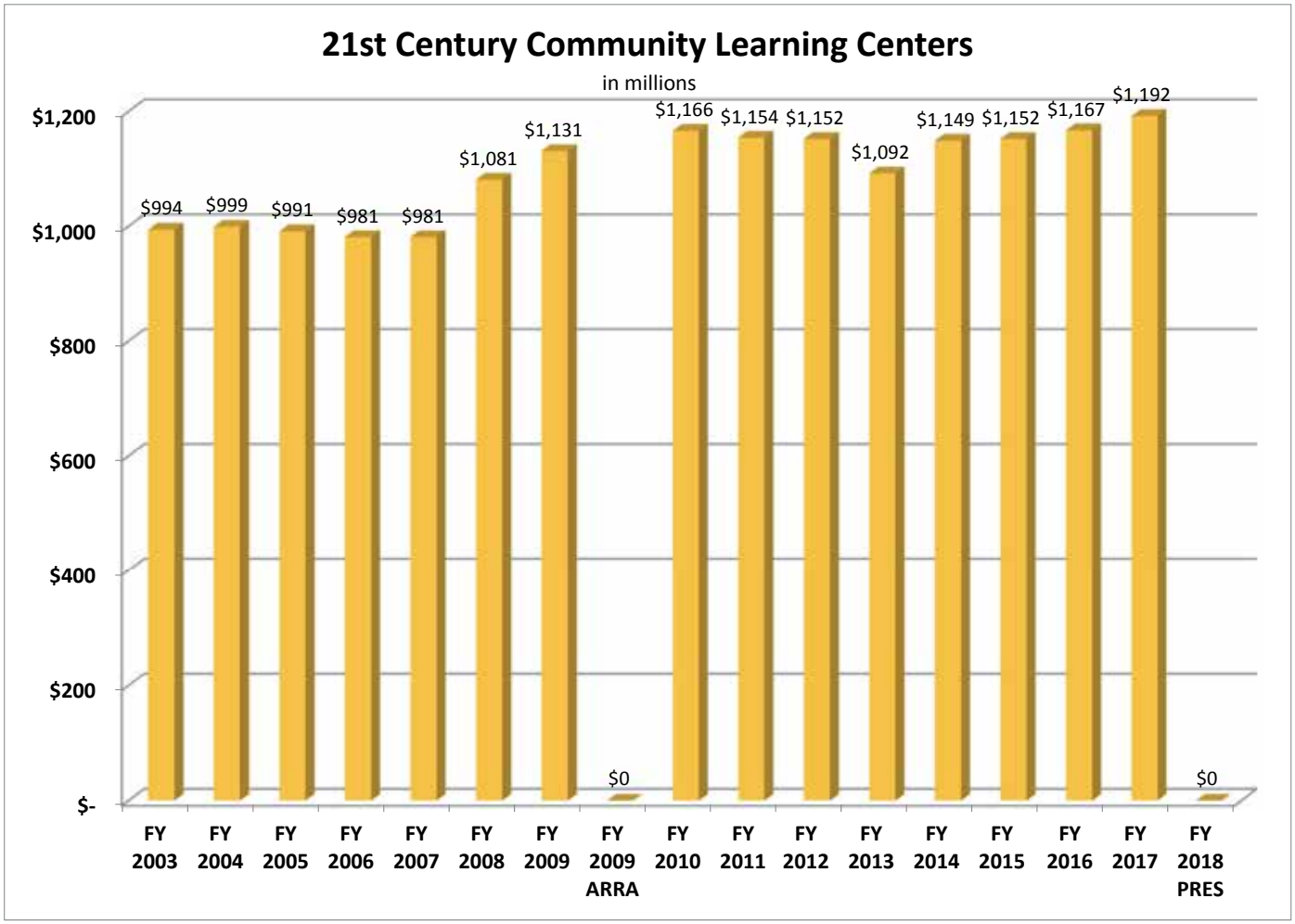
The 21st Century Community Learning Centers (21st CCLC) formula grant program provides financial support to local communities for afterschool, before-school, and summer learning programs serving students in low-performing schools. Programs receive 3- to 5-year seed grants that support partnerships among community-based organizations, faith-based partners, private industry, and school partners (public, private, and charter). Locally funded programs keep children and teenagers safe, inspire young people to learn, and support working families. Services include academic enrichment programs to help students meet state and local standards and activities to complement the regular academic program, such as hands-on activities, counseling programs, art, music, and more. Under the Every Student Succeeds Act (ESSA), 21st CCLC was reauthorized and strengthened to include additional allowable uses such as financial literacy, environmental education, STEM activities, fitness, and nutrition education. ESSA also updated performance metrics and allowed funds to be used in expanded learning programs where at least 300 hours are added during the year, schools partner with community organizations, and activities don't supplant existing programs.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$1,151.67	$1,166.67	$1,191.67	$0

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget eliminates the 21st Century Community Learning Center initiative. Current funding for 21st CCLC is $1.192 billion and covers the costs associated with quality afterschool and summer learning programs for 1.6 million children; however, 9.6 million eligible students would be enrolled in a program if one were available. Elimination of 21st CCLC would result in 1.6 million children losing access to the 11,000 local afterschool and summer learning programs currently funded through 21st CCLC. Students would lose educational and enrichment opportunities that evidence shows lead to increased school attendance, improved grades, and higher graduation rates.



PROGRAM NEED

Eliminating the 21st CCLC program will deny a significant number of young people important learning opportunities during afterschool, before-school, and summer hours. The outcomes of student participation under this program are clear: students who attended 21st CCLC programs made significant improvements in classroom behavior, homework completion, and class participation. Students also made gains in their math and English grades. Another study indicates regular participation in afterschool programs by students during the elementary school years resulted in narrowing the math achievement gap at grade five between high-income and low-income students, improved work habits, and reduced the number of school absences. Closing achievement gaps and equalizing opportunity require the combination of quality, commitment, and time provided through 21st CCLC programs supported by strong evidence and research.

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Grants for State Assessment

Title I, Part B, Elementary & Secondary Education Act (Every Student Succeeds Act)

DESCRIPTION

These grants encourage and support state efforts to develop and implement high-quality assessments aligned with challenging state academic standards to measure the academic achievement of all students. Continued federal support for these grants is particularly critical as many states revise existing, or develop new, assessments to meet the requirements of the Every Student Succeeds Act (ESSA). Sufficient funding also will allow states to conduct audits of existing assessment systems to determine strategies for streamlining the development and administration of those tests.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$378.00	$378.00	$369.10	$377.28

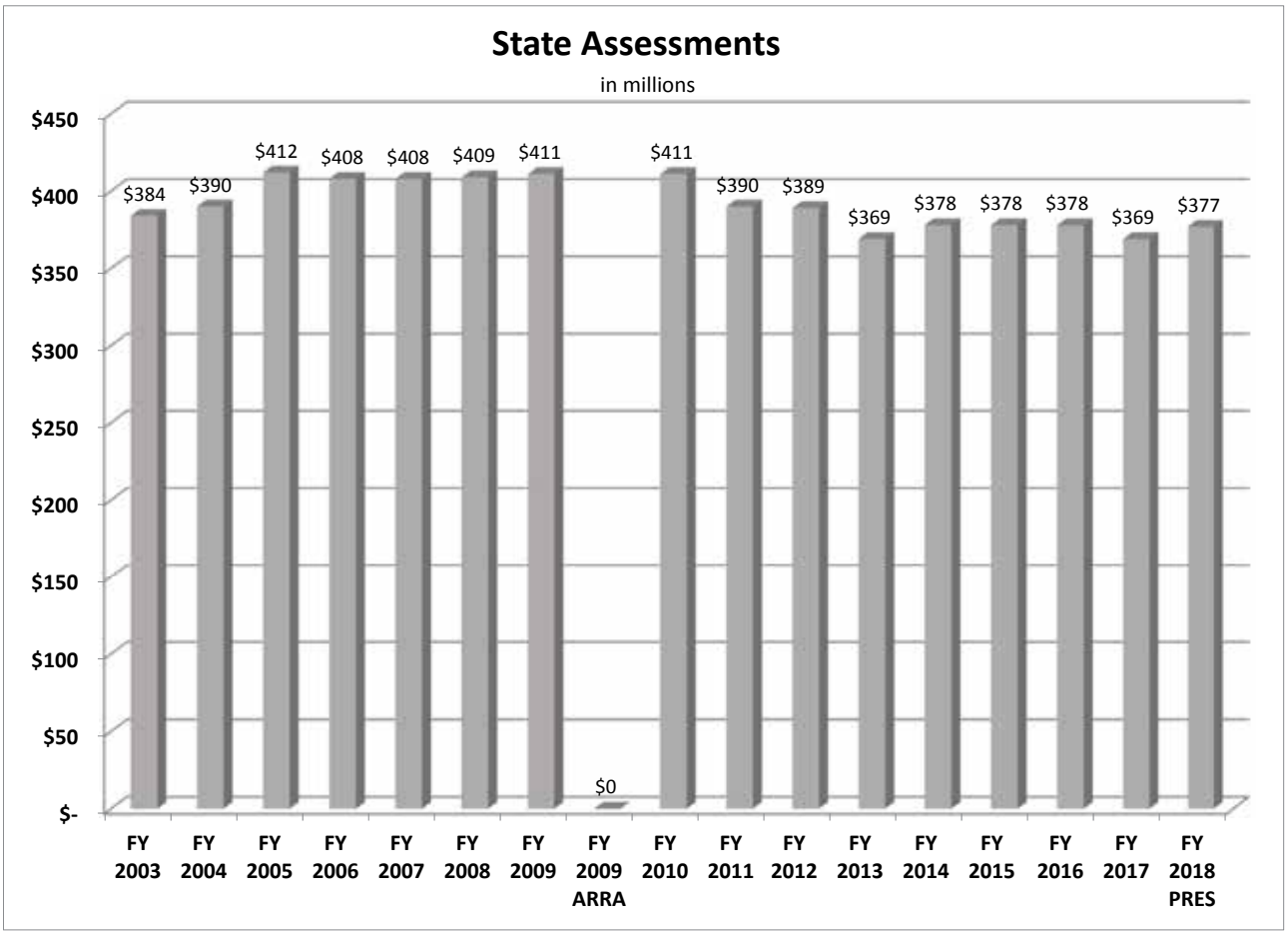
IMPACT OF PRESIDENT'S BUDGET

This program provides formula and, when appropriations levels permit, competitive funds to develop and implement assessments required under ESSA.

The budget includes $369.1 million to be distributed via formula to assist states in implementing the assessments required under Title I, along with $8.2 million for Competitive Assessment Grants to support projects designed to spur innovation in assessment design. Increased funding for this program would go a long way in helping to cover costs of developing and administering high-quality assessment systems that can capture a fuller picture of what students know and are able to do, including tests for English language learners and students with disabilities that reflect each student's level of mastery.

PROGRAM NEED

Preserving and expanding this grant program is necessary for states to support costly assessments required under current law, especially the transition and full implementation of college- and career-ready standards and assessments. In past years, appropriation levels for this program have reached only a fraction of what is needed. Continued funding must adequately support state implementation or improvement of new assessments.



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Education for Homeless Children and Youth

Title VII-B, McKinney-Vento Homeless Assistance Act

"Over the last five years, the Independence School District has provided services to more than 4,700 students identified as homeless. Over 80 percent of these students will move two to three times within the school year, and some may move more than six times. Often the school provides the greatest stability for these children. Because of the protections and services provided by the McKinney-Vento Act, these students are able to attend a consistent school throughout their many moves. Without the funding of McKinney-Vento subgrants, districts would have far fewer resources available to offset the often traumatic and chaotic situations these students face. McKinney-Vento subgrants allow districts to provide an array of services to assist in addressing the multitude of student needs. The program enables districts to provide these students with supports to fully realize their potential and take advantage of educational opportunities. McKinney-Vento subgrants may be used to provide basics such as hygiene supplies and more targeted supports including providing tutors at area shelters, scholarships for early education programs, and strengths-based case management. Now more than ever, it is imperative that services, supports, and resources are made available to each of these students and their families."

- Nicole A Sequeira, MSW, McKinney-Vento Liaison,
Independence School District (MO Public Schools)

DESCRIPTION

The Education for Homeless Children and Youth (EHCY) Program is the education subtitle of the McKinney-Vento Homeless Assistance Act. Under this program, school districts must maintain students who become homeless at their school of origin, if in their best interest, by providing transportation each day even if they move due to their housing situation. If it is not in their best interest to stay in the same school, McKinney-Vento allows students to enroll in a new school immediately, even without the records normally required, in order to limit educational disruption.

Funding from McKinney-Vento also supports state coordinators and homeless assistance liaisons in school districts to help identify homeless students, assist with school enrollment, and provide services including transportation, counseling, school supplies, and assessment, professional development for educators, and referrals for community services.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$65.04	$70.00	$77.00	$69.87

IMPACT OF PRESIDENT'S BUDGET

Public schools enrolled over 1.2 million homeless children and youth in the 2014-15 school year, a 3.5 percent increase over three years and a 12 percent increase over four years. This represents a 34 percent increase since the end of the recession in summer 2009. The Every Student Succeeds Act (ESSA) authorizes a funding level of $85 million beginning in FY 2017, a 21 percent increase over the previous level. This increase is a bipartisan acknowledgement of the unique importance of the program and the unique educational barriers faced by homeless children and youth. ESSA also made numerous amendments to the EHCY program, including new requirements for appropriate capacity for state and local personnel, better identification of homeless children and youth, enhanced school stability, transition to postsecondary education, and special protections for preschool children and unaccompanied homeless youth.

As school districts continue to see increases in their homeless student population, additional funding will be required for schools and teachers to respond to this epic problem and meet children's educational and health needs. The EHCY program should be funded at the authorized level of $85 million, an increase necessary for school districts to implement the new requirements under ESSA. The president's budget goes in the wrong direction for this important program, proposing a 9 percent cut below FY 2017.

PROGRAM NEED

Homelessness has an impact on academic achievement over and above poverty. Homelessness in early childhood has been found to be associated with delays in language, literacy, and social-emotional development, putting children at risk for later academic problems. States that disaggregate graduation and dropout rates of homeless youth have found higher dropout rates and lower graduation rates compared to housed poor youth. This program helps to remove the barriers to enrolling, attending, and succeeding in school. The achievement gaps between homeless and low-income elementary students tend to persist and may even worsen over time. The stability provided by McKinney-Vento helps prevent homeless students from falling behind in their schoolwork despite the instability they experience outside of school. Students can receive services such as tutoring or other instructional supports, referrals for health services, transportation, clothing, and school supplies.

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Rural Education Achievement Program

Title V, Part B, Elementary & Secondary Education Act (Every Student Succeeds Act)

The Wickenburg Unified School District (WUSD) in Arizona is a small rural K-12 system that covers 960 square miles and serves approximately 1,500 students. The school district is located 50 miles northwest of Phoenix and sits on Highway 60, the only road connecting Phoenix and Las Vegas. Rural Education Achievement Program (REAP) funding provides the opportunity for WUSD to more effectively serve its growing English Language Learner population. REAP dollars are used to provide instructional support for these students, as well as special summer school programming and student transportation to the district's most remote locations. Services to this high-need population would not be possible without the benefit of REAP funding.

DESCRIPTION

The Rural Education Achievement Program (REAP) assists small and low-income rural districts to raise student achievement where factors such as geographic isolation, poverty, and small enrollment might adversely impact the overall operation of the district. REAP is divided into two separate programs: the Small and Rural Schools Achievement Program and the Rural and Low-Income Schools Program.

FUNDING HISTORY *(in millions)*

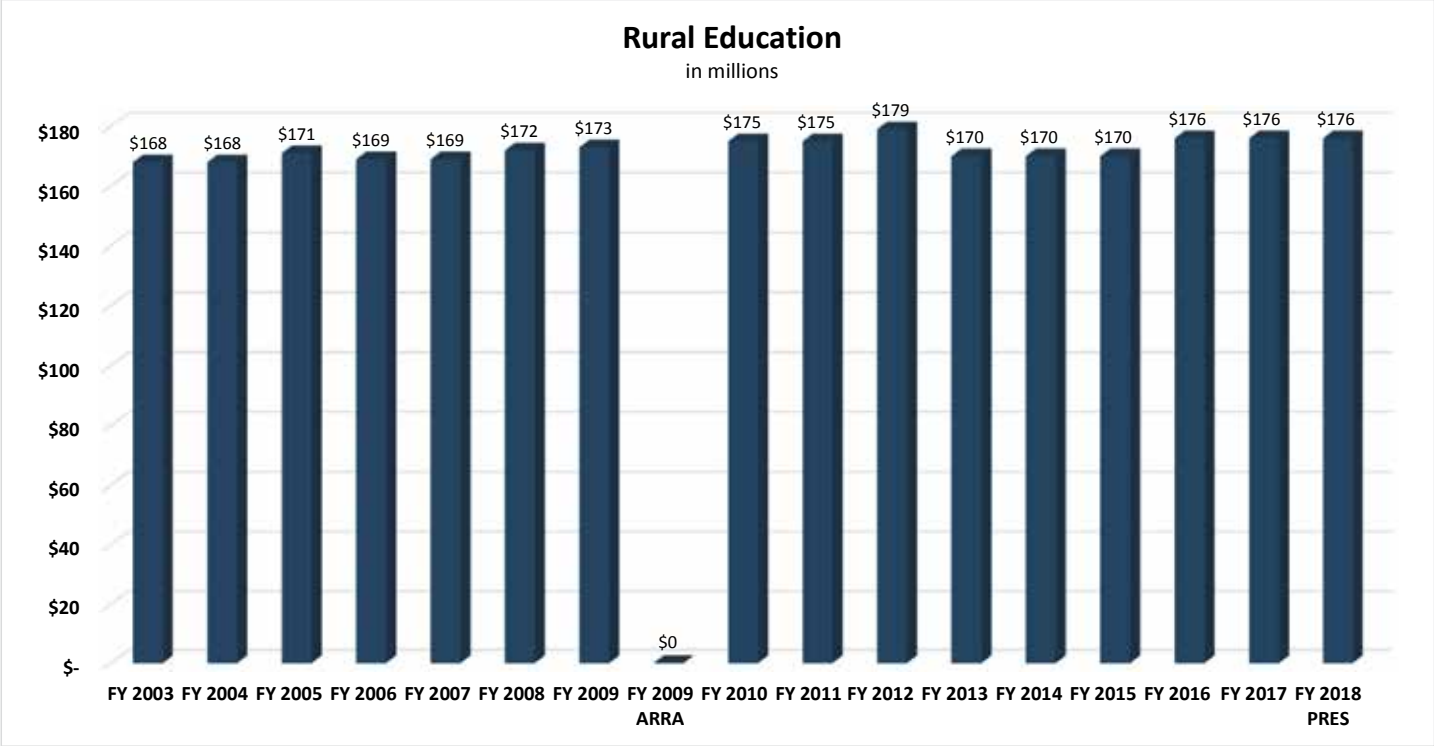
FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$169.84	$175.84	$175.84	$175.51

IMPACT OF PRESIDENT'S BUDGET

The president's budget includes $175.51 million for REAP, which would continue the program at basically the FY 2016 and FY 2017 levels. As rural communities across the nation move forward with full implementation of the Every Student Succeeds Act (ESSA), continued investment in REAP is an important complement, helping address the unique opportunities and obstacles in rural areas.

PROGRAM NEED

While funding REAP at the fully authorized amount of $300 million would be a welcome step, the reality of current budget constraints at the federal level make this highly unlikely. A more modest increase for REAP of $25 million for a total of $200 million would help rural districts overcome the additional costs associated with geographic isolation, a smaller number of students, higher transportation and employee benefit costs, and increased poverty.



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Comprehensive Centers

Title II, Sec. 203, Education Technical Assistance Act

The Northwest Comprehensive Center (NWCC) is working with Washington state's Office of Superintendent of Public Instruction (OSPI) to build statewide capacity to offer dual credit options and ensure equitable access and course completion for all students. NWCC is supporting OSPI to develop guidance designed to help districts to: (a) build understanding of the literature on how dual credit programs support students with career and college success; (b) facilitate data and root cause analyses; (c) conduct a school- and district-based assessment of current dual credit options and practices; and, (d) identify and plan for implementation of best practices that ensure equitable access and dual credit course completion. In spring 2017, OSPI released data on current programs and participation in each district. NWCC assisted with this companion tool designed to help districts understand and interpret their data.

The South Central Comprehensive Center (SC3) is working with the Arkansas Department of Education to implement an online customized system that allows ADE to coach schools through improvement processes, which reduced burdensome paperwork while simultaneously improving classroom practices and outcomes. With the support of SC3 and others, nearly 200 Arkansas schools piloted the program during the 2014-15 school year, using it to complete their required Arkansas Comprehensive School Improvement Plan (ACSIP) online. Following the pilot's success, the Arkansas State Legislature changed state law to allow all schools to use this online system to complete the ACSIP beginning in 2015, with the potential to save more than $1 million annually.

DESCRIPTION

The Comprehensive Centers (CC) help states implement the Elementary and Secondary Education Act (ESEA) and other federal school improvement programs. In turn, this technical assistance builds states' capacity to assist districts and schools. There are two types of Comprehensive Centers – Regional Centers and Content Centers. Fifteen Regional Centers primarily assist state departments of education by providing training and technical assistance in the effective implementation and administration of programs under ESEA. Seven Content Centers focus on issue areas, including: (1) building state capacity and productivity; (2) great teachers and leaders; (3) school turnaround; (4) enhancing early learning outcomes; (5) college and career readiness; (6) innovations in learning; and, (7) standards and assessments. The Content Centers offer specific expertise and research-based information and products for use throughout the Regional Center network in their work with state education departments. The FY 2016 omnibus appropriations act included $1.5 million to establish a new comprehensive center on students at risk of not attaining full literacy skills due to a disability. That center's activities will be continued in FY 2018. The center was authorized in the Every Student Succeeds Act (ESSA), Title II, Part B, National Activities.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$48.45	$51.45	$50.00	$51.35*

**Programs included in ESSA, Title II, Part B National Activities are authorized through a percentage set-aside; however, the president's budget includes specific funding levels for these programs, available October 1.*

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget increases funding for Comprehensive Centers by $1.3 million over the FY 2017 enacted level. This additional support will help states adapt to their expanded role and responsibilities during the implementation of the ESSA framework for accountability and school improvement. These funds will also help states identify and implement evidence-based policies and practices that increase student achievement, improve teacher quality, and turn around low-performing schools.

The president's budget also supports a new cohort of centers to be selected through a competitive process in FY 2018 that will reflect changing priorities and new demands resulting from the passage of ESSA.

PROGRAM NEED

A 2011 independent evaluation of the Comprehensive Centers program found Centers were instrumental in building state capacity and produced high-quality, relevant, and useful materials, resulting in greater demand for services than Centers could meet. Additional funding is required to support a new cohort of Centers that will provide expanded support for building state capacity to implement reforms to improve student learning and close achievement and graduation rate gaps, consistent with the expanded role and responsibilities of states.

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Education Technology

Title IV, Part A, Elementary & Secondary Education Act (Every Student Succeeds Act)

"Our educators support full funding of Title IV so that states and districts can adequately invest in education technology initiatives and technology professional development for educators. In the past, these funds have supported Wisconsin educators' ability to learn and grow their understanding of how technology can best be used to greatly improve student learning. For many schools, education technology funds have become the sole resource for access to powerful learning communities and are often the only source of funds available for professional development dedicated to the emerging technologies used to provide students with the skills necessary to compete in the modern-day workforce.

Federal education technology funding has helped rural districts form consortia to build professional learning communities that provide ongoing training to educators. Specifically, the Janesville School District used education technology funds to provide robust professional development and training for teachers that enhanced the way they used technology in the classroom to successfully engage students and advance student learning."

– The Wisconsin Educational Media Technology Association

DESCRIPTION

Under the flexible Student Support and Academic Enrichment (Title IV, SSAE) grant created by ESSA, each state is supposed to receive a Title I formula-based allocation, which states would then reallocate by Title I formula to school districts. Any school district receiving an allocation above $30,000 must conduct a needs assessment and must expend 20 percent of its grant on safe and healthy schools programs (e.g., counseling, drug-free) and another 20 percent on well-rounded education programs (e.g., civics, STEM, AP/IB). The remaining 60 percent may be spent on technology, blended learning, and professional development. No more than 15 percent of a district's dollars may be spent on devices, equipment, software, and digital content. If a district receives an allocation below $30,000, the law does not require a needs assessment or a percentage set-aside for well-rounded and safe and healthy schools programs. However, the 15 percent technology purchase cap would continue to apply. Congress intended for some of these technology dollars to be used to help bridge the homework gap, providing support for devices and strategies that will improve connectivity for those students unconnected or under-connected to broadband in their homes. The Title IV grant is authorized at $1.65 billion for FY 2018.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$0	$0	$400.00*	$0

**Funding for education technology is included within the $400 million SSAE grant.*

IMPACT OF PRESIDENT'S BUDGET

Eliminating the Title IV program would be severely detrimental for districts seeking to leverage the power of technology to personalize learning, close opportunity gaps, or provide professional development on the effective use of technology. Without appropriate federal resources, school districts cannot accomplish the important task of preparing our students for the high-skills and high-tech jobs of the future. The complete elimination of this program means no federal support for any school districts for the critical education technology programs meant to be supported by SSAE funds, including providing students with access to technology and digital materials and educators with technology professional development opportunities, or access to STEM, computer science, and coding programs.

The president's decision to defund this program in its entirety — before districts have even received their FY 2017 Title IV allocations or have a chance to implement the program — stands in stark contrast to both the will of Congress and the president's publicly stated intentions to provide states and districts enhanced flexibility over education.

PROGRAM NEED

To meet the increasing demands for technology implementation in classrooms and the need for professional development, Title IV should receive maximum funding so districts can adequately support the growth and expansion of digital learning in classrooms. This investment is necessary to create a competitive workforce, technology-proficient educators, well-equipped classrooms, sufficiently supported administrative structures, and a curriculum optimized to take advantage of the benefits technology offers students. It is crucial that the federal government continues to invest in these key components of digital teaching and learning, as schools cannot afford to make these significant investments alone. Additionally, investments in technology professional development, hardware and software, and district capacity will leverage the WiFi and broadband infrastructure investments in schools and libraries made through the E-Rate program, which has an annual cap of $4.9 billion.

The use of technology has opened a wide array of exciting learning avenues in classrooms–from streaming educational videos and 3D printing to hands-on robotics. Teachers no longer stand statically in front of a chalkboard and lecture. Instead they cultivate digital resources and foster creativity by utilizing myriad learning devices that engage students in all aspects of learning. Rather than learning solely from their desks, students use technology to collaborate to solve real-world problems, collectively analyze and use data to create advanced science models, and sharpen their 21st century workforce skills. Maximum funding of Title IV would ensure the federal government prioritizes support for the shift to modern classrooms, and that all students — regardless of where they live — have the opportunity to engage in digital learning.

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Student Support and Academic Enrichment Grants

Title IV, Part A, Elementary & Secondary Education Act (Every Student Succeeds Act)

The Student Support and Academic Enrichment grant (Title IV) has the potential to have a significant positive impact on educational opportunities and experiences for children across the country. These grants will allow schools to focus on improving opportunities for a well-rounded education and safe and supportive learning environments and provide access to personalized learning services and effective technology. After all, education is a civil right.

As a school psychologist and mental health professional, I see the need for greater investments to help schools increase comprehensive school mental and behavioral health services, which are so desperately needed to ensure all students succeed. I also see the need for a more well-rounded education that includes art, science, music, civics, foreign language, and other subjects that allow our students to explore diverse subjects and find their passion. Finally, we can't ignore the importance of effective use of technology in helping ensure our students are able to thrive in the 21st century.

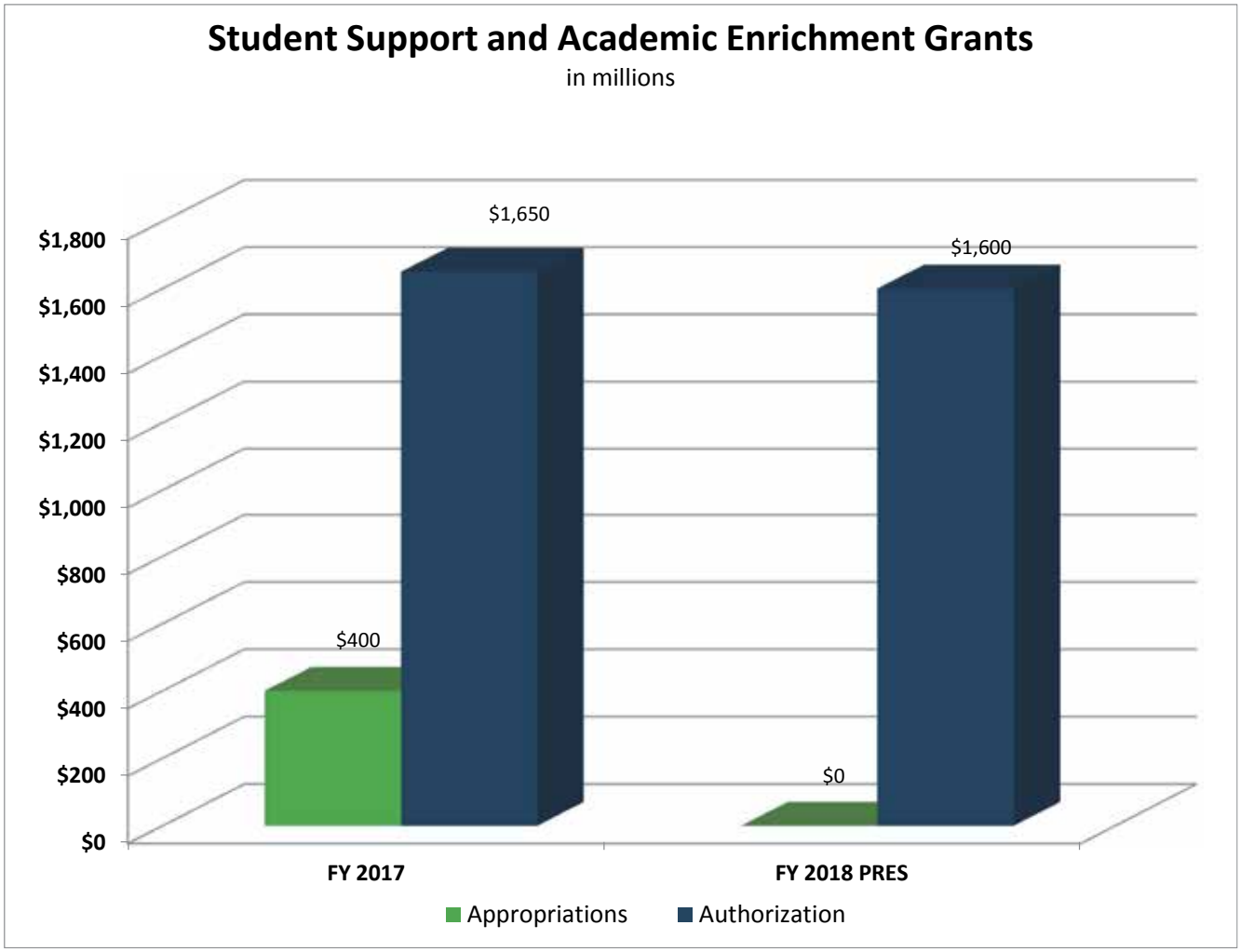
I see these needs every day in the schools and communities I serve. In rural South Dakota, we have a unique challenge of trying to provide mental health services to students where these services virtually do not exist in the community. With the help of Title IV funds, schools could increase their ability to provide safe and supportive conditions for learning and thus aid an otherwise underserved population. These funds would also help us expand our curriculum and promote a more effective use of technology in our schools. Maximum funding of Title IV-A will allow schools and districts to make the necessary investments to ensure they are meeting the needs of the whole child.

- Kari A. Oyen, PhD, NCSP, Lennox School District, SD

DESCRIPTION

The Every Student Succeeds Act (ESSA) includes a flexible block grant program under Title IV, Part A, authorized at $1.6 billion annually. This grant authorizes activities in three broad areas: (1) providing students with a well-rounded education (e.g., college and career counseling, STEM, arts and music, civics, advanced placement); (2) supporting safe and healthy students (e.g., comprehensive school mental health, drug and violence prevention, health and physical education); and, (3) supporting the effective use of technology. Under this grant, each state will receive an allocation based on the Title I funding formula. Using the same Title I formula, the states will then allocate funds to school districts. Any school district receiving a formula allocation above $30,000 must conduct a needs assessment and then must expend 20 percent of its grant on safe and healthy school activities and 20 percent on activities to provide a well-rounded education program.

The district may spend the remaining 60 percent of these funds to support any of the three broad areas, but local school districts must spend at least a portion of their grant funds on activities to support the effective use of technology. However, no more than 15 percent of a district's dollars may be spent on devices, equipment, software, and digital content. If a district receives an allocation below $30,000, the law does not require a needs assessment or specific percentage set-asides for well-rounded and safe and healthy students programs. The 15 percent technology purchase cap would continue to apply.



FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
--	--	$400.00	$0

IMPACT OF PRESIDENT'S BUDGET

The president's decision to completely eliminate this program — before districts have even received their FY 2017 SSAE allocations or had a chance to implement the program — stands in stark contrast to both the will of Congress and the president's publicly stated intentions to provide states and districts enhanced flexibility over education.

The elimination of this program means that not a single district in the country will receive federal support for the critical education programs meant to be supported by SSAE funds, including: (1) safe and healthy students activities, such as providing mental health services to students; (2) increasing student access to STEM, computer science and accelerated learning courses, physical education, the arts, music, foreign languages, and college and career counseling and funding for effective school library programs; and, (3) providing students with access to technology and digital materials and educators with technology professional development opportunities. Further, given the limited amount of state and local dollars to support these programs, providing no supplemental funding will force school districts to choose between high-quality programs that positively impact students in different ways — for instance, trading off school counseling services for Advanced Placement programs, thereby jeopardizing the greater flexibility for districts and schools that Congress intended.

PROGRAM NEED

Evidence supports a direct correlation between health and learning that is essential to academic success, school completion, and the development of healthy, resilient, and productive citizens. Schools are uniquely positioned to help children and youth acquire life-long, health-promoting knowledge, skills, attitudes, and behaviors through comprehensive health and physical education, nutrition, comprehensive school mental and behavioral health services, counseling, and integration among all education and health programs.

Federal investments in education technology ensure schools have technology-proficient educators, well-equipped classrooms, sufficiently supported administrative structures, and a curriculum optimized to take advantage of the benefits technology offers all students. The federal government must continue to invest in these key components of digital teaching and learning, as schools alone cannot afford to make these significant investments — the investments that provide students with the 21st century skills needed to be competitive in the modern workforce and close the learning and opportunity gaps.

Maximum funding of Title IV, Part A would ensure the federal government prioritizes rich and well-rounded curricula, comprehensive school mental and behavioral health support services, and digital learning and education technology.

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School Safety National Activities

Title IV, Part F, Elementary & Secondary Education Act (Every Student Succeeds Act)

Appleton West High School (WI) used its School Climate Transformation Grant to train staff and reframe its approach to discipline practices. Proper use of restorative practice techniques gave adults the opportunity to teach rather than punish and to build relationships with students. Instead of removing students from the classroom, staff worked with students to reflect on the misguided behavior, brainstorm ways to correct it, and write a letter of apology, including the behavior correction technique. This practice led to a 37 percent drop in office disciplinary referrals between 2014-15 and 2015-16. This reduction alone means 22 more days in the classroom, increasing the number of students with passing grades up to a 95 percent pass rate. This equates to a 26 percent drop in classes failed in one school year.

DESCRIPTION

The Safe and Drug-Free Schools and Communities Act (SDFSCA) was previously authorized as a national discretionary grant program focused on drug, violence, and bullying prevention and school-based mental health services. For more than a decade only the national programs have been funded. Now referred to as School Safety National Activities, these funds are used for state and local school safety and violence prevention activities in grades K-12 and in institutions of higher education. Activities may be carried out by states and local school districts and by other public and private non-profit organizations.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$70.00	$75.00	$68.00	$74.86

IMPACT OF PRESIDENT'S BUDGET

The president's budget includes a slight increase for Title IV-F national programs by freezing funding at the temporary FY 2017 level that was in effect this spring. This funding level would allow for continuation grants for previously funded grant programs and related technical assistance: **Project Prevent** grants to help schools and communities break the pervasive cycle of violence, **School Climate Transformation** grants to help schools implement evidence-based strategies to improve conditions for learning, and **Promoting Student Resilience** grants to address the comprehensive behavioral and mental health needs of students in communities that have experienced significant civil unrest. The request also includes funds for **Project SERV** (School Emergency Response to Violence) to support education-related services to local school districts and institutions of higher education where the learning environment has been disrupted by a violent or traumatic crisis. This funding level would not support additional grants to schools and communities in their efforts to prevent drug use and violence, reinforce healthy behaviors, and promote a positive school climate. A much larger investment is necessary to support critically needed staff training on mental health awareness, the effects of trauma, and effective discipline practices utilizing evidence-based behavioral interventions and supports.

PROGRAM NEED

States and school districts annually pay billions of dollars to address the results of substance abuse, school violence, and unaddressed mental health needs. The economic costs to the nation increase when issues such as truancy, school dropout, juvenile detention and incarceration, and diminished academic success are not addressed. The ongoing effects of federal budget sequestration have resulted in further reductions for critical prevention services. Schools and districts continue to have an increasingly difficult time initiating and maintaining, much less strengthening, current school safety and prevention programs. With no other funding source for school violence prevention initiatives, school districts are typically directed to use Title I funds. That funding source is already stretched thin and scarcely meeting program needs, as the number of students in poverty remains at the highest level in 50 years.

The Every Student Succeeds Act (ESSA) includes a new Title IV formula grant, officially replacing the SDFSCA. The Student Support and Academic Enrichment Grants, Title IV, Part A (see corresponding article), provide flexible funding to school districts to improve student outcomes through a wide range of activities, including those supporting safe and healthy students. This consolidated grant structure includes allowable uses under multiple competing needs and priorities, many of which schools are already struggling to meet.

With the elimination of the SDFSCA formula grant to states, funding under School Safety National Activities is a critically important federal investment in innovative support, technical assistance, and successful prevention and intervention efforts. The president's proposal would impede the expansion of this critical program targeting improved school climate through mental health services and prevention to additional schools and students. In the absence of these funds, local school districts will continue to have very limited options to implement such services and interventions.

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Promise Neighborhoods

Title XIV, American Recovery and Reinvestment Act of 2009
Title IV, Part F, Elementary & Secondary Education Act (Every Student Succeeds Act)

The Berea Promise Neighborhood (BPN) promotes academic achievement and fosters the physical, social, and emotional well being of children and youth in Jackson, Clay, and Owsley Counties in rural Kentucky — three of the most economically distressed counties in Appalachia. BPN is centered on creating excellent schools and building a culture of success and includes expanding access to learning technology and Internet connectivity and boosting family engagement in education. Since initiating BPN in 2012, kindergarten readiness scores have increased from 16 to 42 percent. BPN has put in place an academic early warning and response system across all 16 schools in the region where academic specialists monitor student progress and mobilize appropriate supports to solve problems with attendance, behavior, or coursework. BPN has also established a new afterschool program focused on math, reading, nutrition education, physical activity, the arts, and character development. Over the next 20 years, BPN is projecting to reach 17,344 children.

–Promise Neighborhood Institute

DESCRIPTION

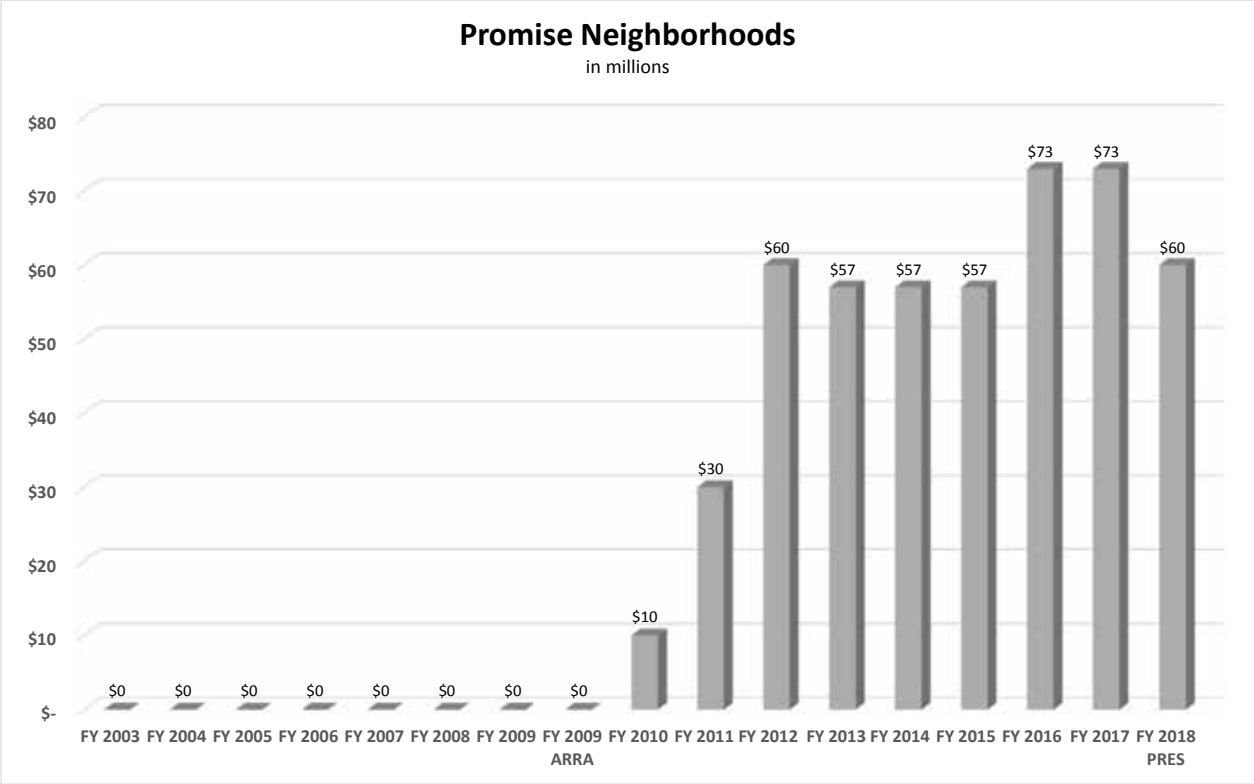
Promise Neighborhoods is a place-based initiative to help revitalize distressed communities by making high-quality systems of support available to every child and youth. Inspired by the Harlem Children's Zone, Promise Neighborhood grants fund to community-based organizations, local universities, neighborhood associations, faith-based organizations, and community foundations to provide their communities with a coordinated, comprehensive suite of services and school supports aimed at breaking the cycle of poverty. Promise Neighborhoods build partnerships among schools, community organizations, local businesses, and community members to wrap children in high-quality, coordinated health, social, community, and educational supports from cradle to career. These services and supports are designed to build a continuum of both educational programs and family and community assistance and can include high-quality early learning and out-of-school time activities, mental health services, job training, and crime prevention programs.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$56.75	$73.25	$73.25	$60.00

IMPACT OF PRESIDENT'S BUDGET

The president's budget would reduce the FY 2018 funding level for Promise Neighborhoods to $60 million, a decrease of $13.25 million (18%) below the FY 2017 level. At this level, the number of communities receiving support from this initiative would be reduced. Six communities received Promise Neighborhoods grants in 2016. In 2017 the Department of Education estimates there will be only four awards. The decrease will result in fewer high-need communities receiving support to implement comprehensive reforms centered on breaking the intergenerational cycle of poverty through a continuum of services from birth through college.



PROGRAM NEED

The Promise Neighborhoods initiative places education at the center of comprehensive efforts to fight poverty in urban and rural areas. In communities with concentrated poverty, children face barriers such as lack of access to food, health care, and technology, which increase the challenges to achieving academic success. The Promise Neighborhoods initiative is an innovative federal education program designed to address these barriers both in and out of school — meeting the needs of the whole child through a continuum of educational programs and family and community supports. Under sequestration, funding for Promise Neighborhoods dropped from $59.89 million in FY 2012 to $56.75 million in FY 2013. Funding levels were frozen from FY 2013 through FY 2015. Both the FY 2016 and FY 2017 omnibus bills included $73.25 million for Promise Neighborhoods to help scale and sustain the work of current Promise Neighborhoods grants and to launch new projects. To date, over 1,000 national, state, and local organizations have partnered with Promise Neighborhoods, benefiting students at over 700 schools. Maintaining funding for this important initiative would allow other communities to benefit from this unique program.

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Full-Service Community Schools

Title IV, Part F, Elementary & Secondary Education Act (Every Student Succeeds Act)

Children and Families First (CFF) has entered into a partnership with the Red Clay Consolidated School District in Delaware to engage in community schools work with Warner and Shortlidge Elementary Schools. With financial support from the Department of Education's Full-Service Community Schools program and others, CFF has placed Site Coordinators at each school and developed partnerships with community organizations to provide parent and community engagement opportunities. Federal funding has supported progress toward the Community School vision: children will arrive at school healthy, on time, and prepared to learn; families and community members will be engaged as respected partners in the success of the children; and, the basic needs of children, their families, and neighbors will be met by coordinated resources provided by both the school district and community-based public and private partners. Measurable outcomes from this project include improved academic performance, higher attendance rates, positive school environments, and greater parental involvement.

DESCRIPTION

The Full-Service Community Schools (FSCS) program provides wraparound academic, health, and social services by establishing Community Schools. Partners, including schools, community-based organizations, nonprofit organizations, and private entities, will coordinate pipeline services, such as high-quality early childhood education, supports for transitions to elementary, middle, and high school, family and community engagement, and social, health, nutrition, and mental health services and supports.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
--	$10.00	$10.00	$0

IMPACT OF PRESIDENT'S BUDGET

The president's budget eliminates funding for the FSCS program. This loss will prevent the U.S. Department of Education from issuing five-year grants for Community Schools to our most disadvantaged communities. Fewer families will have access to the health, nutritional, dental, and counseling services they need to provide stable learning environments to the students who most need them. Schools struggling to improve and address the serious problems of students living in environments of poverty and trauma will be deprived the opportunity and resources to coordinate with community-based organizations, nonprofits, and private entities. Chances for students to achieve greater academic achievement and higher attendance rates and experience more positive school environments will be lost, as struggling families lose access to supports that have enabled them to send their children to school ready to learn.

PROGRAM NEED

Improving student outcomes involves more than just academics. Students in the highest need neighborhoods also need access to full health and nutritional services to ensure they are able to achieve their maximum potential. Research has begun to show the link between well-being and positive outcomes in both math and reading. The Community School model addresses these individual needs while also establishing a one-stop center where families receive a full range of services, such as health care, job counseling, bilingual services, adult classes, and more. So far the Department of Education has awarded 32 grants across the country. Despite the growing need for Community Schools, the president's budget eliminates this funding. Restoring Full-Service Community Schools to the budget would allow more communities to benefit from this important program.

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Indian Student Education

Title VI, Part A, Elementary and Secondary Education Act (Every Student Succeeds Act)

The Nebo School District, which borders the Uintah and Ouray Indian Reservation in Utah, uses its Indian Education Formula Grant to support the unique academic and cultural needs of its Native students. Specifically, administrators and educators in Nebo schools have utilized funding provided by the Title VI formula grants to create a curriculum that integrates Native language, arts, literature, music, history, and traditions into the classroom. Through daily classroom activities, students can read books written by Native authors, acquire Native language skills, create traditional Native arts, and master Native dance. These grants have enabled teachers to take their students to visit the state capital and funded community cultural events. As a result, over 80 percent of Native students in the school district graduate, compared with a nationwide rate of only 72 percent. By funding such programs, Indian Education Formula Grants encourage Native students to achieve in the classroom and beyond.

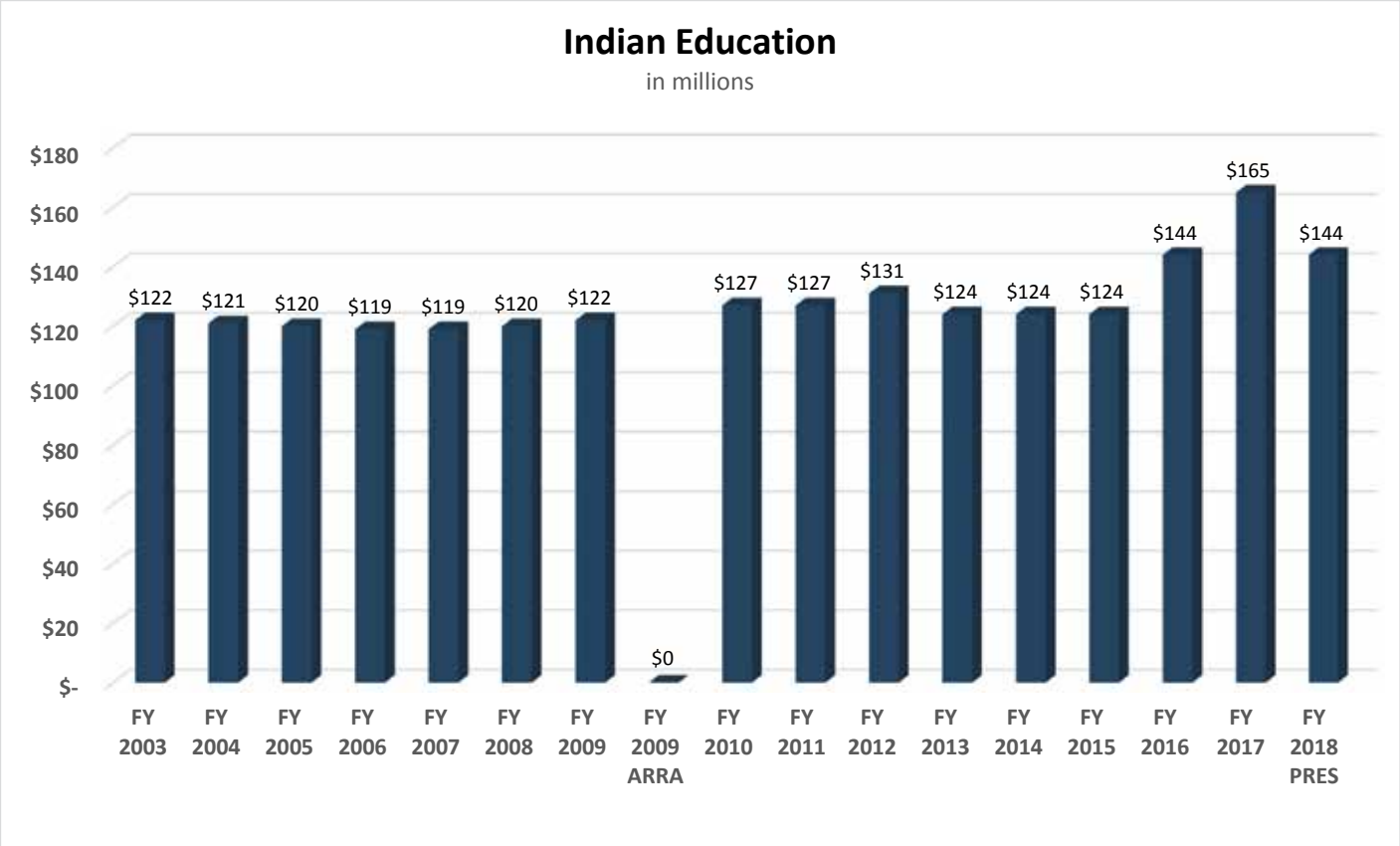
DESCRIPTION

Approximately 620,000, or 93 percent, of Native children are currently enrolled in public schools, both urban and rural, while 45,000, or 7 percent, attend schools within the Bureau of Indian Education (BIE) system. There are 184 BIE-funded schools (including 14 peripheral dormitories) located on 63 reservations in 23 states. Funding for Native students is included both in the Department of Education and the Department of Interior, through the BIE.

Title VI, Part A, supports educational improvement and reform for Indian students, helping to ensure they receive every opportunity to achieve to high standards. The activities include: (1) direct assistance to local school districts and BIE schools for the education of Indian children, (2) special programs, including demonstrations and the training of Indian individuals as educators; and, (3) Native language, research, evaluation, data collection, technical assistance, and other national activities. The programs promote efforts to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students.

FUNDING HISTORY *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Grants to LEAs	$100.38	$100.38	$100.38	$100.19
Special Programs for Indian Children	$ 17.99	$ 37.99	$ 57.99	$ 37.92
National Activities	$ 5.57	$ 5.57	$ 6.57	$ 5.55
Total	**$123.94**	**$143.94**	**$164.94**	**$143.67**



IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2018 budget cuts funding for Indian Education by $20 million from the account for Special Programs for Indian Children. Some of these dollars support Native Youth Community Projects to foster college and career readiness. The budget also reduces funding for professional development for educators, despite the importance of training teachers about culture-based Native education.

The National Activities account includes funding for Native languages, research, and state tribal education partnerships. The $1 million cut impacts Native language immersion programs. Immersion schools are specifically identified in the Every Student Succeeds Act (ESSA) for competitive grants. There is significantly more demand for these grants than available dollars, as demonstrated by the number of applications and advocacy for this program.

PROGRAM NEED

The history of Indian education reveals that Tribes know best how to address the unique needs of their students. Title VI (previously Title VII) has shown Native students thrive in schools that value their identity and culture. Native students improved graduation rates from 2010 to 2015, from 65 to 72 percent, but still lag behind the national rate of 83 percent. It is critical Congress work with Native communities and the new Administration to fully fund Title VI at $193 million. Through support of Native cultures and tribal self-determination, this request would be a major step toward keeping faith with Tribal leaders and Native communities, and closing the achievement and opportunity gaps that impact Native students.

The need for special programs to help more Native students become college-ready is also clear. Nearly 21 percent of Native Americans over the age of 25 have not graduated from high school or obtained a GED (compared to 11 percent in the general population), and only 12 percent have obtained a bachelor's degree or higher (compared with 30 percent in the general population). In addition, funding for National Activities supports Native language immersion, research, and state tribal education partnership, and ownership of the outcomes for Native students.

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Education Innovation and Research

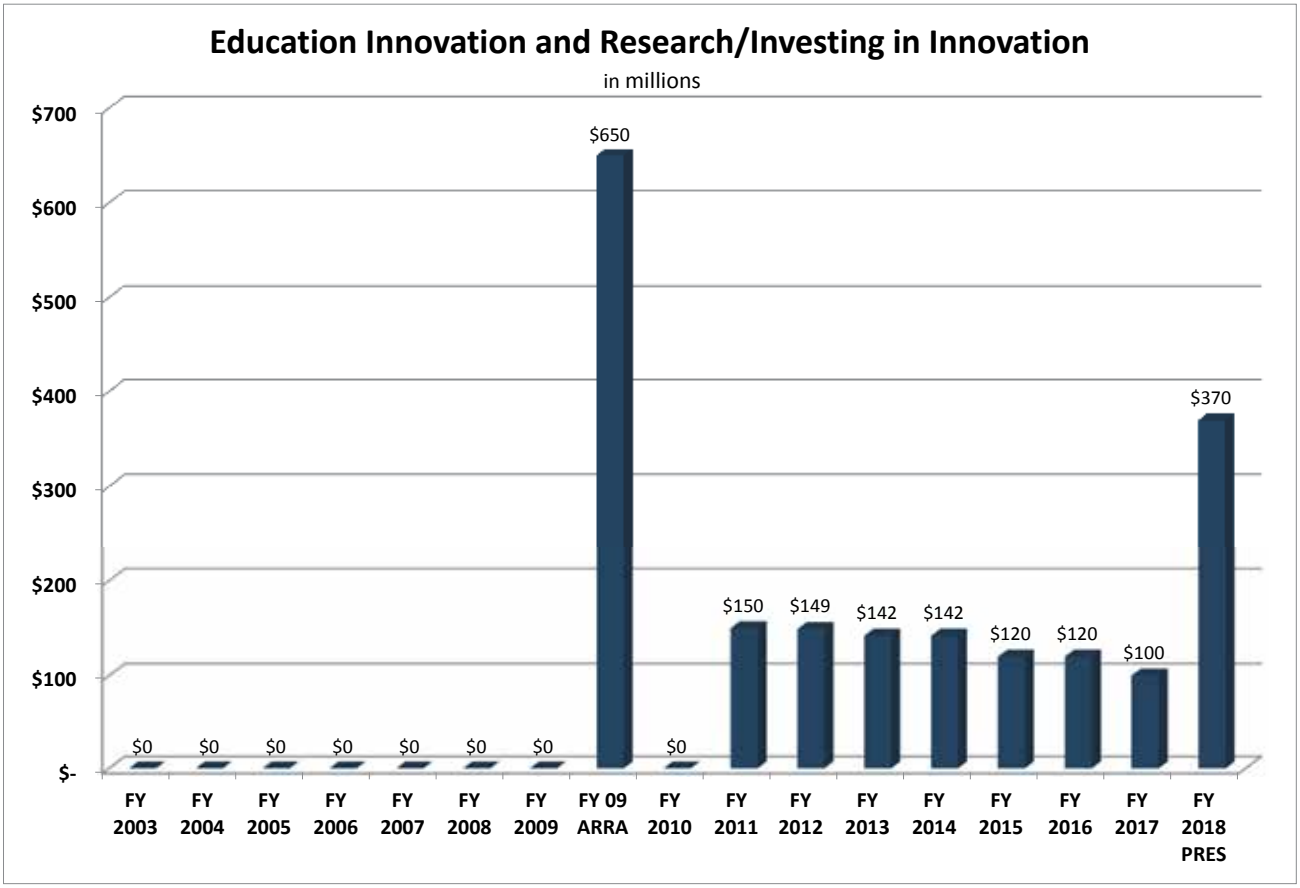
Title IV, Part F, Elementary & Secondary Education Act (Every Student Succeeds Act)

Building Assets, Reducing Risks (BARR) is an innovative, strength-based school improvement model designed to promote equity and ensure success for all students in secondary schools. BARR utilizes eight strategies to help students practice healthy behaviors and stay on track for high school graduation and college enrollment. Components include redesigned school schedules, professional development for teachers and staff, parent advisory groups, and school climate improvements. BARR has been supported by all three levels of a federal tiered-evidence grant — launched in development; evaluated using a rigorous in-school randomized, controlled trial and shown to have a significant positive impact on student grade point averages, course failure rates, and standardized test scores; and, currently in the process of expanding to 250 schools by 2021. BARR's success at utilizing evidence to improve education has led to its inclusion in the federal What Works Clearinghouse and the Evidence for ESSA website launched by Johns Hopkins University.

DESCRIPTION

A federal evidence-based innovation program, grants for Education Innovation and Research (EIR) will support the development, testing, replication, and expansion of innovative, evidence-based education strategies. EIR provides flexible funding for a broad range of field-driven projects and allows states, school districts, nonprofits, higher education, and small businesses to develop and grow creative programs to improve student achievement. EIR establishes different categories of grants that align to the strength of evidence supporting the proposal and explicitly requires grantees to help build the evidence base by conducting independent evaluations of the effectiveness of their grant-funded activities.

Introduced during the Senate markup of ESSA as a bipartisan amendment and adopted by voice vote, EIR was modeled after the successful Small Business Innovation Research (SBIR) program created by Congress in 1982. SBIR has been reauthorized and expanded several times with bipartisan support and is now funded at over $2 billion per year across 11 federal agencies. EIR would apply the successful SBIR approach in the field of social spending. It also serves as an example of a tiered evidence program such as those embraced in A Better Way, the blueprint for reform of social programs developed by the House Republican Task Force on Poverty, Opportunity, & Upward Mobility and released by Speaker of the House Ryan in June 2016.



FUNDING HISTORY* *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$120.00	$120.00	$100.00	$370.00**

**EIR is the successor to Investing in Innovation (i3); FY 2015-17 funding history reflects i3 appropriations.*
***Programs included in ESSA, Title IV, Part F, National Activities are authorized through a percentage set-aside; however, the president's budget includes specific funding levels for these programs.*

IMPACT OF PRESIDENT'S BUDGET

The president proposes to fund EIR at $370 million in FY 2018, an increase of $270 million over FY 2017. The budget states the increase, considered part of the president's $1.4 billion school choice proposal, will be used for the demonstration and evaluation of effectiveness of private school choice programs for low-income families. Remaining funds will continue to support development and testing of a broad range of field-driven, promising new ideas in education and replication of programs with high levels of effectiveness, thus ensuring limited resources fund initiatives that offer the best chance of producing measurable improvements in student learning. This will help build the supply of and evidence for proven programs, so information can be disseminated to educators who either need or want to utilize effective programs to better serve their students. The budget also sets aside $18.5 million for technical assistance, dissemination, and evaluation.

PROGRAM NEED

Given ESSA's emphasis on policies and practices that are informed by evidence, EIR is especially important. Shifts toward the evidence-based use of federal funds both improve student outcomes and increase return on federal education investments. More resources will be targeted to programs and practices with a proven impact rather than those with no or unknown effects on student success. More specifically, EIR will drive substantial and lasting improvements in student achievement by supporting the development, validation, and scale-up of successful innovations at the state and local levels. It is imperative that EIR continue to support diverse innovative ideas and not focus on a single program, idea, or area of educational innovation.

EIR uses a tiered-evidence approach that has two important design principles: providing more funds to programs with higher levels of evidence, and requiring rigorous and independent evaluations directed to continuous program improvement. By prioritizing approaches proven to work, the grants will achieve greater impact. The requirement to evaluate results provides a basis to improve programs across the spectrum of effectiveness. This approach will help ensure federal education programs harness local ideas, produce measurable results, and scale up what works to achieve desired outcomes and student success.

The program will help move evidence-based reform into practice and encourage and fund creative solutions to enduring education problems. EIR will support utilization of research to improve the lives of children, enhance the reputation of research among educators and policy makers, demonstrate the power of proven programs implemented with care and effective leadership, and generate public enthusiasm for evidence-based reform. Finally, EIR can drive private sector investment in innovations that continue to improve outcomes for students and families.

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Teacher and School Leader Incentive Grants

Title II, Part B, Elementary & Secondary Education Act (Every Student Succeeds Act)

Arizona's Amphitheater Unified School District #10 began Project EXCELL! in 2007 with a $29 million grant from the Teacher Incentive Fund (now known as Teacher and School Leader Incentive Grants). The Amphitheater District includes 20 K-12 schools on the north side of Tucson. The district has been involved in some form of innovative alternative compensation for more than 20 years. Communication, trust, and the expertise of a wide group of stakeholders are essential to the success of EXCELL. Roseanne Lopez, a longtime teacher, principal, and central office administrator in Amphitheater, extended an invitation to anyone in the district who wanted to participate in the design and implementation of the TIF grant, and 120 people — including principals and teachers — volunteered. Additionally, Lopez met regularly with the teachers' association president and weekly with senior district administration. The collaboration between administrators and teachers from the beginning developed a deep understanding of what needed to occur in schools to motivate teachers. Data indicate improvements in student achievement in all EXCELL schools, with statistically significant increases in math and reading scores across all 20 schools since the implementation of Project EXCELL. In addition, hard-to-staff positions were filled with highly qualified teachers in the targeted areas.

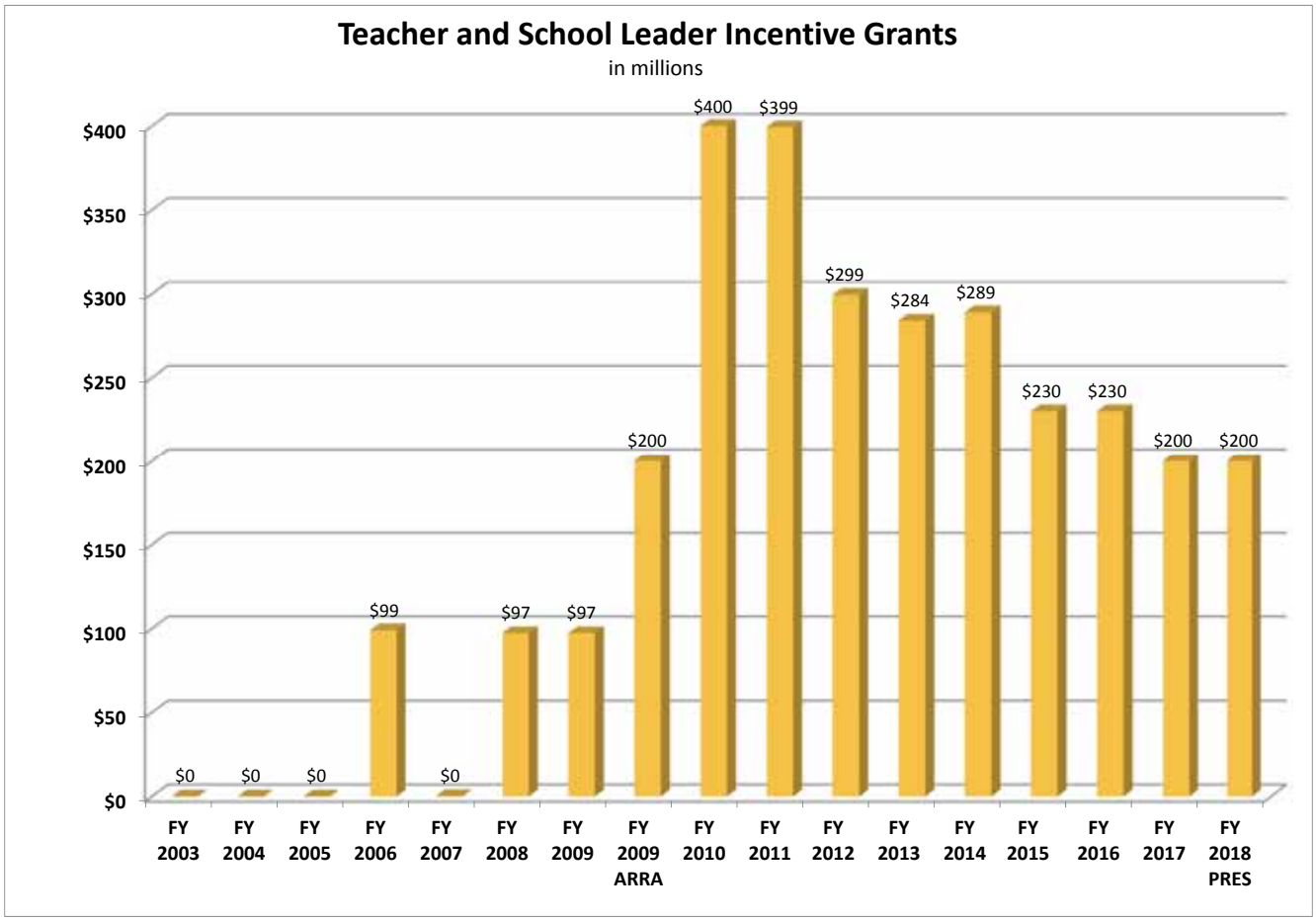
– Excerpted from Performance-Based Compensation: Design and Implementation at Six Teacher Incentive Fund Sites, Dr. Jonathan Eckert

DESCRIPTION

Formerly known as the Teacher Incentive Fund, the Teacher and School Leader Incentive Grants (TSL) program supports efforts to "develop, implement, improve, or expand human capital management systems or performance based compensation systems in schools" (U.S. Department of Education). Improvements in personnel management and better utilization of staff skills are focused on driving improvements in student outcomes. Recognizing the critical role of effective school leadership on student achievement, the program advances comprehensive evaluation and supports for all educators, focusing especially on those in high-need schools. Through performance-based compensation, including career ladders and supports such as peer-to-peer mentoring and professional development, TSL helps districts increase student achievement by enhancing educators' effectiveness.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$230.00	$230.00	$200.00	$199.56



IMPACT OF PRESIDENT'S BUDGET

The Administration budget includes a slight reduction below the FY 2017 funding level and a nearly $30 million decrease from the FY 2016 program amount. With ESSA implementation efforts underway that emphasize the role of effective teachers, principals and school leaders, the proposed level could impact state and local efforts to develop tools and incentives focused on strengthening instruction, improving student academic outcomes, and retaining effective educators, especially for schools in underserved communities.

PROGRAM NEED

Programs such as Teacher and School Leader Incentive Grants assist district and school leadership in implementing reforms to boost student achievement through improved instruction, with special emphasis on disadvantaged populations. Federal investments in this area are critical to advancing state and local efforts to narrow achievement gaps and improve educational equity and opportunity for all students.

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Supporting Effective Educator Development Grants

Title II, Part B, Elementary & Secondary Education Act (Every Student Succeeds Act)

Frances Willard Elementary School in Philadelphia, PA, received embedded professional development services from the Philadelphia Writing Project in 2015-16 as part of the National Writing Project's SEED grant supporting work in high-need schools. Professional development in early literacy involved teachers in grades K-1 in classroom demonstrations, team meetings, and debriefing sessions for 30 hours over the course of the academic year. As part of this effort, the school supported family literacy workshops that impacted 30 families. In 2016, the school was one of only five high-need schools in the Philadelphia School District to post significant improvement on the Pennsylvania System of School Assessment in both math and English.

DESCRIPTION

The Supporting Effective Educator Development (SEED) grant program provides competitive grants to national nonprofit organizations, institutions of higher education, the Bureau of Indian Education, and partnerships for projects supported by a level of at least moderate evidence. Funds are used for alternative preparation and certification activities and professional enhancement activities for teachers, principals, and other school leaders. Grants also enable services and learning opportunities to be freely available to local school districts. SEED grants create learning and career growth opportunities for aspiring and current educators serving students in high-need schools.

In 2015 the Department of Education awarded 13 new grants, impacting over 50,000 educators serving 7.8 million students. A new slate of grants will be awarded in 2017. SEED grantees focus on supporting high-quality instruction across a range of subject areas including literacy, numeracy, and civics. The program previously was funded through a set-aside of up to 4 percent from the Improving Teacher Quality State grant program (ESEA Title II). As part of the Every Student Succeeds Act (ESSA), the SEED program is officially authorized, with grantees providing a match of 25 percent from non-federal sources. Applicants proposing to implement evidence-based activities will receive priority in the grant competition.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$54.05	$93.99	$65.00	$42.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget for SEED is a reduction of $23 million from FY 2017, sufficient only to pay the continuation costs of current awards with no new opportunities to award additional grants. Historically the U.S. Department of Education receives many more grant applications than can be funded for the SEED program. Even more applicants are expected in 2017, given expanded eligibility for institutions of higher education and national nonprofit organizations. With no additional resources, sharp limitations will be placed on providers to support effective teachers and principals with evidence-based professional development activities or prepare teachers and principals from nontraditional preparation and certification routes to serve in high-need districts.

PROGRAM NEED

Funding for the SEED program will assist evidenced-based national teacher and school leader preparation, certification, and professional development programs to prepare educators to effectively serve communities and students most in need. The SEED program is critical to ensuring a continued competitive and merit-based avenue for national nonprofits, institutions of higher education, the Bureau of Indian Affairs, and partnerships doing the difficult and important work of equipping teachers, principals, and other school leaders with the skills to succeed in our nation's underserved school districts and high-need schools.

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School Leader Recruitment and Support Program

Title II, Part B, Elementary & Secondary Education Act (Every Student Succeeds Act)

In 2013, the school districts of Fayette County, McDowell County, and Raleigh County received a grant for the Rural West Virginia Principal Development Program Demonstration Project. The goal of the project was to address the critical need for highly qualified administrators in rural West Virginia and to have a positive, sustainable impact on student outcomes. The program uses the six model standards and assessments for school administrators developed by the Interstate School Leaders Licensure Consortium (ISLLC) and a Community of Practice model specifically designed for school leaders at rural high-need schools. The Community of Practice model includes significant problem-based learning activities combined with on-site performance monitoring and feedback, self-reflection, and inquiry. The program has already seen success. Principals specifically cite as the advantages of the program the ability to network with other rural principals and learn strategies for dealing with the specific challenges of rural schools.

DESCRIPTION

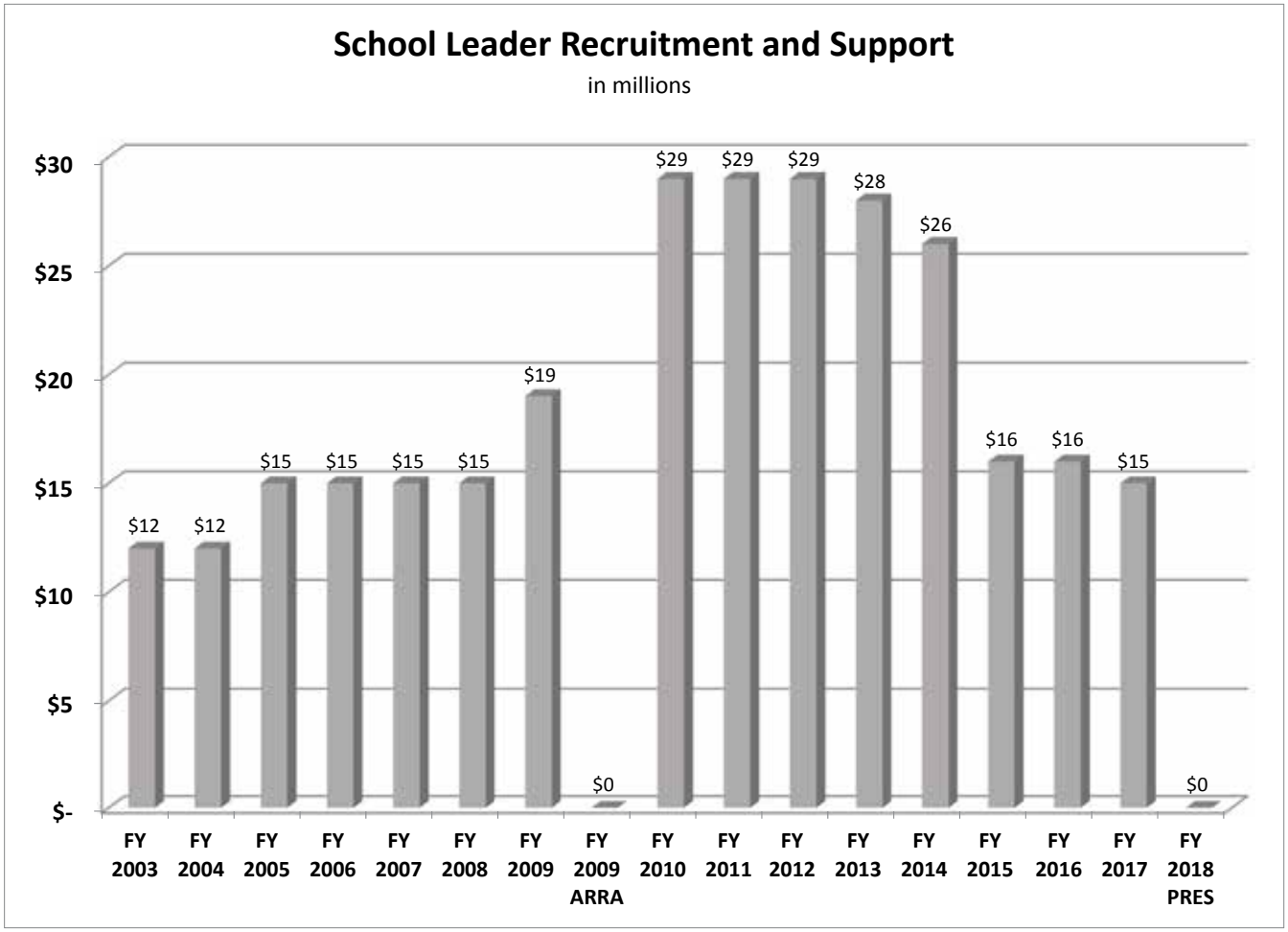
The School Leader Recruitment and Support program, previously known as School Leadership, offers competitive grants to help districts recruit, mentor, and train principals and assistant principals to serve in high-need schools. Grantees may use program funds to carry out professional development programs in instructional leadership and management, provide financial incentives to aspiring and new principals, and provide stipends to accomplished principals who mentor new principals.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$16.37	$16.37	$14.50	$0

IMPACT OF PRESIDENT'S BUDGET

The School Leader Recruitment and Support program historically receives many more grant applications than can be funded. The president's budget eliminates funding for this program which will severely hamper state and district efforts to increase student achievement and effectively implement the Every Student Succeeds Act (ESSA). As the instructional leader of a school, the principal plays a unique and important role in implementing school improvement efforts and creating a climate that fosters excellence in teaching and learning. In today's achievement-focused atmosphere, the stewardship provided by the principal of a school is even more critical. Potential program grantees will not receive the funds to provide principals with the targeted development and support they need to meet the increasing demands placed on them at this time.



PROGRAM NEED

Research has shown effective school leadership is second only to instruction as a factor in raising student achievement. The School Leader Recruitment and Support program is the only federal program dedicated to recruiting, mentoring, and training principals, assistant principals, and other school leaders to serve in high-need schools. The lack of increased funding for this program follows years of cuts, starting in FY 2012, and comes at a time when states are struggling with budget shortfalls and slashing their education budgets. This has even led to the elimination of assistant principal and other school leadership positions. As states begin implementing their ESSA plans, the School Leader Recruitment and Support program is essential in ensuring school leaders receive the support they need to succeed and drive student growth.

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Charter Schools Program

Title IV, Part C, Elementary & Secondary Education Act (Every Student Succeeds Act)

Carmen Schools of Science and Technology, authorized by Milwaukee Public Schools (MPS), was 1 of 15 charter management organizations to win federal funds for charter school expansion in 2016. Carmen operates two of the six MPS high schools to receive either "Meets Expectations" or "Exceeds Expectations"— the highest two grades on Wisconsin's school report card. Notably, Carmen's schools were the only MPS high schools that use lottery-based admissions policies and received these ratings. The other four MPS schools who received high marks from the state all utilize some form of competitive or discriminatory admissions.

Carmen's leadership plans to use one-third of its federal expansion funding to cover start-up costs for a new campus in southeast Milwaukee. The remaining two-thirds will be used to launch two future schools. Without these federal funds, Milwaukee high school students would likely not be gaining additional access to a charter school operator with a proven track record of success.

DESCRIPTION

The purpose of the Charter Schools Program is to increase the number of high-quality charter schools, evaluate their impact on student achievement, families, and communities, and support efforts to strengthen the charter school authorizing process. Federal funds are available to support the start-up of new charter schools and the replication and expansion of high-quality charter schools, assist charter schools in accessing credit to acquire and renovate facilities, and carry out national activities that support charter schools. The Charter Schools Program was reauthorized under Title IV, Part C of ESSA. Two-thirds of funds are intended for state grant competitions, 12.5 percent for facilities assistance, and the remainder for national activities.

FUNDING HISTORY *(in millions)*

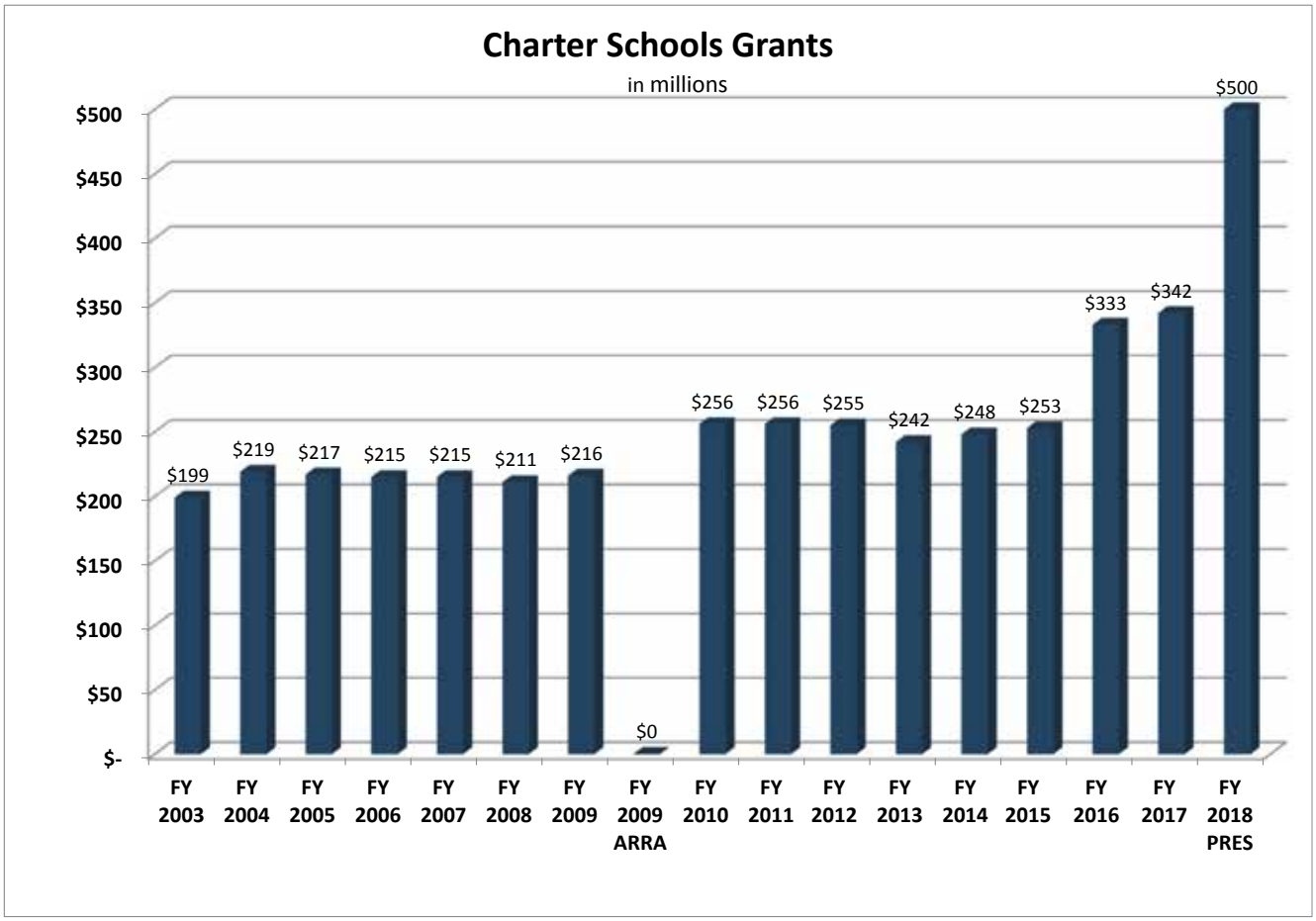
FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$253.17	$333.17	$342.17	$500.00

IMPACT OF PRESIDENT'S BUDGET

The president's budget includes an increase of $158 million to expand and replicate high-performing charter schools. This increase is part of the president's $1.4 billion school choice initiative.

PROGRAM NEED

Despite the funding increases in FY 2016 and FY 2017, there are still nearly 600,000 students on charter school waiting lists across the country. This large number demonstrates the popular demand for charter schools. A powerful way to meet this demand is for the federal government to continue to increase its financial support of these schools.



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Magnet Schools Assistance Program

Title IV, Part D, Elementary & Secondary Education Act (Every Student Succeeds Act)

The Los Angeles Unified School District received a three-year $11 million Magnet Schools Assistance Program (MSAP) grant to create new theme-based programs focusing on Science, Technology, Engineering, Art, and Mathematics (STEAM) at four schools. The new STEAM curriculum will prepare students to be competitive 21st century critical thinkers and innovators. For example, the LAUSD/USC Media Arts and Engineering Magnet has used MSAP funds to expand its program and provide hands-on, real-world experiences for students. The school is adjacent to the University of Southern California and has built academic partnerships with the university's cinematic arts, music, education, engineering, and fine arts programs. Over the last three years, the school has boasted a 100 percent graduation rate.

With the support of MSAP funding, the school was also able to hire a Hollywood screenwriter and Teach for America alum to help expand its cinematic arts course offerings from one film class to courses in Acting, Creative Writing, Digital Photography, Media Studies, Film History, Broadcast Journalism, Filmmaking, Cartoon and Animation, and more. Students at the school now immerse themselves in every aspect of filmmaking and learn how to use professional film equipment. Through their hard work and dedication, students have produced videos published online with the Los Angeles Times, created audio stories showcased on an NPR website, and been awarded trips to DreamWorks Animation Studios to meet professional animators.

DESCRIPTION

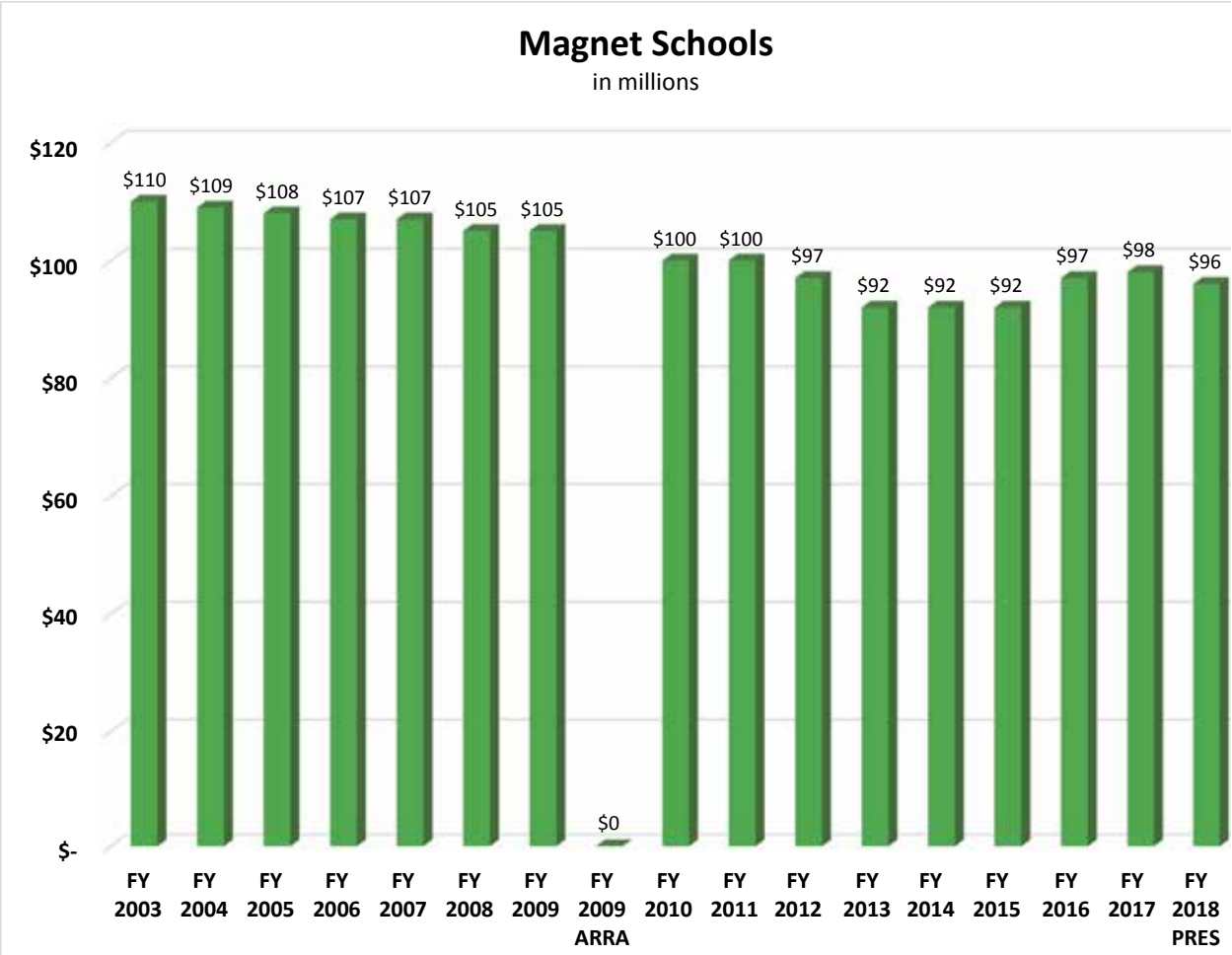
The Magnet Schools Assistance Program (MSAP) was reauthorized in the Every Student Succeeds Act and provides multi-year grants to local school districts to establish, expand, or improve magnet schools. MSAP funds may be used for the implementation of specialized curricula and instruction, teacher professional development, and the purchase of equipment and technology, as well as other resources that will enable magnet programs to operate and sustain themselves at a high-performing level.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$91.65	$96.65	$97.65	$96.46

IMPACT OF PRESIDENT'S BUDGET

The president's budget cuts funding for the Magnet Schools Assistance Program by $1 million below FY 2017, while at the same time significantly increasing funding for other forms of school choice including charter schools, private school vouchers, and Title I portability. Noticeably and regrettably absent from this budget focused on expanding school choice is an increase in funding for magnet schools. To meet growing public demand and to make an investment toward achieving the president's goal of providing school choice options to all 11 million students living in poverty, Magnet Schools of America recommends funding for MSAP be increased to $200 million.



PROGRAM NEED

Approximately 4,340 magnet schools in the United States serve nearly 3.5 million students, making magnet schools the largest form of public school choice. These enrollment numbers will continue to rise as more school districts embrace the magnet school model as an effective way to turn around low-performing schools. In fact, a large majority of magnet schools have waiting lists full of parents eager to get their students into these high-performing schools. According to a study conducted by the UCLA Civil Rights Project, 70 percent of magnet schools receiving federal funding from the Magnet Schools Assistance Program report having a waiting list.

All students deserve access to an excellent education that will prepare them to be college- and career-ready and reach their full potential. When we have adequately supported magnet schools, parents and families will truly have the best possible options of schools that focus on their children's strengths, engage them, and motivate them to learn. If Congress fails to repeal sequestration and sufficiently fund the Magnet Schools Assistance Program, there will be less access to theme-based magnet programs and their services. This will ultimately lead to less diverse schools, decreases in classroom innovation, and diminished public school choice options for parents and families.

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Ready To Learn

Title IV, Part F, Elementary & Secondary Education Act (Every Student Succeeds Act)

Ready To Learn uses the power of public television's on-air, online, mobile, and on the ground educational content to build the math and reading skills of children between the ages of two and eight, especially those from low-income families.

Louisiana Public Broadcasting (LPB), the statewide public television network, offers summer camps for children ages four and five to improve literacy, science, and technology skills. The camps incorporate Ready To Learn videos, online resources, and PBS KIDS apps with hands-on activities, songs, and movement. While children learn literacy and science content, they also learn to use iPads and laptops and develop computer skills. Additionally, following the historic disastrous flood in South Louisiana in August 2016, the station became the reception and distribution center for flood donations from across the country. In the wake of the disaster, LPB also replenished schools' resources lost to the flooding. That included training staff and teachers in pre-K through 3rd grade classrooms to use Ready to Learn materials.

DESCRIPTION

First authorized in 1992 and reauthorized in 2001 and 2015, Ready To Learn is a competitive grant program funding the research and development of high-quality, scientifically based, multimedia educational content that can be used at home and in the classroom. This content is available free to children nationwide. Ready To Learn grants are a critical part of the development of public television's groundbreaking educational children's programming like Peg + Cat, SUPER WHY!, Martha Speaks, and many others that have been proven to help prepare children for success in school.

Ready To Learn also supports a national-local partnership that helps teachers and caregivers in schools, preschools, and home schools make the most of these media resources — on television, online, through mobile apps, and on the ground outreach. This partnership also reaches to Head Start and child care centers, libraries, mobile learning labs, Boys and Girls Clubs, and community centers.

Ready To Learn's math and literacy content is rigorously tested and evaluated to assess its impact on children's learning. Since 2005, more than 100 research and evaluation studies have shown that Ready To Learn literacy and math content engages children, enhances early learning skills, and allows children to make significant academic gains that help to close the achievement gap.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$25.74	$25.74	$25.74	$0

IMPACT OF PRESIDENT'S BUDGET

Eliminating funding for Ready To Learn would have a deeply negative impact on children and families across the country, particularly in the underserved communities that are most in need. Elimination of the program would significantly reduce the research, creation, distribution, and evaluation of high-quality, unique, free children's programming in all its components — broadcast, online, and community/school outreach. The proven results of Ready To Learn's ability to assist in closing the achievement gap would be difficult to replicate without the program.

PROGRAM NEED

Research shows children who start school behind stay behind, so it is critical to ensure all children are prepared when they enter school. However, in the United States 54 percent of three- and four-year olds do not attend preschool. In addition, of the more than 25 million American children under the age of six, 46 percent are living in low-income households. Research has shown these children often struggle with early math and literacy skills, setting them on a downward trajectory once they enter school. Children from low-income families tend on average to score as much as 25 points lower on standardized tests than their higher income peers.

There is clearly a need for high-quality educational content for young children, and Ready To Learn is helping meet that need. Through local public television stations, 99 percent of American families have access to Ready To Learn content proven to help children learn. Funding for this program has created scientifically researched, award-winning programming that is helping to close the achievement gap.

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Arts in Education

Title IV, Part F, Elementary & Secondary Education Act (Every Student Succeeds Act)

In 2015, Dorchester School District 2 (SC) was awarded a competitive grant made possible by the Arts in Education program. "STAR to STEAM" is a four-year project designed to develop, test, revise, and implement a K-8 curriculum that integrates the newly adopted National Core Arts Standards (includes dance, music, theater, visual arts, and media arts) into South Carolina's State Standards for English/Language Arts and Math. The grant has helped create "Arts Discovery Labs" at Eagle Nest Elementary and River Oaks Middle School, which provide hands-on learning communities for students, parents, and teachers to engage in authentic arts integration. In addition, the grant has provided a "Convergence Media Lab" for River Oaks, which allows students to create media arts projects, such as podcasts, newspapers, graphic design, and instructional television programming.

DESCRIPTION

The Assistance for Arts Education program is the reincarnation of the Arts in Education program under No Child Left Behind. Competitive and noncompetitive awards are authorized to strengthen music and arts programs as a part of a well-rounded education and to integrate the arts into core curricula. Local school districts use competitive awards to create material integrating a range of arts disciplines (music, dance, theater, and visual arts) into elementary and middle school curricula. The program supports the expansion, evaluation, and dissemination of innovative models that demonstrate effective integration, instruction, and student academic performance in music and arts. The program also authorizes noncompetitive awards to Very Special Arts, which encourages involvement and greater awareness of music and arts for persons with disabilities, and the John F. Kennedy Center for the Performing Arts to support music and arts education programs.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$25.00	$27.00	$27.00	$0

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget eliminates funding for the Assistance for Arts Education program. Under this program, states and school districts are given the flexibility to determine how funds are used to support well-rounded education and develop strategies to best meet their needs.
By eliminating the program, there will be limited supplemental funds for school districts to benefit from music and arts education, as well as arts integration. Congress and the Administration would fail to provide our nation's students with a well-rounded curriculum, something they desperately need for academic and lifelong success.

PROGRAM NEED

According to the National Center for Education Statistics (U.S. Department of Education), frequency of instruction for music and arts continues to be an issue among public schools. Despite the fact that music education and visual arts are offered at 94 percent and 85 percent of public schools respectively, only 10 percent of music programs and 6 percent of visual arts programs are offered three to four times a week. An appropriation of $30 million for the Assistance for Arts Education program will support additional competitive grants to improve music and arts learning, and findings from model projects may be more widely disseminated. In addition, the Assistance for Arts Education program can provide unique federal support for professional development for music and arts educators, evaluation and national dissemination, and ongoing national music and arts education integration initiatives.

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Gifted and Talented Program

Title IV, Part F, Elementary & Secondary Education Act (Every Student Succeeds Act)

"Elvin, an English language learner (ELL), is in a kindergarten class of 24 students where one-third of students are identified as ELL. Elvin was very quiet and shy and rarely spoke during instruction or class discussions. At times it was near impossible to assess him to determine his abilities in the classroom, as often he would not attempt any class work. I began implementing strategies I learned from my training through a Javits Gifted and Talented Students Education Act Grant, 'Reaching Academic Potential' (RAP). As a teacher, I received training and materials to support the identification of underrepresented students for inclusion in the gifted and talented program. I began to see a dramatic change in Elvin. He was able to choose how he could show me his abilities. What worked for other students did not work for Elvin, so by changing instruction for him, he blossomed. He is a very creative thinker, and I am surprised by his work every day. This is a child who most likely would have been labeled as below grade level had I not received the training and materials through Project RAP that enabled me to identify his gifts and talents. Not only does Elvin love school now, but he is one of my brightest and most engaged students. It is very encouraging to know that through the RAP project I was able to increase my knowledge and skills in order to more appropriately serve Elvin, resulting in greater academic and social outcomes for him."

– Teacher, Project RAP, a partnership of the KY Department of Education, Jefferson County Public Schools, University of Louisville, and the Center for Gifted Studies at Western Kentucky University.

DESCRIPTION

As the only federal program dedicated to addressing the unique educational needs of students with gifts and talents, the Jacob K. Javits Gifted and Talented Students Education Act focuses its resources on children traditionally underrepresented in gifted education programs – students with disabilities, English language learners, and individuals from economically disadvantaged backgrounds. Through a system of competitive research, state capacity building grants, and a national research center on gifted education, the Javits Act fills a critical void in our nation's education system.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$10.00*	$12.00	$12.00	$0

**Funds included under Programs of National Significance.*

IMPACT OF PRESIDENT'S BUDGET

The Javits program is the only federal initiative targeted specifically to gifted and talented students. The president's budget eliminates funding for the program. Just to cover continuation costs of current Javits grants, $12 million is required, and an even larger investment is critical to adequately address the needs of high-ability students across the nation. A continued investment would allow enhanced best practices research, development of interventions to increase the number of disadvantaged students performing at advanced levels, and support for closing the achievement gap among students at the highest levels of academic attainment.

PROGRAM NEED

Reports indicate every state has a growing "excellence gap," with students from low-income or minority backgrounds less likely to reach advanced levels on state and national assessments than their more advantaged peers. The Javits program is the only federally funded national effort that confronts this reality by supporting evidence-based research on best practices. This research informs educators on how best and most effectively to serve students with gifts and talents. An investment of at least $20 million is essential to assist 10 to 15 states to expand their capacity to provide services to gifted students, especially students from disadvantaged backgrounds, and to implement innovative approaches. As states cut funding even further and as the United States continues to fall behind on international indicators of excellence, this funding is more critical than ever.

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Statewide Family Engagement Centers

Title IV, Part E, Elementary & Secondary Education Act (Every Student Succeeds Act)

The Colorado Statewide Parent Coalition (CSPC) is a Parent Information and Resource Center that promotes meaningful family engagement at all levels of education and develops resources and networking opportunities to foster family-school-community partnerships to support the educational success of every child. CSPC is currently working with school districts in developing their Parent Leadership Teams (PLTs) for the purpose of increasing student achievement. Our targeted schools are identified as schoolwide Title I schools. The PLTs learn about the new Every Student Succeeds Act (ESSA) requirements and about the Colorado ESSA plans. In addition, the state is updating the Colorado Academic Achievement Standards. CSPC is working to convene the most underserved parents, so they can receive an authentic presentation of the CAAS and provide input from their perspectives. In Colorado, there are over 400,000 children 0-6 years old that have one or both parents in the work force. Colorado has early childhood education seat capacity for 162,000 children, 130,000 of whom may have a stay at home mom or dad who provides care and approximately 110,000 in the care of informal child care providers. CSPC provides training to the informal child care providers, so they can increase the quality of care. Currently we have provided high-intensity training to 400 informal child care providers throughout the state, giving them knowledge and skills to get the most vulnerable child ready to enter kindergarten. Without an adequate and sustained federal investment in the Statewide Family Engagement Centers (SFEC) program, programs like CSPC will not be able to support as many schools, families, and communities to help improve educational opportunities for all students.

—Richard Garcia, Executive Director of the Colorado Statewide Parent Coalition

DESCRIPTION

The Statewide Family Engagement Centers (SFEC) program, part of the Every Student Succeeds Act (ESSA), provides federal competitive grants to statewide organizations or a consortia of statewide organizations to promote and implement evidenced-based family engagement strategies. Formerly the Parent Information Resource Centers (PIRC), the improved SFECs program provides much-needed technical assistance and partnership development to states and school districts for fostering engagement with families to further their children's academic and developmental progress and support student achievement and positive outcomes. SFECs also provide vital direct services to improve the communication among children, teachers, school leaders, counselors, administrators, and other school personnel to enhance understanding of district, state, and federal policies. Unfortunately, the predecessor PIRC program has not been funded since FY 2010.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$0	$0	$0	$0

IMPACT OF PRESIDENT'S BUDGET

The president's budget did not include funding for this important program. A dedicated funding stream for the Statewide Family Engagement Centers grant program must be provided in order to ensure school districts implement systematic family engagement practices to improve student outcomes.

Support needs to be provided to states, districts and communities in their efforts to strengthen relationships between families and schools to further academic and developmental progress of children. Funding must be allocated to create evidence-based approaches to family engagement. This federal investment to improve and expand family connectedness to public education would ensure families are equal partners with schools in their child's education.

PROGRAM NEED

Research shows parent and family engagement matters for student success, improving both school and life outcomes. Engagement contributes to improved student achievement, decreased disciplinary issues, and improved family and school partnerships. Additional research has shown parent and family engagement can have important benefits to schools, including promoting higher expectations for students, a shared ownership of a student's success, and stronger student performance. Effective family engagement means schools and school districts prepare families to understand content and achievement standards and state and local academic assessments. Engaged families also are better equipped to monitor their child's progress and work with educators to improve achievement.

Funds for Statewide Family Engagement Centers are designed to help schools and districts educate teachers, specialized instructional support personnel, principals, and other staff about the value of having families connected to the educational process. Centers build ties between the community, families, and schools. This kind of support is of value to all parents and of particular importance to parents who themselves struggled in school or failed to graduate from high school. Family engagement is an essential component of breaking that cycle for the next generation.

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Language Acquisition Grants

Title III, Part A, Elementary & Secondary Education Act (Every Student Succeeds Act)

The Metro-Nashville (TN) Public Schools use a majority of their Title III funds to provide job-embedded professional development through coaches and specialists who are specifically trained and knowledgeable in effective instructional practices for English Language Learners (ELL). These specialized staff support schools and their leadership in purposeful analysis of ELL data to plan for program implementation and related professional development needs of the school. Title III coaches provide training through Professional Learning Communities on several topics, including English Language Development standards, Complex Text, and Academic Conversations. Coaches operationalize the district's job-embedded professional development by conducting ELL instructional rounds, ELL Student Shadowing, and classroom lab experiences. Metro-Nashville uses its Title III-funded efforts to help prioritize what strategic investments the school district should make to improve and support overall instructional for ELLs.

DESCRIPTION

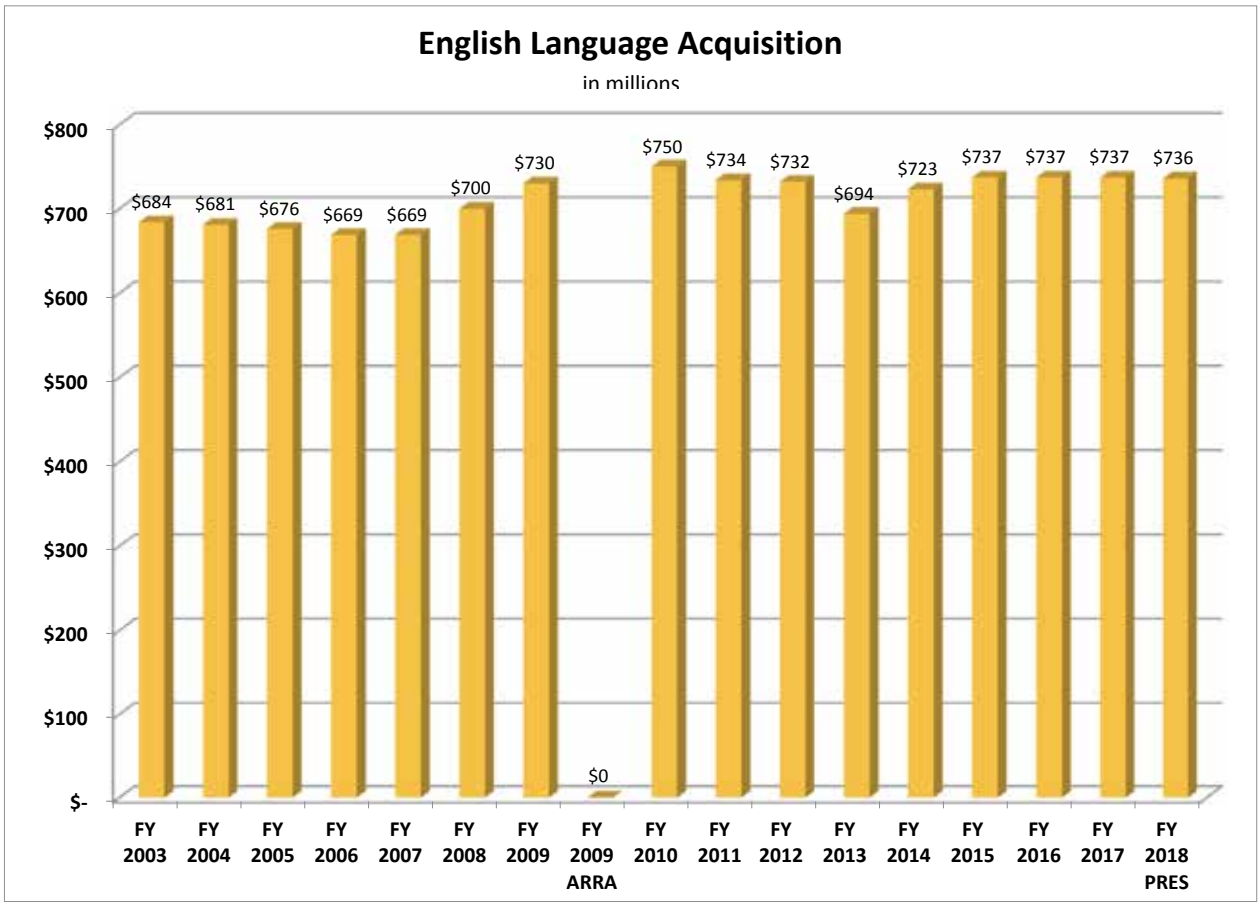
Language Acquisition Grants are provided on a formula basis to improve instructional programs for English language learners (ELLs). Grants help ensure students develop academic English and high levels of academic achievement to meet the same challenging state content and performance standards as their English-proficient peers. The program assists states, school districts, and institutions of higher education in building capacity to more effectively teach ELL students through efforts including upgrading curricula, acquiring instructional materials, and providing teacher training opportunities. School districts may also be eligible for Title III funds which must be used to pay for activities providing enhanced educational opportunities for immigrant children and youth.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$737.40	$737.40	$737.40	$736.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget reduces funding for Title III by $1.4 million below the FY 2017 level by freezing funding at the temporary 2017 level that was in effect this spring. Estimates of ELL enrollment vary between 4.7 and 5.2 million students, depending on the data source and the methodology used in the calculation. The most recent data available on the Department of Education's EDDataexpress indicate the state-reported number of ELLs for the 2013-14 school year was 4.9 million. Using the 4.9 million figure, the FY 2018 funding would provide an estimated $150 per student.



PROGRAM NEED

Results from the 2013 and 2015 National Assessment of Educational Progress (NAEP) indicate persistent achievement gaps between ELLs and non-ELLs. Gaps average around 25 percentage points in both reading and math. School districts implementing new college- and career-ready standards need to intensify their efforts to reduce this achievement gap. Districts rely on Title III to supplement existing investments in services and professional development to ensure ELLs have access to college- and career-ready standards. Title III funds are needed to assist school districts in providing quality instructional services to the growing number of American-born children who come from homes where English is not spoken.

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IDEA State Grants

Part B, Individuals with Disabilities Education Act (IDEA)

"Remarkable, well-balanced, optimistic, resilient" – These are qualities used by Charlotte's teachers and mentors to describe her. Diagnosed with ADHD in second grade and quickly falling behind her classmates academically, Charlotte's parents met with her teachers to strategize about the best teaching methods to help her. Ultimately the school and Charlotte's parents developed an Individualized Education Program (IEP) to ensure Charlotte "quiet times" where she would be better able to focus on her school work. With access to read-aloud texts, reams of colored paper, and an arsenal of highlighters, in addition to one-on-one time with specialized instructional support personnel, she charged through high school, honing self-advocacy skills along the way. In December 2016, Charlotte volunteered as a dental assistant on a mission trip to provide dental care and education to underprivileged youth in Honduras. She has set her sights on studying dental hygiene at community college as a step toward becoming an orthodontist.

DESCRIPTION

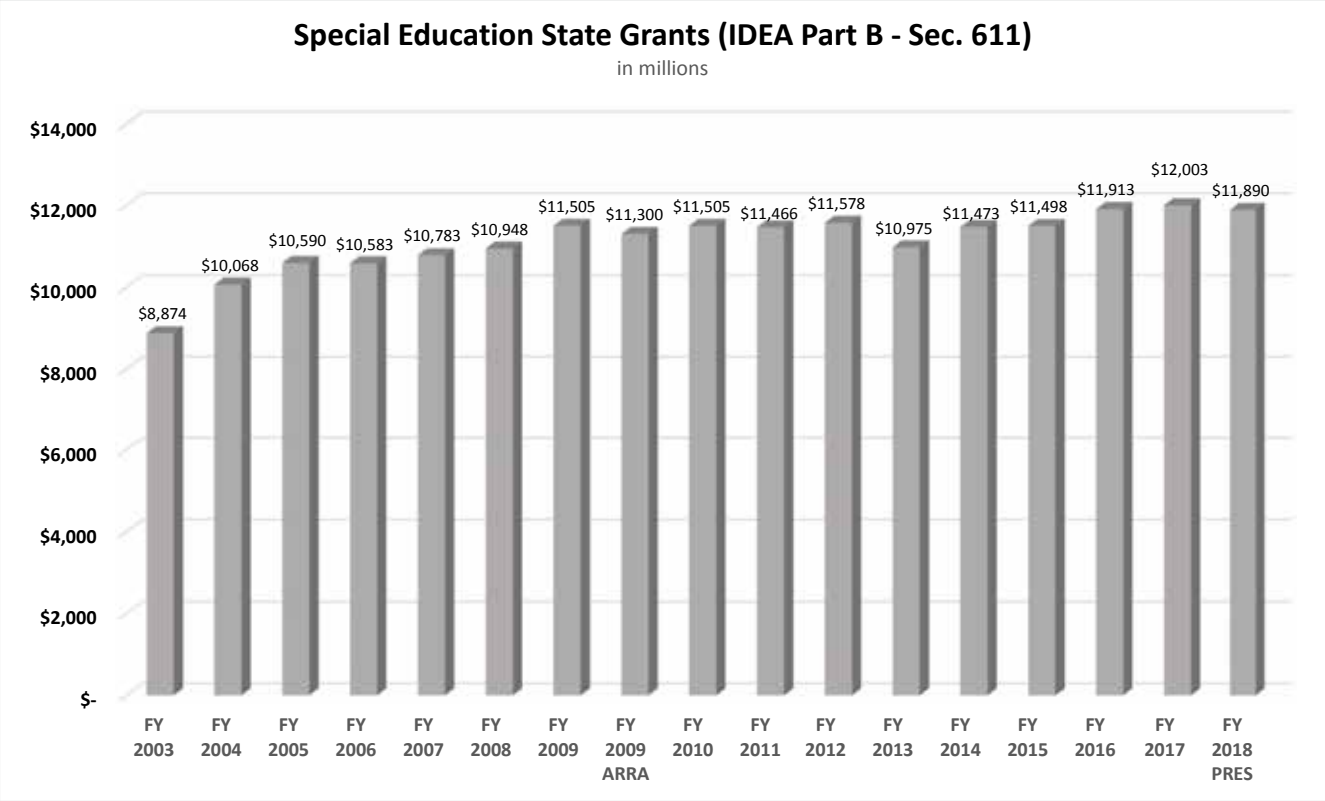
The Individuals with Disabilities (IDEA) State Grant program (Part B) provides services and supports to over 6 million students from ages 3-21 (unless a state sets a higher termination age). Students' disabilities must be within one of 13 enumerated categories, and they must require specialized instruction and support services in order to make academic progress on a level consistent with their nondisabled peers. The majority of all students with disabilities are educated in the general education classroom for 80 percent or more of the school day. Students receive an Individualized Education Program (IEP) with input from general and special education staff, other specialists, the child's parents, and the student as appropriate. The Part B program provides formula grants to states. In turn, states pass the majority of funds to local school districts to provide students with the essential specialized instruction designed to meet their unique needs and prepare them for further education, employment, and independent living. Allowable uses of funds include hiring teachers and specialized instructional support personnel, such as speech-language pathologists and school psychologists, and purchasing assistive technology. States monitor local school districts for compliance with the law, provide technical assistance, and offer mediation services.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$11,497.85	$11,912.85	$12,002.85	$11,890.20

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget of $11,890.20 for IDEA-Part B would decrease funding by $112.6 million, providing a per-child average of $1,742 for the 6.8 million children with disabilities. A federal contribution at this level decreases the federal share of IDEA funding to 15 percent of the national average per pupil expenditure, far below the 40 percent funding promised by Congress when IDEA was first enacted in 1975. This amount does not accommodate increased costs faced by states and local school districts in meeting the needs of students with disabilities.



PROGRAM NEED

IDEA-Part B is the largest program under IDEA, serving approximately 6.8 million pre-K through 12th grade students. The guarantee of special education supports and services is a civil right, and the number of students who require assistance does not decrease when federal funding is stagnant. Funding remains less than half the original congressional commitment when the law was passed in 1975. Funding for Part B has a direct and immediate impact on the capacity of schools to provide all necessary services to students with disabilities. A large majority of students with disabilities, with proper educational supports, will be able to make progress in the general education environment and graduate from high school on time. With more intensive supports provided under the IDEA, students with more significant disabilities also have an excellent opportunity to achieve academic success and successful postschool outcomes.

Students with disabilities and educators will feel the impact in funding is cut. These funding cuts would further exacerbate the significant underfunding of special education services and result in school districts and states having to make up the shortfall.

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IDEA Preschool Program

Part B, Sec. 619, Individuals with Disabilities Education Act (IDEA)

Andrew entered the early intervention/Part C program at 2 years 6 months, receiving primarily supports for social and emotional development. When Andrew turned three, the family participated in a successful transition to a 619 preschool program. The Part C program shared information with the preschool program, and the team developed an individualized education program (IEP) for Andrew. Andrew experiences developmental delays that impact social/emotional, language and communication, and cognitive skills. In his inclusive preschool, Andrew made tremendous gains. At the end of three years of preschool, Andrew was better able to interact with his peers, focus on tasks for longer periods of time, and follow with the group during the daily routines and activities of the classroom. Andrew's team was led by a teacher who holds a blended degree in early childhood and early childhood special education. He also received support from a speech-language pathologist and an occupational therapist within the context of the classroom routine. Andrew entered kindergarten at age 5 as a fully included student, again through a seamless transition. Andrew continues to receive support in cognition, social/emotional development, and language and communication. With the support of his early intervention and 619 preschool programs, Andrew entered kindergarten with a much stronger foundation to build upon.

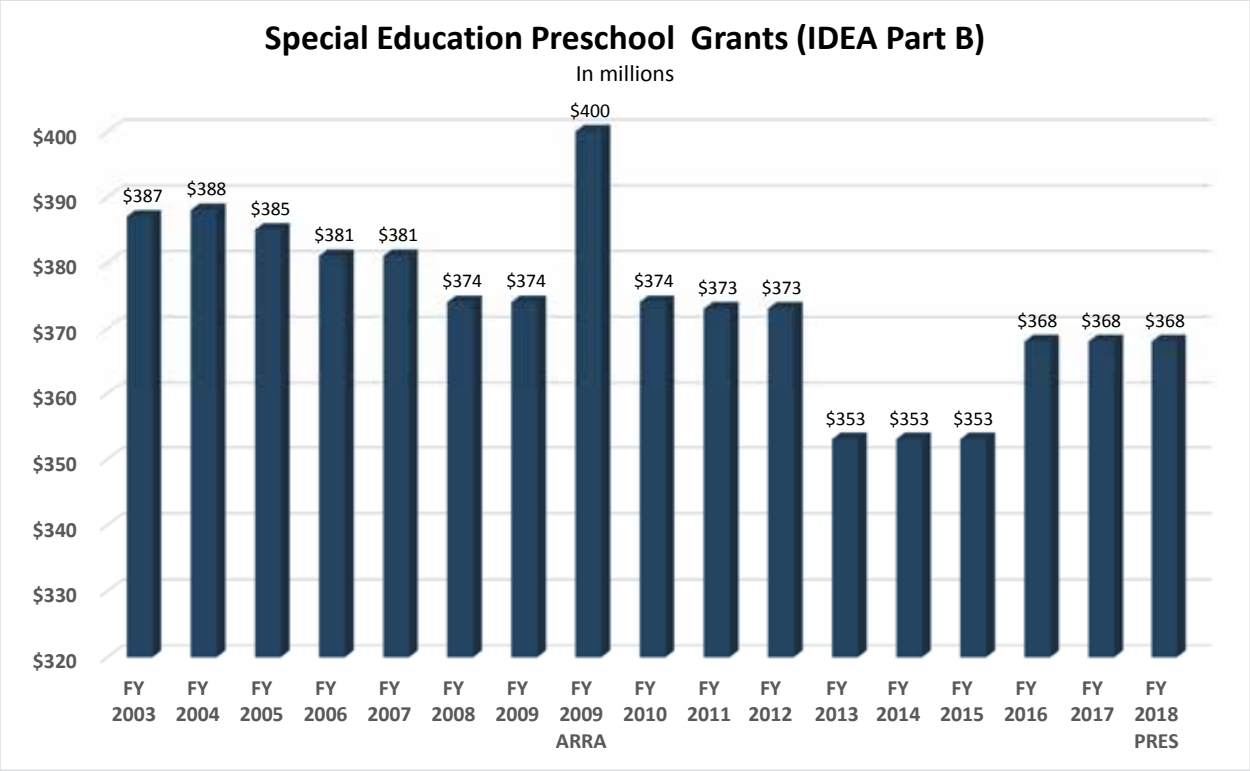
Andrew and his family are strong advocates for the 619 program and the support offered through IDEA funding to Andrew and the whole family. Andrew's father is especially grateful for the early start for his son. Dad has firsthand knowledge, with his own diagnosis of learning disabilities, auditory processing disorder, and attention deficit disorder, which were not addressed until middle school. He truly believes that finding IDEA support for his son at such an early age will assure his son an easier path to academic success than his own.

DESCRIPTION

States and local school districts use IDEA Preschool Grants to help ensure preschool children with disabilities ages 3 through 5 are identified early and receive a free appropriate public education. In addition, the federal contribution to preschool special education facilitates the continuity of services for children with disabilities transitioning to school from the Infant and Toddler program (Part C, ages birth through 2) that provides early intervention services.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$353.24	$368.24	$368.24	$367.54



IMPACT OF PRESIDENT'S BUDGET

The president 's budget has $367.54 in funding for the IDEA Preschool Grants program. Funding for this program has decreased considerably from a high of $388 million in 2004. In FY 2016 this program saw a small increase of $15 million, the first forward movement in over a decade. The president's budget moves funding in the wrong direction. Research tells us early childhood special education can help avoid the need for more costly and intensive services and supports when children are older. The Part C Infant and Toddler program has received some modest increases over the past few years, and almost all infants and toddlers served under the Part C program will continue to need services under the Preschool program when they reach age three. As part of the president's emphasis on early childhood education, this program needs an increased investment in funding.

PROGRAM NEED

Funding for this program stagnated for many years and only recently have small increases been realized. A higher federal investment is warranted, especially with strong research demonstrating early learning gains reduce educational and other expenditures over a lifetime. The Preschool program serves approximately 753,000 children with disabilities ages 3 through 5. The program guarantees a free appropriate public education, entitling children to special education and specialized instructional support services that will enable them to grow and learn and prepare to enter school with their nondisabled peers. Program emphasis is on serving children in inclusive settings, such as Head Start, child care, and preschool programs. The IDEA Preschool program is designed to ensure a smooth transition for children from the Part C program, serve them appropriately in preschool, and ensure they are ready to enter school and the K-12 special education program if necessary.

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IDEA Infants and Toddlers with Disabilities

Part C, Individuals with Disabilities Education Act (IDEA)

By the age of one month, Carla had been referred for and received a comprehensive audiological evaluation after failing to pass the hospital's newborn hearing screening. As a result of the evaluation, she was identified as having a severe-profound hearing loss, and the process of fitting her for hearing aids began. By 2 months of age, she also began receiving early intervention services through the IDEA Part C program. Carla's interdisciplinary early intervention team, including an audiologist and speech-language pathologist, educated her family about the different communication modes and technologies and the programs available in her community to foster language and auditory development, socialization, and learning. Carla's family decided they wanted her to develop bimodal-bilingual communication, focusing on both listening and spoken English, as well as sign language. After 9 months of early intervention, Carla was understanding and using several signs, but the hearing aids were providing only minimal benefit. Her family decided to pursue a cochlear implant, which she received at the age of 15 months. With continued early intervention, Carla's spoken language began to flourish. Today, at 2½ years old, Carla's language development, both signed and spoken, is on par with her deaf and hearing peers in her bimodal-bilingual preschool program.

DESCRIPTION

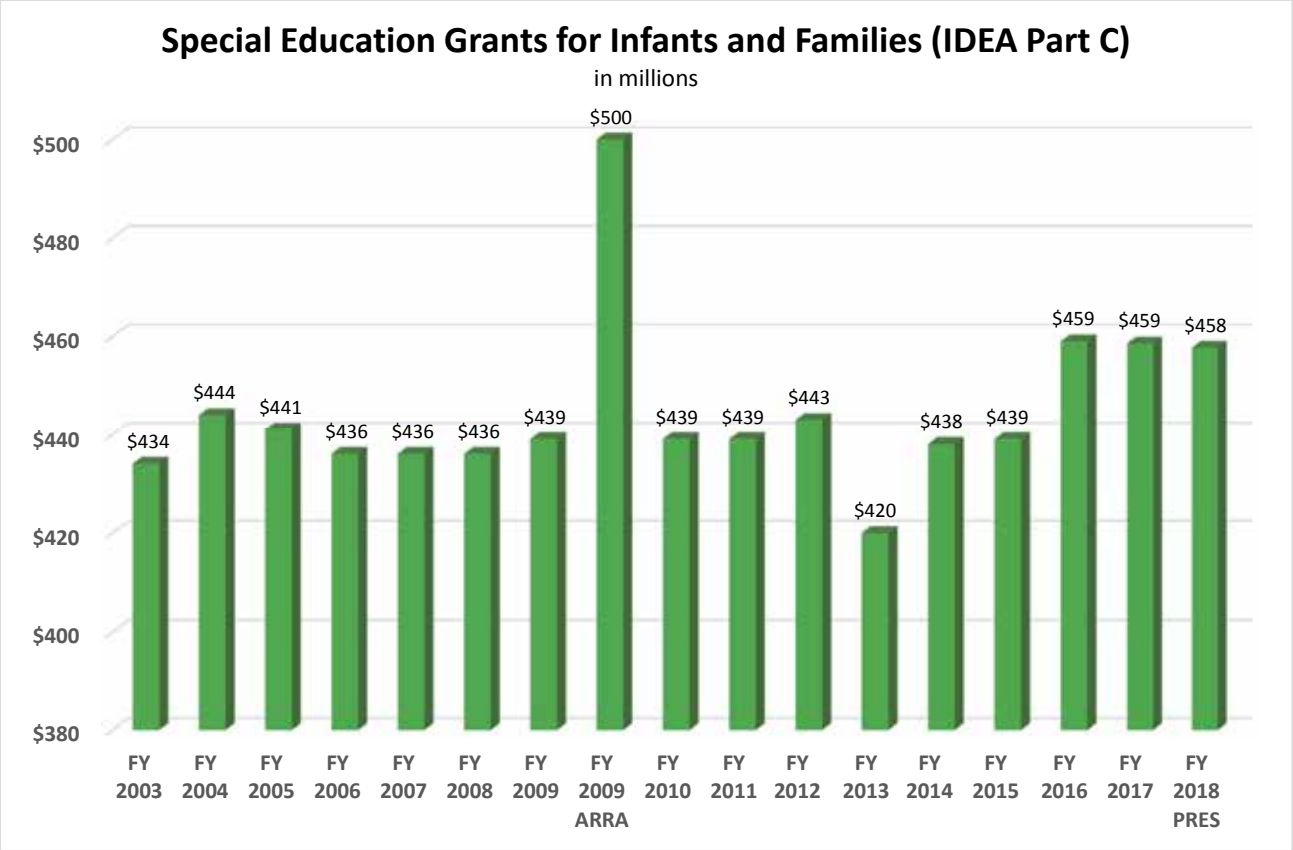
IDEA Part C, the Infants and Toddlers with Disabilities program, serves approximately 350,000 children ages birth through two and their families. These formula grants to states are used to develop and implement a statewide comprehensive, multidisciplinary, interagency early intervention system. Congress enacted this program after determining there was an urgent and substantial need to provide the earliest intervention possible for young children who have, or are at risk of having, disabilities or developmental delays. Studies have demonstrated that providing early intervention services to children and their families is one of the most effective strategies in helping children with disabilities attain favorable educational outcomes.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$438.56	$458.56	$458.56	$457.68

IMPACT OF PRESIDENT'S BUDGET

The slight decrease in funding in the president's budget moves this program in the wrong direction, allowing for fewer children to be served and hindering improvements in service quality. A substantial investment is needed to ensure early intervention programs reach all children who need these services.



PROGRAM NEED

Due to mounting fiscal pressure over the last two decades, states have narrowed the eligibility requirements for this voluntary program, with 20 percent tightening eligibility in the last ten years. Static or reduced funding means fewer children served. While the number of children in the program has grown by 57 percent in the last 20 years, funding per child has decreased by 36 percent since 1999. In addition, 75 percent of states now charge families for services. A substantial investment is needed to ensure early intervention programs reach all the children who need these services.

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IDEA National Programs

Part D, Individuals with Disabilities Education Act (IDEA)

The U.S. Department of Education's Office for Special Education Programs (OSEP) has established a Results-Driven Accountability (RDA) system to improve outcomes for students with disabilities. A key component of RDA requires states to develop State Systemic Improvement Plans that include specific targets and steps that will be taken to meet those targets. Under the Part D Technical Assistance and Dissemination grant program, OSEP funded the National Center for Systemic Improvement (NCSI) to help states meet their targets. Now in its third year of funding, NCSI has established collaboratives of states with similar targets, such as improving graduation rates, so states can learn from each other. In the short time of their existence, the collaboratives are providing both expertise and opportunities for ongoing working relationships. States began reporting the impact of this work in February 2017.

DESCRIPTION

Part D programs are often referred to as the "backbone" of special education. States receive funding through these competitive grant programs to train special educators on the use of evidence-based strategies and support families by connecting them to important information and resources to assist their children. Grants support the following activities, each with a separate funding stream: (1) State Personnel Development Grants; (2) technical assistance and dissemination; (3) personnel preparation; (4) parent information centers; (5) technology and media centers; and, (6) Special Olympics education programs (subsumed in the president's budget under Technical Assistance and Dissemination).

FUNDING HISTORY *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
State Personnel Development Grants	$41.63	$41.63	$38.63	$41.55
Technical Assistance & Dissemination	$44.35	$44.35	$44.35	$44.26*
Personnel Preparation	$83.70	$83.70	$83.70	$83.54
Parent Information Centers	$27.41	$27.41	$27.41	$27.36
Technology and Media Centers	$28.05	$30.05	$28.05	$29.99
Special Olympics Education Program	$ 7.58	$10.08	$12.58	$ 0.00

**Includes funds for Special Olympics*

IMPACT OF PRESIDENT'S BUDGET

The president's budget provides small increases for a few Part D programs, and freezes most others, with the exception of the complete elimination of the Special Olympics Education program. The increase in the state personnel grants is intended to fund competitive grants to enhance and reform personnel preparation and professional development. The technology and media increase makes competitive awards available for research, development, and other activities that promote the use of technology in providing special education and related services. It is not clear whether these additional funds would go to states to expand existing programs or to fund additional technical assistance centers, with a minimal amount of funding going to states and/or local school districts. In general, a funding freeze maintain supports to help states and local districts ensure students with disabilities receive appropriate services to meet their educational needs.

PROGRAM NEED

While these programs represent less than 2 percent of the national expenditure for educating students with disabilities, they provide the critical infrastructure of practice improvements that support the implementation of IDEA. Funds support more than 50 technical assistance and dissemination centers, higher education personnel preparation programs to prepare highly qualified special educators, centers to provide assistance to parents in all 50 states, technology and media centers, and Special Olympics education programs. Without the Part D program, educators and parents would not have the preparation and support to ensure positive outcomes for all students with disabilities.

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School Renovation and Modernization

American Recovery and Reinvestment Act of 2009
Consolidated Appropriations Act of 2016

In 2016, the State of Oregon awarded $4 million in bonding authority to the Portland Public Schools under the federal Qualified Zone Academy Bond (QZAB) program. The district will use the QZABs as part of a multi-phase renovation project at Roosevelt High School, the most ethnically diverse neighborhood high school in the state. The school's modernization has included renovations to 33 general education classrooms and three new Career and Technical Education classrooms, including spaces for an Industrial Arts/Construction shop, a STEM and Robotics Lab, and a Writing, Digital Media, and Publishing Center. As part of the overall modernization plan, the $4 million QZAB allocation will be used solely in an upcoming phase for renovating Roosevelt High School's main building, originally constructed in 1921. The main building renovation is focused on demolition and preparation so efficient electrical and heating and cooling systems can be installed.

DESCRIPTION

The Qualified School Construction Bond (QSCB) and Qualified Zone Academy Bond (QZAB) programs help states and school districts address the challenges they face in modernizing aging schools. Entities issuing federal school construction bonds receive interest-free bonding authority that can be used for specific infrastructure and instructional improvements, including enhancing building safety, expanding facilities to allow for smaller class size, and increasing access to learning technologies. QSCBs offer additional benefits and can be used for new construction and land acquisition. The American Recovery and Reinvestment Act (ARRA) authorized QSCB and QZAB bondholders to receive a federal tax credit in lieu of interest payments, but the Hiring Incentives to Restore Employment (HIRE) Act of 2010 (P.L. 111–147) amended the Internal Revenue Code, allowing the option of issuing QSCBs and QZABs as specified tax credit bonds with a direct-pay subsidy. Another option for school districts in recent years was the now expired Build America Bonds (BABs), taxable bonds with a 35 percent interest subsidy rate from the Treasury Department.

FUNDING HISTORY *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Qualified Zone Academy Bonds*	$400.00	$400.00	$400.00	$ 0.00
Qualified School Construction Bonds*	$ 0.00	$ 0.00	$ 0.00	$ 0.00

**The school construction bonding provisions are traditionally authorized and funded through separate tax legislation rather than annual federal appropriations, although tax legislation was included with the FY 2016 omnibus spending bill.*

IMPACT OF PRESIDENT'S BUDGET

Federal bond programs operate according to calendar rather than federal fiscal years. ARRA authorized QSCBs and BABs for the first time for 2009 and 2010, while extending and expanding QZAB authorization for the same period. A QZAB extension was approved by Congress in subsequent years, most recently for 2015 and 2016 by the 113th Congress under the tax extenders legislation that was attached to the Consolidated Appropriations Act of 2016. The 114th Congress did not act on any expiring tax provisions including QZABs, but tax reform legislation is a major priority in the 115th Congress. The president's FY 2018 budget outlined a 10-year, $200 billion federal investment in the nation's infrastructure, but the plan did not include specific references to school modernization or any additional bonding authority for QZABs, QSCBs, and BABs for FY 2018.

PROGRAM NEED

The amount of bonding authority approved for QSCBs and QZABs in recent years falls well short of existing needs. A 2011 survey of urban school districts found these systems alone need approximately $20.1 billion in new construction, $61.4 billion in repair, renovation, and modernization, and $19 billion in deferred maintenance costs, or some $100.5 billion in total facilities needs. The Center for Green Schools' "2013 State of Our Schools" report estimated that schools face $271 billion in deferred maintenance costs. A study released by the Institute of Education Sciences (IES) in 2014 estimated a nationwide need of almost $200 billion. Continuous federal investment in school modernization is necessary to address a recognized and established local need and will help more students receive a high-quality education in safe, modern, and well-equipped buildings. Funds for school modernization would not only improve student learning, but would also put hundreds of thousands of Americans in the construction industry back to work.

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Part 2.
Education, Careers, and Lifelong Learning

The Carl D. Perkins Career and Technical Education Act

Career and technical education (CTE) is helping veterans turn their military-honed skills into fulfilling civilian careers. At community and technical colleges nationwide, veterans can pursue a postsecondary certificate or associate degree in a CTE field related to their military occupation. For instance, for under $8,000 in tuition and fees, veterans who worked in a military hospital might enroll in the 36-week Practical Nursing Program at Lake Technical College in Florida where they can prepare for a career as a licensed practical nurse, one of the fastest-growing health care fields. Many institutions provide veterans with access to support services like tutoring, priority registration, and assistance with education benefits. Additionally, veterans can earn their credentials in less time, as college credits increasingly are awarded for military skills and experience. CTE is providing our nation's veterans, active service members, and their families with a range of options in postsecondary education.

DESCRIPTION

The Carl D. Perkins Career and Technical Education Act (Perkins) provides critical funds to states to invest in career and technical education (CTE). States distribute funds to eligible institutions and school districts by formula to support CTE programs that provide students with the academic, technical, and employability skills needed to succeed in the 21st century workforce.

FUNDING HISTORY *(in millions)*

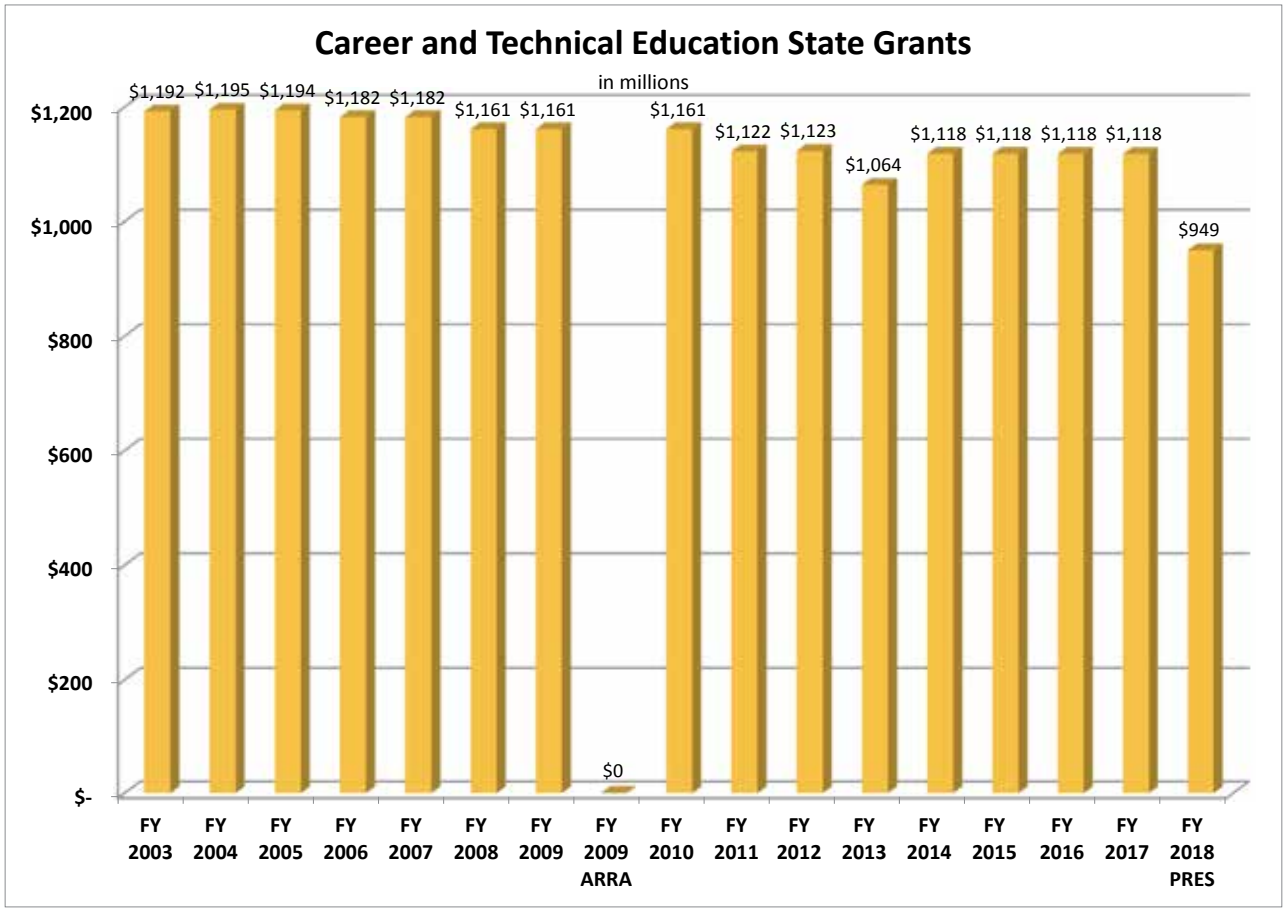
	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
CTE State Grants	$1,117.60	$1,117.60	$1,117.60	$ 949.50
National Programs	$ 7.42	$ 7.42	$ 7.42	$ 27.41

IMPACT OF PRESIDENT'S BUDGET

The budget includes a $168.10 million cut to the Perkins CTE State Grant program. This 15 percent reduction would have a devastating impact on millions of students across the country. The cut would be so deep that it would actually trigger a "hold harmless" provision in the Perkins Act and the "ratable reduction" rule, which means certain states would see disproportionately larger cuts to their funding allocations before all states are reduced. It also proposes additional funding for Perkins National Programs to establish a new competitive grant that would support CTE programs in STEM fields.

PROGRAM NEED

The erosion of Perkins funding has negatively impacted high schools, tech centers, community colleges, employers, and millions of CTE students nationwide. Funding for the Perkins CTE State Grant program is still $5.40 million below its pre-sequestration level. From FY 2007 to FY 2016, total Perkins grant funding to states to support CTE declined by 13 percent, or $168.71 million. An increased federal investment in Perkins is needed to support secondary and postsecondary education, while ensuring access to high-quality programs for all students.



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Adult Education and Family Literacy

Title II, Workforce Innovation and Opportunity Act (WIOA)

When Linda Langston decided to go back to school, it was because she had set the goal to finish high school before her daughter. Since then, she has completed a Bridge Math class at Pima Community College, earned her diploma, finished an IBEST Behavioral Health Service certificate program, and is on her way to a degree in Social Work. All the while she also has been serving as an Arizona Adult Education Ambassador - helping train other students to be leaders. She also won the City of Tucson Mayor's National Service Award for her service as an AmeriCorps member. Her story presents a powerful example about the value of investing in adult basic education.

DESCRIPTION

The Adult Education and Family Literacy Act (AEFLA) was reauthorized as Title II of the Workforce Innovation and Opportunity Act (WIOA), establishing adult education as one of the four key programs in the workforce system. In WIOA, Congress recognized the crucial role of AEFLA-funded programs in assisting low-skilled adults to become literate and proficient in English, secure citizenship, and obtain knowledge and skills for employment and self-sufficiency. These programs also help parents obtain the skills to become full partners in their children's educational development.

The AEFLA reauthorization promoted greater integration of adult education with occupational education and training and career pathways systems and explicitly authorizes the use of program funds for integrated education and training and workforce preparation activities. The law also codified the English Literacy/Civics Education program, the main federal funding source for states and communities to provide limited English proficient adults with expanded access to high-quality English literacy programs linked to civics education.

The bulk of federal adult education funds is sent to states and distributed as grants to local adult education providers. AEFLA is the foundation for state and community efforts to improve adult education and literacy systems, supporting teacher training, curriculum development, and accountability measurements.

FUNDING HISTORY *(in millions)*

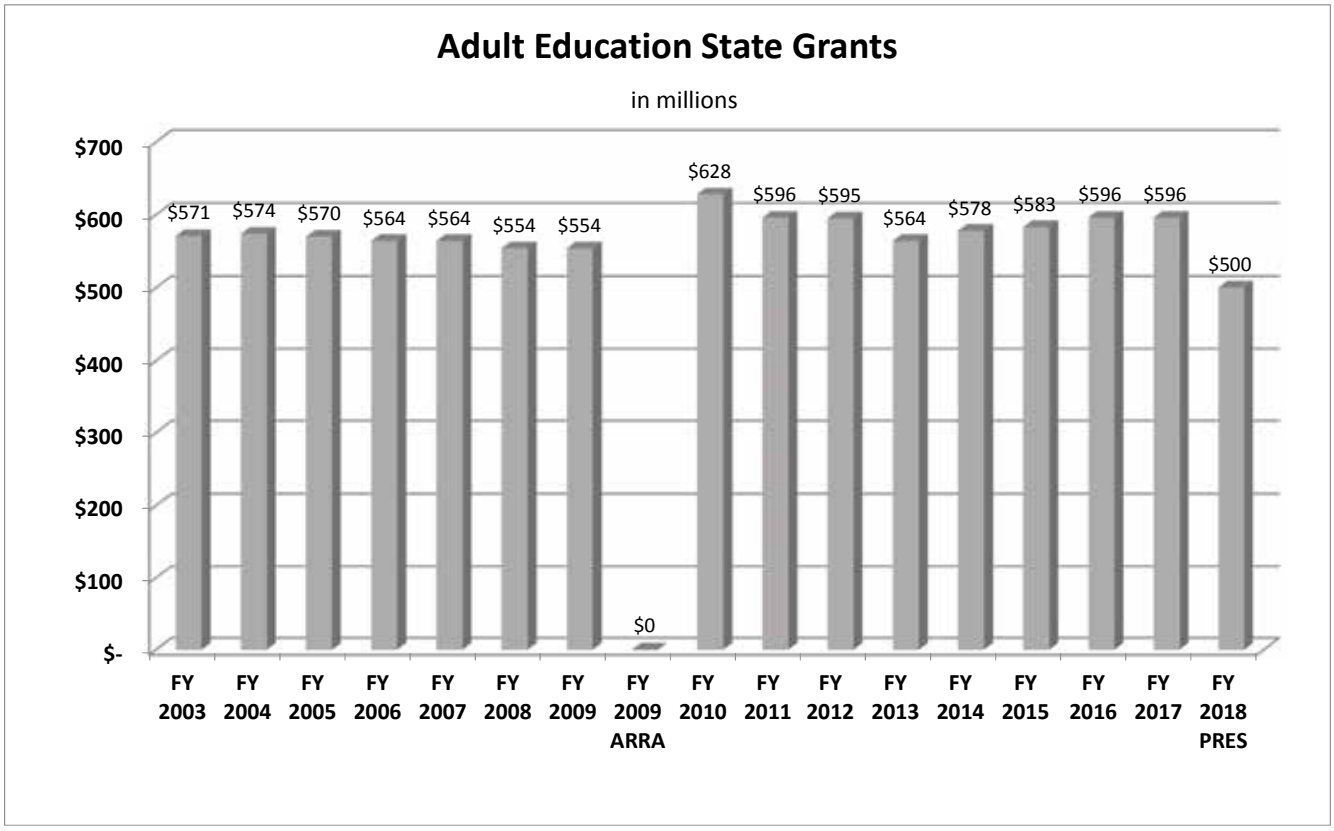
	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
State Grants	$568.96	$581.96	$581.96	$485.85
National Leadership Activities	$ 13.71	$ 13.71	$ 13.71	$ 13.69

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget of $499.54 for adult education is a staggering $149.75 million below AEFLA's authorized level of $649.29 million. State grants for adult education programs would be cut by $96.11 million, as compared to the FY 2017 appropriation (a 16.5 percent cut). The budget is curiously silent regarding the English Literacy/Civics Education program. However, WIOA requires a 12 percent set-aside from the state grant amount for EL/civics grants, which specifically target programs providing English literacy programs linked to civics education.

National Leadership Activities would receive $13.69 million — a small decrease below FY 2017. Under WIOA, National Leadership funding is supposed to be capped at 2 percent of the total appropriation, not to exceed $15 million. Thus the amount proposed by the Administration is $3.7 million above what the law requires (2 percent of $499.54 million, or $9.99 million). Also, unlike past budgets, the Administration provides no specific details regarding how funds would be used, noting only that funds "would continue to support efforts to increase the literacy and workforce skills of adults."

Congress provided a welcome and urgently needed increase of $13 million to the state grants program in FY 2016, followed by a freeze in FY 2017. The president's FY 2018 budget represents a giant step backward in the federal commitment to this program, as represented by strong bipartisan congressional support in the 2014 reauthorization. The adult education system is already significantly underfunded, supporting just 1.6 million of the 36 million adults who could benefit from these important services. The president's proposal would likely increase the unserved population by hundreds of thousands. The Administration asserts such cuts are needed "to achieve the President's goal of increasing support for national security and public safety."



PROGRAM NEED

It is critical to our economy to preserve and increase AEFLA adult education and literacy funding, finding new innovative ways to help the millions of individuals who desperately need adult education services. Other sources of federal funding for this population are dwindling, and state funding has also been significantly reduced in the past several years.

A 2013 international survey conducted by the Program for the International Assessment of Adult Competencies (PIAAC) found millions of American adults struggle with basic skills, impeding their ability to fully participate in the labor market, access education and training, take charge of their health, and participate meaningfully in social and civic life. Roughly 36 million adults – one in six – lack basic literacy skills. Nearly one in three has poor numeracy skills. Twenty percent of adults with a high school diploma have below basic literacy skills and 35 percent have below basic numeracy skills.

A March 2016 PIAAC report concluded U.S. workers on average have weaker numeracy and digital problem-solving skills relative to adults in 17 other developed countries, and their literacy skills are only average. Focusing only on secondary and postsecondary education institutions will not be sufficient to maintain an American workforce skilled enough to compete in the global economy. According to PIAAC, at least 3 million low-skilled American adults would like to enroll in Adult Education services but cannot access a program.

WIOA included a number of new requirements for AEFLA programs, such as effective career pathway and integrated program models. These are both challenging and costly to implement and require intensive professional development up front. It is unrealistic to expect states and local communities to absorb the additional associated costs as federal resources have steadily declined.

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Library Services and Technology Act

The Museum and Library Services Act

The Southwest Georgia Library for Accessible Services utilized a Library Services and Technology Act (LSTA) grant to purchase books and magazines in audio format and/or braille. Thanks to LSTA support, the Georgia Public Library Service has begun supplying a suite of assistive technology devices to every public library system in the state.

With support from LSTA, the Bloomington Public Library Next General Project has provided STEM mentors to inspire students between the ages of 9 and 17 to learn about technology in a safe and inviting environment. The mentors provided advice and guidance in a program designed particularly to build students' confidence, enhancing their chances of future academic and workplace success.

DESCRIPTION

The Library Services and Technology Act (LSTA) is the only source of federal funding for libraries. Most of the funding is a population-based grant distributed to each state library agency through the Grants to States program administered by the Institute of Museum and Library Services (IMLS), a small independent federal government agency. Each state library agency determines how best to spend its allotted funds. Many states use their funding to help veterans transition to civilian life, small businesses expand their technology resources, patrons build resumes and find jobs, and families with children with disabilities get the resources they need. Funding may also support children with homework and literacy needs. LSTA also provides money to states for professional development for librarians under the Laura Bush 21st Century Library Professionals program, supporting recruitment and education of the next generation of librarians and facility and library leaders.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$180.91	$182.94	$183.57	$0

IMPACT OF PRESIDENT'S BUDGET

The president's budget effectively eliminates federal funding for libraries at a time when libraries across the country are seeing a record level of users — 4.2 million visits each day at 16,000 public libraries across the United States. This federal cut is exacerbated by the additional loss of a 34 percent match requirement on states. Libraries provide a wide range of services, administered by trained librarians, to small and emerging businesses, veterans, families, job seekers, seniors, and many others who increasingly rely on these supports and activities. In many communities, particularly rural or underserved areas, the local library is the only source of 24-hour high speed broadband access which may now be jeopardized by the double loss of funding (federal and state match). In record numbers — 144 in the House and 45 in the Senate — Congress recently indicated support for LSTA through a "Dear Appropriator" letter calling for $186.60 million in funding for LSTA, acknowledging that millions of patrons benefit every day from this important program.

PROGRAM NEED

In December 2010, Congress reauthorized LSTA under the Museum and Library Services Act (MLSA) with an authorization level of $232 million, well beyond the current funding amount. With sequestration in FY 2013, LSTA funding was reduced to $175 million and has slowly increased since then. In many states, as a result of the funding decrease, public libraries were not able to provide summer reading programs which support K-12 students to maintain their reading level over the summer break. Modest increases in FY 2016 raised LSTA to $182.94 million; however, this is still far below authorized levels.

While MLSA authorized this program at $232 million, Congress must at a minimum maintain funding for LSTA at $186.60 million and funding for Grants to States at $155.79 million. These funds will help meet the urgent needs of libraries to provide services on which many people in every community rely each day.

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Office of Museum Services

Institute of Museum and Library Services

The Morris Museum in Morristown, NJ, received $100,000 in 2015 to develop, implement, and evaluate a free suite of resources and services designed to enable families with members on the autism spectrum and other special needs to enjoy a more enriching experience in a sensitive environment within the museum. With resources such as sensory friendly theater productions, tactile exhibitions, pre-visit guides, and a family comfort room, the museum aims to increase the number of individuals with special needs served by its programs.

DESCRIPTION

Despite its small size, the IMLS Office of Museum Services (OMS) is the largest source of federal funding dedicated to helping our nation's museums connect people to information and ideas. OMS supports all types of museums — including historic sites and living collections like zoos and aquariums — in their work to stimulate lifelong learning for every American, spur economic development, and anchor community identity. OMS, which receives funding under the Museum Services Act and the African American History and Culture Act, awards competitive discretionary grants in every state. These grants are used to preserve and digitize collections, educate students, reach new audiences, and enhance community engagement.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$30.13	$31.34	$31.72	$0

IMPACT OF PRESIDENT'S BUDGET

Congress passed legislation in late 2010 authorizing annual funding of $38.60 million for OMS. Shortly after that authorization, funding was slashed from the FY 2010 level of $35.21 million and has not yet recovered. OMS has set records for congressional support during the appropriations submission process in each of the last five years, with 160 representatives and 33 senators signing FY 2017 appropriations letters on behalf of the program. Even this increasingly broad, bipartisan support has not been able to overcome the austere overall limits imposed by sequestration.

The president's elimination of this tiny, vital agency is both alarming and misguided. At a cost of less than ten cents per American, the Office of Museum Services makes no appreciable contribution to the budget deficit. In fact, museums and other cultural institutions return more than $5 in tax revenues for every $1 they receive in funding from all levels of government. Despite its miniscule cost, OMS makes an immense contribution to museums' ability to care for their collections, educate learners of every age, and serve their communities. The minimal federal investment currently made through OMS grants also leverages significant private, state, and local funding for maximum impact.

PROGRAM NEED

According to a recent study by researchers at the University of Arkansas, students who attended just a half-day field trip to an art museum experienced an increase in critical thinking skills, historical empathy, and tolerance. For students from rural or high-poverty regions, the increase was even more significant. Museums spend over $2 billion every year on education programs — three-quarters of which is at the K-12 level — but could do much more for their communities with increased capacity. The minimal federal investment made through OMS grants leverages significant private, state, and local funding for maximum impact. With only a fraction of our nation's museums currently receiving grants and many highly rated applications going unfunded, we urge Congress to fully fund the IMLS Office of Museum Services at its authorized level.

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Workforce Innovation and Opportunity Act (WIOA)

From 2011-16 the Workforce Alliance in Wichita, KS, managed a $5 million Technical Skills Training Grant for Engineers awarded through the Department of Labor. The goal was to serve long-term unemployed (individuals unemployed 27 weeks or longer) and women and minorities typically underrepresented in the workforce. The grant has served 143 individuals — 75 percent long-term unemployed and 76 percent women or minorities — resulting in employment for 94.4 percent and a 100 percent retention rate, at an average wage of $56,996.

A client of the Michigan Works!/Kinexus wrote: "...turnover rates are financially and emotionally destructive to a small company like us." Working with Kinexus's Link, its employer services team, turnover has been reduced from 56 percent annually to just 6 percent through a focus on assisting entry-level employees to resolve issues like transportation, child care, and housing. The employer added, "One of the things that makes this program so unique is its focus on metrics. It tracks...what specific service has been provided and how many employees are retained. The metrics keep the employer and Link focused on what's important — retaining people. The Link has exceeded all our expectations... and helped stabilize our workforce for the first time in years."

DESCRIPTION

The purpose of the Workforce Innovation and Opportunity Act (WIOA) is to better align the workforce system with education and economic development in an effort to create a collective response to economic and labor market challenges on the national, state, and local levels. WIOA recognizes that the nation's labor market processes over 100 million transactions involving hiring and separations.

FUNDING HISTORY* *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$3,983.35	$3,389.83	$3,441.20	$2,0455.20

**Primary Program Budget Focus for the Employment & Training Programs under WIOA. Including; Adult, Dislocated Worker, Youth, and Wagner-Peyser funds*

IMPACT OF PRESIDENT'S BUDGET

Congress passed the Workforce Innovation & Opportunity Act in July 2014. The Act replaced the Workforce Investment Act after over 10 years of deliberation on Congress's vision for the nation's workforce development system. That vision included local business-led workforce boards with responsibilities to analyze regional labor market data, consult with businesses to vet the data and determine skill needs, communicate findings to their regional system, and evaluate investments based on efficiency, effectiveness, access, and equity for current and emerging job seekers. To accomplish this work, Congress established budget targets. Neither the FY 2016 nor the FY 2017 appropriations included full funding of WIOA. Title I — adult, youth and dislocated workers — falls short of the Act's estimates by approximately $300 million, mostly for dislocated workers. The president's budget cuts WIOA by approximately 40 percent, leaving the individuals most in need of WIOA services struggling to find retraining opportunities and employment.

PROGRAM NEED

Jobseekers must navigate a dynamic U.S. labor market with 5.5 million job vacancies. At the same time, there are 7.6 million Americans unemployed and an additional 5.8 million working part time or considered underemployed. The contrast in these numbers illustrates the need for qualified workers and the importance of career guidance so workers can acquire the skills needed for open positions. WIOA provides mechanisms for state and local workforce development boards to analyze the labor market to ascertain skill needs and funding to provide job match assistance, career counseling, skills assessments, and limited tuition assistance for skill development. Workforce boards have engaged over 15 million people, most of whom needed to overcome skill challenges to be competitive in the labor market. Despite these challenges, placement rates for many programs were well over 65 percent and rising for the third consecutive year.

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Part 3.
The Gateway to Opportunity

Higher Education

Section Overview

Part 3. Higher Education

President Trump's first full budget includes massive reductions or eliminations across the full range of higher education programs. Unlike the budgets in previous Administrations, these reductions or eliminations are not offset by any new program areas or policy initiatives intended to reduce the cost of higher education or to increase access or completion for students. In aggregate, from cuts to student aid and workforce programs to proposals that would make student loans more expensive to borrowers, the Administration's FY 2018 budget eliminates more than $150 billion in funding to support students over ten years.

The cornerstone of federal student financial aid is the Pell Grant program, which provides aid to the country's neediest college students. The president's budget provides sufficient discretionary money to maintain the Pell Grant base award of $4,860 which, with the mandatory add-on funds, will provide a maximum grant for the 2018-19 academic year of $5,920, the same as the current year. Mandatory funding set aside in the College Cost Reduction and Access Act of 2007 to index the mandatory add-on to the Consumer Price Index (CPI) expires this year, and the Administration did not request an extension of this program. In the FY 2017 omnibus appropriations, Congress restored the Year-Round Pell Grant (YRP) provision, enabling students who study for a third semester to access Pell Grant funding. The Administration maintains that provision, but pays for it in part by shifting $3.1 billion in existing Pell Grant funding from one part of the program to YRP. Combined with a $3.9 billion rescission of other Pell Grant funding previously provided by Congress, this represents a loss of $7 billion in Pell Grant funds already provided.

Other key components of the student aid budget include the campus-based aid programs, which provide additional grants, loans, and work opportunities to financially needy students. The budget eliminates funding for the Supplemental Educational Opportunity Grant (SEOG) program and cuts funding for the Federal Work-Study (FWS) program by nearly 50 percent, while also removing graduate students from eligibility for FWS. The budget also allows the Perkins Loan program to expire, as currently scheduled, following a two-year extension of the program. The budget includes reductions in a number of other important programs that promote access to college and enhance academic preparation and support services, assisting low-income and first-generation students to succeed in postsecondary education. These include the TRIO and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) programs, slated for a combined reduction of $193.1 million. The budget completely eliminates two programs within the TRIO portfolio—Educational Opportunity Centers and McNair Post-Baccalaureate Achievement.

Student loan programs see significant changes in the Administration's proposal. The budget eliminates the Public Service Loan Forgiveness (PSLF) program, which forgives loans for borrowers working in various public service fields or certain types of nonprofits after 120 payments (equivalent to ten years of monthly payments). The budget maintains the program for the roughly 550,000 borrowers currently on track to receive the benefit, but eliminates eligibility for any new borrowers after July 1, 2018. The budget also consolidates into one plan five existing income-driven repayment plans which calculate monthly payments based on a percentage of a borrower's annual income and changes the plans' terms. The new plan caps monthly payments at 12.5 percent of annual income, up from 10 percent currently, but provides forgiveness of the loans after 15 years of repayment (from 20 currently) for borrowers with only undergraduate loans. For borrowers with any graduate debt, forgiveness is provided after 30 years, a significant increase over the 10, 20, or 25 years currently for those borrowers, depending on their current plan. Finally, the budget eliminates subsidized Stafford loans for low-income students. The federal government pays the interest on Stafford loans while the student is in school and saves average borrowers around $5,000 on the cost of their loans. Altogether, the Administration estimates these changes will save $143 billion over ten years.

A funding freeze is imposed for most of the institutional support programs, designated to specific categories of institutions serving traditionally underserved and underrepresented populations, such as Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions, Native American-Serving Institutions, and Asian American and Pacific Islander Institutions. The budget eliminates the Strengthening Institutions Program, which provides funds to build institutional capacity at colleges that enroll a majority of low-income students.

The budget imposes a deep cut in Graduate Assistance in Areas of National Need (GAANN), the only grant aid available through the Department of Education for academically talented graduate students, providing only $5.8 million of the current $29 million for continuation of existing awards. Title VI-International Education and Foreign Language Studies are eliminated as well, a cut of $4.9 million. The budget also eliminates the Teacher Quality Partnership program that supports partnerships between local school districts and higher education institutions to produce skilled teachers. In addition, the Child Care Access Means Parents in School program is eliminated, a program critical to supporting students who are parents by providing quality child care services while students are in school.

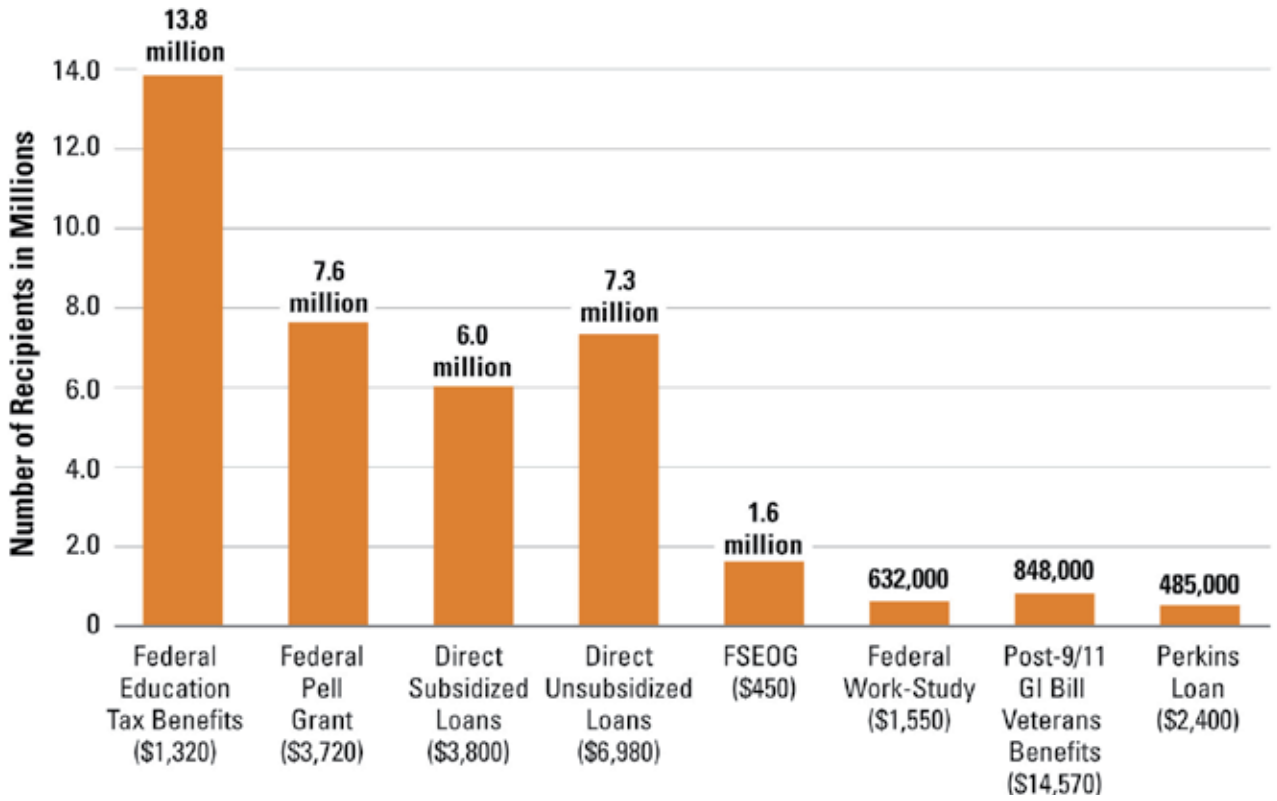
The higher education community has extremely deep concerns about the budget put forward by the president. While the changes to income-driven repayment ultimately may reduce the cost to some undergraduate borrowers, that proposal is more than offset by the significant increase in the cost of borrowing for low-income students, graduate students, and students in public interest fields. Combined with unprecedented reductions in other forms of support for low- and middle-income families, enactment of this budget would have a devastating impact on the ability of students to attend and afford college and for borrowers to manage their debt.

In addition, it is important to acknowledge that over the past several years budget-saving measures have already had a serious negative impact on postsecondary students. In fact, since 2011 students in higher education have lost over $75 billion in financial aid benefits. These losses have occurred through zero-funding of the Leveraging Educational Assistance Partnerships program, removal of the in-school interest subsidy for graduate and professional students, and various eligibility changes in the Pell Grant program. The cumulative effect of these changes on students is daunting. These programs are not adequately funded to meet the demonstrated need.

CEF members look forward to working with Congress and the Administration on efforts to increase program funds, expand student aid eligibility, and reward schools for offering strong student-centered programs nd high-quality education. CEF will work to retain important student-focused benefits and to avoid additional cuts in important areas like graduate education, student support services, academic preparation, and teacher quality.

Number of Recipients by Federal Aid Program (with Average Aid Received)

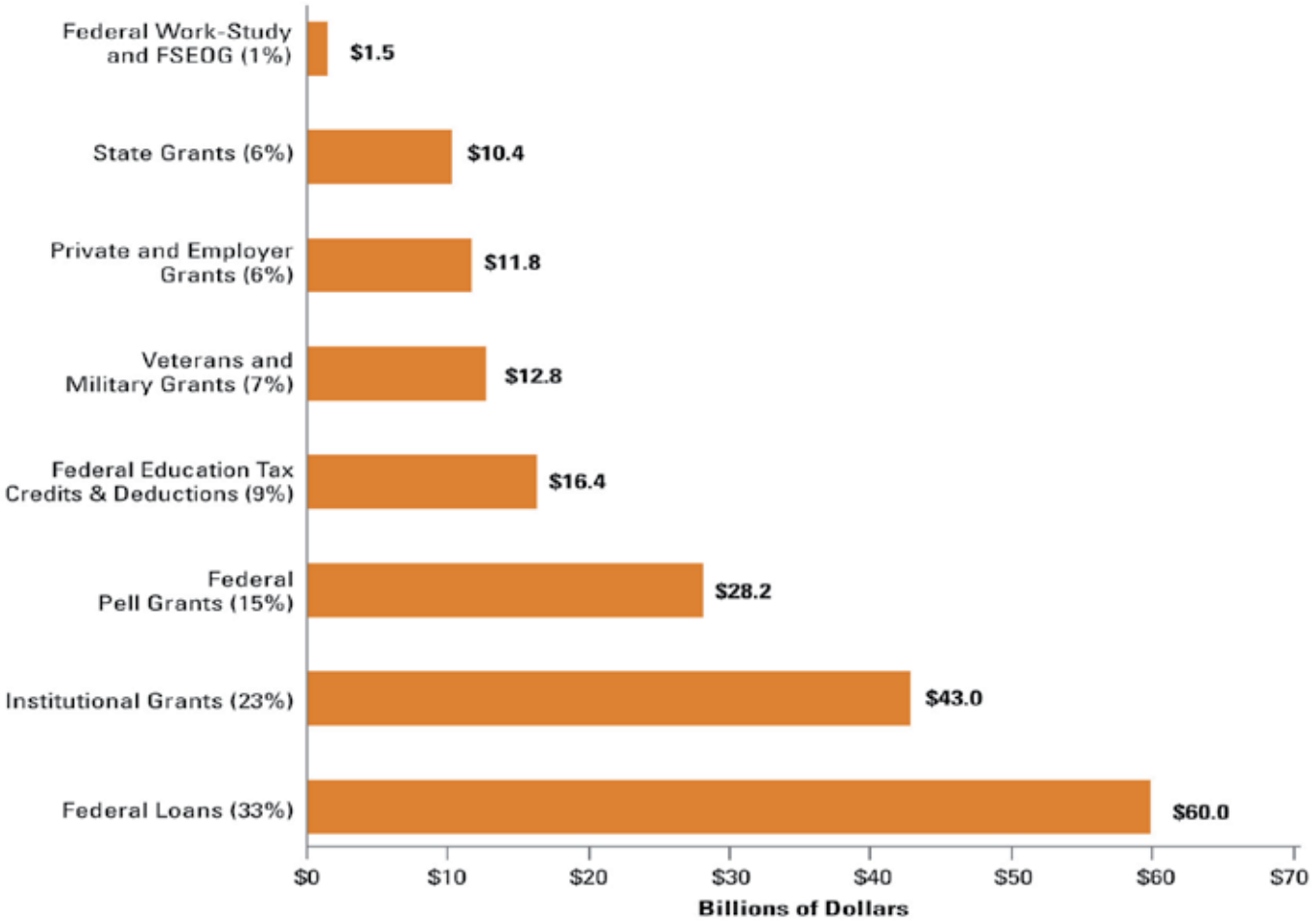
2015-16



SOURCE: The College Board, *Trends in Student Aid 2016*, Figure 6A

Total Undergraduate Student Aid by Source and Type

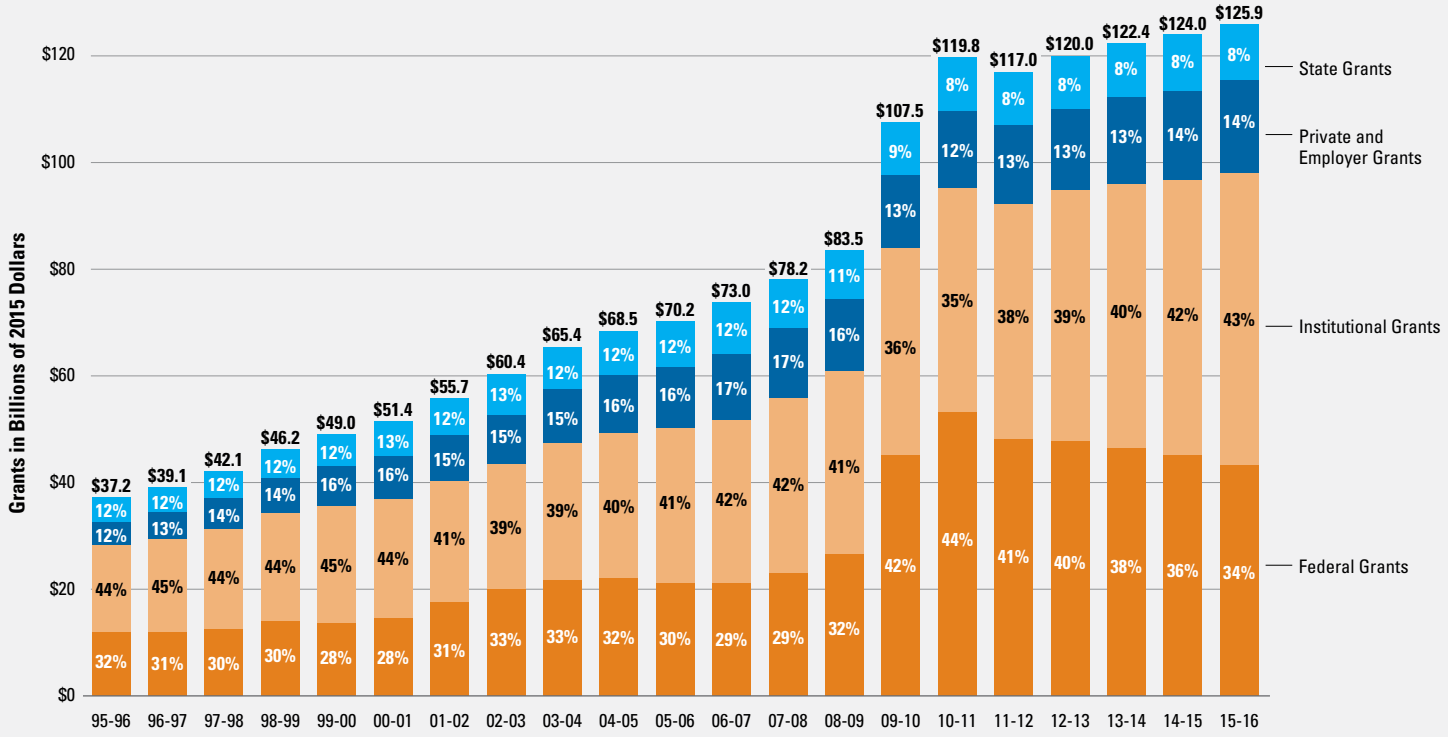
In billions, 2015-16



SOURCE: The College Board, *Trends in Student Aid 2016*, Figure 2A

Total Grant Aid in 2015 Dollars by Source of Grant

1995-96 to 2015-16



SOURCE: The College Board, Trends in Student Aid 2016

Pell Grants

Title IV, Part A, Subpart 1, Higher Education Act

Born in Colombia, Elaine immigrated with her family to Garfield, NJ, when she was nine years old. A first-generation college student, Elaine, received a Pell Grant that was instrumental in helping achieve her dream of becoming a doctor. After graduating from Seton Hall University with a degree in biology, Elaine enrolled in Rowan University's School of Osteopathic Medicine in August 2012. While attending school, she helped her underserved community of Camden County, NJ, by volunteering at a local migrant farm worker clinic and the Camden Clinic. These clinics provide critical health care services to uninsured individuals and families without immediate access to primary care physicians. Following a recent merger, she now serves as the director of both clinics. Elaine is currently pursuing a career as a pediatric physician and plans to continue practicing medicine in underserved communities.

Elaine M. Sanjuan, Rowan University School of Osteopathic Medicine, Class of 2016

DESCRIPTION

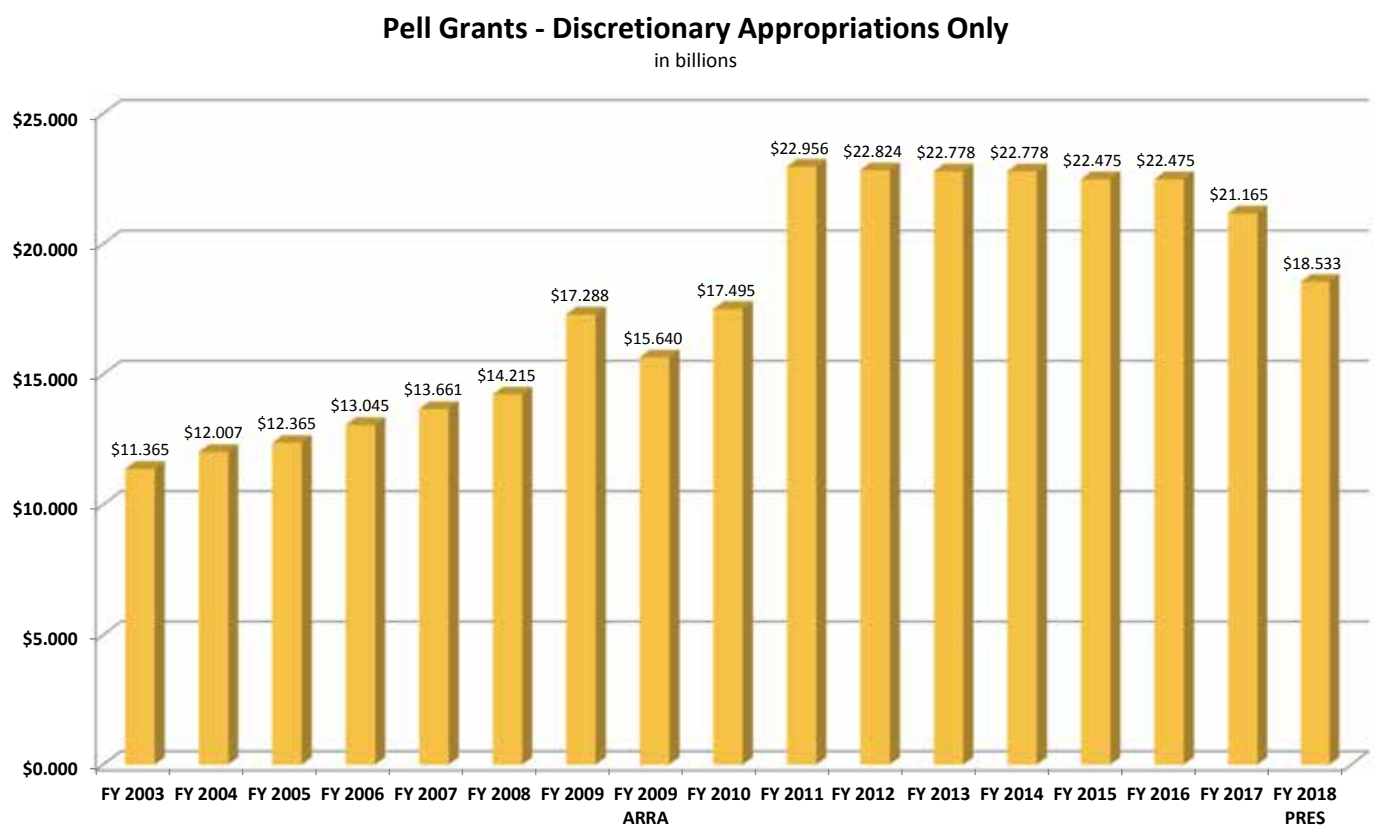
The Pell Grant program provides grants to low-income undergraduate students to help them finance their college education. Grants vary in amount on the basis of need, with the highest-need students receiving the largest awards. Pell grants are the foundation of the federal financial aid program and are the key to providing equal access to postsecondary education for all citizens.

The Pell Grant program is unusual in that it is in essence an appropriated entitlement. The program makes awards to all eligible students like an entitlement, but the majority of the program's funding is provided in the annual appropriations process. Congress enacted legislation that provided mandatory funds to increase the maximum award with inflation through FY 2017, but those increases have now ended.

PELL GRANT FUNDING: COSTS, FUNDING, AND MAXIMUM AWARD

	FY 2015	FY 2016	FY 2017	FY 2018 President's Request
Funding and Costs (in billions of dollars)				
Discretionary Appropriations	$22.475	$22.475	$22.475	$22.433
Mandatory Resource Available for Discretionary Award	$0	$0	$1.574	$1.382
Mandatory Spending (BA) for Inflationary Add-on	$5.684	$5.378	$5.803	$5.865
Rescission of Unobligated Balances			-$1.310	-$3.900
Program Costs	$28.567	$28.321	$27.771	$28.843
Maximum Award (in actual dollars)				
Discretionary Maximum Award	$4,860	$4,860	$4,860	$4,860
Mandatory Increase	$ 915	$ 955	$1,060	$1,060
Total Maximum Award	$5,775	$ 5,815	$5,920	$5,920

Source for FYs 2015-2017: CBO Federal Pell Grant Program, January 2017 baseline updated, and March 2016 baseline.

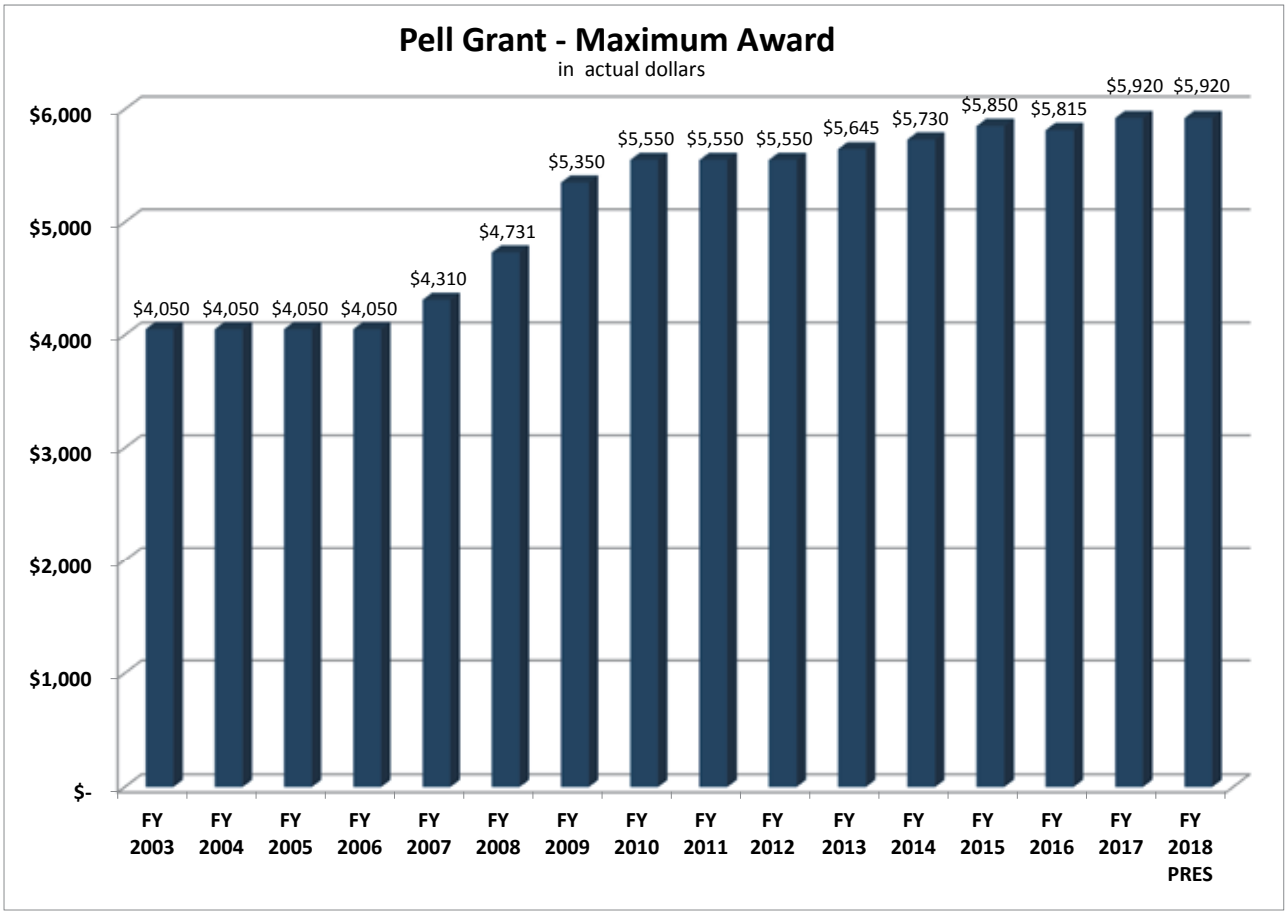


FY 2017 reflects $22.475 billion in appropriations minus a rescission of $1.31 billion of previously appropriated funding. The president's FY 2018 budget includes $22.433 billion in FY 2018 appropriations and a rescission of $3.9 billion of previously appropriated funding, for a net of $18.533 billion.
In addition to these discretionary amounts, Pell grants have had varying levels of mandatory funding since FY 2008.

IMPACT OF PRESIDENT'S BUDGET

As shown in the table on previous page, the president's budget provides sufficient discretionary funding to maintain the Pell Grant base award of $4,860. With the mandatory add-on funds, the maximum grant for FY 2018, academic year 2018-19, will remain at $5,920. A provision in the College Cost Reduction and Access Act of 2007 to index the annual maximum Pell Grant award to the Consumer Price Index for All Urban Consumers (CPI-U) expired in FY 2017. The president does not propose extending the inflation adjustment.

The president's budget rescinds $3.9 billion from the Pell Grant program's unobligated balances (carryover funds from previous years). Combined with $1.31 billion pulled from unobligated balances in the FY 2017 omnibus, the total $5.21 billion cut to the program's reserves over two years would move the program perilously closer to a shortfall in funding in the event appropriated funds do not cover an upward fluctuation in enrollment.



PROGRAM NEED

More than 7.2 million students rely on Pell Grants to attend and afford college. Students and institutions depend on the federal government to maintain consistent support to make higher education access possible for all students. Therefore, it is critical Congress provide sufficient funding in FY 2018 to maintain the discretionary portion of the maximum award at $4,860. A drop below that level will cause reductions in the already enacted mandatory increases, resulting in a double cut to students. The annual inflation adjustment to the maximum award should be restored for FY 2018 and years moving forward to ensure the Pell Grant keeps pace with inflation. Restoration of the inflation adjustment would increase the maximum award by approximately $165 from $5,920 to $6,085.

In addition, Congress should avoid continued rescissions of the unobligated balances in program. These important funds protect the program from enrollment fluctuations to ensure low-income students have the opportunity to receive need-based grants to pursue higher education.

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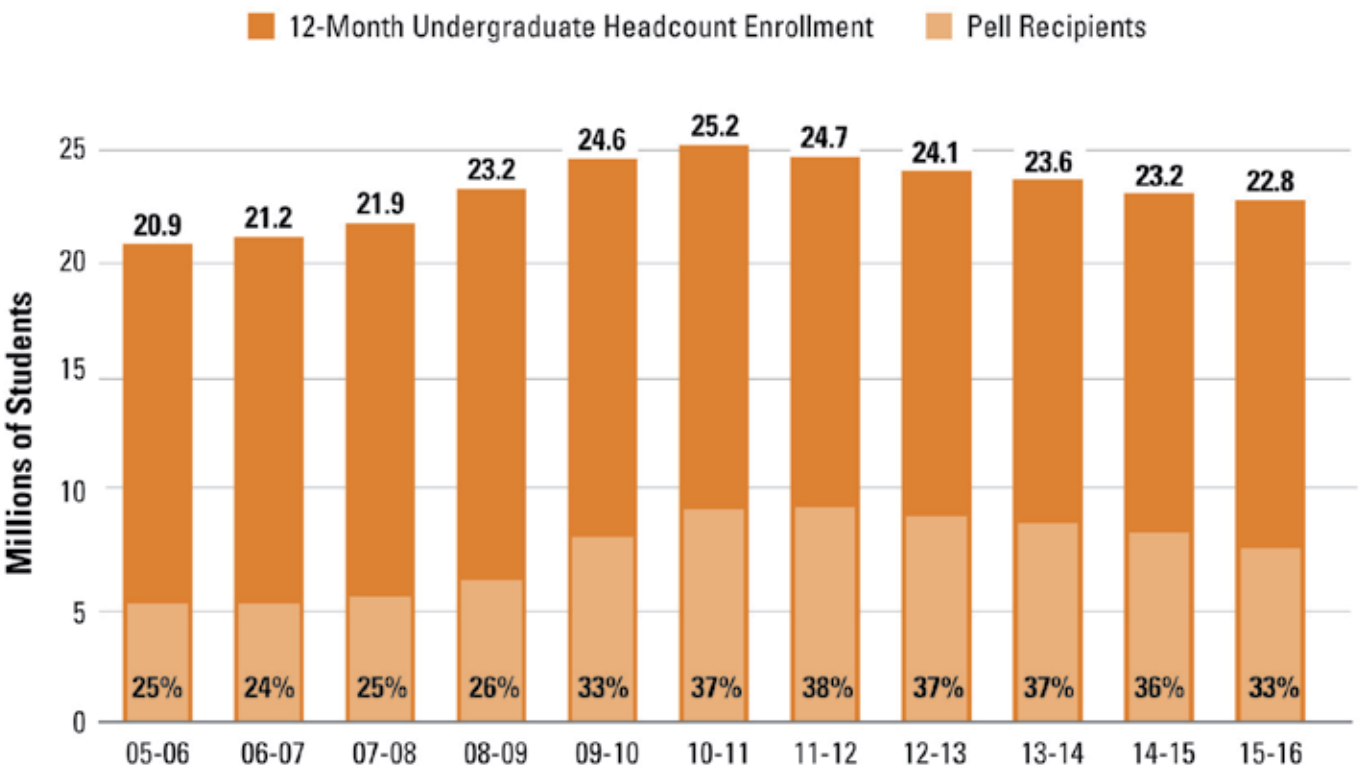
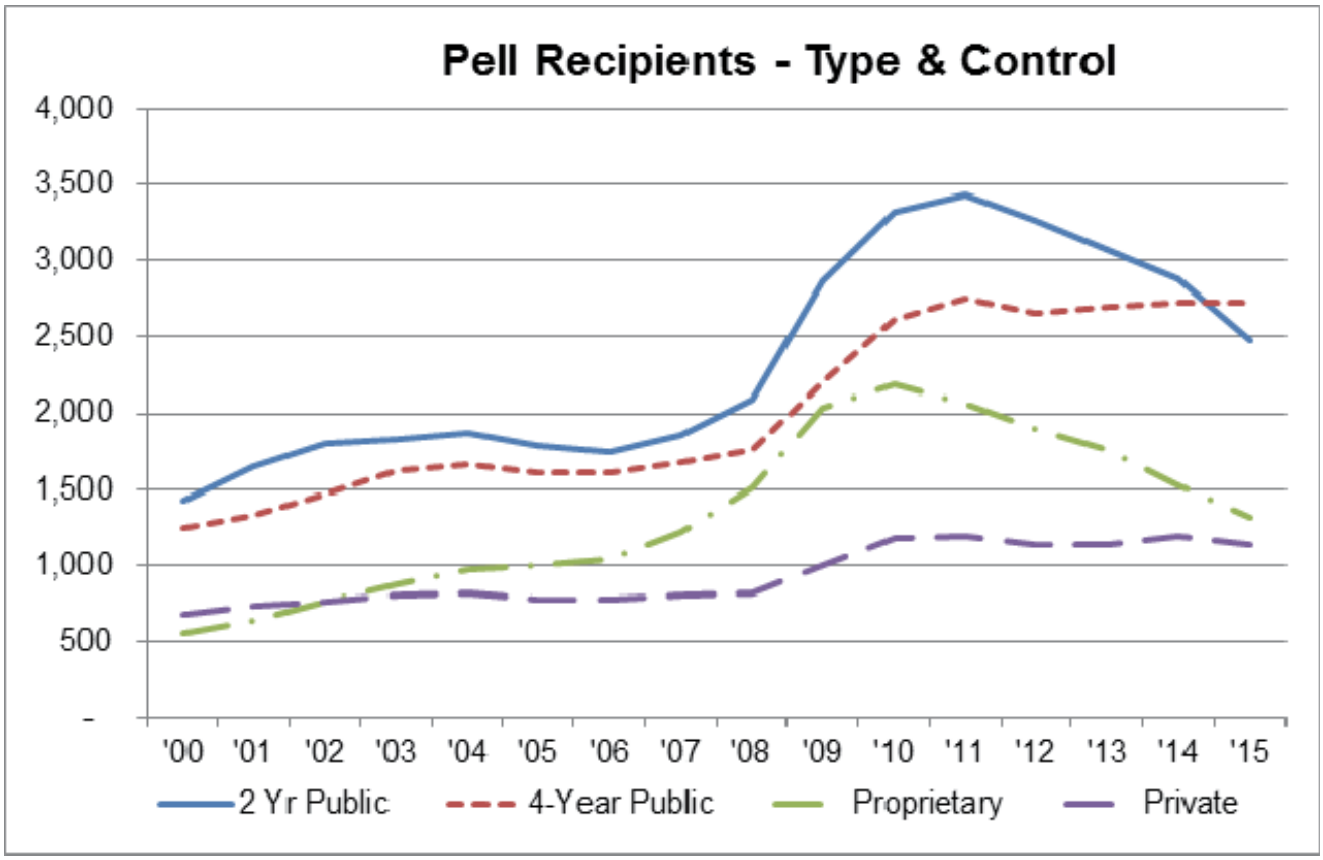
Undergraduate Enrollment and Percentage of Undergraduate Students Receiving Pell Grants

2005-06 to 2015-16



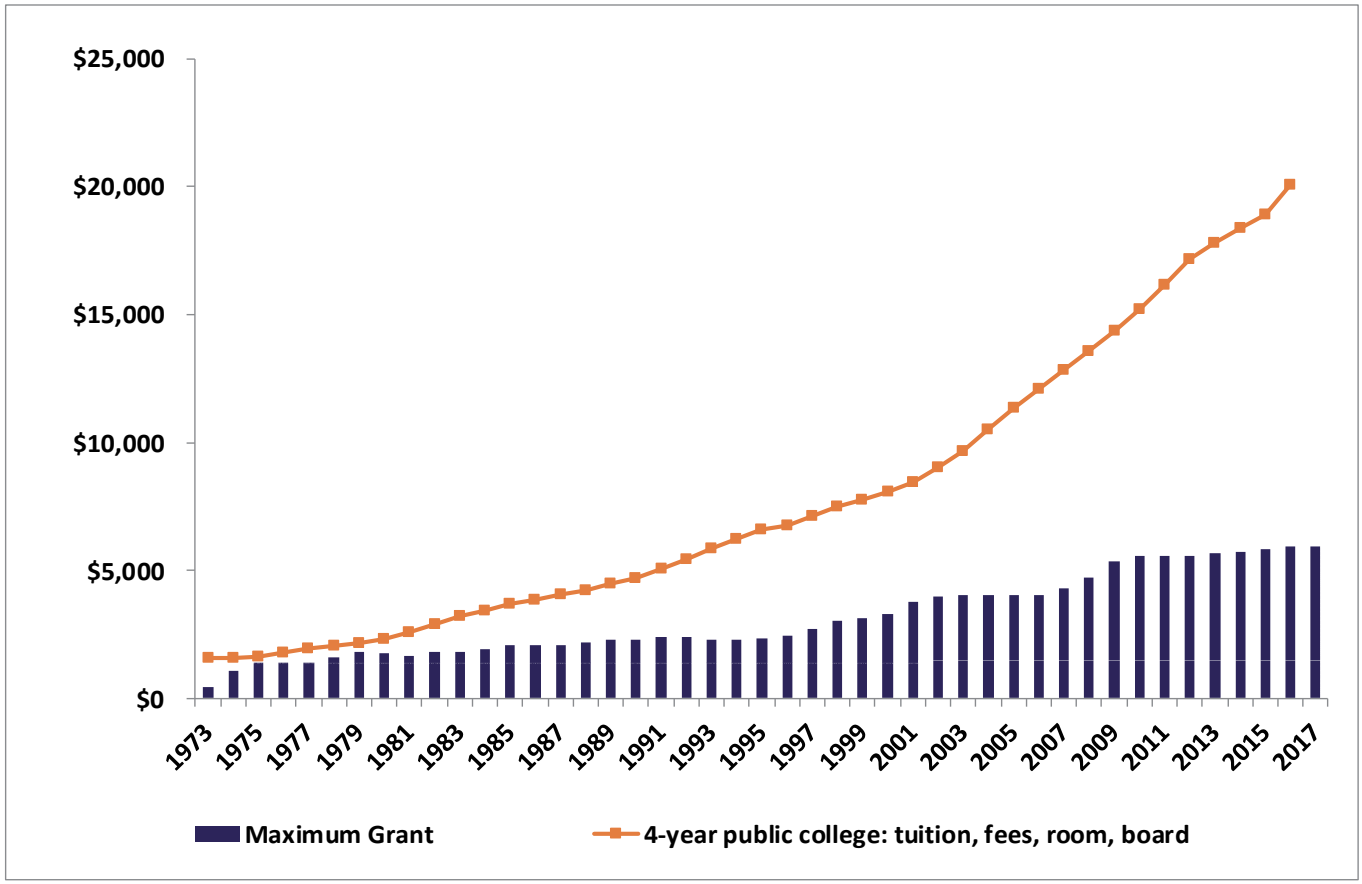
SOURCE: The College Board, *Trends in Student Aid 2016*, Figure 16

Most Pell Grant Recipients Attend Public Colleges



SOURCE: FY 2018 Department of Education Congressional Budget Justifications.
https://www2.ed.gov/about/overview/budget/budget18/justifications/o-sfa.pdf

Maximum Pell Grant No Longer Covers Much of Average Cost of College



SOURCE: Data from College Board

Federal Supplemental Educational Opportunity Grants

Title IV, Part A, Subpart 3, Higher Education Act

In fall 1996, Ayodele Aruleba's parents immigrated to the United States from Nigeria. Ayo was born the next year, and he and his three siblings have lived in the Bronx, NY, most of their lives. Ayo attended Herbert H. Lehman High School, graduating in the top 3 percent of his class. While in high school, he participated in the Law Team and volunteered in the community, feeding the homeless at Thanksgiving and organizing gift drives for low-income children during the holidays. Ayo was selected to serve in the inaugural class of the Mayor's Youth Leadership Council (MYLC), organized to provide youth input to Mayor Michael Bloomberg and his administration. Gathering recommendations from the MYLC, the mayor focused his efforts on access and utilization of health services among teens. The MYLC students worked with the Departments of Education and Health and Mental Hygiene to implement those recommendations.

Ayo was admitted to a number of highly regarded colleges and universities, but selected Georgetown University's College of Arts and Sciences to pursue a degree in government and economics. At Georgetown he has achieved academically, including being inducted into the international economics honor society Omicron Delta Epsilon. He also has found time to be engaged in student government and as a leader with the Georgetown Scholarship program where he runs the peer-led professional development program for several hundred scholarship students on campus. Ayo also mentors young boys at the Duke Ellington School for the Arts.

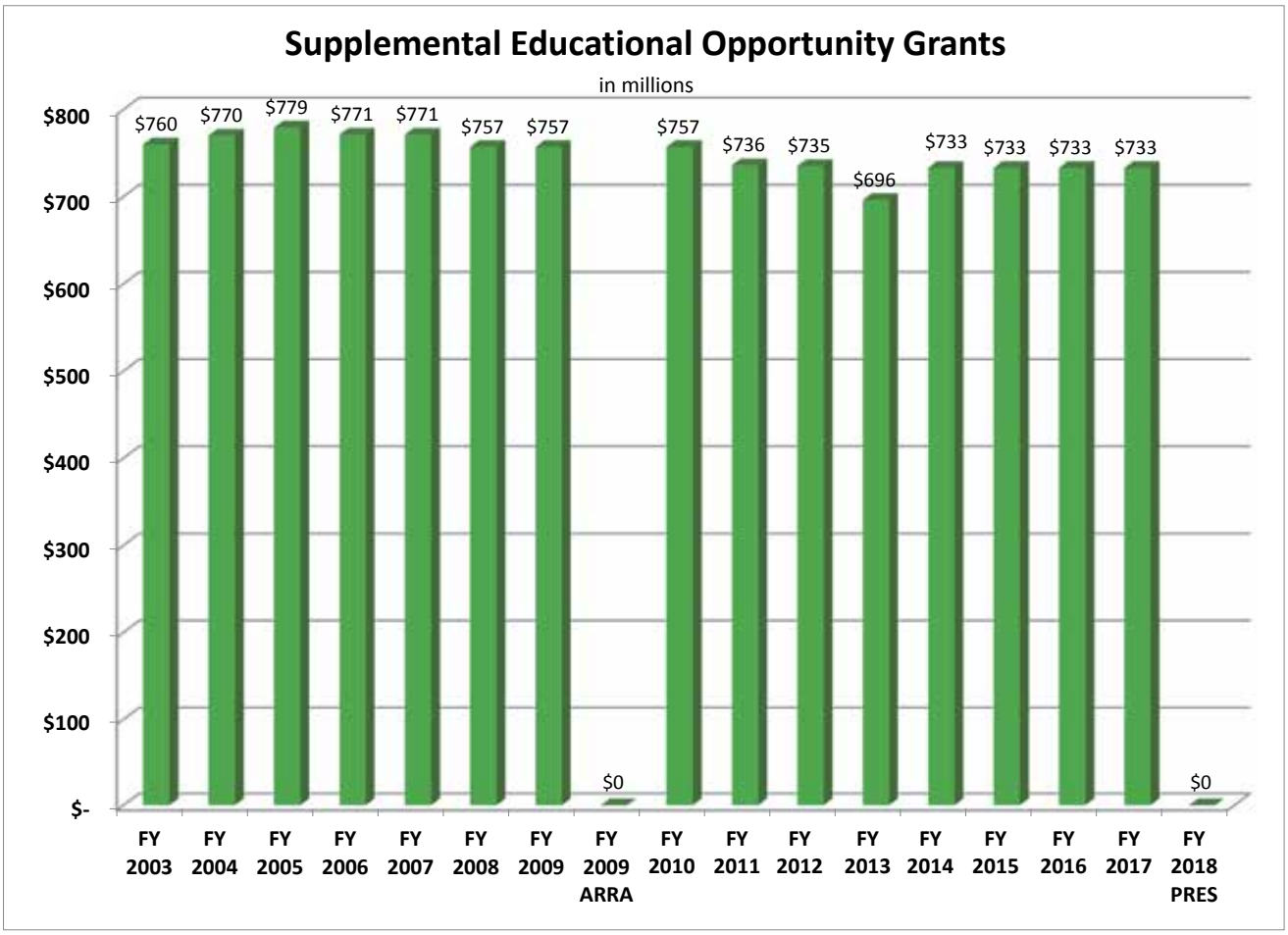
To make it possible for Ayo to attend Georgetown, he has benefited from federal Pell Grants and the Supplemental Educational Opportunity Grant program. In addition, Ayo has won several private scholarships, received significant Georgetown scholarship support, and has held down a number of jobs during his college years. That support and hard work made it possible for Ayo to graduate in May 2017 without any student debt. After graduation, Ayo will consult for the federal government as he prepares to pursue a law degree with the goal of helping his community through a career in public service.

DESCRIPTION

Supplemental Educational Opportunity Grants (SEOG) is a campus-based aid program, requiring participating institutions to match 25 percent of the federal allocation. This program generates more than $1 billion in grant aid for Pell Grant students. SEOG gives financial aid officers flexibility to help students when their financial circumstances drastically change in situations such as parents' unemployment, divorce, or serious medical issues. SEOG provides up to $4,000 in additional grant aid targeted for exceptionally needy students, those with average family incomes of $19,000 or less. The grant expands college choices for low-income students at more than 3,700 institutions nationwide and is a critical component of the federal student aid package.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$733.13	$733.13	$733.13	$0



IMPACT OF PRESIDENT'S BUDGET

The president's budget eliminates funds for the SEOG program, cutting $733 million. SEOG recipients would lose an average of $600 in grant aid, causing them to face the tough choice of borrowing more to pay for college, or dropping out because they cannot afford their education.

PROGRAM NEED

Instead of eliminating funding for SEOG, the program level should be increased to at least $757 million, the level it was ten years ago. Studies show additional grant aid makes a big difference in low-income students persisting to completion. With SEOG, students are relieved of the need to work or borrow more to pay for college, in turn reducing stress and allowing them to focus on academics.

Additional funding in SEOG would be a sound investment, given the increase in students eligible for need-based aid and the desire of additional institutions to participate in the program and provide more grant aid to students.

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Federal Work-Study Program (FWS)

Title IV, Part C, Higher Education Act

Tiffany Gusbeth, Program Manager of Full Circle Scholarship Program, American Indian College Fund

Tiffany was raised in a single-parent home where financial support for higher education was not an option. With the financial assistance she procured through Pell grants and the Federal Work Study program, Tiffany was able to work two jobs to subsidize the cost of her college education. "If I did not have [the necessary] funding through federal student aid for tuition, books, and living expenses, it would have been difficult, if not impossible...to earn my bachelor's degree."

Now as program manager of the Full Circle Scholarship Program at the American Indian College Fund, Tiffany helps American Indian students pursue a college degree through scholarships. Recognizing that "Federal Work-Study got me to where I am today," she pursues her passion of supporting students on their higher education journey. "I was lucky enough to work in the financial aid office at my college. Not only did that opportunity help me tremendously in my financial situation, but I gained professional skills that led me to my calling: student support services."

Tiffany found a great support system with the employees in her college financial aid office. She is still in touch with many of them, and some have become close friends and mentors. "I truly don't know what my life would be like if I hadn't completed my education....I can now support myself and my family." Tiffany now shares her story with the students she works with in order to encourage them to keep going in their own pursuits of higher education. "I can only scratch the surface of how earning an education has changed my life. I tell everyone to take advantage of Federal Work-Study."

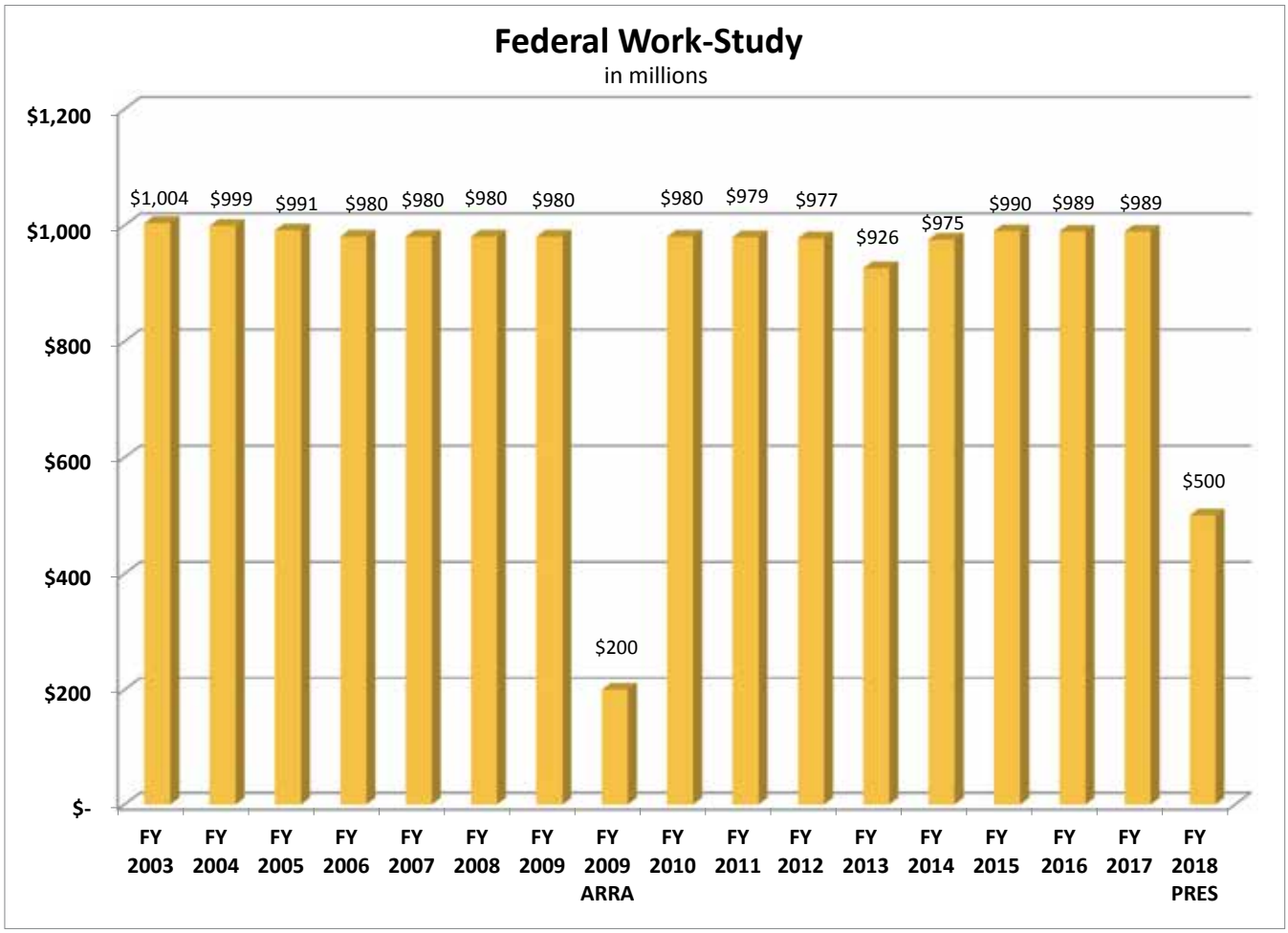
DESCRIPTION

The FWS program provides awards to institutions assisting needy students in financing college costs through part-time employment. The work-study program is cost-effective for the federal government, since both institutions and employers must have "skin in the game" through matching federal dollars and promoting institutional commitment to federal student aid. Students can receive FWS funds at approximately 3,400 participating postsecondary institutions.

The program provides students with much-needed funding and work opportunities, helping integrate students into college life and promoting persistence through graduation. Institutions are required to use at least 7 percent of their FWS allocation to employ students in community service jobs that give students an enriching and rewarding experience. While the vast majority of funds go directly toward need-based student compensation, a portion of funds may also be used to develop off-campus jobs.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$989.73	$989.73	$989.73	$500.00



IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2018 budget cuts FWS by 49.5 percent to $500 million. The program provided $1,096,080,441 in aid to 634,931 students in the 2015-16 award year. The cut would amount to the largest percentage cut and the largest dollar-for-dollar cut in the program's history. Since 1965, FWS funding was cut by more than 10 percent in FY 1973 and again in FY 2010, a result of one-time funding increases in the 2009 American Recovery and Reinvestment Act. With a 49.5 percent cut to FWS, the president's budget would support FWS awards to only 332,600 students, resulting in 302,331 fewer students receiving valuable financial assistance and work experience compared with the 2015-16 academic year.

Because of the current "base guarantee" component of the FWS allocation formula, which ensures funds to institutions at the level of their award year 1999-2000 allocation, a large cut to FWS will have dramatically different implications for different institutions. Based on an analysis by the National Association of Student Financial Aid Administrators (NASFAA), FWS funding at a level less than approximately $660 million would mean institutions would receive — at most — the base guarantee as their total allocation in award year 2018-19, with no funding for the "fair share" portion. With only $500 million for FWS, institutions would receive approximately 75 percent of their "base guarantee" and no "fair share" funds, a potentially devastating cut particularly for those institutions with low "base guarantee" allocations.

The budget also implies support for revising the FWS allocation formula by proposing to "reform the poorly targeted Work Study program to ensure funds go to undergraduate students who would benefit most."

PROGRAM NEED

FWS funds ensure availability of job opportunities to help students complete their degrees in a timely manner. Cuts to the program hinder students' ability to finance their education, likely resulting in higher college debt. In addition to earning money to help pay for postsecondary expenses, students gain valuable work experience through FWS, enabling them to be more competitive in today's workforce. At a time when work experience is more important than ever, work-study represents an already effective program that multiplies federal dollars through institutional and employer matching to aid students with the necessary funds to complete their college degree.

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Federal Perkins Loan Program

Title IV, Part E, Higher Education Act

"Without Perkins Loan money...it would not have been possible for me to complete my degree. My family hit upon financially difficult times while I was attending University of Wisconsin-Madison, but the Financial Aid Department helped me by factoring those challenges into my aid package as a Junior and Senior. At the time, I was attending school full time, working, and trying to live on a...budget. The fact that I did not have to pay interest while I was in school was a huge help.

"[Today] I am a grateful and successful small business owner. I paid my loan off in full about a year ago with pride and excitement. I knew that, when I repaid my loan, it was returned to a revolving fund and would be lent back out to other students. The program fills an important void in the packaging of financial aid, in particular for those who have the greatest need."

—Benjamin Wooten, University of Wisconsin – Madison, Class of 2004
Small business owner, Genoa City, Wisconsin

DESCRIPTION

The Perkins Loan program is a campus-based aid program that provides low-interest loans to the neediest college students. Colleges originate, service, and collect these loans, all of which are recycled in a revolving fund to provide funding to future students. The federal government is authorized to add capital contributions every year while colleges match a third or more, stretching the federal dollars. Since the program was created in 1958, institutions have invested millions of dollars of their own funds through this match. Funding is also authorized for loan cancellations. Federal law requires Perkins Loan Revolving Funds be reimbursed at schools meeting their obligation to cancel loans for borrowers who work in certain public service fields, including teaching, nursing, law enforcement, firefighting, the Peace Corps, child care, libraries, and the military. The federal government has not appropriated funds for cancellations in recent years, and many schools are owed millions of dollars in unreimbursed cancellation funds.

FUNDING HISTORY *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Federal Capital Contributions	$0	$0	$0	$0
Cancellations	$0	$0	$0	$0

IMPACT OF PRESIDENT'S BUDGET

The Perkins Loan program was set to expire on September 30, 2015, but was extended through September 30, 2017, in order to allow the authorizing committees time to complete reauthorization of the Higher Education Act. If Congress does not reauthorize the Higher Education Act, the Perkins Loan program should be extended to allow lawmakers the opportunity to consider the future of all the Title IV student aid programs collectively. The Perkins Loan Extension Act of 2017 extends the program for two years to allow for this careful deliberation.

The 2015 Perkins Loan Extension Act limited student eligibility, including prohibiting graduate students from receiving Perkins Loans after the 2015-16 academic year. However, eligibility could be restored by Congress in the future. Appropriators should fund reimbursements to campus revolving funds for cancelled loans, fulfilling a responsibility set forth in the law, so more funding is available to help low-income students finance their education.

PROGRAM NEED

The Perkins Loan program requires $250 million to fund required cancellations and recover at least part of past funding shortfalls. Ideally Congress would reimburse campus Perkins funds for all unreimbursed cancellations owed, estimated at more than $500 million, including funds institutions contributed to the Perkins Loan Program to help thousands of additional students complete postsecondary education. The Perkins program provides loans to students who cannot borrow or afford more expensive private student loans. The program serves as a key part of making higher education accessible and affordable by allowing schools to help close the financial gaps for low-income students. The program also provides an important incentive for people who wish to go into public service by offering targeted loan cancellations for specific professions in areas of national need.

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William D. Ford Federal Direct Loan Program

Title IV, Part D, Higher Education Act

As a single mother with three young children and just a part-time job, Brooke thought attending college was not an option. But after exploring what financial aid options were available, including Direct Loans, Brooke decided to pursue her educational career and a better life for her family. After earning a degree in Education at the University of Utah in 2014, she now works as a middle school health and physical education teacher. "This is exactly what I wanted to do, and without the help of financial aid, I wouldn't be doing what I love and be able to make a life for my kids and me," Brooke explains.

Brooke Harris, Health and Physical Education Teacher

DESCRIPTION

The Department of Education administers the Direct Loan program, the primary source of federal student loans in the United States. This vast program covers four loan types: subsidized Stafford loans, unsubsidized Stafford loans, PLUS loans for parents of dependent students, and PLUS loans for graduate/professional students (all PLUS loans are unsubsidized). The program makes low-interest loans available to students and their families to pay the costs of postsecondary education and has become the largest federal student aid program. The program also provides loan forgiveness, income-driven repayment, and borrower protections to help prevent students from defaulting on their loan obligations. These benefits and favorable loan terms generally make federal Direct Loans a better option for students and families than private or alternative student loans.

In 2013 Congress passed a long-awaited bipartisan compromise bill that linked student loan interest rates to pending market rates. As a result, each year interest rates will be tied to the 10-year Treasury bond, plus the following percentage add-ons:

- 2.05 percent for undergraduate Stafford (subsidized and unsubsidized).
- 3.6 percent for graduate Stafford.
- 4.6 percent for PLUS (parents and graduate students).

In addition, the law set caps on the rates: 8.25 percent for undergraduate Stafford; 9.5 percent for graduate Stafford; and 10.5 percent for PLUS. Loans would be "variable-fixed," meaning students would receive a new rate with each new loan, with that rate remaining fixed for the life of the loan.

As of July 2012, graduate students no longer qualify for an in-school interest subsidy on federal loans. The FY 2015 omnibus appropriations package only partially restored eligibility for federal student aid to college students without a high school diploma or GED enrolled in approved career pathway programs.

Borrowers of Direct Loans pay an origination fee on every new loan disbursed. Established in statute, for subsidized and unsubsidized loans the origination fee is 1 percent, and for PLUS loans the fee is 4 percent. Under sequestration set by the Budget Control Act, origination fees are increased based on the mandatory sequester percentage provided by the Office of Management and Budget. For loans disbursed on or after October 1, 2016, the subsidized and unsubsidized loan fee is 1.069 percent, while the fee for PLUS loans is 4.276 percent.

In 2014 President Obama issued an executive action calling for the expansion of Pay As You Earn (PAYE) to an additional five million borrowers. The result after a negotiated rulemaking process in the first half of 2015 came in the form of REPAYE, or the Revised Pay As You Earn repayment plan, a new income-driven repayment plan that was effective July 2016. The Department of Education noted in the release of the new plan, now one of five income-drive repayment plans, that it hoped Congress would use REPAYE as a model for a single streamlined repayment plan developed in the upcoming reauthorization of the Higher Education Act.

IMPACT OF PRESIDENT'S BUDGET

President Trump's budget eliminates the in-school interest subsidy for Federal Direct Loans for undergraduate students as of July 2018, except for those undergraduates applying for another loan for their current course of study. Graduate and professional students lost their eligibility for subsidized loans in 2011. Eliminating the in-school interest subsidy for undergraduate students with financial need will result in increasing the costs of college by thousands of dollars. According to an analysis by the Institute for College Access and Success (TICAS), a student starting school in 2018-19 who borrows the maximum aggregate subsidized loan amount ($23,000) and graduates in five years would enter repayment with $3,400 in additional student loan debt without the in-school interest subsidy.

In addition, the budget consolidates the income-driven repayment (IDR) plans into a single new IDR plan with a discretionary income cap of 12.5 percent and a 15-year repayment term for undergraduates, but a 30-year repayment term for graduate students. The new plan would be the only income-driven repayment option for borrowers who originate their first loan on or after July 1, 2018, "with an exception for students who borrowed their first loans prior to July 1, 2018 and who are borrowing to complete their current course of study." Those borrowers would retain access to the current slate of income-driven repayment options.

Furthermore, President Trump eliminates the Public Service Loan Forgiveness (PSLF) Program altogether to "generate savings that help put the Nation on a more sustainable fiscal path." The same grandfathering provisions for the elimination of subsidized loans and the new income-driven repayment plan would apply to PSLF: borrowers who originated their first loan before July 1, 2018, would be eligible for PSLF. The elimination of PSLF would have severe consequences for public service positions nationwide.

PROGRAM NEED

Under sequestration imposed in the Budget Control Act, loan origination fees are increased based on the mandatory adjustment percentage provided by the Office of Management and Budget for each year. For loans disbursed on or after October 1, 2016, the subsidized and unsubsidized loan fee is 1.069 percent, while the fee for PLUS loans is 4.276 percent. Origination fee increases present great unpredictability for students and a heavy administrative burden for financial aid administrators, as they are forced to make adjustments in the middle of an award year, creating confusion for students and families.

Students depend on federal student loans, a form of self-help aid, to finance the cost of college. The restoration of eligibility for graduate and professional students for the in-school interest subsidy would aid the nation's graduate students in their pursuit of advanced education while limiting indebtedness. That said, ensuring the in-school interest subsidy remains in place for undergraduates remains an important priority.

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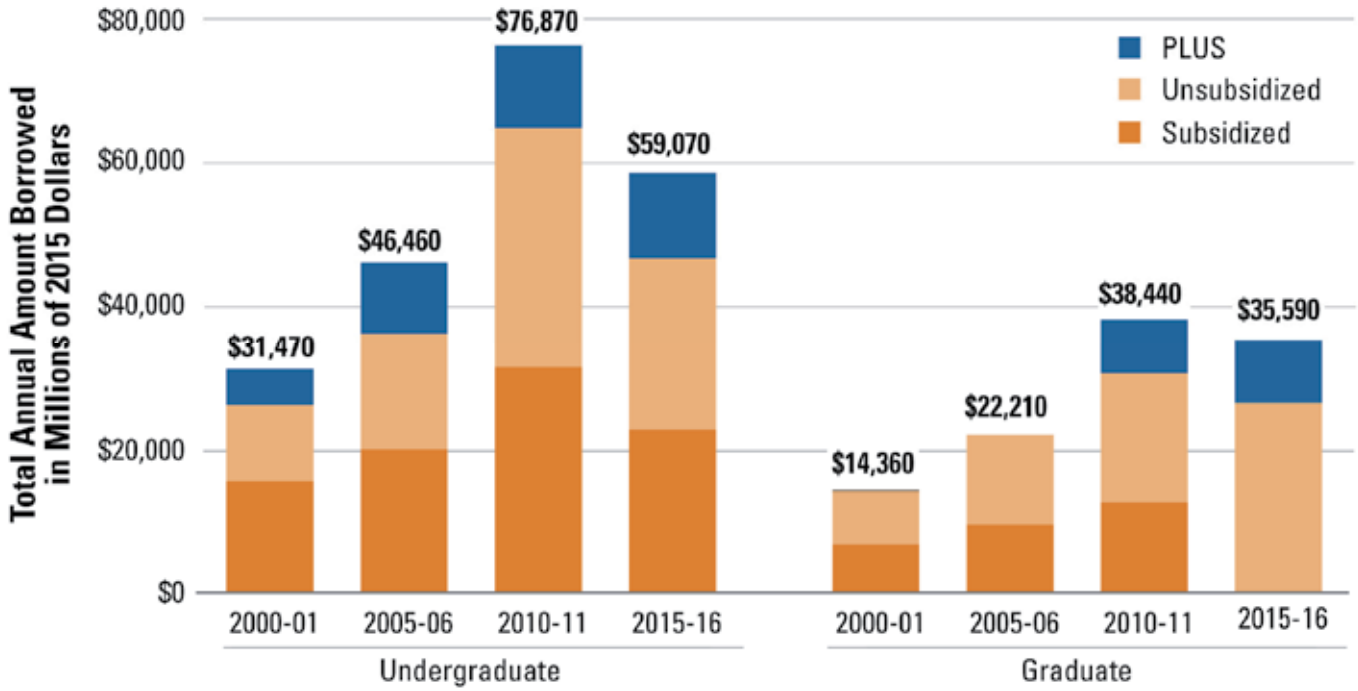
Total Amount Borrowed from Federal Subsidized, Unsubsidized, and PLUS Loans in Millions of 2015 Dollars

2000-01 to 2015-16, Selected Years



SOURCE: The College Board, *Trends in Student Aid 2016*, Figure 7A

Teacher Education Assistance for College and Higher Education Grant Program (TEACH)

Title IV, Part A, Subpart 9, Higher Education Act

"I am from a small town in southeastern Kentucky, the kind you hear about people never leaving. I left my small town to pursue a high school mathematics education degree at NKU on a scholarship. When I decided the students that really needed me were those in middle grades who often get the short end of the stick, I changed my major. I have worked incredibly hard in my college career to become the best teacher I can be — not for myself, not for the money, but for the students that deserve it. I hope one day to teach the underserved populations in Eastern Kentucky. None of that would be possible without the TEACH Grant I received. Help us continue to make a difference."

—Courtney Knox, undergraduate student, Northern Kentucky University, Newport, KY

DESCRIPTION

TEACH is a mandatory spending program providing up to $4,000 a year (sequestration imposed a $3,724 cap, a 6.9 percent reduction), for a maximum of $16,000, in grant aid to undergraduate and post-baccalaureate students studying to become teachers of high-need subjects (mathematics, science, special education, foreign languages, bilingual education, and reading). In addition, current teachers or retirees are eligible for $4,000 per year, for a maximum of $8,000, to pursue Master's degrees, also with a focus on high-need subjects. Within eight years of finishing the program, grant recipients must fulfill a four-year teaching obligation in schools receiving Title I funds. If the service obligation is not fulfilled, the grants convert to unsubsidized loans repaid with interest.

FUNDING HISTORY *(net subsidy costs in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$15.29	$10.60	$153.34*	$24.57

**The 2017 level reflects an upward estimate of $138.4 million based on more teachers over the years completing the terms of the program, and thus fewer grants being transformed into loans.*

IMPACT OF PRESIDENT'S BUDGET

President Trump's budget includes continued funding for the TEACH Grant program, with an estimated 32,801 recipients eligible to receive funding. The increased funding request is due to the Administration's estimate that more TEACH Grant recipients will fulfill their service obligations than previously estimated, meaning less awards will be converted to loans. The TEACH grant program will continue to increase the number of educators teaching high-need subjects in low-income schools.

For budget and financial management purposes, the TEACH grant program is operated as a loan program with 100 percent forgiveness of outstanding principal and interest upon completion of the service component. For the 2016-17 academic year, the maximum award has been reduced by 6.9 percent — the size of the mandatory sequester that year — to a cap of $3,724. This reduction in grant aid transfers the financial burden to students on the path to becoming educators and may result in increased need of financial aid assistance, such as loans, to obtain their degree.

PROGRAM NEED

Currently enrollment in teacher preparation programs is declining while teacher shortages are on the rise. TEACH grants represent a federal commitment to the future of the teaching profession. Over the last five years, grants have been awarded to more than 112,000 teacher candidates in high-need subject areas who maintain at least a 3.25 GPA and commit to four-year service obligations with high-need students. The TEACH grant program has been successful in attracting teachers to work in the most challenging classrooms across the nation. TEACH grants are utilized in all 50 states.

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High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP)

Title IV, Part A, Subpart 5, Higher Education Act

Coming from a single parent home, Guillerma always dreamed of becoming an engineer. She and her mother moved to Oregon when she was nine years old to work in the strawberry fields during the summer. Guillerma is the first person in her family to attend a four-year institution — Oregon State University (OSU) — and she participated in the College Assistance Migrant Program (CAMP) in 2011-12. While in college, she pursued summer internships with Lockheed Martin Aerospace and NASA. She successfully graduated from OSU in 2016 with a degree in Industrial Engineering. Guillerma now works for Pratt and Whitney, a United Technologies Corp. company that designs, manufactures, and services aircraft engines, and is applying to business school to earn an MBA. CAMP was instrumental in providing her the supportive services she needed to graduate from college and achieve her dream of becoming an engineer.

DESCRIPTION

For nearly five decades, the High School Equivalency Program (HEP) and CAMP projects have successfully closed the access and completion gaps for children of agricultural workers. HEP and CAMP are the only federal programs that provide this student population with the educational opportunities and supports to succeed in higher education. HEP recruits children of agricultural workers ages 16 and over, providing the academic and comprehensive support services to help them obtain a High School Equivalency Diploma (HSED) and gain employment or admission to postsecondary institutions or training programs. CAMP assists students in their first year of college with academic and personal counseling, stipends, and other support services, and helps students obtain financial aid for their remaining undergraduate education. Currently there are approximately 101 HEP and CAMP programs at institutions of higher education throughout the United States.

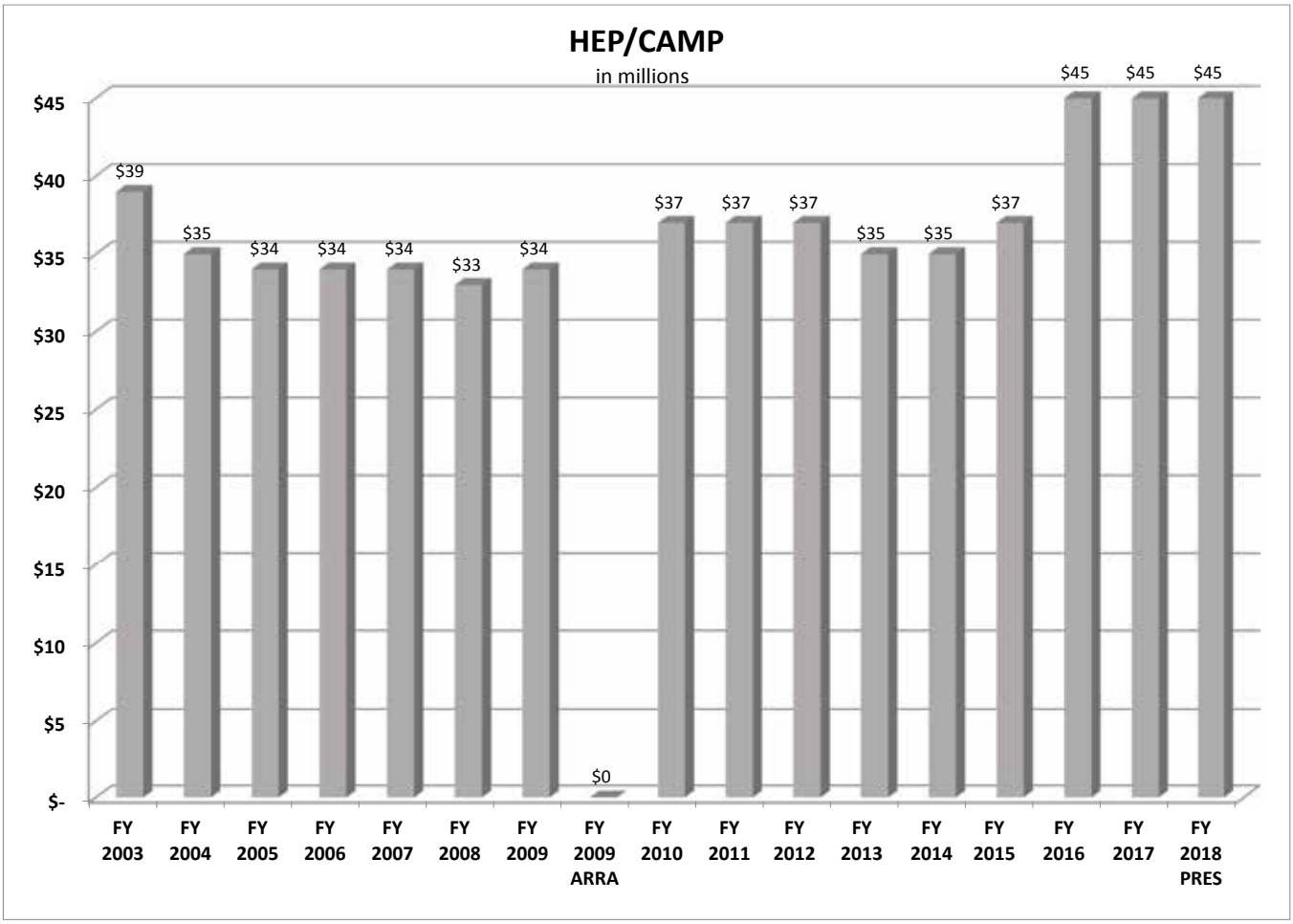
FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$37.47	$44.62	$44.62	$44.54

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget provides $44.54 million for HEP and CAMP, a slight decrease in funding from the FY 2017 level. The FY 2018 request will support outreach, technical assistance, and professional development activities. These services are in high demand, and more funding is required to meet the needs of farm worker migrant students to ensure they have access to greater educational and job opportunities. This funding level will allow the Department of Education to consider the geographic distribution of grants to ensure HEP and CAMP projects are available in areas of the country with the most need for these critical programs.

Under the president's budget, HEP services would be available to 5,700 students, and 2,500 students would receive CAMP services.



PROGRAM NEED

The Higher Education Opportunity Act of 2008 recognized the importance of HEP and CAMP by increasing the authorization levels to $75 million, an increase of $55 million. Funding at the authorized level must be provided to ensure these students have equal opportunity to receive a quality education.

Children of agricultural workers are among the most disadvantaged and at risk for poor educational, employment, and earnings outcomes. The dropout rate of these students is very high, and they encounter tremendous obstacles in completing high school and pursuing higher education.

HEP and CAMP focus on identifying children of agricultural workers who have not been able to complete high school or pursue further education due to inconsistent access to equitable educational opportunity. In targeting out of school youth, HEP is able to provide services in flexible locations at times that meet the needs of this working population.

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Historically Black Colleges and Universities (HBCU)

Title III, Parts A, B, C, D, F, Higher Education Act

"Historically Black Colleges and Universities pull above their weight – graduating students who come to college with the greatest financial needs and academic issues to overcome. And we achieve these results despite limited resources. Fully funding Title III programs would provide critical benefits to our institutions and the country by expanding our capacity to produce the African American professionals – teachers, scientists, doctors, businessmen, and civic leaders – that the country needs."

—Dr. Henry N. Tisdale, President, Claflin University, Orangeburg, SC

DESCRIPTION

Historically black colleges and universities (HBCUs) were created as early as 1837 to provide African Americans access to higher education. Noted for their contributions in producing the nation's most prolific social engineers, the 101 accredited HBCUs today constitute the class of institutions that satisfy the statutory definition of the term "HBCU" in Title III of the Higher Education Act of 1965. In 2014, HBCUs comprised 3 percent of all colleges and universities, but enrolled 10 percent of African American undergraduates, produced 17 percent of the nation's African American college graduates, and generated 24 percent of African Americans with bachelor degrees in science, technology, engineering, and mathematics (STEM) fields. Today more than 300,000 students attend HBCUs which include two- and four-year, public and private, and single-sex and coed institutions, located primarily in Southern states. HBCUs disproportionately enroll low-income, first-generation college students — precisely the students the country most needs to obtain college degrees.

Strengthening HBCUs (Title III, Parts B and C)

The Higher Education Act of 1965 authorizes three critical HBCU programs under Title III of the Act. Strengthening HBCUs (Part B, Section 323) provides foundational institutional support to accredited HBCUs. Strengthening Historically Black Graduate Institutions; Part B, Section 326) provides support to HBCU post-baccalaureate and professional programs in medicine, law, veterinary medicine, and other disciplines. Endowment Challenge Grants (Part C, Section 331) provides matching grants to increase HBCU endowment funds. Title III programs are the cornerstone of federal support to HBCUs and Predominantly Black Institutions (PBIs), providing critical operating and capital resources for institutions. Title III discretionary funding provides support for undergraduate and graduate education programs and support services essential for student success. Title III mandatory funding supplements and works in conjunction with the discretionary formula program to enhance academic instruction at HBCUs and PBIs, especially in the STEM fields.

HBCU Capital Financing Program (Title III, Part D)

The HBCU Capital Financing Program provides HBCUs with access to low-interest loans not available elsewhere to support the repair, renovation, and construction or acquisition of educational facilities, instructional equipment, and physical infrastructure. As a result of these investments, HBCUs are able to provide students with enhanced learning and living environments, rebuild and restore historic buildings, and provide jobs in communities that are still feeling the effects of the Great Recession..

Master's Degree Programs at HBCUs and PBIs

These programs provide funding to 18 HBCUs to improve graduate education opportunities at the master's level in mathematics, engineering, physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines where African American students are underrepresented.

Strengthening Predominantly Black Institutions (PBIs)

Strengthening PBIs provides formula-based discretionary development grants to institutions with enrollments of at least 1,000 undergraduates. The student body must be at least 40 percent African American and at least 50 percent low-income or first-generation college students. Community colleges and other eligible institutions must demonstrate their average educational and general expenditures per student are low in comparison to other undergraduate institutions offering similar academic programs. Funds enable colleges to expand teacher education programs, upgrade academic facilities, encourage student persistence, and better serve the academic needs of their students. PBI mandatory funding allows awards of highly competitive grants to colleges to enhance STEM education, teacher education, and other priority programs for African American students.

Minority Science and Engineering Improvement Program (MSEIP)

These grants are designed to increase participation of underrepresented ethnic and racial minorities in science and engineering programs and support science and engineering programs at predominantly minority institutions. Colleges and universities with minority enrollments in excess of 50 percent are eligible to receive assistance under MSEIP.

FUNDING HISTORY *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Strengthening HBCUs				
(discretionary)	$ 227.52	$ 244.69	$ 244.69	$ 244.23
(mandatory)*	$ 78.80	$ 79.22	$ 79.14	$ 85.00
Strengthening HBGIs	$ 58.84	$ 63.28	$ 63.28	$ 63.16
Endowment Challange Grants	$ 0.00	$ 0.00	$ 0.00	$ 0.00
HBCU Capital Financing Program				
(loan subsidies)	$ 19.10	$ 20.15	$ 20.15	$ 20.11
(new loan volume)	$ 304.00	$ 302.00	$ 282.00	$ 314.00
Masters Degree Programs				
at HBCUs and PBIs	$ 0.00	$ 0.00	$ 7.50	$ 0.00
Strengthening PBIs				
(discretionary)	$ 9.24	$ 9.94	$ 9.94	$ 9.92
(mandatory)*	$ 13.91	$ 13.98	$ 13.97	$ 15.00
MSEIP	$ 8.97	$ 9.65	$ 9.65	$ 9.63

** Mandatory totals include funds provided by the Student Aid and Fiscal Responsibility Act (SAFRA) within the Health Care and Education Reconciliation Act of 2010 and mandatory appropriations provided under Title VIII, Part AA, Sections 897 and 898 of the HEA.*

Amounts include sequester reductions of 7.3 percent in 2015, 6.8 percent in 2016, and 6.9 percent in 2017.

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget largely freezes discretionary funding for HBCU programs, while at the same time cuts $143 billion over ten years to vital federal student loan programs upon which thousands of HBCU students depend to attend college. In fact, 70 percent of students enrolled at HBCUs are eligible for Pell Grants, substantially higher than the 39 percent of Pell recipients at four-year nonprofit colleges nationwide. Without strong investments in HBCUs and the students they serve, the president's commitment to rebuilding the African American community will be an unfulfilled promise.

PROGRAM NEED

HBCUs are an important strategy in closing the college attainment gap between minority and low-income students and their more advantaged peers. Despite the need, a wave of cutbacks beginning in FY 2011 have undermined the important work of HBCUs in giving students of color the education they need. Increased federal investments are needed to strengthen the capacity of HBCUs to prepare first-generation, low-income students of color for careers of success and service.

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Developing Hispanic-Serving Institutions (HSI)

Title III, Part F; Title V, Parts A-B, Higher Education Act

Palomar and the California State University, San Marcos, are working to increase the number of Hispanic and other low-income (HLI) students who complete their studies in a STEM field. They are doing this by implementing three interwoven strategies: Focus on the Student is a strategy to strengthen the STEM educational pathway from access to persistence and completion. Focus on the Curriculum emphasizes the scaling up of curriculum and programs designed to improve student completion of math and ESL competencies. Focus on the Faculty addresses what happens in the classroom through a strategic, ongoing, and systematic professional development program.

—Title V, Part A

St. Mary's University (TX) designed "Promoting Excellence in Graduate Education," a Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) project that directly addresses gaps and weaknesses hindering the University from adequately serving the needs of Hispanic and disadvantaged postbaccalaureate students. Grant-funded activities include three interrelated initiatives that strengthen and expand online graduate program offerings, develop capacity for community-based research, and develop support for graduate student success. Project initiatives couple increased access to graduate programs with innovative approaches to graduate student services to increase both postbaccalaureate enrollment and completion.

—Title V, Part B

Hudson County Community College and New Jersey City University, located in Jersey City, NJ, received a cooperative arrangement grant to fund a project addressing a significant problem — students' inability to enroll as science, technology, engineering, and mathematic (STEM) majors due to failure or slow progress in early mathematics courses. This project represented a carefully planned attempt to address the loss of Hispanic students from STEM pathways by improving student success in mathematics courses that are "gatekeepers" to those career paths. The project had one overarching goal: to increase the number of Hispanic students who graduate with STEM degrees.

—Title III, Part F

DESCRIPTION

Developing Hispanic-Serving Institutions (Title V, Part A) provides direct grants to HSIs, defined as nonprofit higher education institutions with an enrollment of undergraduate full-time equivalent students at least 25 percent Hispanic at the end of the award year immediately preceding the date of application. HSIs enroll and educate a disproportionate number of minority, low-income, and first-generation college students. There are two main purposes of the program. First, the program expands educational opportunities for and improve academic attainment of Hispanic students. Second, it works to expand and enhance academic offerings, program quality, and institutional stability of the institutions that educate the majority of Hispanic students and help large numbers of Hispanic and other low-income students complete postsecondary degrees.

Funds may be used for a number of activities, including purchase of scientific or laboratory equipment and other educational materials and construction or renovation of instructional facilities. Funds also support faculty development and professional learning, academic tutoring or counseling programs, student support services, such as outreach, academic supports, mentoring, scholarships, fellowships, and other financial assistance, and distance learning and technologies. Other uses of funds include administrative management, articulation agreements, programs facilitating students' transfer from two- to four-year institutions, and education, counseling services, and financial information to improve the financial and economic literacy of students and their families.

Five-year individual development grants, five-year cooperative arrangement development grants, and one-year planning grants may be awarded under Title V, Part A. The average award for Development Grants in FY 2015 was $531,944 per year and $527,970 in FY 2016.

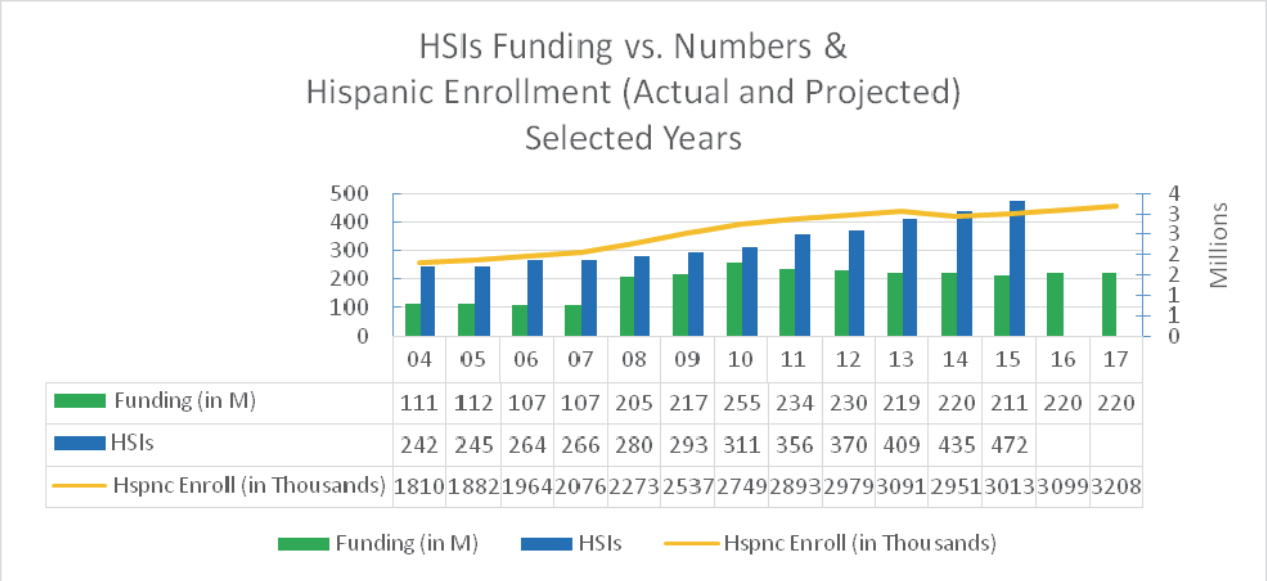
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program (Title V, Part B):
PPOHA grants target expanded graduate school opportunities and improved academic attainment for Hispanic students. Funds also are used to expand postbaccalaureate academic offerings and enhance program quality in postsecondary institutions educating the majority of Hispanic college students, helping large numbers of Hispanic and low-income students complete postsecondary degrees. To receive a PPOHA grant, a higher education institution must offer a postbaccalaureate certificate or program, be designated as an eligible institution, and meet the program-specific requirements to be defined as an HSI.

Hispanic-Serving Institutions Science, Technology, Engineering and Mathematics and Articulation Programs (Title III, Part F):
Hispanic-Serving Institutions Science, Technology, Engineering and Mathematics and Articulation Programs (HSI STEM & Articulation Programs) grants are competitively awarded to postsecondary institutions with 25 percent or more Hispanic student enrollment. Grantees focus on increasing the number of Hispanic and other low-income students who attain degrees in the STEM fields and developing model transfer and articulation agreements between two-year Hispanic-serving institutions and four-year institutions. The average award for a Development Grant in FY 2016 was $1,014,464 per year.

FUNDING HISTORY *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Title III—Part F (mandatory)	$ 92.70*	$ 93.20*	$ 93.10*	$100.00
Title V—Part A	$100.23	$107.80	$107.80	$107.59
Title V—Part B	$ 8.99	$ 9.67	$ 9.67	$ 9.65
Title V—Part B (mandatory)	--	--	--	--
Total	**$201.92**	**$210.67**	**$210.57**	**$217.24**

** Mandatory totals include funds provided by the Student Aid and Fiscal Responsibility Act (SAFRA) within the Health Care and Education Reconciliation Act of 2010 and mandatory appropriations provided under Title VIII, Part AA, Sections 897 and 898 of the HEA.*



The number of HSIs is determined by institutional reporting to the Department of Education of yearly enrollments that includes data on student self-identified race and ethnicity. The latest data are from the 2015-16 academic year. Totals also include funding for the Hispanic-Serving Institutions Education Grants Program at the Department of Agriculture, $9.2 million in FY 2017. Department of Education Grants include: STEM and Articulation Grant Program (HEA Title III-Part F) funded at $93.1 million in FY 2017; Developing Institutions (Title V-Part A) funded at $107.8 million in FY 2017, and Promoting Postbaccalaureate Opportunities (Title V-Part B) funded at $9.7 million in FY 2017.

IMPACT OF PRESIDENT'S BUDGET

The number of HSIs continues to grow with the corresponding increase in the number of Hispanics that are accessing higher education, with the most recent year-to-year increase in HSIs of 37 institutions. The budget freezes funding for all grant programs supporting HSIs. The net effect is an actual reduction in support. Title V funds provide much needed resources to these institutions that serve the largest percentage of low-income, first-generation, and minority students, who are expected to comprise the majority of tomorrow's workforce. Current funding, awarded through highly competitive grants, is not nearly enough to serve the academic and support needs of all 472 eligible institutions and the 1.95 million Hispanic students and almost 5 million students of all races/ethnicities currently enrolled in HSIs.

PROGRAM NEED

HSI grants enable colleges to better serve large percentages of Hispanic and other minority and disadvantaged students. Funds support programs that provide equal educational opportunity and strong academics and are used for improvements in instructional facilities, scientific equipment, curriculum development, faculty development, and other areas that promote access and success. As recently as FY 2010, HSIs received almost a third less federal funding on a per student basis than other institutions of higher education. HACU advocates for a FY 2018 funding level for Title V-Part A of $117 million and $20 million for Title V-Part B.

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Tribal Colleges and Universities and Other Title III Programs

Title III, Parts A and F, Higher Education Act

DESCRIPTION

The goal of the Strengthening Institutions programs is "to improve the academic quality, institutional management and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation." Tribal Colleges and Universities (TCUs) are tribally or federally chartered public institutions. Their enrollments are majority American Indian/Alaska Native who are members of federally recognized tribes or the biological children of tribal members. The TCU program is specifically designed to address the critical, unmet needs of American Indian/Alaska Native students and communities, in order to effectively prepare them to succeed in a globally competitive workforce.

FUNDING HISTORY *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Discretionary	$25.66	$27.60	$27.60	$27.55
Mandatory*	$27.81	$27.96	$27.93	$30.00

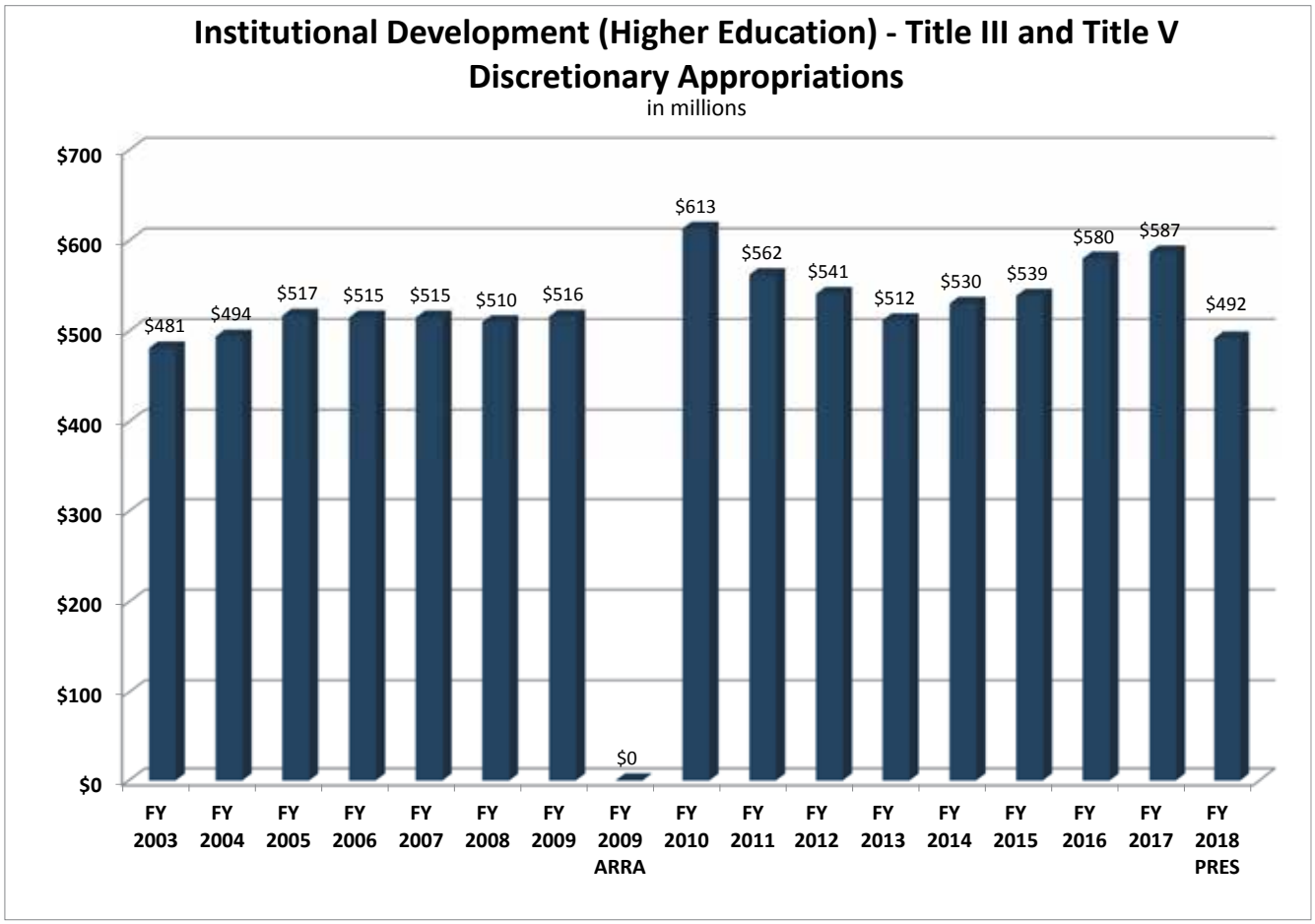
**Mandatory funds are provided under the Student Aid and Fiscal Responsibility Act (SAFRA) within the Health Care and Education Reconciliation Act of 2010 (P.L. 111-152).*

IMPACT OF PRESIDENT'S BUDGET

Funding for TCUs provides essential resources to tribally and federally chartered colleges currently operating more than 75 campuses and sites in 15 states. While this program was not cut, other programs impacting TCUs' ability to serve their students were. Cuts to allied programs make the continuation and growth of the TCU Title III program that much more important. They must maintain fundamental programs offered and expand their capacity to meet the growing needs of students seeking to achieve their higher education and career goals.

PROGRAM NEED

The majority of students at all TCUs are Native American/Alaska Native tribal members or their biological children, and 85 percent of these students receive Pell Grants. TCUs by any definition truly are developing institutions, providing quality higher education opportunities to some of the most rural, isolated, impoverished, and historically underserved areas of the country. Title III funds provide a step toward equal educational opportunity for those residing in Indian Country through high-quality, culturally appropriate academic programs, as well as funding for improvements to instructional facilities, scientific equipment, curriculum development, faculty development, and other areas that promote access to and success in higher education.



Other Title III programs

These programs are intended to help eligible institutions of higher education increase their self-sufficiency and expand capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions.

Alaska Native and Native Hawaiian-Serving Institutions
An Alaska Native-serving institution may receive a grant under Title III, section 317, if, at the time of application, it has an enrollment of undergraduate students that is at least 20 percent Alaska Native students. A Native Hawaiian-serving institution may receive a grant under section 317 if, at the time of application, its enrollment of undergraduate students is at least 10 percent Native Hawaiian students.

Funding History *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Discretionary	$12.83	$13.80	$13.80	$13.78
Mandatory	$13.91	$13.98	$13.97	$15.00

Asian American and Native American Pacific Islander-Serving Institutions
An Asian American and Native American Pacific Islander-serving institution may receive a grant under Title III, section 320, if, at the time of submission, it certifies it has an enrollment of undergraduate students of whom at least 10 percent are Asian American and Native American Pacific Islander.

Funding History *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Discretionary	$3.11	$3.35	$3.35	$3.34
Mandatory	$4.64	$4.66	$4.67	$5.00

Native American-Serving, Nontribal Institutions
A Native American-serving, nontribal institution may receive a Title III, section 319 grant if at the time of submission it certifies an enrollment of undergraduate students not less than 10 percent Native American. Students self-identify as American Indian, and no documentation of tribal membership is required in determining the percentage of Native American students enrolled at a NASNTI.

Funding History *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Discretionary	$3.11	$3.35	$3.35	$3.34
Mandatory	$4.64	$4.66	$4.66	$5.00

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International Education Programs and Foreign Language Studies

Title VI, Parts A and B, Higher Education Act
Section 102(b)(6), Mutual Educational and Cultural Exchange (Fulbright Hays) Act

At the University of California-Berkeley, the Institute of East Asian Studies is funded in part with NRC, FLAS, and Fulbright Group Projects Abroad grants under Title VI. These grants have helped restore courses on Mongolian language, history, and culture. Mongolian, a strategic language rarely taught in the United States, is now thriving in Berkeley supported by its local Mongolian community, the largest outside of Mongolia.

Another Title VI project at Berkeley, which has received praise from the U.S. Department of Education, sends middle and high school teachers to China to learn about language, history, and culture for incorporation into their classroom lessons. Teachers have reported it is difficult to teach California's standards related to China because there is so little material, but they are thrilled with the information and experiences they can share with their students after participating in the summer institutes. Since the first year, the program has trained over 100 teachers throughout California and their lessons have touched thousands of students.

DESCRIPTION

The International Education and Foreign Language Studies (IEFLS) Domestic Programs support comprehensive language training, intensive study of world areas and cultures, academic research and programming, and extensive outreach to K-12 classrooms. In addition, funds support collaborations between four-year postsecondary institutions and community colleges and strong ties between U.S. higher education institutions and international partners. These efforts promote American students' global competencies and enhance their understanding of populations around the world. Title VI programs offer resources and expertise that serve the nation's economic, diplomatic, defense, and national security needs. Programs also facilitate university collaborations on international issues with federal, state, and local agencies, business and industry, and the military.

The International Education and Foreign Language Studies (IEFLS) Overseas Programs (Fulbright-Hays Act) support overseas study and research for American students, teachers, and college faculty. Institutions support short-term projects, group training, and research in modern foreign languages and intensive language training in major world areas (excluding Western Europe). In addition, programs provide opportunities overseas to study and conduct advanced research and fellowships for scholars specializing in less commonly taught languages and major world areas outside Western Europe.

Title VI programs fund collaborations and partnerships among educational entities, businesses, governments and centers, and programs and fellowships at higher education institutions. Programs focus on increasing the number of experts in world languages and area studies to meet national security needs and train a globally competitive workforce. Among these programs are:

- National Resource Centers (NRCs) at universities, comprehensive centers of excellence that train students and scholars, maintain library collections and research facilities, conduct research on world affairs, operate summer institutes in the U.S. and abroad, and provide expertise at all levels of government.
- Foreign Language and Area Studies (FLAS) Fellowships, supporting academic year and summer fellowships for graduate and undergraduate level training at universities offering programs of excellence.

- Centers for International Business Education (CIBE), focusing comprehensive university expertise on improving international business education across disciplines.
- Language Resource Centers (LRCs), supporting improvements in teaching and learning of less commonly taught foreign languages.

FUNDING HISTORY *(in millions)*

	FY 2014	FY 2015	FY 2016	FY 2017 PRESIDENT's REQUEST
Domestic Programs	$65.10	$65.10	$65.10	$0
Overseas Programs	$ 7.06	$ 7.06	$ 7.06	$0

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2018 budget eliminates funding for the Title VI Domestic and Overseas (Fulbright-Hays) programs. The budget justifications state the Administration "recognizes the critical need for our Nation to have a readily available pool of international area and advanced language experts for economic, foreign affairs, and national security purposes." However, the budget also asserts this goal is not consistent with the Department of Education's core mission and that other federal agencies have authority for national security and implement similar programs. The Administration states the Department of Education would allow Domestic Program grantees to close out existing projects and draw down grant funds already awarded in prior years.

PROGRAM NEED

Title VI programs are not duplicative and, in fact, represent a national resource. For example, the National Resource Centers (NRC) program trains students, specialists, and scholars across the country and ensures the United States is able to address vital demands in government, education, business, economics, foreign affairs, and defense, particularly in relation to less commonly taught languages and regions in America's strategic interests. All Title VI programs expand access to international studies and language programs and help deliver global opportunities to a broader population.

If Title VI funding is eliminated, the nation's international knowledge and expertise, developed over the past fifty years, are at risk. A strong federal investment in Title VI is necessary to expand the nation's capacity in international education, research, and foreign language studies. Particularly in an increasingly global economy, additional funds are needed to ensure a steady pipeline of individuals across professions with global understanding and language proficiency, address the severe shortage of Americans with proficiency in less commonly taught languages, and strengthen the nation's competitive advantage.

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Federal TRIO Programs

Title IV, Part A, Subpart 2, Higher Education Act

"To say that the TRIO has helped me get where I am would be an understatement. Financially and academically, TRIO helped me prepare for college life. During high school, TRIO ensured that I had the resources to figure out what I wanted to do after graduation. One of the most prominent things I remember from TRIO was our trip to visit the University of Michigan. The whole university seemed stunning, and that's when I set my mind on this school. The fact is, it just isn't possible for everyone to get a tour of their planned college before attending. TRIO made it possible and convenient. When I first signed up for TRIO, I couldn't have predicted how great of a help it would turn out be. With the aid provided to me, I started college at the U of M feeling prepared and stable, ready for the unexpected."

—A TRIO Student

DESCRIPTION

The TRIO programs provide a pipeline of educational outreach and supportive services to approximately 828,000 low-income students ranging from sixth graders to doctoral candidates, adult learners, and students with disabilities. Through seven programs (Talent Search, Upward Bound, Upward Bound Math-Science, Student Support Services, Ronald E. McNair Postbaccalaureate Achievement, Educational Opportunity Centers, and Veterans Upward Bound), TRIO motivates and prepares first-generation individuals from families with incomes below 150 percent of the poverty level and where neither parent has a college degree. Through nearly 3,000 projects, TRIO operates in virtually every congressional district in the United States and several independent territories.

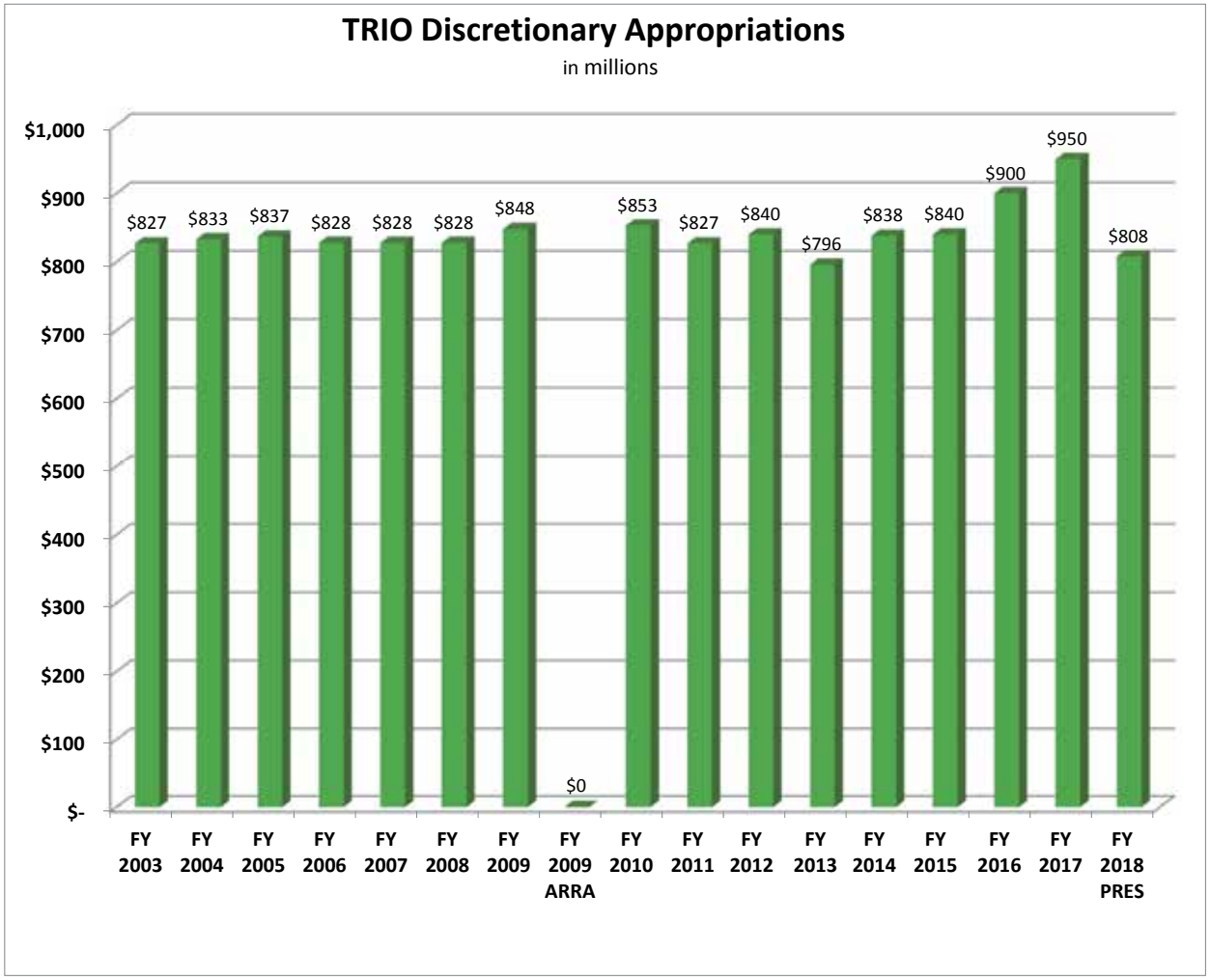
FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$839.75	$900.00	$950.00	$808.29

IMPACT OF PRESIDENT'S BUDGET

The president's budget eliminates two TRIO programs — Ronald E. McNair Postbaccalaureate Achievement and Educational Opportunity Centers. All **Ronald E. McNair Postbaccalaureate Achievement program** students are either both low-income and first-generation or Black, Hispanic, or American Indian. The McNair program enables them to successfully pursue postgraduate study and, since fewer than 12 percent of all doctorates are awarded to such minorities, the need for the program is clear. **Education Opportunity Centers (EOC)** target adult learners and, spending just $250 per participant, prepare them to go back into the workforce by arming them with the educational supports necessary to succeed. Given the significant difference in income between high school graduates and those with even one year of college, this small investment on the part of U.S. taxpayers is returned in short order.

For every $1 million cut in TRIO funding, approximately 1,000 fewer low-income, first-generation potential college students will have access to the academic counseling, financial aid advising, personal mentoring, and other support services provided by TRIO programs. This translates into significant losses that directly impact services provided to students. In the past, sequestration cuts have led to the elimination of core college preparatory services, including the cancellation of college tours and limited accessibility of college examination and entrance application waivers, reductions in the amount of advising and tutoring services, elimination of student stipends, and overall cuts to the number of students served.



PROGRAM NEED

TRIO programs often make the difference in a student's ability to attend and complete a college program. For low-income youth who would be the first members of their family to attend college, TRIO provides college coaching, experiential learning, and assistance in applying to and paying for college. For low-income, first-generation college students, TRIO offers academic tutoring, personal mentoring and advising, assistance with college transfer, and other retention services to ensure higher graduation rates. TRIO also provides adult learners with the opportunity to reorient themselves to the classroom and the support necessary to balance higher education with the responsibilities of career and family.

TRIO programs have a strong record of success in transforming low-income, first-generation students into college graduates. The Department of Education reported that in recent years between 80 and 85 percent of high school students who participated in TRIO's pre-college programs enrolled immediately in postsecondary education. Similarly, the Department of Education found that participants in TRIO's undergraduate retention program graduated at a rate that outpaced other low-income and first-generation students and students with disabilities in need of academic support who did not participate in the program. This was true among students at both two-year colleges (41 percent vs. 28 percent) and four-year colleges (48 percent vs. 40 percent).

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Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Title IV, Part A, Subpart 2, Higher Education Act

"With both of my parents in the U.S. Army, it wasn't uncommon for them to be away for long deployments. They wanted the best for my education, even if they weren't always around to guide me. Despite our knowing early on how important an education beyond high school was, my classmates and I heard frequently about how we weren't college material. GEAR UP changed the culture of our schools. Instead of low expectations, we each developed a college and career plan and received the extra support necessary to make our goals a reality. Were it not for GEAR UP, I don't know if I would have made it to or have succeeded in college. GEAR UP transformed my life and makes a profound difference in communities everywhere."

—Darius Spurlock, GEAR UP alumnus and freshman at Louisiana State University

DESCRIPTION

GEAR UP is a highly competitive discretionary grant program that increases the number of low-income, minority, and first-generation students prepared to enter and succeed in postsecondary education. The program is expected to serve 635,000 students in FY 2017. Beginning no later than seventh grade, the program serves entire grade levels of students through high school and into their first year of college. GEAR UP provides a comprehensive suite of research-based programs that address academic, social, and financial barriers to higher education. Common programs include tutoring, mentoring, academic preparation, financial literacy education, parental engagement, scholarships, and professional development for educators. GEAR UP fosters partnerships among K-12 schools, institutions of higher education, local school districts, state departments of education, businesses, and community-based organizations to strengthen local pathways to college. These partnerships are required to match federal funding dollar for dollar, effectively doubling the investment to improve college readiness and completion for low-income students.

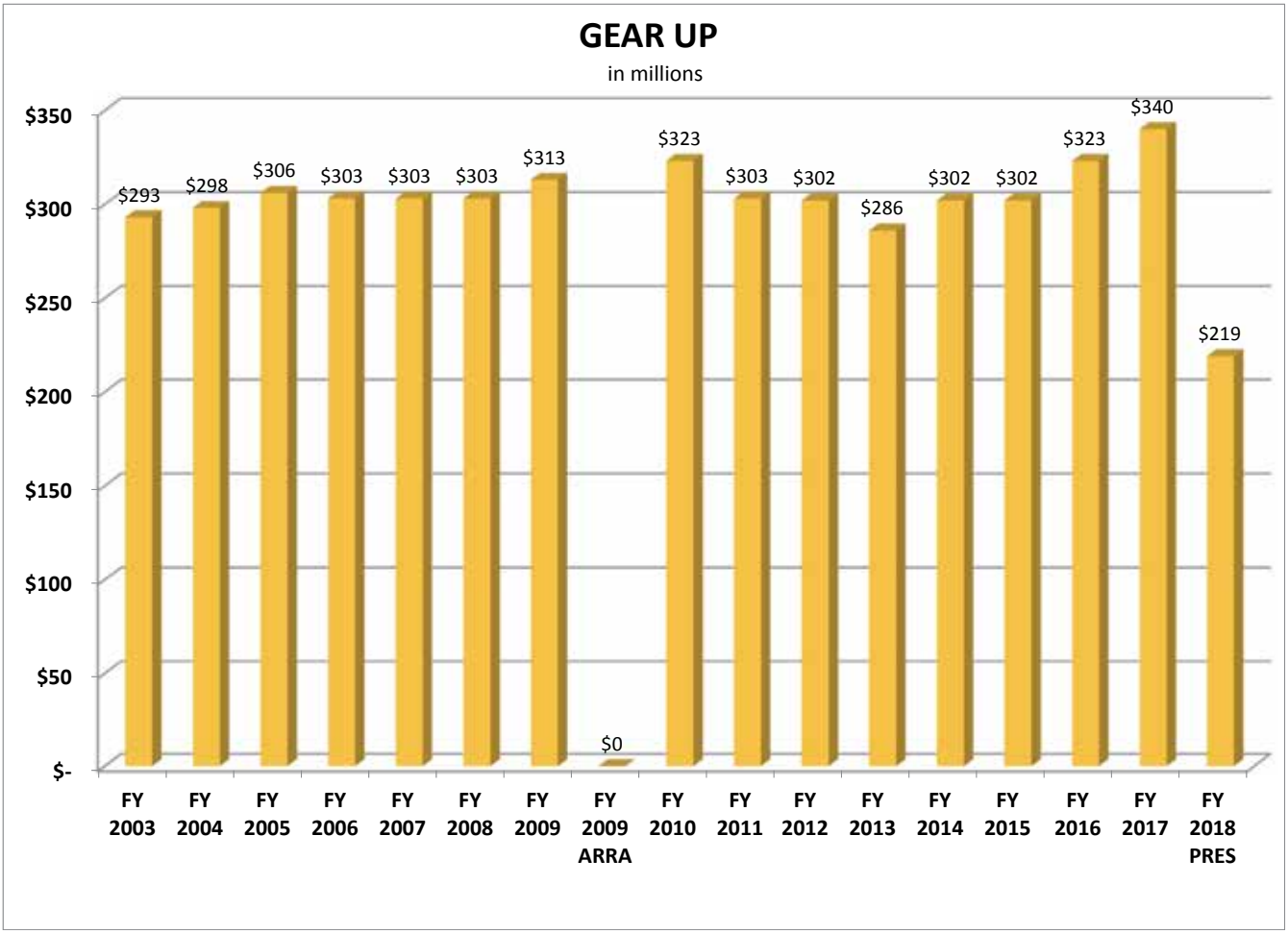
FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$301.64	$322.75	$339.75	$219.00

IMPACT OF PRESIDENT'S BUDGET

The president's budget includes a $120.75 million, or roughly 35 percent, cut to GEAR UP. The Department of Education's justification argues that "[m]any of the activities supported under GEAR UP can be supported through the Administration's request for the Federal TRIO Programs..." which the budget also cuts significantly. At the same time, the budget states GEAR UP grant recipients are "participating in a rigorous, Department-funded evaluation of an advising strategy that has the potential to improve students' initial enrollment and persistence in college."

If enacted, the president's cut would prevent the Department of Education from making new awards, eliminating the opportunity for new communities and existing grantees whose current programs are expiring to apply for program funds. This cut would force 41 Partnership Grant programs to cease operations and 12 State Grant programs to close their state-wide initiatives.



PROGRAM NEED

The Department reports that 77.3 percent of the GEAR UP class of 2014 enrolled in a postsecondary institution immediately following high school graduation. Considering that nationally only 45.5 percent of low-income students did the same the prior year, GEAR UP is clearly a catalyst for results. Achieving these outcomes at a modest annual federal investment of $505 per GEAR UP student speaks to the power of these highly flexible, locally led programs. In addition, an independent study from the New America Foundation titled Rebalancing Resources and Incentives in Federal Student Aid cites GEAR UP as "the most promising of these [college outreach] programs." The study calls for "triple-funding for GEAR UP" to expand grantees' capacity to serve multiple cohorts.

Despite GEAR UP's demonstrated success in increasing high-school graduation and college enrollment rates for students from low-income and working class backgrounds, only a fraction of eligible students and communities benefit from the program. Ensuring an open FY 2018 GEAR UP competition is especially critical, with the largest cohort of GEAR UP grants scheduled to expire. Modestly increasing GEAR UP to $350 million in FY 2018 would propel the program's momentum in strengthening the pathway to postsecondary education, while serving an additional 20,000 new students through the program.

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Graduate Education

Title VII, Part A, Subpart 2, Higher Education Act

"The University of California, Irvine, has been able to increase the participation of women in chemical engineering and materials science engineering programs to almost 50 percent of new incoming students, and this year a quarter of the admitted PhD students are underrepresented minorities, due to the extra support offered by the GAANN program."

—Martha Mecartney, Professor of Chemical Engineering and Materials Science, UC Irvine

DESCRIPTION

The only Department of Education scholarship assistance for graduate students is provided through the Graduate Assistance in the Areas of National Need (GAANN) program. Through highly competitive awards to institutions, GAANN provides fellowships to graduate students who demonstrate financial need and have superior academic ability. Eligible institutions must seek talented students from underrepresented backgrounds, offer social and academic supports, and provide an institutional match of 25 percent. The Department, after consultation with appropriate federal agencies including the National Science Foundation, the Department of Defense, and the Department of Homeland Security, designates certain academic fields as "areas of national need" for the awards competition. In recent years, these areas have included STEM fields (science, technology, engineering, and mathematics), critically needed foreign languages and area studies, and nursing.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$29.29	$29.29	$28.05	$5.78

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2018 budget includes $5.78 million for GAANN, a decrease of approximately $22 million and a step toward elimination of the program. The Administration asserts that GAANN fellowships are "more appropriately supported through other Federal programs as well as through institutional and other non-federal resources."

The $5.78 million would be used to fully cover the continuation awards for GAANN fellows awarded in the 2015 competition.

PROGRAM NEED

GAANN is the only source of grant support for graduate students in the Department of Education. Recipients of these highly competitive awards are academically talented, financially needy students who are pursuing graduate degrees in critical scientific and technical fields identified by the federal government as areas of national need. In fact, a stronger national commitment to graduate education is needed to assure a continued pipeline of skilled workers in all sectors of the economy, as well as qualified professors who will mentor and train the teachers and students of tomorrow. Graduate

students are talented individuals who drive excellence in teaching and learning, generate discoveries, patent inventions, develop new products and solutions, and influence the worlds of music, art, and design. Graduate students also add to our nation's economic competitiveness, innovation, and national security in business, academia, government, and a broad range of fields.

Further, a Department of Education study found that GAANN fellows had better degree completion rates and faster time-to-degree than graduate students overall. Unfortunately, elimination of the program ignores the critical role graduate education plays in the advancement of national prosperity and backs away from the federal commitment to supporting access to graduate students in financial need and from traditionally underrepresented backgrounds.

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Child Care Access Means Parents in School (CCAMPIS)

Title IV, Part A, Subpart 7, Higher Education Act

College students who are also parents face a number of obstacles, including finding safe and affordable child care. At Lansing Community College (LCC), the Child Care Means Parents in School (CCAMPIS) program directly assists Pell-eligible college students attending Lansing Community College (LCC) with financial support to help satisfy their child care needs. LCC's CCAMPIS program promotes increased parent support services via parent-child learning events and resource materials, as well as professional development for child care services staff. The campus-based child care services enable LCC students with young children to enroll and persist, not only because their children have reliable, high-quality care, but also because the college students receive student success coaching.

DESCRIPTION

Created in the Higher Education Amendments of 1998, the CCAMPIS program supports the participation of low-income parents in postsecondary education through campus-based child care services. Grants are awarded through a competitive process to institutions of higher education that enroll large numbers of Pell Grant recipients. In addition to campus-based child care for infants and toddlers, the program also funds parenting classes and before- and afterschool care for older children.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$15.13	$15.13	$15.13	$0

IMPACT OF PRESIDENT'S BUDGET

The president's budget would eliminate all funding for the CCAMPIS program. The Department of Education's budget justification argues that "While the CCAMPIS program provides an important service that benefits low-income student parents, subsidizing expenses associated with child care is not consistent with the Department's mission..."

Without any federal support, numerous campus-based child care centers would be forced to close, while others would have to cut the number of slots available and reduce services. For low-income college students with young children, this would make it even more difficult to continue their studies, and such difficulties are often cited as the reason why students with young children withdraw prior to completing a certificate or degree.

PROGRAM NEED

While there are hundreds of campus child-care centers in the United States, they are only able to meet a small percentage of the demand for services. Expanding access to on campus child care helps increase access to higher education for low-income students and increases retention, especially for single parents. Without an increased investment, thousands of low-income students across the country continue to lack access to quality child care.

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Teacher Quality Partnership Grants

Title II, Part A, Higher Education Act

After transferring to Virginia Commonwealth University, Ashley Jackson discovered she had a strong affinity for underrepresented populations in STEM fields. As an African American woman from rural Virginia studying engineering and physics, Ashley doubted her own abilities. Although she graduated with a Bachelor of Science degree in both fields, Ashley realized there are gaps in our education system. In response, she decided to begin teaching "...to make a difference for students by helping them feel science and math are meaningful...for their futures." As a Richmond Teacher Residency (RTR) participant, Ashley is preparing to teach middle school math for Richmond Public Schools. She feels students "just need to be embraced and made to feel as though they are not the only ones who have struggled." Ashley values RTR because the program provided a powerful education that allows her to be the kind of teacher and mentor who can "make a difference to students . . . and be that small spark of faith."

DESCRIPTION

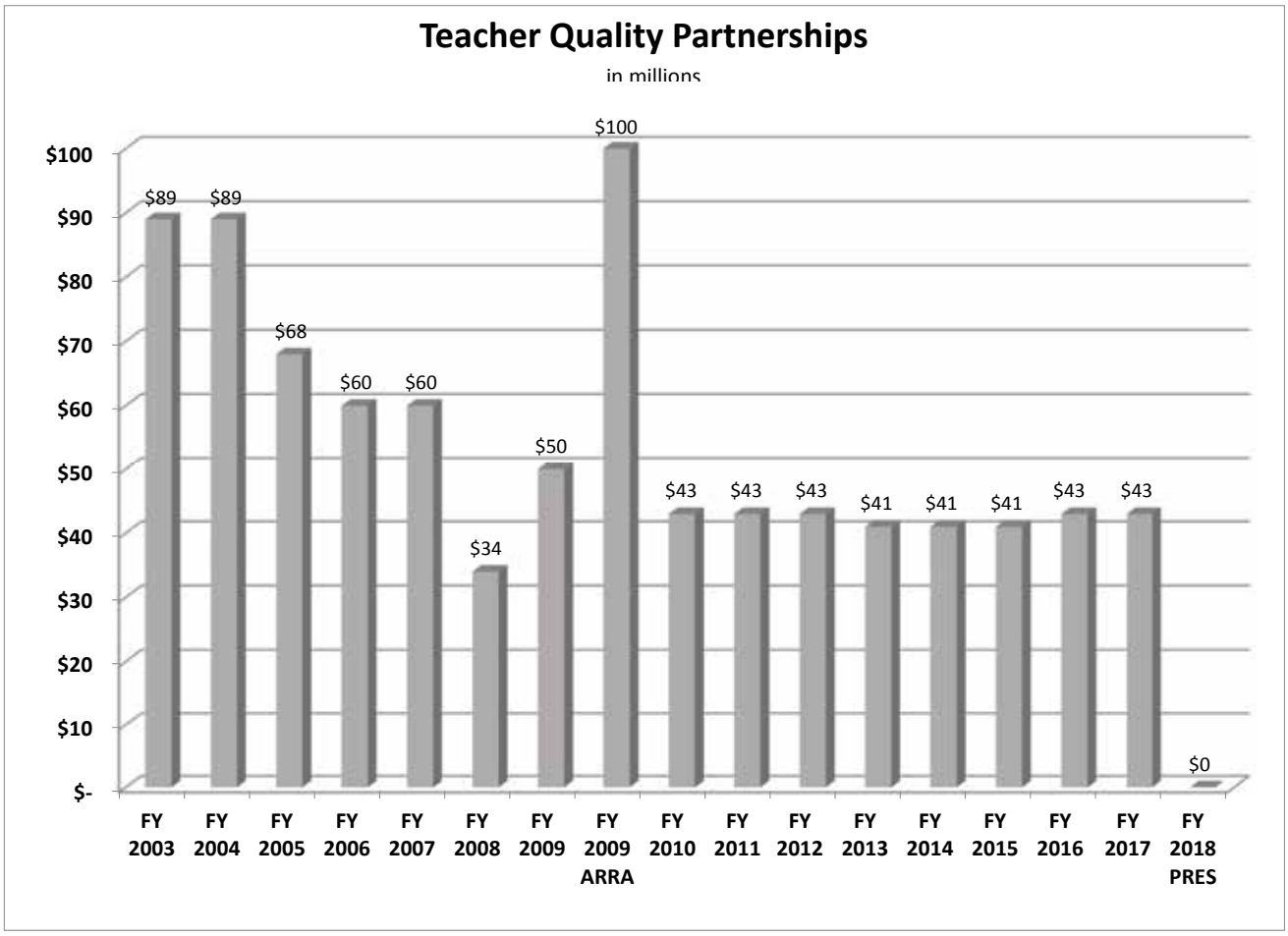
The Teacher Quality Partnership (TQP) program funds competitive grants to partnerships of higher education institutions, high-need local school districts, and other stakeholders to reform and strengthen teacher preparation. At the heart of the TQP program is a focus on clinical practice and teacher residencies, as well as the implementation of more authentic integration of education curricula with the arts and sciences. In addition, TQP grantees develop metrics to evaluate the effectiveness of program graduates once they enter the classroom. Graduates of TQP programs are required to work in a high-need school for three years, ensuring the best prepared and effective teachers are serving where they are needed the most.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$40.59	$43.09	$43.09	$0

IMPACT OF PRESIDENT'S BUDGET

The teaching profession is facing critical challenges. The profession is seeing teacher shortages in high-need fields, declining enrollment in preparation programs, a persistent diversity gap between teachers and students, and the attrition of educators out of the profession. Zeroing out programs that support the teaching profession in addressing these issues will further exacerbate an already untenable situation.



PROGRAM NEED

The Teacher Quality Partnership grants support preparation programs producing graduates who are profession-ready and serving in high-need schools. The grants require strong partnerships between higher education, high-need school districts and other key education stakeholders. Research shows extensive clinical and induction components of a preparation program are key elements of teacher quality and retention — both of which are required in the TQP program. With a growing teacher shortage across the nation, this program is vital in ensuring that profession-ready teachers serve and stay in high-need schools. Since the program was authorized in 2009, more than 65 grants have been disbursed throughout the country. Most recently, four grantees are specifically focused on serving high-need schools in rural areas. Congress must continue to invest in the TQP program so new grantees have opportunities for full five-year grant cycles to reform their educator preparation programs and graduate more profession-ready teachers.

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Student Aid Administration

Title I, Part D, and Title IV, Part D, Higher Education Act

Steven Chaffin is a senior at the University of Missouri studying political science. He took out $15,000 in federal student loans processed and dispersed by the Student Aid Administration to finance his undergraduate education. In addition, the online portal the Administration provides helps Steven understand his current student loan debt as he prepares to graduate and weighs possible options after graduation. In particular, he found the data on Public Service Loan Forgiveness and the compliance tool to be especially helpful as a student loan borrower planning his finances and future. The Administration is responsible for ensuring students like Steven can afford college and make responsible and informed decisions as a borrower.

DESCRIPTION

Student Aid Administration funds are used to administer the federal student financial assistance programs authorized under Title IV of the Higher Education Act. Federal Student Aid (FSA), a part of the U.S. Department of Education, is the largest provider of student financial aid for postsecondary students in the nation. FSA processes nearly 21 million student financial aid applications. Annually FSA provides more than $150 billion in federal grants, loans, and work-study funds to help more than 13 million students pay for postsecondary education. FSA administers a loan portfolio of over $1.2 trillion and protects students and taxpayers by ensuring federal resources are used appropriately.

Student Aid Administration funds are used to educate students and their families about financial aid and to process financial aid applications, originate, disburse, and service student loans, and collect defaulted loans. Administration funds ensure federal resources are used appropriately by schools, guaranty agencies, and students. Funds are also used to improve services for students, parents, schools, and other program participants, reduce student aid administration costs, increase the efficiency of program operations, and oversee student aid processing and delivery systems. Enforcement activities and improved data collection, analysis, and public dissemination of information are also functions underwritten by these dollars.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$1,396.92	$1,551.85	$1,576.85	$1,697.71

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget includes an additional $120.86 million (7.67 percent increase) for the Student Aid Administration, compared to the final FY 2017 appropriation. These additional funds, according to the Department of Education's budget justification, are "necessary to manage and service the student loan portfolio." The justification document highlights increased funding for priority areas such as loan servicing activities, processing, origination, and disbursement functions, and IT systems.

PROGRAM NEED

A budget constrained by sequestration makes it extremely difficult for the Student Aid Administration to plan for and administer the Department's growing student loan and grant portfolio. To truly protect Congress's investment in federal student aid, the Administration needs consistent funding not subject to budget caps. The program needs adequate funding to provide current students and student loan borrowers with the accurate information they require to understand their financial aid.

The Department recently launched the Federal Student Aid Feedback System, an online complaint system that allows federal student aid recipients to submit complaints, provide feedback, and report suspicious activity in regard to their federal student aid. This new online portal aims to improve student loan servicing and protect the taxpayers' investment in critical student aid programs. Funding for the Administration is also used for the following:

- Expand outreach and educational efforts to ensure borrowers understand repayment options and offer assistance to get back into repayment at-risk borrowers and those who may have missed the first payment after the grace period ended, dropped out of school without completing a degree, or are in default with low balances.
- Improve FSA's core functions in technology, infrastructure, and data security, as well as upgrade staff support and training to carry out FSA's mission.
- Develop new tools and resources that help students and families make financial preparations for postsecondary education and manage their student loan obligations.
- Add staff for increased fraud prevention, institutional accountability, and oversight efforts.

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Federally Funded Research

Federally funded research helps shed light on the important but difficult to answer issues of today. As the American population gravitates to cities, scientists at the Diabetes and Obesity Research Institute at the Keck School of Medicine, University of Southern California, began to track how air pollution affects children. They tracked health and respective levels of residential air pollution for approximately three-and-a-half years and linked chronic unhealthy air exposure to a breakdown in beta cells — special pancreatic cells that secrete insulin and maintain the appropriate sugar level in the bloodstream. By the time the children turned 18, their insulin-creating pancreatic cells were 13 percent less efficient than normal, making these individuals more prone to eventually developing Type 2 diabetes. The first of its kind, the study found air quality to be a catalyst for obesity and diabetes in children. Support for the research came from multiple sources, including the National Institutes of Health (specifically the National Institute on Minority Health and Health Disparities, the National Institute of Diabetes and Digestive and Kidney Diseases, and the National Institute of Environmental Health Sciences) and the U.S. Environmental Protection Agency.

DESCRIPTION

From the time of our nation's founding, the federal government has played a critical role in supporting research and scientific discovery. Since World War II, American leaders have agreed we must invest in science and engineering at our universities to keep the country safe, healthy, and globally competitive. The returns on those investments form the basis of our economic and national security and have yielded health and technology advances that far outpace those of any other nation. Federal agencies that fund university research include the National Institutes of Health (NIH), the National Science Foundation (NSF), the National Aeronautics and Space Administration (NASA), the National Endowment for the Humanities, and the Departments of Defense, Energy, Commerce, Agriculture, Interior, Homeland Security, Transportation, and Education. In addition to spurring new discoveries, these research investments are central to educating graduate students, playing a significant role in preparing the American workforce in all sectors of the economy.

FUNDING HISTORY *(in billions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$66.03	$68.95	$69.89*	$62.42*

**This figure represents the Office of Management and Budget's estimate of annual budget authority for federal basic and applied research accounts across multiple agencies. It is a simple way to portray the extensive federal investment in science and technology.*

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget would provide an overall decrease of 11 percent to basic and applied research accounts across the federal research landscape. The Department of Agriculture's Agriculture and Food Research Initiative (AFRI) would be cut by $26 million, and the Department of Energy's Advanced Research Projects Agency–Energy is proposed for elimination. The NSF budget would receive $6.65 billion, representing a cut of $819 million (11 percent), while the NIH budget would receive a 21 percent cut. The Department of Defense's science and technology programs are cut by 5.8 percent. Basic, applied, and advanced technology research would decrease 2.1 percent, 6.1 percent, and 6.9 percent respectively from FY 2017 enacted levels.

PROGRAM NEED

The low discretionary spending caps have had a negative impact on federal research funding in the aggregate, and funding levels have not kept up with growing needs. The deterioration of federal funding for research, at a time when other countries are increasing their investments, is creating an innovation deficit for the United States. This puts the nation at a competitive disadvantage and endangers our role as world innovation leader. Federal funding for research should be bolstered every year and not allowed to decay, even in tight budget circumstances. As an investment with a proven track record of strong returns, federal funding for research is closely tied to our nation's economic health. Insufficiently funding this investment will have deleterious impacts on the national economy and future federal budgets, constricting funding for all programs into the foreseeable future. We must close the innovation deficit with robust federal support for research. The cuts in the president's FY 2018 budget will be felt in every sector across the country, making it more difficult for practitioners to engage and perform the research needed to keep people healthy and safe and the economy growing. In FY 2018, NIH should receive an additional $2 billion from FY 2017, NSF at least at $8 billion, and AFRI at least $420 million, and all agencies should be funded well above inflationary growth.

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Segal AmeriCorps Education Award

National and Community Service Act

"When I first considered becoming a teacher, I knew that as a Teach For America corps member the AmeriCorps Education Award I would receive would make it feasible for me to teach. Participation in AmeriCorps allowed me to defer my student loans for two years, have the interest paid, and get financial support to help pay back my undergraduate student loans. It also made it possible for me to pursue further education and leadership development to help me become a better teacher and school leader.

"From day one as a teacher at Public School MS 3 in the Bronx, I was determined to make a difference in the lives of my students and ensure they were receiving an excellent education. Today, 12 years later, as one of the Assistant Heads of School at Atlas Preparatory School in Colorado Springs, I'm still inspired by those same goals."

—Rebecca Pontieri, 2003 Teach For America—New York alumna

DESCRIPTION

The Segal AmeriCorps Education Award is a benefit given to participants who complete service in an approved AmeriCorps program—AmeriCorps VISTA, AmeriCorps NCCC, or AmeriCorps State and National. Teach For America is a proud member of the AmeriCorps national service network. Individuals teaching in low-income areas who work to expand educational opportunity in ways that can change children's lives are eligible for Segal AmeriCorps education awards. AmeriCorps teaching programs recruit diverse groups of leaders with records of achievement and provide intensive training, support, and career development to help these leaders increase their impact by teaching in low-income communities.

The maximum amount of a full-time Segal AmeriCorps Education Award ($5,935 in FY 2017) is equivalent to the maximum amount of the Pell Grant for the year in which the national service position was approved. The value of the award is prorated based on the length of service. Education awards can be used toward repayment of qualified student loans and/or payment of higher education expenses. Many Teach For America participants use their education awards to obtain teaching certification. AmeriCorps also provides a loan forbearance benefit, which allows members to postpone regular monthly student loan payments during their service. Additionally, AmeriCorps will pay up to 100 percent of the interest accrued on qualified student loans after each successful year serving as an AmeriCorps member.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$1,054.95	$1,094.92	$1,030.36	$134.99

IMPACT OF PRESIDENT'S BUDGET

President Donald Trump's FY 2018 budget eliminates the Corporation for National and Community Service. The president's budget includes $134.99 million to ensure an "orderly shutdown" of operations.

PROGRAM NEED

Record numbers of Americans are stepping forward to serve, and increasing numbers of communities are looking for innovative ways to address local challenges, including placing effective teachers in our lowest performing schools. Therefore, this investment in national service is vitally important. In addition to helping teachers serving in AmeriCorps to address credentialing costs and student loan debt, a recent study by economists at Columbia University found for every dollar invested in national service, the returns to society equal $3.95 in terms of higher earnings, increased output, and other community-wide benefits. If adopted, the president's budget would end our nation's 80-year investment in national service and be a death knell for all national service programs like AmeriCorps and would completely eliminate the Segal AmeriCorps Education Award. Continuing funding for CNCS and providing Segal Education Awards will engage millions of Americans in service, including helping teachers in low-income areas.

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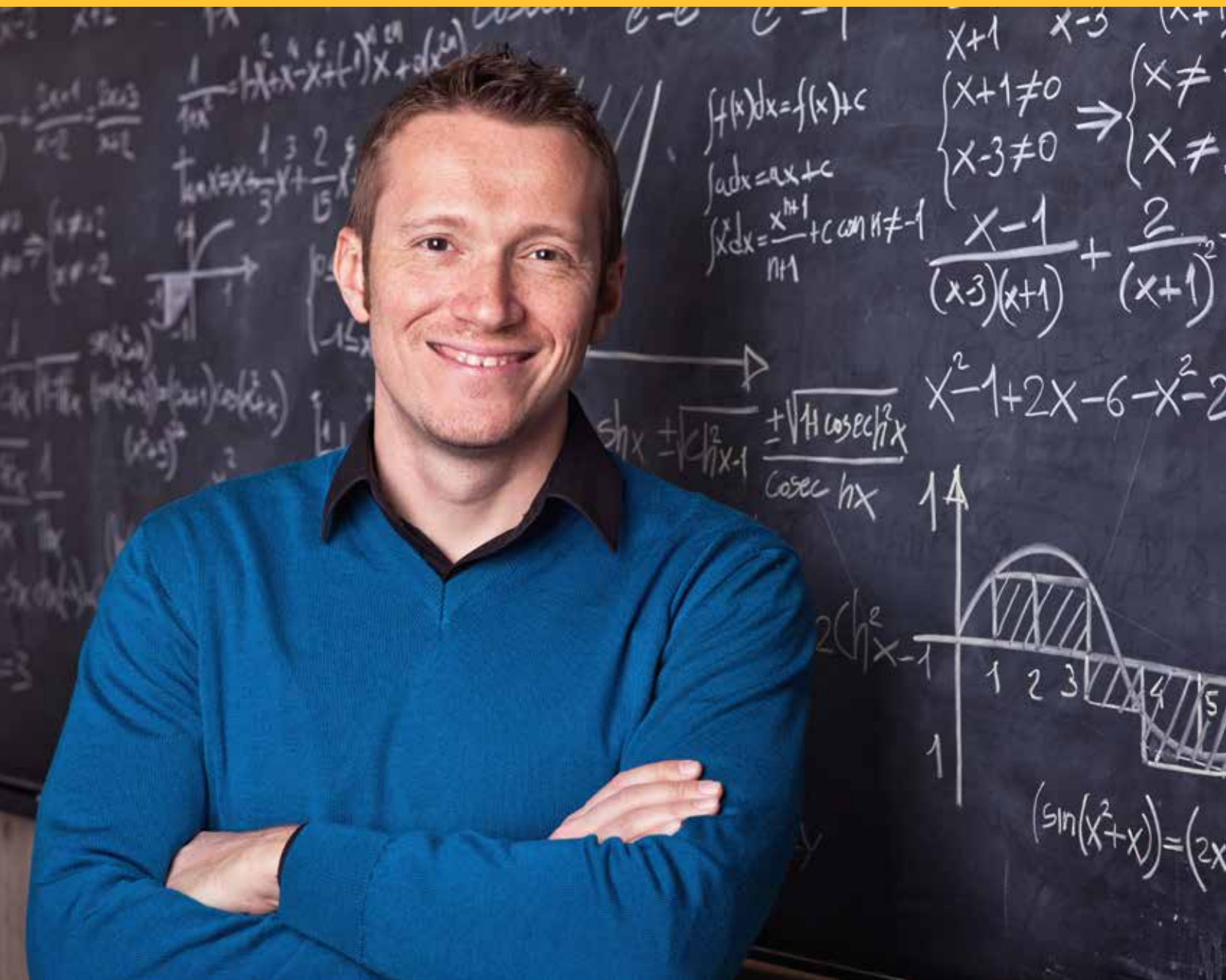
Part 4.
Forging Success

Educational Research, Statistics and Improvement



The Institute of Education Sciences

Titles I, II and III, Education Sciences Reform Act

DESCRIPTION

The Institute of Education Sciences (IES) houses major programs of federal education research and development, statistics, assessments, and program evaluation. The IES Director oversees the operation of the Institute through four national centers: the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, and the National Center for Special Education Research.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$573.94	$618.02	$605.27	$616.84

IMPACT OF PRESIDENT'S BUDGET

The Administration budgets $616.84 million for FY 2018, essentially the same amount as FY 2016 and the temporary level in effect this spring. Due to cuts in the final FY 2017 omnibus, $616.84 reflects a slight increase over the final FY 2017 IES budget. This funding level will enable IES to invest in the research, statistics, evaluation, and dissemination activities essential to track student achievement, identify program and instructional practices, and assess the impact of education reform.

Funding for IES is particularly important in FY 2018 following the passage of the Every Student Succeeds Act (ESSA) that requires evidence in specific areas such as school improvement plans and includes parent and family engagement provisions. In addition, ESSA requires the Department of Education to prioritize applicants for competitive grants who demonstrate use of evidence in seven areas. Furthermore, the legislation shifted numerous policy and practice decisions to the states, many of which lack the capacity and funding to establish their own evidence base and will rely on IES for assistance in this regard.

PROGRAM NEED

While the program need for research and evidence to improve education has always been substantial, the passage of the Every Student Succeeds Act has raised the stakes for states and local school districts. Not only are all states charged with making education policy and practice decisions, they are required to make these decisions based on definitions of tiered evidence. There is a tremendous range of state capacity and support for education research, making IES a critical resource for states and local school districts. In addition, states and districts continue to seek research to address continuing challenges in cultivating a supportive school climate, increasing engagement in STEM education, and preparing students with necessary skills to enter the workforce.

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Regional Educational Laboratories

Title I, Part D, Education Sciences Reform Act

Can summer math programs improve student algebraic thinking, putting them on the path to college and career readiness? To answer this question, REL West collaborated with a foundation and several school districts in the Silicon Valley to conduct a randomized controlled trial examining the effects of the Elevate Math summer program on math achievement and algebra readiness. The program targeted students who, throughout middle school, had demonstrated a need for additional math support. Results of the study, published within a year, showed intensive additional supports do help, with limitations. Students scored significantly higher after completing the program compared to students who had not yet participated, but most still tested below the threshold associated with algebra readiness. In partnership with the REL, districts made changes to the summer program, including how the material is taught and which students participate.

DESCRIPTION

Housed at the Institute of Education Sciences, the Regional Educational Laboratories (REL) serve as a necessary bridge between the research, data, and evaluations developed by the Institute and state and local school districts. RELs produce relevant and usable research, develop tools for educators that reflect the best available research findings, and offer training and other supports to states and districts to aid in school improvement efforts. Particularly in the context of the Every Student Succeeds Act (ESSA), which gives significant flexibility to states and local districts, programs like the RELs are critical to ensuring states and districts have the resources to design and implement evidence-based practices and interventions responsive to student needs.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$54.42	$54.42	$54.42	$54.32

IMPACT OF PRESIDENT'S BUDGET

Key REL activities include providing technical assistance on data analysis, evaluating programs and strategies, and analyzing data to inform educational improvement. Funds will support the second year of activities for the RELs under their current five-year contracts. This investment continues to emphasize the need for conducting and disseminating rigorous research, while also addressing stakeholder concerns and ensuring REL activities are aligned with other federal education investments and initiatives.

PROGRAM NEED

The REL program is a comprehensive mechanism to help state and local school districts use up-to-date, credible, and rigorous education research to improve student outcomes. ESSA requires state, district, and school-level activities, strategies, or interventions be evidence-based under some programs. Restoring funding to pre-sequester levels would enable the RELs to effectively meet local needs, as they partner with state and local school districts to identify and implement evidenced-based activities.

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Education Research, Development, and Dissemination

Title I, Education Sciences Reform Act

In response to an increasing need from teachers and administrators to find interventions that meet the criteria of the Every Student Succeeds Act (ESSA), the National Center for Education Evaluation and Technical Assistance revamped the What Works Clearinghouse (WWC) website in FY 2016. The redesign of the WWC provides users a more streamlined presentation to easily find interventions with evidence of improving educational outcomes in math, reading, and additional subjects, targeted to students who look like theirs. The demand for the information in the WWC, including practitioner guides, and the Find What Works tool demonstrate the need to continue funding these critical resources. In the past year, unique webpage views for intervention reports increased by 20 percent, while unique hits for the Find What Works tool increased by nearly 200 percent.

DESCRIPTION

This budget provides support for the Department's core education research programs. It includes the National Research and Development Centers that address topics such as early childhood development and learning, testing and assessment, and reading comprehension. Funds also support the What Works Clearinghouse, the Education Research Information Clearinghouse, and impact studies. Professional development and fellowship grants help build the capacity for early career researchers to conduct rigorous research.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$179.86	$195.00	$187.50	$194.63

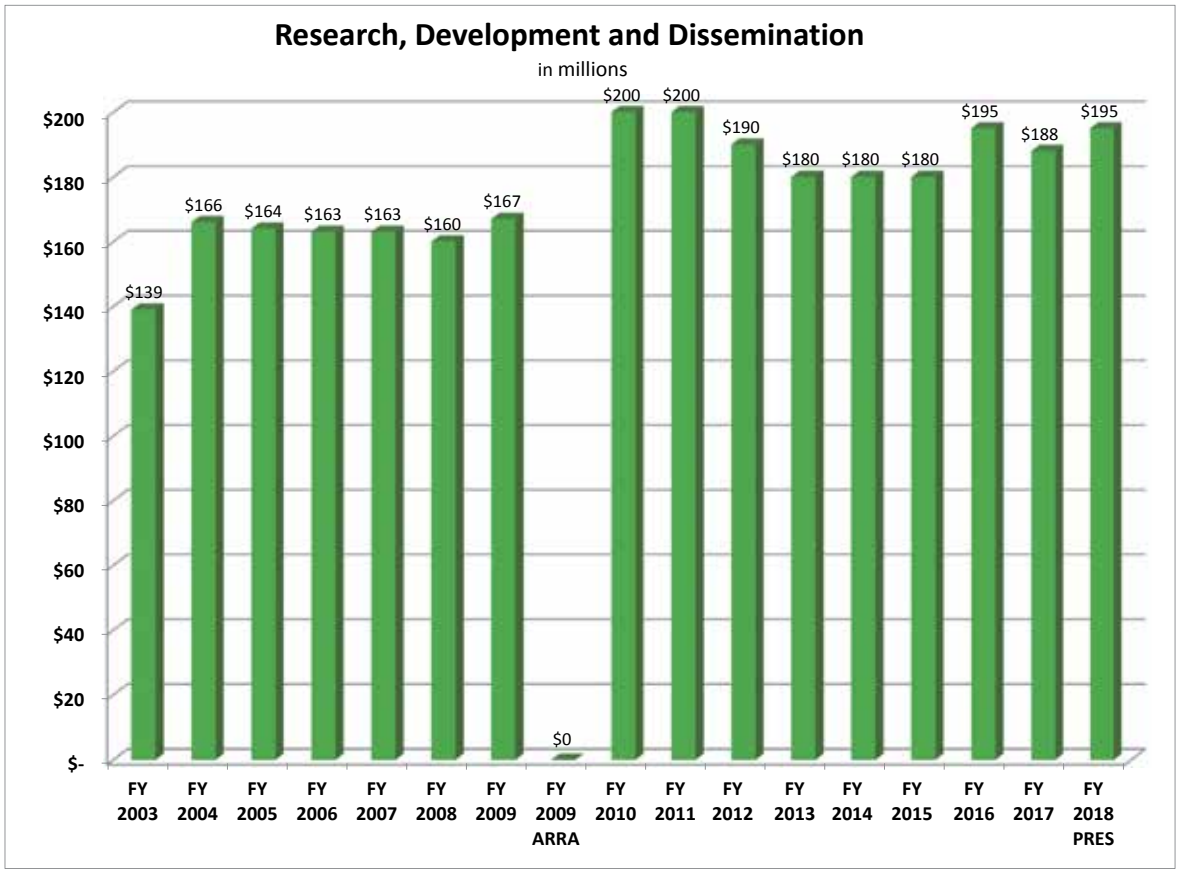
IMPACT OF PRESIDENT'S BUDGET

Essentially frozen at the FY 2016 level, funding for Research, Development and Dissemination (RD and D) in FY 2018 would support the National Center for Education Research (NCER) and contribute to the National Center for Educational Evaluation and Technical Assistance (NCEE). Adequate funding for these centers would enable IES to continue to produce and support the development and use of research and evidence based at the Department and in the field. NCER activities fall into a wide range of research topic areas including reading and writing, early learning, mathematics and science education, teacher effectiveness and pedagogy, and education systems and policies.

Funding to NCEE supports the recently improved and widely used What Works Clearinghouse as well as the Education Resources Information Center (ERIC), providing practitioners and policymakers with access to relevant and actionable high-quality research. ERIC is the most visited website of the Education Department with 300,000 visitors daily. An estimated $34.9 million would be available for new research awards and to continue the dissemination of information regarding what works in education to local and state education agencies.

PROGRAM NEED

These programs within IES provide structure and leadership for research, development, and dissemination. Yet, due to inadequate resources, all three critical activities to improve effectiveness and efficiency of education policy and practice decisions suffer. IES grants provide a consistent source of support for building a high-quality evidence base for what works in education, as well as providing ongoing support for IES's dissemination efforts to ensure evidence informs practice. For many universities, IES is an essential source of funding support for education research.



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National Center for Education Statistics

Title I, Part C, Education Sciences Reform Act

DESCRIPTION

The National Center for Education Statistics (NCES) collects and synthesizes statistics for studies on a wide range of education topics such as teacher shortages, comparisons of student achievement between America and other nations, high school dropout rates, preparation for higher education, and college costs. With this information, NCES provides objective and scientifically based statistical reports on the condition of education in the United States. These data and reports are invaluable to policymakers, practitioners, analysts, and researchers in appraising a range of education topics. The implementation of the Every Student Succeeds Act is likely to increase the state data needs from NCES. Data from the statistics and student assessment programs, both domestic and international, help practitioners set curriculum, instruction, and student performance standards.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$103.06	$112.00	$109.50	$111.79

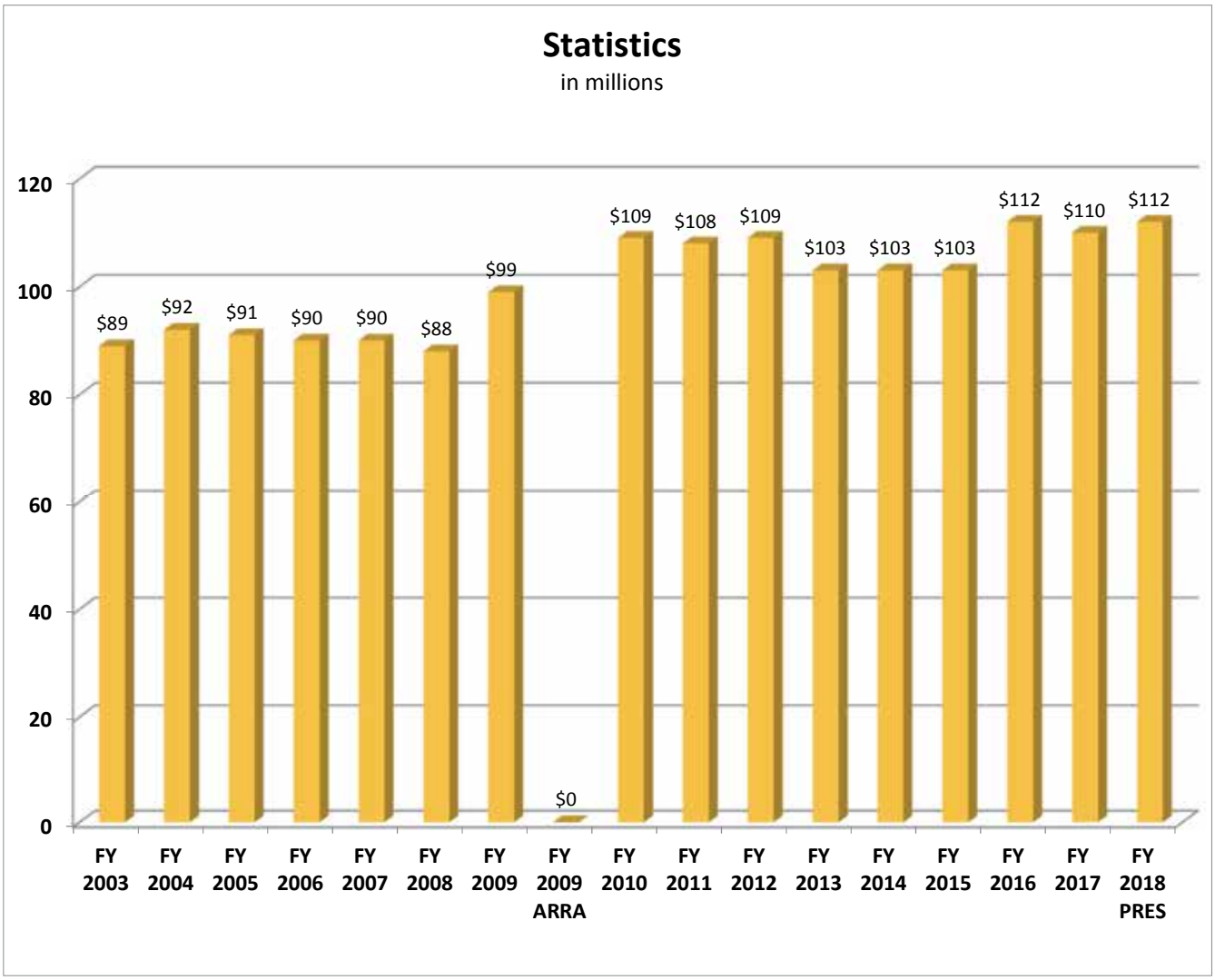
IMPACT OF PRESIDENT'S BUDGET

The Administration includes $111.79 million for FY 2018, slightly below the final FY 2016 amount of $112 million and a small increase over the final FY 2017 amount. This request would support the collection, analysis, and dissemination of education-related statistics in response to legislative requirements and the needs of data providers, data users, and education policy analysts. Education statistics collected by NCES enable policymakers and practitioners to identify challenges and policy priorities in education and to develop, evaluate, and refine these programs.

NCES also plays a critical role in training public and private employees of educational entities to use statistical procedures and concepts. The Administration specified funds "may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems…."

PROGRAM NEED

Data collected by NCES informs policymakers on the current state of education. For example, these data include comparison of U.S. students' performance on math and science to students in other countries and gauge access to STEM courses, particularly for underrepresented groups. NCES survey data sets also are a vital cost-effective tool for researchers who would otherwise spend considerable resources on data collection. Tools developed with NCES data, such as the College Navigator, create trustworthy, accessible information to help high school students in choosing postsecondary institutions.



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National Assessment of Educational Progress

Title II, Education Sciences Reform Act

DESCRIPTION

The National Assessment of Educational Progress (NAEP) is the only representative and continuing assessment of American students' achievement. NAEP, the "nation's report card," describes the educational achievement of students at specific grade levels and subjects and provides information about special subpopulations (e.g., minorities, students in urban schools). It provides an objective national measurement for appraising state-developed achievement standards, information that will be critical with the implementation of the Every Student Succeeds Act (ESSA). NAEP is also the source of unbiased student performance data for policymakers, educators, parents, and the public.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$129.00	$149.00	$149.00	$148.72

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2018 budget includes $148.72 million for the National Assessment of Educational Progress. This amount represents a slight decrease below FY 2016 and FY 2017. While the budget will enable IES to continue current assessments, it does not provide any flexibility for NAEP to consider pursuing additional national and state assessments permitted but not required by statute.

PROGRAM NEED

NAEP plays a critical role in helping to benchmark national education progress. Since most states and districts use their own unique assessments, such a benchmark is essential and will likely be even more important as states develop accountability systems with the increased flexibility granted under ESSA. NCES is currently transitioning its assessments from a paper-based to an electronically based format. This modernization will facilitate better, more efficient measurement of what students know and can do and better align with how students are taught in schools today, eventually leading to cost savings.

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Research in Special Education/ Special Education Studies and Evaluation

Title I, Part E, Education Sciences Reform Act
Section 664, Individuals with Disabilities Education Act

The National Center for Special Education Research (NCSER) is one of the main sources of funding for research and development of evidence-based programs, including transition to adulthood, for children and youth with disabilities. Programs such as My Life, involving coaching and peer supports for students with disabilities and youth in foster care, have been adopted across the country. Results from program implementation have shown improved outcomes for high school graduation and employment, as well as reductions in criminal justice involvement. Students with disabilities participating in the program also were more likely to have greater feelings of self-determination, leading to increased confidence in achieving their goals.

DESCRIPTION

This program supports research to address gaps in scientific knowledge necessary to improve special education and early intervention services and results for infants, toddlers, and children with disabilities. Funds for Special Education Studies and Evaluation support competitive grants to assess the implementation of the Individuals with Disabilities Education Act (IDEA) and the effectiveness of special education and early intervention programs and services.

FUNDING HISTORY *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Research in Special Education	$54.00	$54.00	$54.00	$53.90
Studies and Evaluation	$10.82	$10.82	$10.82	$10.80

IMPACT OF PRESIDENT'S BUDGET

The president's budget includes $53.90 million in FY 2018 for Research in Special Education and $10.80 million for Special Education Studies and Evaluation, both virtually the same as the previous year's funding level. The FY 2018 level would essentially allow the Institute of Education Sciences (IES) to maintain current support for studies, evaluations, and assessments related to the implementation of IDEA. Funds would allow IES to support existing research, development, and evaluation projects that contribute significantly to solutions to special education problems in the United States.

PROGRAM NEED

Funding for special education research has remained static over the past few years. Cuts made to NCSER since FY 2010, including through sequestration, have prevented the agency from funding all of the high-quality research proposals submitted. NCSER work, for example, has targeted youth with high functioning autism experiencing high levels of anxiety, individuals with Down Syndrome who are learning to read, and individuals with learning disabilities studying to master math word problems. NCSER provides teachers and principals research-based resources that encourage all students to thrive.

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Statewide Longitudinal Data Systems

Title II, Education Sciences Reform Act

Teachers, superintendents, and state administrators rely on data to make decisions ranging from tailoring instruction to meet specific student needs to financing schools. Georgia officials have emphasized using data in their decision making, giving teachers up to six years of information that provides critical context to help students meet their potential. Georgia's system, instituted in 2010, provides users only the information they specifically need — parents' access to their own child's data, and teachers' access to their class data. In 2015 Georgia's high school graduation rate increased from 59 to 78 percent, with the Statewide Longitudinal Data System (SLDS) one important component in improving statewide outcomes.

DESCRIPTION

The Statewide Longitudinal Data Systems (SLDS) program provides grants to states to assist in the design, development, and implementation of longitudinal data systems that can track individual students throughout their school career. Systems developed through these grants help improve data quality, promote linkages, encourage the accurate and timely generation of data for reporting and improving student outcomes, and facilitate research to further improve student outcomes.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$34.54	$34.54	$32.28	$34.47

IMPACT OF PRESIDENT'S BUDGET

The president's budget includes $34.47 million in FY 2018 for the SLDS program, an increase of $2.19 million over the FY 2017 level, but a freeze at the FY 2016 level. The 2018 funds for this program would provide support for continuation costs of grants previously awarded and national activities to improve data coordination, quality, and use.

PROGRAM NEED

Supporting the use of longitudinal data is vital as states transition to the Every Student Succeeds Act (ESSA). ESSA introduced new requirements for states to collect and report data to the public. States' SLDS will need to be positioned to assist in meeting new postsecondary enrollment, teacher qualification, and per pupil data expenditure requirements. To continue support to states in improving data quality, coordination, and use, it is critically important Congress maintain and increase funding.

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Part 5.
Education-Related Programs

Meeting the Human Needs of America's Children

Head Start

Economic Opportunity Act of 1964

Darren Walker was born in a Louisiana charity hospital and grew up in a poor rural Texas town with a single mother and three sisters. Even at a young age, Darren reports having had a "thirst for what was beyond the horizon." In 1965, Darren's life changed when his mother, a nurse's aide, enrolled him in a new educational program called Head Start. The program allowed Darren to look beyond his poor Texas town to other possibilities. Today, at age 55, Darren is president of the nonprofit Ford Foundation and directs annual charitable giving of some $500 million, including awards to Head Start. Darren notes, "My story is the story of many Americans who start out in circumstances that are less than ideal, but who are inspired to live a better life and to have their dreams realized."

DESCRIPTION

Administered by the U.S. Department of Health and Human Services, Head Start is a federal grant program that provides comprehensive child development services for economically disadvantaged three- and four-year-old children to prepare them to succeed in school. Serving over one million children annually, Head Start promotes the social, emotional, and cognitive development of children through educational, health, nutritional, social, and other important services, and emphasizes engaging parents in their child's learning and development. Congress established Early Head Start in FY 1995 to serve children from birth to three. Serving 145,000 families, Early Head Start promotes healthy prenatal outcomes for pregnant women, enhances the development of young children, and promotes healthy family functioning. The Migrant and Seasonal Head Start (MSHS) serves approximately 30,000 children of migrant farmworker families, and the American Indian and Alaskan Native Head Start serves approximately 35,000 Native American and Alaska Native children and their families.

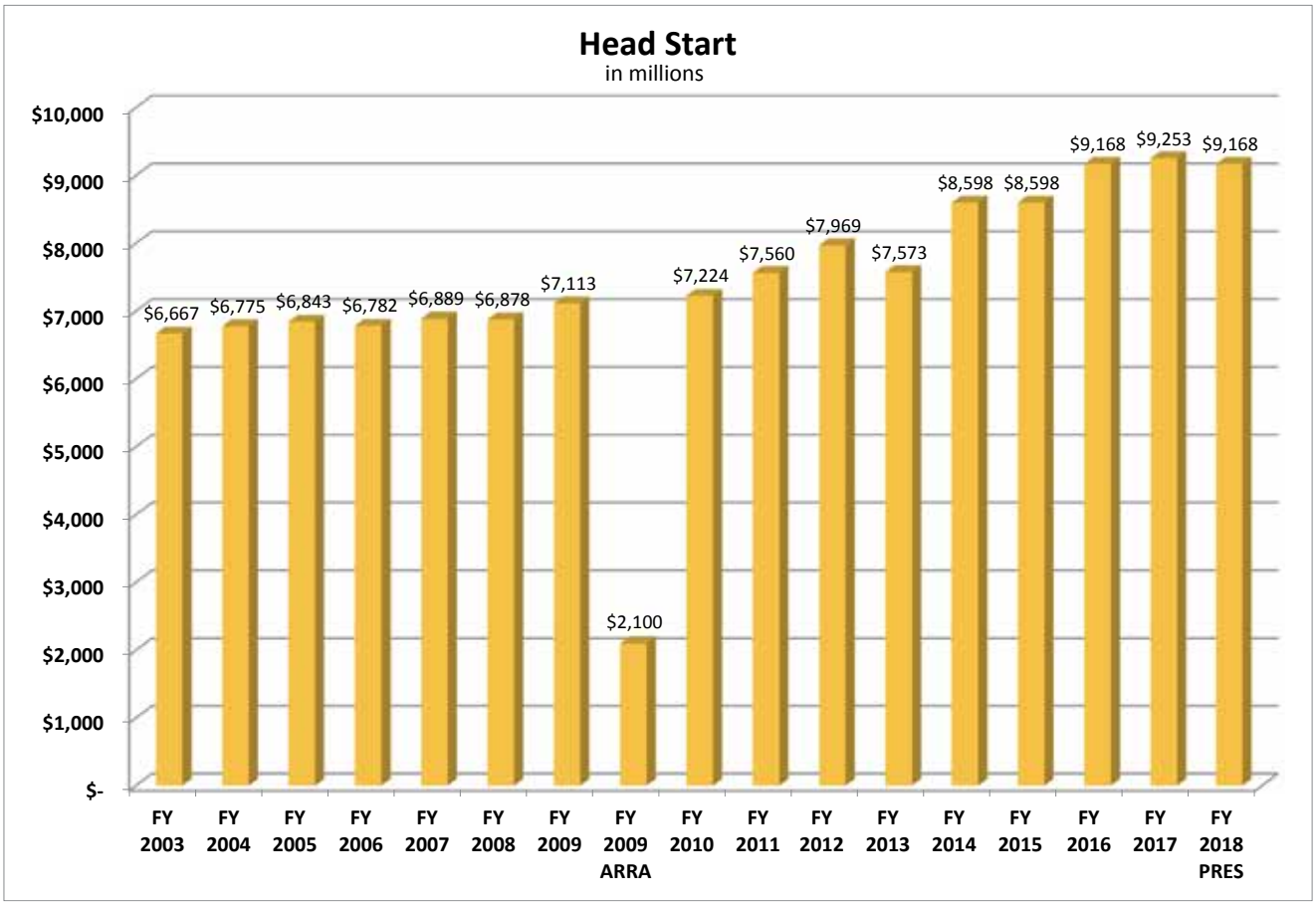
FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$8,598.10*	$9,168.10**	$9,253.10***	$9,168.10****

**Includes $500 million for Early Head Start-Child Care Partnerships.*
***Includes $559 million for Early Head Start-Child Care Partnerships.*
****Includes $564 million for Early Head Start-Child Care Partnerships.*
*****Includes funding for Early Head Start-Child Care Partnerships.*

IMPACT OF PRESIDENT'S BUDGET

The president's budget includes an $85 million cut to Head Start by essentially freezing funding at the FY 2016 level. This reduction marks a significant retreat from progress made by Congress in FY 2017 to support critical Head Start programs that help vulnerable families and their children during the most formative years. The president's budget will also impede Head Start's ability to implement new performance standards, including transitioning to full day, full year center-based programs for three- and four-year-olds. The president's budget will have a harmful impact on children and families and on Head Start's ability to serve more who are waiting for the chance to benefit from this important program.



PROGRAM NEED

More than 16 million children in the United States (21 percent of all children) live in families whose incomes fall below the federal poverty level. Poor and lower-income children are more likely to experience hunger, food insecurity, lower reading and math scores, and more physical and mental health problems, which tend to result in educational inequalities long before they enter kindergarten. Despite these needs, federal spending on children's programs has been trending downward, making the need for increased funding for Head Start critical.

Head Start is an effective early childhood program that improves child health, development, and school readiness, increasing the chances preschoolers will complete high school and go on to attend college. Head Start also helps parents become better caregivers to their children. Despite these benefits, Head Start serves less than one-half of low-income preschool children who are eligible, while Early Head Start serves only 4 percent of eligible preschoolers. In order to give children a strong start in life, funding for Head Start and Early Head Start should be significantly increased to extend programs to full day and full year.

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Child Care and Development Fund

Child Care and Development Block Grant Act (CCDBG)
Section 418, Social Security Act

Every morning before she heads to her job at a nursing home in New Haven, CT, nursing assistant Elisha LaRose drops her four-year-old son off at a day care center. She knows he will spend his day in a safe, educational environment. Elisha is a single mother and would not be able to send her son to day care without a child care subsidy. A mix of federal and state money and another Connecticut-specific program creates a subsidy that reduces weekly day care costs to $48. Without this assistance, she most likely would have to leave her son with an unlicensed baby sitter.

DESCRIPTION

The Child Care and Development Fund (CCDF) is the major source of federal child care assistance for children ages birth to 13 in low- and moderate-income families. It provides access to high-quality child care that allow parents to work with the comfort of knowing their children are receiving good care. To qualify for child care assistance, families must be working or in school and must meet income eligibility guidelines set by states within broad parameters in federal law. In 2014, Congress reauthorized the CCDBG to include important quality and safety measures. CCDF is supported through both discretionary and mandatory funding.

FUNDING HISTORY *(in millions)**

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$5,352.00	$5,678.00	$5,773.00	$5,678.00

**These figures represent the discretionary and mandatory portions of CCDBG.*

IMPACT OF PRESIDENT'S BUDGET

The president budget cuts CCDBG by $95 million. These cuts would put hundreds of thousands of children and families at risk of losing child care services at a time when lower income families struggle to afford child care. For five straight years, the number of children receiving CCDBG-funded child care has steadily declined as a result of the rise in child care costs which have outpaced funding for CCDBG. The president's proposed budget compounds the problems working families experience in finding affordable, high-quality child care. Despite the president's stated goal of improving access to child care, the budget would do the opposite.

PROGRAM NEED

Access to affordable, quality child care remains a persistent problem for low- and moderate-income families. Child care costs rival the price of in-state tuition at a public four-year college in 33 states. High-quality child care serves two important purposes: to promote safe and healthy development of children and allow parents to work to support their families. Funding for CCDBG has largely remained static. Under current funding, only a small portion of eligible children receive assistance and many states have waiting lists for child care support.

Furthermore, the lower discretionary spending caps under the Budget Control Act mean a smaller pot of money for CCDBG, as well as possible additional funding cuts. CCDBG was reauthorized in 2014 with additional safety and quality requirements, all of which require additional funding to avoid a negative impact on enrollment rates.

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Child Nutrition Programs

National School Lunch Act and the Child Nutrition Act

When breakfast was served before the school day at Stanley Mosk Elementary in California's San Fernando Valley, only 30 percent of kids were eating school breakfast. But this is a school where more than 90 percent of kids are eligible for free/reduced price school meals. It was clear that many kids struggling with hunger weren't getting school breakfast. Principal Frederich, a No Kid Hungry champion, worked with her staff to make breakfast a part of the school day, so every kid had access to school breakfast. The results were remarkable.

"The first thing we noticed was the morning visits to the nurse's office almost completely disappeared," Principal Frederich explains. "We used to have kids coming in with headaches and stomachaches. Now we seldom see anyone there in the mornings. With breakfast in the classroom, the kids are just ready to learn."

—Courtesy of Share our Strength

DESCRIPTION

The National School Lunch, School Breakfast, Special Milk, Summer Food Service, and Child and Adult Care Food programs are mandatory accounts administered by the U.S. Department of Agriculture (USDA). The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is a discretionary initiative administered by USDA. These programs help ensure children have access to nutritious meals throughout the year, which enhances healthy development and academic success. For example, the National School Lunch program provides nutritionally balanced, low-cost, or free lunches to children each school day in public and non-profit private schools. All of these initiatives were reauthorized through the Healthy, Hunger-Free Kids Act of 2010 and are up for reauthorization.

FUNDING HISTORY *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Child Nutrition	$21,300.20	$22,158.00	$22,793.98	$24,256.27
WIC*	$ 6,623.00	$ 6,350.00	$ 6,350.00	$ 5,150.00**

**Includes projected carryover.*
***Reflects $1 billion rescission of previous funding.*

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget maintains child nutrition programs, including the National School Lunch Program and School Breakfast Program. The Summer Electronic Benefit Transfer for Children Program is held at $23 million, addressing the uptick in child hunger over the summer months.

WIC funding is frozen, but there is a decrease in funds from the FY 2017 enacted level due to a $1 billion rescission of unspent funds. According to the National WIC Association, these unspent funds are due to flat food costs, low food cost inflation, and successful cost containment strategies. They estimate the president's budget levels will be enough to meet projected caseloads in FY 2018.

These funding levels must be analyzed in the larger context of devastating cuts to the Supplemental Nutrition Assistance Program (SNAP). The president's budget has a $193 billion cut over 10 years, which includes structural changes that would severely weaken SNAP's ability to be responsive during economic downturns. Currently more than 20 million children are served by SNAP. It is among the most critical government programs that address the health and well-being of American children. With nearly half of every SNAP dollar going directly to children, the program combats hunger for the 1 in 5 children living in "food insecure" households. SNAP is one of the most effective ways to fight child poverty and is also credited with boosting children's academic performance, in turn helping lay a foundation for economic self-sufficiency.

PROGRAM NEED

Around 50 million children rely on school meals daily to receive critical nutrition. We must protect their access to healthy school meals, as well as strengthen the programs and increase funding to reach more children. School nutrition standards, which have already been embraced nationwide, must be maintained, and full implementation of the healthier standards in the School Lunch Program must continue. The Child and Adult Care Food Program (CACFP) provides nutritious meals and snacks for over 3.3 million children in day care and child care settings. CACFP would be improved by encouraging more child care providers to participate in the program through increased federal reimbursement for nutritious meals and reduced paperwork, allowing children in care to have an additional daily healthy meal or snack.

The Summer Meals Program provides critical nutrition for students who rely on school meals during the school year, but currently only about 15 percent of eligible students benefit. There are many ways to increase access for students to summer meals, such as providing Summer Electronic Benefit Transfer (EBT) cards to families. A pilot project has already shown that severe food insecurity for children in families participating in the Summer EBT program dropped by 33 percent. Public-private partnerships also can be created to fund transportation grants for children to access summer meals, such as through mobile meal trucks. Funding for the Summer EBT program should be increased so all eligible students can have access to meals during summer months.

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Medicaid: Early and Periodic Screening, Diagnosis and Treatment Programs

Title XIX, Social Security Act

Hillsborough County Public Schools collect and submit federal Medicaid reimbursement claims for school-based health services provided to low-income Medicaid-eligible students. The multi-million dollar costs associated with speech therapy, occupational and physical therapies, audiology services, and psychological services are partially covered by Medicaid. The $11 million in Medicaid reimbursements received last year assisted in providing services to over 18,000 special needs students across the school district. Medicaid reimbursements are critical to offsetting the costs of salaries and benefits for specialized instructional support personnel serving high-needs students, updating equipment, and purchasing assistive aids and materials.

DESCRIPTION

Medicaid programs work through state and local health agencies and other service providers to detect and treat eligible low-income children and adults for a broad range of health deficiencies, such as speech, hearing, vision, and dental problems or physical impairments. Children comprise around 40 percent of all Medicaid recipients but account for only 20 percent of Medicaid costs. Many schools participate in the Medicaid program in order to address child health problems that often have detrimental effects on their academic performance. Most of the medical services reimbursed to schools under Medicaid are provided to children with disabilities.

FUNDING HISTORY *(in billions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$368.41	$356.82	$378.46*	$407.57

** FY 2017 estimated.*

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 Medicaid budget of $407.57 billion is based on an estimate of 30 million children receiving Medicaid services in the upcoming year, some 40 percent of all individuals served in the Medicaid program. The number of Medicaid beneficiaries in all categories is projected to continue to grow in FY 2018.

This budget is pending congressional health care legislation and proposed Medicaid legislation that would dramatically restructure the Medicaid program in the upcoming years. The House-passed health care bill would cut $834 billion from Medicaid over the next 10 years, while the Administration's FY 2018 budget cuts another $610 billion over the same period. The president's Medicaid legislation, similar to the House-passed bill, would eliminate the current federal entitlement or guarantee to match all eligible state medical expenditures for beneficiaries. The president's legislative proposal would change the fiscal structure of Medicaid, allowing states to choose between a per capita payment cap or a flexible Medicaid block grant. In either case, the fixed or capped amount will not adjust for rising health care costs, new medical innovations, or pharmaceutical developments. States would have more discretion to determine or limit the suite of Medicaid services provided to a potentially more restricted set of beneficiaries.

Over time, the result will be fewer Medicaid dollars for each state than under current law and a growing gap between eligible costs and available funding. States will feel enormous financial pressure to reduce eligible services and lower or eliminate reimbursements to certain providers, including school districts. Since the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act require that certain health, rehabilitation, and specialized instructional support services are provided to students with disabilities, the loss of Medicaid funding will shift an even larger share of these costs onto state and local budgets.

PROGRAM NEED

More than one in five children in America has health coverage through the Medicaid program. Medicaid participation provides access to preventive, basic, acute, and specialized health services, in addition to prescription medications not otherwise generally available to low-income children and families. School health personnel are often among the few health professionals to whom low-income children have regular access. Eligible students with disabilities are the primary recipient of Medicaid-supported services in schools, including physical therapy, occupational therapy, speech therapy, audiology, mental health services, and nursing services. The 2014 guidance from the Centers for Medicare and Medicaid Services removed additional federal administrative barriers to provision and reimbursement of school-based health services for eligible low-income children. Maintaining an effective school-based Medicaid program is critical to the nation's medically underserved children.

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Children's Health Insurance Program (CHIP)

Title XXI, Social Security Act

A mother in Orlando, FL, has a daughter who was diagnosed at 19 months with febrile seizures. Attempting to get her family back on its feet after becoming unemployed, the mom is starting her own business. Because affordable coverage through CHIP was available for her family, she was able to make sure her daughter gets the care she needs, even as doctors struggled to figure out the cause of the child's illness. CHIP has been a lifeline for this family, providing access to specialized care and medications as well as regular care like vaccinations, well-child checkups, and care for routine childhood medical issues. The family reports the best thing about CHIP is that it offers comprehensive care that is affordable. Without CHIP the family would have faced bankruptcy, and the baby would not have received critical medical care.

DESCRIPTION

CHIP provides enhanced federal matching payments to states to assist in providing health care coverage for millions of low-income uninsured children whose families earn too much to qualify for Medicaid, but who do not have options for employer-provided coverage or cannot afford to purchase private insurance on their own. The program was created in 1997 and reauthorized in 2009. CHIP is authorized through 2019, but CHIP funding is set to expire on September 30, 2017, requiring congressional action at that point to continue the program's funding.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$9,233.00	$14,305.00	$16,655.00	$12,017.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget includes a two-year extension of funding for CHIP through FY 2019. The budget reduces funding for CHIP by $5.8 billion, a 21 percent cut, through a series of policy changes. These changes include ending the Affordable Care Act (ACA) provision providing a 23-point increase in state CHIP matching rates and the ACA Maintenance of Effort provision that required states to maintain current Medicaid and CHIP eligibility levels and benefits for children. Other policy changes include capping CHIP eligibility at 250 percent of the federal poverty level (FPL) and giving states the option to move children below 138 percent FPL back to CHIP who were moved into Medicaid after ACA passage. With funding for CHIP currently set to expire on September 30, 2017, CHIP extension legislation is a high-priority agenda item for the 115th Congress.

PROGRAM NEED

According to the Medicaid and CHIP Payment and Access Commission, in FY 2015 8.4 million individuals received health insurance funded through CHIP. There are currently 4.1 million uninsured children in the United States, approximately two-thirds of whom are eligible but not enrolled in CHIP or Medicaid. In 2009 Congress reauthorized CHIP (P.L. 111-3) through September 2013, providing $44 billion through 2013 to maintain state programs and insure more children. In 2010 the Affordable Care Act extended funding for CHIP through FY 2015, providing an additional $28.8 billion in budget authority over the baseline. In 2015, as part of the Medicare and CHIP Reauthorization Act (MACRA) (P.L. 114-10), Congress provided $5.6 billion for a two-year extension of CHIP funding.

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Centers for Disease Control and Prevention School Health Programs

New Jersey's Department of Health (DOH) receives funding, tools, and training from CDC's Healthy Schools Program to improve student health and address childhood obesity. In collaboration with the New Jersey Department of Education and other state and local partners, the DOH focused on opportunities for five high-need school districts to effectively implement health promotion strategies. Strategies to support healthy weight, wellness, and academic outcomes include Safe Routes to Schools, physical activity breaks in the classroom, Smarter Lunchrooms to increase healthy food and beverage choices, and collaboration between school nutrition services and school wellness teams. Schools assessed their specific needs with the CDC School Health Index and organized their plans under the "Whole School, Whole Community, Whole Child" model. Student and family engagement in making these changes is key to their success.

DESCRIPTION

CDC Healthy Schools Program

CDC's Healthy Schools Program (HSP) in the Division of Population Health, National Center for Chronic Disease Prevention and Health Promotion, conducts vital research to improve student health, reverse the childhood obesity epidemic, and address prevention and management of chronic conditions, ensuring resources have maximum impact in schools. This research informs strategies, tools, and training to help states, parents, and communities improve their schools. HSP's distinct role supports strategies that impact student physical activity, healthy eating, and management of student chronic conditions — asthma, diabetes, epilepsy and food allergies — to positively influence both health and academic performance. Research, data collection, and development of high-impact tools and training for schools and communities are also supported with these funds.

The Division of Adolescent and School Health

The Division of Adolescent and School Health (DASH) in the National Center for HIV/AIDS, Viral Hepatitis, Sexually Transmitted Diseases and Tuberculosis Prevention (NCHHSTP) funds national school-based surveillance activities. DASH also funds school-based prevention programs in selected states and districts to increase evidence-based sexual health education programs in schools, create more supportive school environments for adolescents at highest risk for HIV, and increase HIV counseling and testing among adolescents.

FUNDING HISTORY *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Healthy Schools Program (School Health Branch)	$15.40	$15.40	$15.40	$15.37
Division of Adolescent and School Health	$31.20	$33.08	$33.08	$0.00*

** Funding for DASH is now included in the total funding for the NCHHSTP.*
The proposed funding level for the Center is $640.06 million, reflecting a cut of $174.15 million.

IMPACT OF PRESIDENT'S BUDGET

CDC Healthy Schools Program

Prior to FY 2012, funding for the HSP promoted sustainable school health activities by supporting a designated school health coordinator in each funded state's department of education to oversee activities and ensure cross-agency collaboration. However, funding for the HSP has been frozen since FY 2012. All 50 states now receive funding; however, with such low rates of funding (some states receive less than $70,000), states are only able to conduct minimal school-based health activities. This amount is insufficient to support a school health coordinator or implement important evidence-based strategies, and negatively impacts collaboration between state health and education agencies. A persistent low level of funding could require limiting the number of funded states to ensure those that are funded can support both the staff and programming necessary to have meaningful impact.

The Division of Adolescent and School Health

Historically DASH was funded at levels that supported activities in all 50 states. However, since the dramatic loss of funding in FY 2012, DASH has reduced its school-based prevention program reach to just 19 state departments of education and 17 local school districts, representing only 65 percent of the most vulnerable secondary school students in the United States.

PROGRAM NEED

CDC Healthy Schools Program

Improving student health also means improving academic achievement and behavioral outcomes, reducing school absenteeism, and improving students' social and emotional health. Twenty-five percent of children and adolescents in the United States are affected by chronic health conditions, and most attend schools that do not have a full-time nurse. Most children and adolescents do not meet basic recommendations for healthy eating or physical activity, with nearly one-third overweight or obese and at risk for preventable chronic diseases like diabetes and heart disease. In addition, 27 percent of young Americans are too overweight to serve in the military. Each day, 132,000 schools serve 78 million students, making it the ideal setting to establish lifelong healthy habits. CDC's Healthy Schools Program is uniquely positioned to help schools give children a better start.

The Division of Adolescent and School Health

Youth have one of the highest rates of HIV diagnosis, with persons ages 13–24 comprising 26 percent of all new HIV infections in 2010. STDs also occur frequently among sexually active teens and young adults, with approximately 10 million new STD infections every year among people ages 15-24. Exploration and establishment of health behaviors — both risky and protective — also occur during adolescence. Adolescence is the ideal time to influence the development of healthy behaviors, and effective school-based programs are needed to make youth aware of their risk for HIV, help delay initiation of sexual activity, and decrease other behaviors, such as alcohol and drug use, which contribute to the risk of HIV infection.

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Intra-Agency Programs to Address School Safety and School/Community Violence Prevention

DESCRIPTION

There are several programs that represent a collaborative effort among the Departments of Education, Health and Human Services, and Justice to improve school safety and prevent school and community violence. Although these programs have the same goal, they each have specific and distinct purposes, all of which are critically important to ensure schools and communities remain safe and supportive for children and youth.

The largest of these programs is the **Comprehensive School Safety Program** (National Institutes of Justice). This competitive grant program was created to fund large-scale, integrated research efforts to increase school safety by increasing knowledge about the most effective methods. Program funding is awarded to examine four key components: (1) innovative pilot projects in local schools; (2) rigorous research to investigate the effectiveness of school safety programs and interventions; (3) improving data collection on school safety; and, (4) reviewing current approaches to school safety. This program encourages collaboration among the law enforcement, mental health, and education communities. **The Gang and Youth Violence Prevention and Intervention Initiatives** support both local school districts and communities in developing and implementing a comprehensive set of programs and services to prevent youth drug use and violence and support early childhood development activities.

FUNDING HISTORY *(in millions)*

	FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
Comprehensive School Safety Program	$75.00	$75.00	$74.85	$20.00
Gang & Youth Violence Prevention and Intervention Initiatives	$ 3.00	$ 5.00	$ 4.90	$ 5.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2018 budget calls for a significant reduction in funds for the Comprehensive School Safety Initiative (CSSI). CSSI funds large-scale empirical research studies related to schools, as well as smaller district and state level efforts examining the outcomes associated with specific interventions intended to improve school safety. This research is critical to helping identify evidence-based practices to improve school safety that can be replicated by schools and districts. Large cuts will significantly hamper efforts to identify promising and effective strategies to improve school safety and prevent school violence.

PROGRAM NEED

Improving overall school and community safety requires innovative solutions and collaboration among schools, parents, educators, law enforcement, the community, and the juvenile justice system. Both community and school environments must be physically and psychologically safe to promote student learning and overall positive development. Historically school, community, and law enforcement efforts have operated in silos with little collaboration or coordination of services. Additionally, many school safety efforts have focused primarily on physical measures (e.g., metal detectors) and often have occurred in response to a tragedy. Effective school safety is a daily commitment requiring coordination and integration of existing systems. These systems must be designed to promote a positive, supportive school and community culture, reduce negative behaviors, support student mental and behavioral health, minimize the impact of crises when they occur, and keep students out of the juvenile justice system. Unfortunately, many schools and communities are not able to address safety in those environments in a comprehensive manner, due to inadequate financial resources and an insufficient number of school-employed professionals (e.g., school psychologists, school social workers, school counselors) to meet the wide range of student behavioral and mental health needs and coordinate with community professionals. Each of these programs meets a specific need, including funding research about the most effective practices, guiding schools and communities about what works best, and providing funds to hire personnel to implement evidence-based models and programs. All students deserve to live in a safe community and attend a safe school. We must provide the federal investment to meet this goal.

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Secure Rural Schools and Community Self-Determination Act of 2000

Title V, Part B, Elementary & Secondary Education Act (Every Student Succeeds Act)

Stevenson-Carson School District in Stevenson, WA, relies on the critical support the Secure Rural Schools and Community Self-Determination Act provides for its operations. SRS funding is crucial for them to provide a well-rounded education. If SRS funding is discontinued, the school district budget will be reduced by 12 percent. Since 2010, reduced funding for SRS has resulted in elimination of the school pool and sports teams, reduction in art exploration opportunities, and decreased adult to student ratios, along with the elimination of counselors and certified librarians. Without dedicated funding for FY 2017, the district is facing a 22 percent reduction in administration, 13 percent reduction in teachers, 30 percent reduction in paraprofessionals, 28 percent reduction in custodial support, and elimination of the music, art, drama, and athletic programs and field trip allocations.

DESCRIPTION

The Secure Rural Schools (SRS) and Community Self-Determination Act of 2000, known as the 'Secure Rural Schools' or 'Forest Counties' program, provides assistance to rural counties and school districts impacted by the decline in revenue from timber harvests on federal lands. As forest land management policies changed in the 1980s, the steep decline in revenue-generating activity in the forests decreased the resources available to the rural counties and schools. SRS was created in 2000 to stabilize these payments and offset lost revenues and was intended as a safety net for forest communities in 41 states. Payments are based on historic precedent and agreements removing federal lands from local tax bases and from full local community economic activity. The expectation is that the federal government and Congress will develop a long-term system based on sustainable active forest management.

FUNDING HISTORY *(in millions)*

FY 2015	FY 2016	FY 2017	FY 2018 PRESIDENT's REQUEST
$261.30	$0.00	$0.00	$0.00

IMPACT OF PRESIDENT'S BUDGET

Congress funded SRS for Fiscal Years 2014 and 2015. However, despite assurances from Senate and House members, Congress did not fund SRS in FY 2016 or FY 2017. The president's FY 2018 budget continues this trend, providing no funding for the SRS program. If SRS goes unfunded, 775 counties and over 4,400 schools serving 9 million students in 41 states will face the grim financial reality of budget cuts, the loss of county road, fire, and safety services, and reductions in education programs and student services. These cuts will have a profound negative effect on everyone who lives in or visits forest counties.

PROGRAM NEED

Congress must continue the historic national commitment to the 775 rural counties and 4,400 schools serving 9 million students in rural communities and school districts served by the SRS program. Without congressional action on forest management and SRS, forest counties and schools face the loss of irreplaceable essential fire, police, road and bridge, community, and educational services.

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Notes

Notes

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