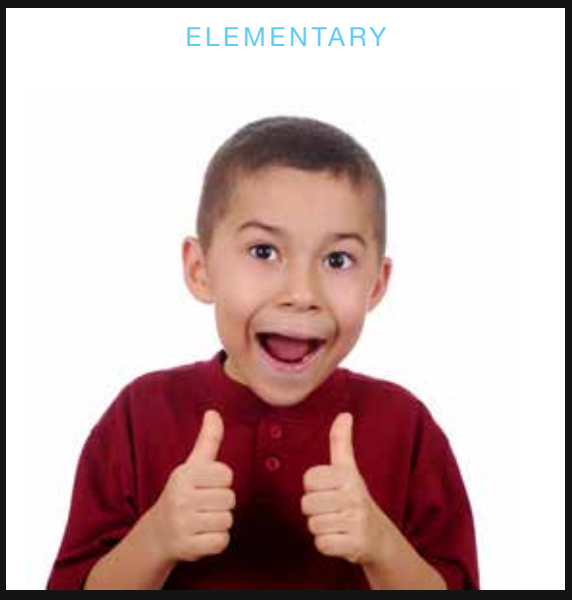
Committee for Education Funding

FY 2015 Budget Response

PRESCHOOL

ELEMENTARY



SECONDARY

POSTSECONDARY

GIVING A "THUMBS UP" FOR EDUCATION

About the Committee for Education Funding

The Committee for Education Funding (CEF) is a coalition founded in 1969 with the goal of achieving adequate federal financial support for our nation's educational system. The coalition is voluntary, nonprofit, and nonpartisan. CEF members include 114 educational associations, institutions, agencies, and organizations whose interests range from preschool to postgraduate education in both public and private systems.

The purpose of CEF is to provide members of the general public and government officials with information enabling them to better assess the need for funding of federal education programs. CEF takes positions on federal education funding issues that represent a consensus of its membership and then communicates those positions to federal government officials and members of Congress.

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

As the oldest and largest coalition of education associations in existence, the Committee for Education Funding provides a strong and unified voice in support of increasing federal education funding. We invite comments and inquiries regarding CEF membership or its publications.

When Our Students Succeed, Our Nation Succeeds!

A list of CEF member organizations is available at http://cef.org/who-we-are/member-organizations/. For questions or additional information, please contact Joel Packer, CEF Executive Director, at jpacker@cef.org.

1640 Rhode Island Ave., NW
Suite 600
Washington, DC 20036
202-383-0083
www.cef.org
www.twitter.com/edfunding

Acknowledgements

We appreciate the following individuals who contributed to the production of this publication:

MANAGING EDITOR

Myrna Mandlawitz, School Social Work Association of America

SECTION EDITORS

Part I: Early Childhood, Elementary and Secondary Education

Jocelyn Bissonnette, National Association of Federally Impacted Schools
Amanda Fitzgerald, American School Counselor Association
Meghan Casey, National Center for Learning Disabilities

Part II: Education, Careers and Lifelong Learning

Jeff Kratz, American Library Association

Part III: Higher Education

Jim Gelb, California State University
Megan McClean, National Association of Student Financial Aid Administrators

Part IV: Educational Research and Statistics

John Waters, Knowledge Alliance

Part V: Education-Related Programs

Jared Solomon, First Focus

Charts and Graphs

Karen Lanning, The College Board
Joel Packer, Committee for Education Funding
Tom Zembar, National Education Association

Book Design and Layout

Karen Seidman, Seidman Says Communications

COMMITTEE FOR EDUCATION FUNDING STAFF

Joel Packer, Executive Director
Sunil Mansukhani
Broderick Johnson
Anais Duran

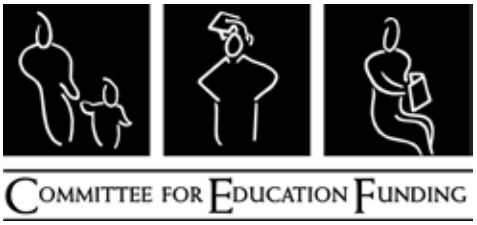
Table of Contents

Part II: Education, Careers and Lifelong Learning

Part III: The Gateway to Opportunity – Higher Education

Part IV: Forging Success – Educational Research, Statistics, and Improvement

Part V: Education-Related Programs – Meeting the Human Needs of America's Children



The Committee for Education Funding Applauds the President's Budget for Investing in Education

Concerned about Funding Freeze for Most Formula Programs Urging Congress to Replace the Sequester Caps

The Committee for Education Funding (CEF), a coalition of 114 national education associations and institutions from preschool to postgraduate education, applauds President Obama's Fiscal Year (FY) 2015 budget for prioritizing investing in education as a proven strategy to increase jobs and improve our nation's economic growth and competitiveness.

While the budget adheres to the FY 2015 discretionary spending caps set in the Bipartisan Budget Act, it proposes additional investments through an Opportunity, Growth, and Security Initiative. This initiative would raise the discretionary caps for both defense and nondefense discretionary (NDD) spending by $28 billion each, paid for with a 50-50 mix of targeted revenue increases and mandatory spending reductions. Several education programs would receive additional investments through the initiative, including Early Head Start-Child Care Partnerships ($800 million), Preschool Development Grants ($250 million), ConnectEDucators ($300 million), and Promise Neighborhoods ($200 million). The budget also proposes to permanently repeal the harmful sequester caps starting in FY 2016 and replace them with a balanced package of deficit reduction. Sequestration slashed education programs in FY 2013 by almost $2.5 billion and Head Start by $401 million. Research programs – such as the National Institutes of Health and the National Science Foundation that are crucial to higher education, our nation's innovation agenda, and support for graduate students – were cut by over $2 billion.

While the FY 2014 Consolidated Appropriations Act was a positive step forward in undoing the majority of the sequester cuts in FY 2015, it only restored two-thirds of the cuts in the U.S. Department of Education, leaving several education programs frozen at their post-sequester levels. Among programs that received no relief from sequester cuts are School Improvement Grants, Rural Education, Promise Neighborhoods, Elementary and Secondary School Counseling, Indian Education, Investing in Innovation, Teacher Quality Partnerships, Magnet Schools Assistance, IDEA Preschool Grants, Adult Education State Grants, HEP/CAMP, graduate assistance, research, statistics, and the Regional Educational Labs.

Overall discretionary funding at the Department of Education (excluding Pell grants) is still below the FY 2008 level. Because both the FY 2015 and FY 2016 NDD caps are virtually the same as the FY 2014 cap, there is no room for increasing needed investments. Thus, the most important step Congress can take to help students, educators, early education programs, schools, colleges, libraries and museums is to permanently replace the sequester cuts.

Within a constrained fiscal environment and tight spending caps imposed by the Bipartisan Budget Act, the budget proposes a $1.3 billion (+1.9 percent) increase for programs in the Department of Education. This is the largest increase for any Cabinet level department other than Veterans Affairs. In addition, the budget proposes major new investments in education on the mandatory spending side for preschool, improving the preparation and quality of teachers and school leaders, and improving college access and completion.

The budget also contains several important tax provisions that would benefit higher education including a permanent extension of the American Opportunity Tax Credit, which is scheduled to expire at the end of 2017. The budget also proposes to exclude from taxable income the portions of student loans forgiven under income-based repayment plans and all of Pell grants.

According to CEF President Kimberly Jones, "While we are very pleased with the overall level of education funding, we are deeply concerned with the proposed freeze for virtually all current education programs. We need stable, sustainable increased investments in education." The large majority of the proposed discretionary increase is for new programs or for increased funding for competitive grant programs.

At the elementary and secondary level, the foundation programs — Title I and IDEA State grants – receive no increase. Indeed, the federal contribution toward educating students with disabilities will only be 15.6 percent, less than half of the promised 40 percent federal share. Most K-12 programs — including School Improvement Grants, English Language Acquisition grants, homeless education, literacy programs, 21st Century Community Learning Centers, Rural Education, Magnet Schools, Indian Education, funding for State assessments, and IDEA Preschool Grants — are all frozen at their FY 2014 levels. The budget also proposes a significant cut of $350 million (-15 percent) for teacher quality grants and the elimination of Impact Aid payments for federal property. CEF opposes both of these proposals.

Beyond K-12 education, funding for career, technical and adult education State grants, Federal Work-Study, SEOG, TRIO, GEAR UP, Aid to Historically Black Colleges and Universities and Other Minority-Serving Institutions, HEP/CAMP, and graduate education also are frozen at FY 2014 levels. In addition, the Administration again proposes to eliminate the Teacher Quality Partnership program in the Higher Education Act.

Jones said, "A funding freeze will actually result in a reduction in services to students when the impact of inflation, enrollment increases, and an increasing number of students in poverty is factored in."

CEF believes additional resources for key current programs will help achieve the Administration's goals of ensuring students graduate from high school college- and career-ready, improving educator quality, increasing college access and completion, and providing students with the skills they need for 21st century jobs. CEF supports proposed increases for programs that provide a continuum of education and community services, close the achievement gap, expand STEM, support safe and healthy students, increase access and use of technology in schools, develop strong school leaders, and expand educational research and data.

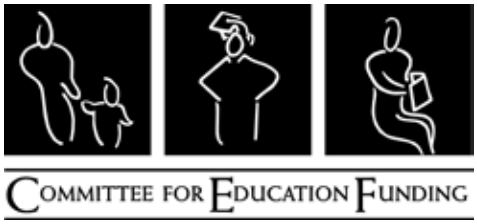
The Administration's budget proposes to consolidate several ESEA programs into new flexible funding streams. While such consolidations will be decided in the ESEA reauthorization, from a budgetary perspective CEF believes any program consolidations should not result in the elimination of essential functions such as improving teacher preparation at institutions of higher education, family engagement, or providing K-12 students with a well-rounded education and sufficient specialized instructional support personnel.

CEF applauds the budget's support for college access through an increase in the Pell Grant maximum award to $5,830 and the permanent extension of the American Opportunity Tax Credit. CEF also supports the investments in early childhood education, including the $75 billion in mandatory funds for Preschool for All and proposed increases for Preschool Development Grants, Early Head Start-Child Care Partnerships, and the Child Care and Development Block Grant (CCDBG).

CEF Executive Director Joel Packer noted, "Since FY 2011, funding for over 50 education programs totaling $1.2 billion has been terminated. Between FY 2010 and FY 2013 overall spending for education (exclusive of Pell grants) was cut by almost $4 billion. Due to restrictions on student aid eligibility and loan subsidies and increased loan origination fees, college students have already contributed more than $5.6 billion to deficit reduction. At the State and local levels budget cuts have eliminated 345,000 public school employees' jobs in the past four years, and State support per student for higher education is at its lowest level in 25 years. That's why the investments proposed by the president are more important than ever."

"We look forward to working with the Administration and Congress to obtain the increases in education funding proposed by the president and permanently replace the sequester in order to provide needed investments," said Jones. "The president's budget moves our country forward through investments that grow our economy and help students get the skills they need for jobs of the future, while sequestration continues to hold us back."

# # #



SUMMARY/ANALYSIS OF THE PRESIDENT'S FISCAL YEAR 2015 BUDGET FOR EDUCATION
March 25, 2014

BACKGROUND

President Obama released his Fiscal Year (FY) 2015 budget on March 4. It is important to understand the policy and political context in which the budget will be considered as well as the overarching policies in the budget.

Since January 2011 when Republicans gained the majority in the House of Representatives, the president and the Democrats on one side and House and Senate Republicans on the other have been engaged in a lengthy and ongoing series of battles over federal budget issues.

While both parties have been in general agreement on the need for long term deficit reduction, they have deep ongoing differences about how to reduce the deficit. The Republican position generally is that the deficit should be reduced solely through additional spending cuts, defense spending should be protected as much as possible from cuts (though there are splits among the Republicans on defense cuts), and revenues should not be increased. The Democratic position generally is that the deficit should be reduced by a "balanced approach" which must include additional revenues from upper-income individuals and closing corporate tax loopholes along with some targeted cuts to mandatory spending and defense, while investing in such areas as education, infrastructure, and research and development.

These fundamental policy differences were reflected in the respective FY 2014 budget resolutions passed by House and Senate last year. The House-passed version would have balanced the federal budget over ten years solely by cutting spending for domestic programs by $4.63 trillion. On the discretionary side, the House budget would have shifted all of the sequester cuts scheduled for defense onto the cuts already scheduled for nondefense discretionary (NDD), more than doubling the sequester cuts to education and other NDD programs. By contrast, the Senate-passed budget would have replaced the sequester with a mix of revenue increases and mandatory spending cuts and provided for additional investments in education.

The reality is that in the last three years Congress enacted several rounds of spending cuts. First, they passed the FY 2011 Continuing Resolution which cut NDD spending. This was followed by the Budget Control Act which imposed caps on both defense and NDD spending, producing substantial savings and setting in place the sequester cuts and caps. The deficit was reduced further by the American Taxpayer Relief Act which increased revenues on upper-income taxpayers. In addition, on March 1, 2013, the FY 2013 sequester cuts took effect, cutting all non-exempt NDD programs by 5 percent across the board. While most mandatory funded domestic programs are exempt from the sequester, several are not and have been subject to sequester cuts of more 7 percent in both FY 2013 and FY 2014. These programs will continue to be cut each year through FY 2023. Mandatory sequester cuts affect several programs at the Department of Education including vocational rehabilitation and Aid to Historically Black Colleges and Universities and Other Minority-Serving Institutions. In addition, the mandatory sequester cuts increase loan origination fees each year for Stafford and PLUS loans.

According to the president's FY 2015 budget, cumulative spending cuts already enacted total $1.702 trillion for FY 2015 through FY 2024. The ongoing sequester caps and cuts will add an additional $704 billion in cuts for a total of $2.408 trillion. Total increased revenues equal $723 billion. Thus, enacted spending cuts are more than three times as large as revenue increases. When the impact of interest savings is added, the deficit has been reduced by $3.977 trillion.

The Bipartisan Budget Act of 2013 only partially replaced sequester cuts scheduled for FY 2014 and FY 2015. The Act also left in place the sequester caps for FY 2016-21 and extended for two years through FY 2023 the sequester cuts to mandatory spending programs. In fact, the NDD caps for both FY 2015 and FY 2016 are virtually the same as those set for FY 2014, effectively freezing NDD spending for three years. Unless Congress acts to replace the sequester caps, there will be very little room for needed investments in education and other domestic programs. In essence, the FY 2015 appropriations process will be a zero sum game for NDD spending.

THE PRESIDENT'S BUDGET AND SEQUESTRATION

Overall the president's budget adheres to the FY 2015 discretionary cap of $1.014 trillion set in the Bipartisan Budget Act. However, it also includes a $56 billion Opportunity, Growth, and Security Initiative – split evenly between defense and nondefense priorities – which provides for additional investments in critical areas including education and research. The initiative is fully paid for with a balanced package of spending cuts and tax reforms, so it does not increase the deficit. According to the budget, the following education programs would receive additional funds through this initiative:

- Early Head Start-Child Care Partnerships: $800 million.
- ConnectEDucators: $300 million.
- Preschool Development Grants: $250 million.
- Promise Neighborhoods: $200 million.
- Head Start: unspecified.
- Race to the Top - Equity and Opportunity: unspecified.
- High School Redesign: unspecified.

The budget also proposes to replace the sequester caps in FY 2016 and forward with a balanced mix of spending cuts and revenue increases.

The key issue facing education and other nondefense discretionary spending programs: Can Congress and the president reach agreement on a balanced deficit reduction package to replace the sequester for either FY 2015 or ideally for the long term? Absent an agreement to raise the FY 2015 sequester cap, it will be difficult to fund the proposed new education programs and/or increase funding for existing education programs proposed in the budget.

EDUCATION OVERVIEW

Education funding is a major priority in the president's budget. He proposes to increase discretionary spending at the Department of Education by $1.3 billion (+1.9%), the largest increase of any non-security agency.

However, virtually all of the proposed increase in funding is for competitive grants:

- Competitive grant programs created in the Consolidated Appropriations Act of 2014:
  - Preschool Development Grants (+$250 million and an additional $250 million in the Opportunity, Growth, and Security Initiative).
  - First in the World (+$25 million).
- Proposed new competitive grant programs:
  - High School Redesign ($150 million).
  - Race to the Top - Equity and Opportunity ($300 million).
  - ConnectEDucators ($200 million and an additional $300 million in the Opportunity, Growth, and Security Initiative).
  - IDEA Results Driven Accountability ($100 million).
  - College Success Grants for Minority-Serving Institutions ($75 million).
- Increases in existing competitive grant programs:
  - Promise Neighborhoods (+$43 million and an additional $200 million in the Opportunity, Growth, and Security Initiative).
  - Investing in Innovation (+$23 million).
  - Statewide Longitudinal Data Systems (+$35 million).
- Increases in proposed new programs based on consolidations of existing programs:
  - STEM Innovation (+$170 million).
  - Teacher and Leader Innovation Fund (+$31 million).

Most existing programs are frozen at their pre-sequester levels, including: Title I, School Improvement Grants, education for homeless children, literacy, State assessments, rural education, 21st Century Community Learning Centers, Indian Education, Impact Aid support payments, Magnet Schools Assistance, English Language Acquisition State Grants, IDEA special education State grants and preschool grants, Career and Technical Education, Adult Education State grants, Federal SEOG, Federal Work-Study, TRIO, GEAR-UP, and Aid to HBCUs, Hispanic-Serving and Other Minority-Serving institutions.

Programs proposed for cuts include:

- Impact Aid payments for federal property (- $67 million).
- Teacher Quality State grants (- $350 million).
- Transition to Teaching (proposed for elimination - $14 million).
- Teacher Quality Partnerships (proposed for elimination - $41 million).

Mandatory Funding

In addition to the discretionary increases and changes proposed, the budget includes significant mandatory funding for education:

- **Preschool for All** ($75 billion over ten years; $1.3 billion in FY 2015). This would be paid for by increasing the federal tax on tobacco products: "The Preschool for All program would award Federal funds as an incentive for States to provide universal access to high-quality preschool, which includes the following elements: (1) high staff qualifications, including a bachelor of arts degree for teachers; (2) professional development for teachers and staff; (3) low staff-child ratios and small class sizes; (4) a full-day program; (5) developmentally appropriate, evidence-based curricula and learning environments that are aligned with State early learning standards; (6) employee salaries that are comparable to K-12 teaching staff; (7) ongoing program evaluation to ensure continuous improvement; and (8) onsite comprehensive services for children. Participating States would be required to contribute non-Federal matching funds, with a reduced match in exchange for serving additional children from middle class families for States that reach benchmarks related to the percentage of children from low- and moderate-income families served."

  NOTE: This same proposal was included in the president's budget last year. Legislation based on the proposal, the Strong Start for America's Children Act (S. 1697/H.R. 3461), has been introduced in the Senate by HELP Committee Chairman Tom Harkin and in the House by Rep. George Miller, ranking Democrat on the Education and the Workforce Committee. These bills differ from the president's proposal in that they do not create mandatory funded programs, but instead would simply authorize the programs and leave funding subject to the annual appropriations process.

- **RESPECT Project** ($5 billion in one-time mandatory funds): "…would support competitive grants to States and districts — alone or in partnership with nonprofit organizations, including teacher and administrator organizations, or institutions of higher education (IHEs) — that propose ambitious plans to address needs educators are asking for: improving teacher and principal preparation and support early in their careers; providing career ladders and other opportunities for educators to take on leadership roles as they transition to CCR standards; and creating conditions in schools that support effective teaching, including great school leadership and time for collaboration."

  NOTE: This same proposal was included in the president's budget the previous two years.

- **State Higher Education Performance (SHEP) Fund** ($4 billion in one-time mandatory funds): This is "a proposed competitive grant program for States to support, reform, and improve the performance of their public higher education systems. Building on the President's College Value and Affordability agenda and previous Budget proposals, this initiative calls on States to make college more affordable and increase college access and success, especially for low-income students. The SHEP Fund would provide four-year grants to support: (1) the successful implementation of policy and funding reforms that encourage and reward improved college performance, as well as institutional innovation and reforms; and (2) maintaining State expenditures in higher education in States with a strong record of investment, or increasing State support in low-investment States."
- **College Opportunity and Graduation Bonus Program** ($5.873 billion over ten years): "The grants made through this program would be used for making key investments and adopting best practices that will further increase college access and success for low-income students, such as by awarding additional need-based financial aid, enhancing academic and student support services, improving student learning and other outcomes while reducing costs, using technology to scale and enhance improvements, establishing or expanding accelerated learning opportunities, as well as other innovations, interventions, and reforms. Funds awarded will supplement and not supplant existing institutional expenditures."
- **Pell Grants:** The budget proposes two mandatory funding streams for Pell grants:
  - $17 billion over ten years to "reflect incremental costs of funding existing Pell maximum grant award" is included as part of the proposed Bridge From Balanced Budget and Emergency Control Act (BBEDCA) Baseline to Adjusted Baseline.
  - $6.326 billion over nine years starting in FY 2016 for mandatory appropriations to sustain recent Pell Grant increases.
- **Reauthorize Secure Rural Schools** ($581 million between FY 2015 and FY 2020). This program is in the Department of Agriculture.

Tax Proposals

(For additional details, see General Explanations of the Administration's Fiscal Year 2015 Revenue Proposals.)

On the tax side, the budget proposes several provisions related to higher education:

- Permanently extend the American Opportunity Tax Credit (AOTC) = $67.3 billion between FY 2018 and FY 2024. The American Taxpayer Relief Act of 2012 extended the AOTC through tax year 2017. The adjusted baseline for the budget makes the AOTC a permanent replacement for the Hope Scholarship credit.

- Provide exclusion from income for student loan forgiveness for students in certain income-based or income-contingent repayment programs who have completed payment obligations = $5 million total in FY 2023 and FY 2024.

  Student loans provided through the Department of Education "provide borrowers with options for repaying their loans that are related to the borrowers' income after completing their educations (the income-contingent and the income-based repayment options). Under these options a borrower completes the repayment obligation when he or she has repaid the loan in full, with interest, or has made all payments that are required under the terms of the specific plan. For borrowers who reach this point, any remaining loan balance is forgiven. Under current law, any debt forgiven by these programs is considered gross income to the borrower and thus subject to individual income tax."

- Provide exclusion from income for student loan forgiveness and for certain scholarship amounts for participants in the Indian Health Service (IHS) Health Professions Programs = $165 million over ten years.

  "The proposal would allow scholarship funds for qualified tuition and related expenses received under the IHS Health Professions Scholarship program to be excluded from income, even though recipients incur a work requirement. Furthermore, the proposal would allow participants in the IHS Loan Repayment Program to exclude from income student loan amounts that are forgiven by the IHS Loan Repayment program."

- Make Pell Grants excludable from income and tax credit calculations = $8.864 billion over ten years.

  "Under the proposal, Pell Grants would be excludable from gross income without regard to which expenses they are applied, so long as the proceeds are spent in accordance with the Pell Grant program. For purposes of the AOTC and LLC, taxpayers would be able to treat the entire amount of the Pell Grant as used to pay expenses other than qualified tuition and related expenses. The treatment of other scholarships would not be changed."

- Modify reporting of tuition expenses and scholarships on Form 1098-T = increase in revenue of $606 million over ten years.

  "Form 1098-T is used to verify education spending for education-related tax benefits. Eligible institutions of higher learning are required to file each year an information return for each enrolled student for whom a reportable transaction is made.

  "Currently, Form 1098-T may not provide all the information that taxpayers need to claim an education tax credit or to properly report taxable scholarship income. Among institutions that file Form 1098-T, many report amounts billed. However only amounts paid in a given tax year qualify for a tax credit in that tax year. (Amounts billed will not qualify for the credits if the amount was paid in a different tax year.) Scholarships that are paid directly to students rather than administered by schools are not reported on Form 1098-T to students or to the IRS. Requiring institutions of higher learning to report amounts paid and requiring reporting of all scholarships will assist taxpayers in preparing their returns and allow IRS to monitor and improve compliance.

  "The proposal would require institutions of higher learning to report amounts paid and not amounts billed on the Form 1098-T. The proposal would also require any entity issuing a scholarship or grant in excess of $500 that is not processed or administered by an institution of higher learning to report the scholarship or grant on Form 1098-T. The threshold amount is indexed for inflation after 2015. Institutions of higher learning would continue to report the scholarship and grants that they process or administer."

EARLY CHILDHOOD EDUCATION

Early childhood education again is a major priority for the president, not just within the education budget but as an overall budget and policy priority.

The proposal includes four main components:

- $75 billion in mandatory funding over ten years for States to expand access to preschool for children in families under 200 percent of the poverty line.

- $15 billion in mandatory funding over the next ten years to extend the evidence-based Maternal, Infant and Early Childhood Home Visiting (MIECHV) program now funded through 2014 under the Affordable Care Act.
- $520 million in increased discretionary funding to expand Preschool Development Grants, Head Start, and Early Head Start-Child Care Partnerships.
- Additional discretionary (+$57 million) and mandatory (+$750 million) funding for the Child Care and Development Block Grant.

Within the Department of Education, two programs would receive funding in FY 2015:

- $1.3 billion in FY 2015 and $75 billion over 10 years in mandatory funding for Preschool for All (See description above under Mandatory Funding).

  "In order to receive a Preschool for All formula grant, States would have to demonstrate that they have: (1) early learning and development standards across the essential domains of school readiness, (2) high-quality program standards, (3) requirements for teacher and staff qualifications, and (4) the ability to link preschool data with K-12 data. In addition, each State would be required to submit a plan that describes how it will provide access to high-quality preschool with open enrollment for all 4-year-olds from families with incomes at or below 200 percent of the Federal poverty line within a reasonable time period. If a State opts to expand participation in high-quality preschool for children with family incomes above 200 percent of the Federal poverty line, its plan should also describe its expansion strategy and goals. Each State's plan would also address how it would develop and implement the infrastructure that is crucial to ensuring program quality, such as a system that evaluates, rates, and makes public the quality of programs and a comprehensive early learning assessment system. Since a participating State would be permitted to expand federally funded activities once it has made preschool universally available to low- and moderate-income 4-year-olds, the plan would also address how the State will promote access to full-day kindergarten and, if full-day kindergarten is already provided, how the State will extend high-quality preschool to low- and moderate-income 3-year-olds."

- An increase of $250 million for Preschool Development Grants, double the funding compared to FY 2014. An additional $250 million would be provided through the Opportunity, Growth, and Security Initiative. This additional funding would allow the Department to fund two-thirds of States by FY 2015.

  This program was initially funded in the FY 2014 Omnibus under the Race to the Top program. The budget proposes to make it a separate program. The Department of Education would "make Preschool Development Grants on a competitive basis to States, local educational agencies, or local governmental entities to (1) build or enhance a preschool program infrastructure that would enable the delivery of high-quality preschool services to children, and (2) scale-up high-quality preschool programs in targeted communities that would serve as models for expanding preschool to all 4-year-olds from low- and moderate-income families. These grants would lay the groundwork to ensure that more States are ready to participate in the Preschool for All formula grant initiative. Services could be implemented through a mixed-delivery system of providers including schools, licensed child care centers, Head Start, or other community-based organizations."

In addition to this proposed program, the budget provides a small increase of $3.3 million for the Grants for Infants and Families program under the Individuals with Disabilities Education Act (IDEA) "to help States implement statewide systems of early intervention services for infants and toddlers with disabilities and their families, so that State and local agencies identify and serve children with disabilities early in life when interventions can be most effective in improving educational outcomes. The request would enable States to provide high quality early intervention services to approximately 340,000 infants and toddlers with disabilities and their families."

Under the Department of Health and Human Services, the budget requests an increase of $150 million above the FY 2014 level of $500 million to expand Early Head Start–Child Care Partnerships. An additional $800 million would be provided through the Opportunity, Growth, and Security Initiative. "This funding will assist communities in increasing access to early learning programs that meet the highest standards of quality for infants and toddlers. Building off of initial funding provided in FY 2014, funds will be competitively awarded to new and existing Early Head Start programs that partner with child care providers that serve lower-income children, especially those receiving federal child care subsidies."

Head Start would receive an increase of $120 million.

The budget also includes $500 million in FY 2015 and $15 billion through FY 2024 to extend and expand the Maternal, Infant, and Early Childhood Home Visiting program, "through which states are implementing evidence-based home visiting programs that enable nurses, social workers, and other professionals to meet with at-risk families and connect them to assistance to support the child's health, development, and ability to learn. These programs have been shown to improve maternal and child health and developmental outcomes, improve parenting skills and school readiness." MIECHV was originally funded at $400 million in FY 2014, but its funding was reduced by the mandatory sequester cuts to $371 million.

ELEMENTARY AND SECONDARY EDUCATION

As in past Obama Administration budgets for programs authorized under the Elementary and Secondary Education Act (ESEA), the budget proposes to fund programs based on the Administration's ESEA blueprint released in March 2010 (http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf).

There is virtually no chance Congress will reauthorize ESEA this year. Thus, most of the proposed consolidations and new programs are unlikely to occur. However, the appropriations bill can revise programs and fund new ones. Therefore, if the Administration continues to push these proposals, it is possible some of these policy changes can be enacted.

As noted above, most K-12 programs would be frozen — including Title I Grants to school districts, School Improvement Grants, Impact Aid basic support payments, Migrant Education, Neglected and Delinquent Children and Youth Education, homeless children and youth education, literacy programs, State assessment grants, rural education, Alaska Native and Native Hawaiian education, after school, Indian Education, Magnet School Assistance, English Learner education, IDEA Grants to States, IDEA Preschool Grants, and IDEA National activities.

Members of Congress from both parties have expressed concerns with a freeze on these foundational programs versus an increase in competitive grants.

Programs slated for increases:

- **Promise Neighborhoods** = $100 million (+$43.3 million, +76.2%), plus an additional $200 million in the Opportunity, Growth, and Security Initiative.

  "Fiscal year 2015 funds would support an estimated 20 new planning grants and 5 new implementation grants as well as support for 12 implementation grant continuation awards." The additional $200 million in the initiative will support up to an additional 35 new implementation grants.

- **Race to the Top – Equity and Opportunity** (RTT-Opportunity) = $300 million (new program).

  This program would be "centered on improving the academic performance of students in the Nation's highest poverty schools. The initiative would drive comprehensive change in how States and school districts identify and close longstanding educational opportunity and achievement gaps. There would be two types of required activities."

- **Investing in Innovation Fund** (i3) = $165 million (+$23.4 million, +16.5%).

  "Priorities under consideration for 2015 include targeting student attainment in science, technology, engineering, and science (STEM) subjects; supporting high quality education in rural locations; accelerating achievement of students with disabilities or English Learners; and fostering meaningful parent and family engagement.

  "In addition, the request would support the Advanced Research Projects Agency-Education (ARPA-ED), a new entity modeled after similar agencies in the Department of Defense and Department of Energy that would pursue breakthrough developments in educational technology and tools. Under the request, up to 30 percent of i3 funds would be used for ARPA-ED."

- **STEM Innovation initiative** = $319.7 million (+$170 million above current funding level for Mathematics and Science Partnerships which would be replaced by this program).

  The FY 2014 budget proposed a similar program. This initiative has four parts:

  - $110 million for "The proposed STEM Innovation Networks (STEM-INs) program [which] would provide competitive grants to local educational agencies (LEAs) in partnership with institutions of higher education (IHEs), nonprofit organizations, other public agencies, museums, and businesses to transform STEM teaching and learning by accelerating the adoption of practices in P-12 education that help increase the number of students who seek out and are effectively prepared for postsecondary education and careers in STEM fields."
  - $40 million for "STEM Teacher Pathways [which] would directly support the President's goal of developing 100,000 new effective and highly effective STEM teachers while also building evidence on the characteristics and requirements of high-quality STEM teacher preparation programs."
  - $20 million to support a pilot project for the National STEM Master Teacher Corps in 2015. "Selected teachers would make a multi-year commitment to the Corps and, in exchange for their expertise, leadership, and service, may receive an annual stipend on top of their base salary…Members of the Corps would be identified through existing rigorous recruitment and selection programs based on teachers' demonstrated effectiveness in teaching STEM subjects, content knowledge, and contributions to the continuous improvement of teaching and learning both within their schools and across the community of STEM educators."

- $149.7 million for the Effective Teaching and Learning: STEM program that "would replace the Mathematics and Science Partnerships program under current law and provide grants to SEAs, alone or in partnership with other entities, to support State and local efforts to implement a comprehensive strategy for the provision of high-quality P-12 STEM instruction. Grantees and subgrantees would be required to focus on improving teaching and learning in mathematics or science, or both, and could also carry out activities designed to increase student achievement in technology or engineering, in high-need LEAs and schools."

- **High School Redesign** = $150 million (new program).

  The FY 2014 budget also proposed a version of this new program. Funds "would promote the whole school redesign of high schools through competitive grants to LEAs in partnership with institutions of higher education and other entities so that students graduate from high school with the academic foundation and career-related skills they need to be successful.

  "Funds would support competitive grants to local educational agencies (LEAs) in partnership with institutions of higher education and entities such as nonprofits, community-based organizations, government agencies, and business or industry-related organizations that can help structure and facilitate career-related experiences as well as help schools prepare students to apply academic concepts to real-world challenges. Grantees would also be required to leverage existing Federal, State, and local resources to implement their projects. Special consideration would be given to partnerships that propose projects in areas with limited access to quality career and postsecondary opportunities such as high-poverty or rural LEAs, and to partnerships with employers that help students attain career-related credentials."

  The Department expects to issue between five and 15 awards.

- **ConnectEDucators** = $200 million (new program), plus an additional $300 million in the Opportunity, Growth, and Security Initiative.

  "The ConnectEDucators program would help ensure that teachers and school leaders across the Nation have the skills to significantly increase student learning through the effective use of education technology and related strategies. This proposal supports the President's ConnectED initiative, a 5-year plan to bring next-generation broadband and high-speed wireless networks to schools and libraries, by providing needed support to teachers and school leaders so that they can leverage technology in ways that transform student learning.

  "ConnectEDucators would provide (1) formula-based State Leadership Grants to enhance State capacity to support the transition to digital learning; and (2) competitive, 3-year grants to LEAs that have put in place key technology supports, including district- and school-wide high-speed broadband access and high device-to-student ratios, for the implementation of comprehensive plans to ensure that educators have the skills and digital content needed to dramatically improve student access to high-quality instruction aligned with CCR standards. Allowable State-level activities would include improving educational technology resources and coordination, increasing the availability of high-quality tools and materials for districts."

  The Department expects to issue formula grants to all States and competitive grants to 200 school districts.

- **Teacher and Leader Innovation Fund** = $320 million (+$31.2 million, +10.8%).

  This replacement to the existing Teacher Incentive Fund (TIF) would "help States and LEAs improve the effectiveness of teachers and leaders in high-need schools and LEAs, in particular by creating the conditions to identify, recruit, prepare, support, retain, and advance effective teachers, teacher leaders, principals, and school leadership teams in those schools. It would also support activities to improve teacher and leader effectiveness, reduce disparities in the access of students to effective and highly effective teachers and leaders, and support the improvement of persistently low-performing schools."

  In FY 2015, $230 million in continuation costs for the Teacher Incentive Fund would be funded from the appropriation for the Teacher and Leader Innovation Fund. The Department expects to make eight new awards.

- **School Leadership** = $35 million (+$9.2 million, +35.9%).

  "The Department would hold a competition for new grant awards focused on training highly effective leaders for high-need schools and districts." The Department expects to issue eight new awards and fund 20 continuation grants.

- **IDEA Results Driven Accountability Incentive Grants** (RDA) = $100 million (new program).

  This proposal would fund "new competitive incentive grants for States. These 4-year grants will be used by States to identify and implement promising, evidence-based reforms that will improve service delivery for children with disabilities while also building State and local capacity to continue to improve outcomes for those children in the long-term…While the actual number and size of grants would be dependent on the applications for funding received, the Administration currently anticipates awarding 10 grants, ranging from $4 million to $14 million, to States focusing on Part B systems, and 15 grants, ranging from $500,000 to $800,000, to States focusing on reforms in Part C systems."

- **IDEA Grants for Infants and Families** = $441.8 million (+$3.2 million, +0.8%).

Programs slated for decreases:

- **Impact Aid Payments for Federal Property** = $0 (-$66.8 million, -100%).

- **Transition to Teaching** = $0 (-$13.8 million, -100%).

  Transition to Teaching continuation grant costs in FY 2015 would be funded from the proposed 10 percent national activities set-aside under the Effective Teachers and Leaders State Grants program.

- **Teacher Quality Partnership** = $0 (-$40.6 million, -100%).

  Approximately $32,043 in FY 2014 funds will be used for support of continuations costs in FY 2015-18.

- **Effective Teachers and Leaders State Grants** = $2 billion (-$349.8 million, -14.9%, compared to Improving Teacher Quality State Grants which this program would replace).

  This is the proposed replacement to the current Improving Teacher Quality State Grants. The proposed program "would provide formula grants to States, based 35 percent on each State's relative share of the population age 5 to 17, and 65 percent on each State's relative share of children age 5 to 17 from low-income families, consistent with the current Title II, Part A. The Department of the Interior/Bureau of Indian Education (BIE) and the Outlying Areas would each receive one-half of 1 percent of the total appropriation. States would use at least 90 percent of their formula grants to make subgrants to LEAs.

  "States could use their State-level funds for a variety of activities, including those designed to support the creation of effective teacher career ladders, reform certification and licensure requirements, increase the effectiveness of professional development, and reform teacher and school leader compensation."

  The Department would reserve up to 10 percent of the Effective Teachers and Leaders State Grants appropriation to make competitive awards for teacher and leader preparation activities. In FY 2015, the Department would use approximately $15 million from the Effective Teachers and Leaders State Grants set-aside to pay continuation costs under the Transition to Teaching program.

Other policy changes:

- **Effective Teaching and Learning: Literacy** = frozen at $183.7 million, the FY 2014 combined level of programs proposed for consolidation.

  This proposed program, a consolidation of Ready To Learn Television and Striving Readers and other literacy-related programs, "would provide competitive grants to State educational agencies (SEAs), or SEAs in partnership with appropriate outside entities, to support the development and implementation of comprehensive, evidence-based State and local efforts to provide high-quality literacy programs aligned with college- and career-ready English-language arts standards. These programs would be designed to strengthen and support instruction and to increase student achievement in high-need LEAs and schools, with flexibility for LEAs to focus funds on the areas of their greatest need from preschool through grade 12.

  "This new program would replace the Striving Readers and Ready to Learn Television programs (and other literacy-related programs currently authorized by the ESEA and funded in previous fiscal years) with a single comprehensive and coherent program that supports the improvement of education in reading, writing, and language arts while providing increased flexibility for States and LEAs to develop and implement strategies that best meet local needs."

  The Department expects to use all of the funds for continuation awards for Striving Readers ($158.7 million) and for Innovative Approaches to Literacy ($25 million), which is currently funded under the Fund for the Improvement of Education.

- **Effective Teaching and Learning for a Well-Rounded Education** = frozen at $25 million, a freeze at the FY 2014 level of the Arts in Education program which would be consolidated into this new program.

  Funds "would provide competitive grants to SEAs, high-need LEAs, and institutions of higher education or nonprofit organizations in partnership with high-need LEAs to support the development and expansion of innovative and evidence-based practices to improve teaching and learning across a well-rounded curriculum that includes the arts, health education, foreign languages, civics and government, history, geography, environmental education, economics and financial literacy, and other subjects as identified by the Department."

  The Department would use $16.2 million for continuation costs under Arts in Education and $6.1 million for a projected five to 10 new awards under the new program.

- **College Pathways and Accelerated Learning** = frozen at $74.8 million, the FY 2014 combined level of funding for the High School Graduation Initiative and Advanced Placement which would be consolidated into this new program.

  "The College Pathways and Accelerated Learning program would support efforts to increase high school graduation rates and preparation for college matriculation and success by providing college-level and other accelerated courses and instruction in high-poverty middle and high schools and in high schools with low graduation rates. Grants would support the expansion of: (1) accelerated learning options such as Advanced Placement (AP) and International Baccalaureate (IB) courses; (2) dual-enrollment programs that allow students to take college-level courses (including courses in career and technical education) and earn college credit while in high school; and (3) "early college high schools" that allow students to earn a high school degree and an associate's degree or 2 years of college credit simultaneously. Grants would also support projects that re-engage out-of-school youth or students who are not on track to graduate, as well as accelerated learning opportunities for students across the performance spectrum, including those who exceed proficiency standards, in high-poverty elementary schools."

  In FY 2015 the Department would use $50 million of College Pathways and Accelerated Learning funds to meet, in full, States' requests for grants for advanced course test fee costs. The Department would use $5 million of the request to pay FY 2015 continuation costs for grants under Javits Gifted and Talented Education. The Department expects to issue between five and 15 new awards under the new program.

- **21st Century Community Learning Centers** = frozen at $1.149 billion.

  The budget proposes to change this program which currently provides formula funds to States. The Department would make competitive grants to States and local school districts, by themselves or in partnership with nonprofit organizations or local governmental entities.

  "The Administration's reauthorization proposal would continue to allow funds to be used for before- and after-school programs, summer enrichment programs, and summer school programs, and would additionally permit States and eligible local entities to use funds to support ELT programs and full-service community schools."

- **Successful, Safe, and Healthy Students** = $214 million (-$138 thousand, -0.1% below consolidated programs total).

  "This new program "would award competitive grants to increase the capacity of State educational agencies (SEAs), high-need local educational agencies (LEAs), and their partners to develop and implement programs and activities that improve conditions for learning so that students are safe, healthy, and successful. Programs and activities supported by this program would include those that reduce or prevent drug use, alcohol use, bullying, harassment, or violence, including dating violence, and promote and support the safety and physical and mental well-being of students.

  "The new program would make competitive SSHS State and Local Grants to SEAs, high-need LEAs, and their partners for development and implementation of comprehensive strategies designed to improve conditions for learning and student outcomes for students in turnaround or high-poverty schools or schools with demonstrated needs."

  The FY 2015 request includes the following:

  - $45 million for Successful, Safe, and Healthy Students State and Local Grants (5 State grants and 40 local grants).
  - $50 million for School Climate Transformation Grants and related technical assistance to help schools train teachers and other school staff to implement evidence-based strategies to improve school climate.
  - $25 million for Project Prevent grants to school districts to help schools in communities with pervasive violence break the cycle of violence.
  - $5 million for Project SERV (School Emergency Response to Violence) to replenish a longstanding reserve fund that supports the provision of education-related services to school districts and to institutions of higher education (IHEs) in which the learning environment has been disrupted due to a violent or traumatic crisis.

- $2.5 million to continue the Readiness and Emergency Management for Schools Technical Assistance Center to provide resources and training to support school emergency management efforts for schools, school districts, and IHEs in school emergency preparedness, including the development and implementation of comprehensive all-hazards emergency management plans.
- Approximately $79.4 million for continuation awards for projects originally funded under the following programs: Elementary and Secondary School Counseling ($30.1 million); Physical Education ($48.3 million); and, the Education Facilities Clearinghouse ($1.0 million).

■ **Expanding Educational Options** = frozen at $248.2 million, the FY 2014 level for the Supporting Effective Charter Schools Grants program which would be replaced by this new program. The proposed authority includes two component programs: (1) Supporting Effective Charter Schools Grants and (2) Promoting Public School Choice Grants. In FY 2015, the Department would use funds only for Supporting Effective Charter Schools Grants and for national activities and would not fund Promoting Public School Choice Grants.

"Under Supporting Effective Charter Schools Grants, the Department would make competitive grants to State educational agencies (SEAs), charter school authorizers, charter management organizations, local educational agencies (LEAs), and other nonprofit organizations to start or expand effective charter and autonomous schools and to develop and implement outreach programs that provide high-quality information to parents and students about the public school options available to them.

"Under the second program within the Expanding Educational Options initiative, Promoting Public School Choice Grants, the Department would make competitive grants to high-need LEAs, and to SEAs in partnership with one or more high-need LEAs, to implement programs of public school choice that increase the range of high-quality educational options available to students in high-need schools."

CAREER, TECHNICAL AND ADULT EDUCATION

Career and Technical Education State Grants and National Activities and Adult Basic and Literacy Education State Grants would be frozen.

Programs slated for increases include:

■ **Adult Education National Leadership Activities** = $33.7 million (+$20 million, +145.9%). "The $20.0 million increase requested for 2015 would support new competitive Skills Challenge Grants to support partnerships—among States, adult education providers, institutions of higher education, and private organizations, including industry representatives with identified regional or local workforce needs—that build an evidence base in support of adult education practices and programs, including efforts to test, demonstrate, and refine innovative models for transforming our adult education system."

Other Policy Proposals:

■ **Career and Technical Education:**

"The fiscal year 2015 appropriation would support implementation under a reauthorized Carl D. Perkins Career and Technical Education Act consistent with the Department's reauthorization proposal, 'Investing in America's Future: A Blueprint for Transforming Career and Technical Education,' which was released in April 2012. The proposal would strengthen provisions of the current statute and would provide States, local educational agencies (LEAs), and postsecondary institutions with the support required to help ensure that all students exit their CTE programs well prepared for further education or employment in high-skill and high-demand occupations, including for technical jobs that are currently going unfilled.

"For 2015, the Department would use up to $100 million for the competitive innovation program (including $10 million for "pay-for-success" projects) and the remainder for the new State formula grant program."

■ **Adult Basic and Literacy Education State Grants:**

The request includes a $70.8 million set-aside for English Literacy/Civics Education State Grants, the same as the FY 2014 level.

HIGHER EDUCATION

The budget proposes to fund several new programs (see Mandatory Funding section above for details on new mandatory funded higher education program). Programs would revise the campus allocation formula for the campus-based student aid programs and restructure the Perkins loan program.

As with the K-12 side of the budget, most higher education programs are frozen including federal Supplemental Educational Opportunity Grants, Federal Work-Study, Aid for Institutional Development (including Strengthening HBCUs grants and Aid for Hispanic-Serving Institutions), Federal TRIO programs, GEAR UP, Special Programs for Migrant Students [High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP)], Graduate Assistance in Areas of National Need, and Child Care Access Means Parents in School (CCAMPIS).

Programs slated for increases include:

- **International Education and Foreign Language Studies** = $76.2 million (+$4 million, +5.5%). The $4 million increase is for the Domestic Programs.

- **First in the World (FITW)** = $100 million (+$25 million, +33.3%).

  First funded in FY 2014, this program "supports grants to institutions of higher education to help ensure that they have access to and implement innovative strategies and practices shown to be effective in improving college completion and making college more affordable for students and families, with a priority for applications that target innovative strategies at low-income students."

- **College Success Grants for Minority-Serving Institutions** = $75 million (new program).

  This would be "a competitive grant program to provide additional support for minority-serving institutions, including Historically Black Colleges and Universities, Hispanic Serving Institutions, Predominantly Black Institutions, Tribally Controlled Colleges and Universities, Asian American and Native American Pacific Islander-Serving Institutions, and Native American-Serving Nontribal Institutions.

  "Institutions would be able to apply individually or in consortia. Grants would be awarded based on the quality of the proposals, including the likelihood that they would result in increased numbers of Pell Grant recipients completing postsecondary education."

- **GPRA Data/HEA Program Evaluation** = $52 million (+$51.4 million, +8,943.5%).

  The Department would use:

  - Approximately $30 million to conduct research, evaluations, and demonstrations to test approaches that promote postsecondary access, program completion, and high-quality, affordable education programs.
  - Approximately $11 million to begin demonstrations and evaluations of alternative strategies for providing services.
  - $10 million to support further development and refinement of a new college rating system.

Other Policy Proposals:

- **Pell Grants:**

  "The 2015 Budget proposes to make two small, but important, reforms to the Pell Grant program. The first reform strengthens academic progress requirements in the Pell Grant program, to encourage students to complete their studies on time. Second, it would reinstate the Ability to Benefit provision for students enrolled in eligible career pathways programs, enabling adults without a high school diploma to gain the knowledge and skills they need to secure a good job."

  For the long term when Pell faces ongoing funding shortfalls, the budget proposes to reform and expand the existing Perkins Loan program and use the savings resulting from this reform for the Pell Grant program, "which, when added to surplus Pell Grant discretionary budget authority from the prior year, are sufficient to fund the program through the 2016-2017 award year, averting an otherwise $3.5 billion shortfall."

- **Federal Supplemental Educational Opportunity Grants, Federal Work-Study, and Perkins Loans:** "The 2015 Budget additionally proposes to alter the allocation formula to target those institutions that enroll and graduate higher numbers of Pell-eligible students, offer affordable education, and offer quality education and training such that graduates obtain employment and repay their educational debt. Allocations to participating institutions that fail to maintain these commitments would be redirected to better-performing institutions."

- **Perkins Loans:** "The Administration proposes to expand and reform the Perkins Loan program. This legislative proposal will not only improve the existing Perkins Loan program, it will replace the current program which is authorized through September 30, 2014, and in which Perkins funds will be recalled to the Federal Government in 2016. If Congress doesn't enact legislation extending or repealing the authorization of the program before the end of fiscal year 2014, the program would be eligible for a 1-year extension, through September 30, 2015, under section 422(a) of the General Education Provisions Act (GEPA).

  "The new Perkins Loan program, when fully implemented, would support $8.5 billion a year in new loan volume – eight and a half times the current Perkins volume and expand institutional participation by up to an additional 2,700 postsecondary education institutions…The 2015 estimated 10-year savings of $6.3 billion savings generated from this proposal would be reinvested in the Pell Grant program to provide funding to maintain the maximum award in future years."

- **Direct Student Loans: Cost** = $3.552 billion in mandatory funds over ten years.

  "The 2015 Budget proposes to extend PAYE [the Pay As You Earn Repayment] to all student borrowers and reform the PAYE terms to ensure that program benefits are targeted to the neediest borrowers. The reforms also aim to safeguard the program for the future, including by protecting against institutional practices that may further increase student indebtedness. The most substantial change will be to expand PAYE to all student borrowers, regardless of when they borrowed. In addition, to simplify borrowers' experience while reducing program complexity, PAYE would become the only income-driven repayment plan for borrowers who originate their first loan on or after July 1, 2015, which would allow for easier selection of a repayment plan. Students who borrowed their first loans prior to July 1, 2015, would continue to be able to select among the existing repayment plans (for plans for which they now qualify and for loans originated through their current course of study), in addition to the modified PAYE."

RESEARCH/STATISTICS

Funding is frozen for both the Regional Educational Laboratories and Research in Special Education.

Programs slated for increases include:

- **Research, Development, and Dissemination** = $190.3 (+$10.4 million, +5.8%).
- **Statistics** =$122.8 (+$19.7 million, +19.1%).

  The increase requested for FY 2015 would provide support for two specific projects. "$6 million would allow NCES to provide States the opportunity to participate in a pilot Program for International Student Assessment (PISA) study, which would allow the participating States to benchmark the performance of their 15-year-old students against international standards.$8 million would allow the Department to collect National Postsecondary Student Aid Survey (NPSAS) administrative data every 2 years, providing more timely information on educational costs, financial aid, enrollment, and student progress, including one of the most important issues facing postsecondary education today, tuition increases and their relationship to future enrollment and financial aid."
- **Statewide Data Systems** = $70.0 (+$35.5 million, +102.7%).
- **Special Education Studies and Evaluations** = $13.4 million (+$2.6 million, +24.0%).

EDUCATION BUDGET CUTS SINCE FY 2010

Since 2010 federal education programs have been subject to multiple waves of cuts totaling almost $80 billion.

Discretionary Cuts

Between FY 2010 and FY 2014 on the discretionary side of the budget, funding for programs exclusive of Pell grants was cut by a total of $3.714:

- FY 2011 = -$1.25 billion.
- FY 2012 = -$101 million.
- FY 2013 = -$2.362 billion.

Included among those cuts was the elimination of more than 50 education programs (see list below).

While the FY 2014 Consolidated Appropriations Act restored many of the sequester cuts, non-Pell grant funding in the Department of Education is still below the FY 2008 level.

Student Aid Cuts

In addition to these discretionary cuts, the Pell Grant program, exempt from the sequester cuts in FY 2013, and student loans were subject to a series of restrictions and limitations on eligibility and reductions in a variety of benefits. In total, students have lost more than $75 billion from these cuts. (For more details on cuts to Pell Grants, see Table on page 175.)

- Elimination of the in-school interest subsidy for graduate student loans.
- Elimination of the interest subsidy for the six-month grace period for undergraduate subsidized Stafford loans.
- For the period an undergraduate can receive a subsidized Stafford loan, limitation to 150 percent of program length.
- Elimination of the summer Pell grant.
- Reduction to 12 of the number of semesters a student can receive a Pell grant.
- Elimination of ability to benefit eligibility.
- Increased difficulty for some low-income students to qualify automatically for the maximum Pell grant.
- Cut in eligibility for the minimum Pell award.

The majority of the "savings" from these limitations was used to fill shortfalls in the Pell grant program needed to maintain the maximum award in FY 2011 and FY 2012. However, the savings exceeded the amount needed for Pell, resulting in college students contributing $4.6 billion out of their pockets to deficit reduction. The Department of Education has estimated that 145,000 students lost Pell eligibility.

In addition to these cuts, the 2013 Bipartisan Student Loan Certainty Act shifted another $715 million over ten years in interest costs from the federal government to student and parent borrowers.

Finally, the sequester has increased loan origination fees on Stafford loans and Parent Plus loans. In FY 2013 the sequester added $82 million in fees to direct loans, and the FY 2014 sequester added another $122 million in fees. On October 1, 2014, the FY 2015 sequester will add yet another $74 million.

Thus, students and parents have contributed $5.6 billion toward deficit reduction.

Other Mandatory Cuts

The sequester also cut funding for several mandatory programs in the Department of Education.

- FY 2013 = -$207 million.
- FY 2014 = -$301 million.
- FY 2015 = -$264 million.
- Total = -$772 million.

Among the mandatory education programs adversely affected by these cuts are Vocational Rehabilitation State grants, TEACH Grants, College Access Challenge grants, Aid to Historically Black Colleges and Universities, and Predominantly Black Institutions. In addition, the adverse effects of these cuts have been felt in developing Hispanic-Serving Institutions' STEM and Articulation programs, Post-Baccalaureate Opportunities for Hispanic Americans, Tribally Controlled Colleges and Universities, Native American-serving Nontribal Institutions, Alaska Native and Native Hawaiian-serving Institutions, and Asian American- and Native American Pacific Islander-serving Institutions.

Education Programs and Earmarks Terminated
FY 2011 through FY 2014
(in millions)

1. Teaching American History	$118.95
2. Fund for the Improvement of Postsecondary Education (earmarks)	$121.54
3. Educational Technology State grants	$100.00
4. Tech Prep Education State grants	$102.92
5. Fund for Improvement of Education (earmarks)	$88.79
6. Smaller Learning Communities	$88.00
7. Even Start	$66.45
8. Leveraging Educational Assistance Partnerships	$63.85
9. Byrd Honors Scholarships	$42.00
10. Parental Information and Resource Centers	$39.25
11. Civics Education	$35.00
12. Alcohol Abuse Reduction	$32.71
13. Foreign Language Assistance	$26.87
14. Voluntary Public School Choice	$25.77
15. National Writing Project	$25.65
16. Reading is Fundamental	$24.80
17. Voc Rehab Projects with Industry	$19.20
18. Literacy in School Libraries	$19.15
19. Teach for America	$18.00
20. Workplace and Community Transition for Incarcerated Individuals	$17.19
21. IDEA Technology and Media Services (earmarks)	$15.33
22. Recording for the Blind and Dyslexic, Inc.	$13.25
23. Arts in Education (earmarks)	$12.55
24. National Board for Professional Teaching Standards	$10.65
25. Course Material Rental Program	$10.00
26. Exchanges with Historic Whaling and Trading Partners	$8.75
27. Javits Fellowships	$8.08
28. Gallaudet University Construction	$7.56

29. Demonstrations to Support Postsecondary Institutions in Educating Students with Disabilities	$6.76
30. Centers for Excellence for Veteran Students Success	$6.00
31. Mental Health Integration in Schools	$5.91
32. Voc Rehab Demonstration and Training Projects (earmarks)	$5.14
33. Legal Assistance Loan Repayment Program	$5.00
34. New Leaders for New Schools (earmark)	$5.00
35. Thurgood Marshall Legal Education Opportunities	$3.00
36. Voc Rehab Recreational Projects	$2.47
37. Women's Educational Equity	$2.42
38. Teachers for a Competitive Tomorrow	$2.18
39. Underground Railroad Program	$1.95
40. Close-Up	$1.94
41. PROMISE: Promoting Readiness of Minors in SSI	$1.89
42. American History and Civics Academies	$1.82
43. Institute for International Public Policy	$1.55
44. Erma Byrd Scholarships	$1.50
45. Excellence in Economic Education	$1.44
46. Foundations for Learning	$1.00
47. Rehab Services Evaluation	$1.22
48. B.J. Stupak Olympic Scholarships	$0.98
49. Rehab Services Program Improvement	$0.85
50. Off-Campus Community Service	$0.75
51. Reading Rockets Program (earmark)	$0.74
TOTAL	**$1,223.77**

FY 2015 Discretionary Funding for Selected Department of Education and Related Programs
Prepared by the Committee for Education Funding

PROGRAM	FY 2012 P.L. 112-77	FY 2013 P.L. 113-6[1]	FY 2014 P.L. 113-76	FY 2015 President	President FY 2015 v. FY 2014
			(in thousands of dollars)		
Title I Grants to LEAs	14,516,457	13,760,219	14,384,802	14,384,802[2]	0
Title I Evaluation	3,194	3,028	880	0[3]	-880 (-100%)
School Improvement State Grants	533,552	505,756	505,756[4]	505,756	0
Migrant	393,236	372,751	374,751	374,751	0
Neglected and Delinquent	50,231	47,614	47,614	47,614	0
Education for Homeless Children and Youth	65,173	61,771	65,042	65,042[5]	0
Preschool Development Grants (proposed program)	0	0	250,000[6]	500,000[7]	+250,000 (+100.0%)
Impact Aid total	1,291,186	1,223,649	1,288,603	1,221,790	-66,813 (-5.2%)
Effective Teaching and Learning: Literacy (proposed program)	0	0	0	183,741[8]	+183,741 (NA)
Striving readers	159,698	151,378	158,000	0	-158,000 (-100%)
Ready-to-Learn Television	27,194	25,771	25,741	0	-25,741 (-100%)
Effective Teaching and Learning: Well-Rounded Education (proposed program)	0	0	0	25,000[9]	+25,000 (NA)
Arts in Education	24,953	23,648	25,000	0	-25,000 (-100%)
College Pathways/Accelerated Learning (proposed program)	0	0	0	74,750[10]	+74,750 (NA)
High school Graduation Initiative	48,809	46,267	46,267	0	-46,267 (-100%)
Advanced Placement	30,055	28,890	28,483	0	-28,483 (-100%)
State assessments	389,214	368,900	378,000	378,000[11]	0
Rural education	179,193	169,840	169,840	169,840	0
Comprehensive Centers	51,113	48,445	48,445	48,445	0
Education for Native Hawaiians	34,181	32,397	32,397	32,397	0
Alaska Native Education Equity	33,185	31,453	31,453	31,453	0
Promise Neighborhoods	59,887	56,754	56,754	100,000[12]	+43,246 (+76.2%)
Successful, Safe and Healthy Students (proposed program) includes:	0	0	0	214,000[13]	+214,000
• **Successful, Safe, and Healthy Students State and Local Grants (new)– non-add**	0	0	0	45,000[14]	+45,000 (NA)
• **School Climate Transformation Grants– non-add**	See below	See below	See below	50,000	+17,000 (+51.2%)

FY 2015 Discretionary Funding for Selected Department of Education and Related Programs
Prepared by the Committee for Education Funding

PROGRAM	FY 2012 P.L. 112-77	FY 2013 P.L. 113-6[1]	FY 2014 P.L. 113-76	FY 2015 President	President FY 2015 v. FY 2014
• Project Prevent– non-add	See below	See below	See below	25,000	+15,000 (+150%)
• Project SERV– non-add	See below	See below	See below	5,000	-3,000 (-37.5%)
• School Emergency Management Activities– non-add	See below	See below	See below	2,500	-30,500 (-92.4%)
Safe and Drug-Free Schools and Communities National Programs includes	64,877	61,484[15]	90,000	0	-90,000 (-100%)
• School Climate Transformation Grants– non-add	0	0	33,000	See above	See above
• Project Prevent– non-add	0	0	10,000	See above	See above
• Project SERV– non-add	0	2,843	8,000	See above	See above
• School Emergency Management Activities– non-add	1,207	3,000	32,500	See above	See above
• Safe and Supportive Schools– non-add	47,056	48,610	0	0	0
• Safe Schools/Healthy Students Initiative– non-add	16,439	0	0	0	0
Elementary and Secondary School Counseling	52,296	49,561	49,561	0[16]	-49,561 (-100%)
Carol M. White Physical Education Program	78,693	74,577	74,577	0[17]	-74,577 (-100%)
21st century Community Learning Centers	1,151,673	1,091,564	1,149,370	1,149,370[18]	0
Indian Education total	130,779	123,939	123,939	123,939	0
Race to the Top	548,960	520,247	0[19]	300,000[20]	+300,000 (NA)
Investing in Innovation	149,417	141,602	141,602	165,000[21]	+23,398 (+16.5%)
STEM Innovation (proposed program) includes	0	0	0	319,717	+319,717 (NA)
• STEM Innovation Networks (new)– non-add	0	0	0	110,000[22]	+110,000 (NA)
• STEM Teacher Pathways (new)– non-add	0	0	0	40,000[23]	+40,000 (NA)
• National STEM Master Teacher Corps (new)– non-add	0	0	0	20,000[24]	+20,000 (NA)
• Effective Teaching and Learning: STEM (new)– non-add	0	0	0	149,717[25]	+149,717 (NA)
Mathematics and Science Partnerships	149,716	141,902	149,717	0	- 149,717 (-100%)

FY 2015 Discretionary Funding for Selected Department of Education and Related Programs Prepared by the Committee for Education Funding

PROGRAM	FY 2012 P.L. 112-77	FY 2013 P.L. 113-6[1]	FY 2014 P.L. 113-76	FY 2015 President	President FY 2015 v. FY 2014
High School Redesign (proposed program)	0	0	0	150,000[26]	+150,000 (NA)
Effective Teachers and Leaders State Grants (proposed program)	0	0	0	2,000,000[27]	+2,000,000 (NA)
Teacher Quality State Grants	2,466,567[28]	2,337,830[29]	2,349,830[30]	0	-2,349,830 (-100%)
Transition to Teaching	26,054	24,691	13,762	0[31]	-13,762 (-100%)
Teacher Quality Partnership (HEA)	42,833	40,592	40,592[32]	0	-40,592 (-100%)
ConnectEDucators (proposed program)	0	0	0	200,000[33][34]	+200,000 (NA)
School Leadership	29,107	27,584	25,763	35,000	+9,237 (+35.9%)
Teacher and Leader Innovation Fund (proposed program)	0	0	0	320,000[35]	+320,000 (NA)
Teacher Incentive Fund Grants	299,433	283,771	288,771	0[36]	-288,771 (-100%)
Teacher and Leader Pathways: (proposed program)	0	0	0	74,676	+74,676 (NA)
Expanding Educational Options (proposed program)	0	0	0	248,172[37]	+248,172 (NA)
Charter Schools Grants	254,836	241,507	248,172	0	-248,172 (-100%)
Magnet Schools Assistance	96,705	91,647	91,647	91,647[38]	0
Fund for the Improvement of Education total includes:	40,823	38,280	42,376	24,276	-18,100 (-42.7%)
• Literacy initiative – non-add	28,600	27,567	25,000	0	-2,104 (-7.8%)
• Full Service Community Schools – non-add	10,094	5,344	10,000	0	+5,000 (+100.0%)
• Data Quality Initiative	1,298	1,276	1,276	1,276	0
• Javits Gifted and Talented– non-add	0	0	5,000	0	+5,000 (0)
• Non-Cognitive Initiative (new)	0	0	0	10,000[39]	+10,000 (NA)
• Disconnected Youth Initiative (new)– non-add	0	0	0	8,000[40]	+8,000 (NA)
• Youth Data Pilot (new) – non-add	0	0	0	5,000[41]	+5,000 (NA)
English Language Acquisition	732,144	693,848	723,400	723,400[42][43]	0
IDEA State grants	11,577,855	10,974,866[44]	11,472,848[45]	11,572,848[46][47]	+100,000 (+0.9%)
IDEA Preschool grants	372,646	353,238	353,238	353,238	0
IDEA Grants for Infants and Families	442,710	419,653	438,498	441,825	+3,327 (+0.8%)
IDEA State Personnel Development	43,917	41,630	41,630	41,630	0
IDEA Technical Assistance and Dissemination	46,781	44,345	51,928[48]	51,928[49]	+7,583 (+17.1%)
IDEA Personnel Preparation	88,299	83,700	83,700	83,700	0

FY 2015 Discretionary Funding for Selected Department of Education and Related Programs Prepared by the Committee for Education Funding

PROGRAM	FY 2012 P.L. 112-77	FY 2013 P.L. 113-6[1]	FY 2014 P.L. 113-76	FY 2015 President	President FY 2015 v. FY 2014
IDEA Parent Information Centers	28,917	27,404	27,411	27,411	0
IDEA Technology and Media Services	29,588	28,047	28,047	28,047	0
Career and Technical Education State grants	1,123,030	1,064,446	1,117,598	1,117,598[50]	0
CTE National Programs	7,829	7,421	7,421	7,421	0
Adult Basic and Literacy Education State grants	594,993	563,955	563,955	563,955[51]	0
Adult Education National Leadership	11,302	10,712	13,712	33,712[52]	+20,000 (+145.9%)
Pell Grants discretionary	22,824,000	22,778,352[53]	22,778,352	22,778,352[54]	0
Pell Grant maximum award (in whole dollars)	5,550	5,645	5,730[55]	5,830[56]	+100 (+1.7%)
Federal Supplemental Educational Opportunity Grants	734,599	696,175	733,130	733,130[57]	+36,955 (+5.3%)
Federal Work-Study	976,682	925,595	974,728	974,728[58]	+49,133 (+5.3%)
Student Aid Administration	1,043,387	978,924	1,166,000[59]	1,446,924[60]	+280,924 (+24.1%)
Strengthening Institutions	80,623	76,406	79,139	79,139	0
Strengthening Tribally Controlled Colleges and Universities	25,713	24,368	25,239	25,239	0
Strengthening Alaska Native and Native Hawaiian-serving Institutions	12,859	12,186	12,622	12,622	0
Strengthening HBCUs	227,980	216,056	223,783	223,783	0
Strengthening Historically Black Graduate Institutions	58,958	55,874	57,872	57,872	0
Strengthening Predominately Black Institutions	9,262	8,778	9,092	9,092	0
Strengthening Asian American and Native American Pacific Islander-Serving Institutions	3,119	2,956	3,062	3,062	0
Strengthening Native American-Serving Nontribal Institutions	3,119	2,956	3,062	3,062	0
Minority Science and Engineering Improvement	9,466	8,971	8,971	8,971	0
Developing Hispanic-Serving Institutions	100,432	95,179	98,583	98,583	0
Promoting Post Baccalaureate Opportunities for Hispanic Americans	9,011	8,540	8,845	8,845	0
International Education and Foreign Language Studies total	74,037	70,164	72,164	76,164[61]	+4,000 (+5.5%)
Fund for the Improvement of Postsecondary Education (FIPSE)	3,494	3,311	79,400	175,000	+95,600 (+120.4%)

FY 2015 Discretionary Funding for Selected Department of Education and Related Programs
Prepared by the Committee for Education Funding

PROGRAM	FY 2012 P.L. 112-77	FY 2013 P.L. 113-6[1]	FY 2014 P.L. 113-76	FY 2015 President	President FY 2015 v. FY 2014
• Training for Realtime Writers– non-add	1,109	1,069	1,126	0	-1,126 (-100%)
• U.S./European Community Program– non-add	2,116	1,043	0	0	0
• U.S./Brazilian Program– non-add	0	925	0	0	0
• Center for the Study of Distance Education– non-add	0	0	1,500	0	-1,500 (-100%)
• Center for Best Practices to Support Single Parent Students– non-add	0	0	500	0	-500 (-100%)
• Analysis of Federal Regulations and Reporting Requirements on IHEs– non-add	0	0	1,000	0	-1,000 (-100%)
• First in the World – non-add	0	0	75,000	100,000[62]	+25,000 (+33.0%)
• College Success Grants for Minority-Serving Institutions (proposed program)– non-add	0	0	0	75,000[63]	+75,000 (NA)
Programs for Students with Intellectual Disabilities	10,957	10,384	10,384	0	-10,384 (-100%)
Tribally Controlled Postsecondary Career and Technical Institutions	8,131	7,705	7,705	7,705	0
High School Equivalency Program/College Assistant Migrant Program	36,526	34,623	34,623	34,623	0
Federal TRIO programs	839,932	795,998	838,252	838,252[64]	0
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	302,244	286,435	301,639	301,639[65]	0
Graduate Assistance in Areas of National Need	30,909	29,293[66]	29,293[67]	29,293[68]	0
Child Care Access Means Parents in School	15,970	15,134	15,134	15,134	0
GPRA data/HEA program evaluation	607	575	575	52,000[69]	+51,425 (+8,943.5%)
Research, Development, and Dissemination	189,787	179,860	179,860	190,273[70]	+10,413 (+5.8%)
Statistics	108,748	103,060	103,060	122,748[71]	+19,688 (+19.1%)
Regional Educational Laboratories	57,426	54,423	54,423	54,423[72]	0
National Assessment (NAEP)	129,616	122,836	132,000	124,616	-7,384 (-5.6%)
National Assessment Governing Board	8,690	8,235	8,235	7,705	-530 (-6.4%)
Research in Special Education	49,905	47,295	54,000	54,000	0
Statewide Data Systems	38,077	36,085	34,539	70,000[73]	+35,461 (+102.7%)

FY 2015 Discretionary Funding for Selected Department of Education and Related Programs
Prepared by the Committee for Education Funding

PROGRAM	FY 2012 P.L. 112-77	FY 2013 P.L. 113-6[1]	FY 2014 P.L. 113-76	FY 2015 President	President FY 2015 v. FY 2014
Special Education Studies and Evaluations	11,415	10,818	10,818	13,415[74]	+2,597 (+24.0%)
Department of Education Discretionary Appropriations total (excluding Pell Grants)	**45,288,289**	**42,926,354**	**44,523,363**	**45,809,429**	**+1,286,066 (+2.9%)**
Department of Education Discretionary Appropriations total	**68,112,289**	**65,704,706**	**67,301,715**	**68,587,781**	**+1,286,066 (+1.9%)**
Head Start (in HHS)	7,968,544	7,573,095	8,598,095[75]	8,868,389[76][77]	+270,294 (+3.1%)
Child Care and Development Block Grant (in HHS)	2,278,313[78]	2,205,558[79]	2,360,000[80]	2,417,000[81]	+57,000 (+2.4%)
Library Services Technology Act State Grants	156,365	150,000	154,848	152,501	-2,347 (-1.5%)
Museum Services Act	29,449	27,909	28,724	29,649	+925 (+3.2%)

Endnotes

1 The final FY 2013 levels reflect an across the board cut (ATB) of 0.2 percent from the levels set in the Consolidated and Further Continuing Appropriations Act. These levels are then reduced by the 5 percent sequester cuts applicable to all Nondefense Discretionary programs. The sequester cuts are based on the OMB ordered cut of 5 percent from the March 27 CR levels, which included a 0.612 percent across the board increase. However, for four programs with advanced appropriations (Title I, ESEA Title II, IDEA State Grants, and Career/Technical Education State grants), the 5 percent cut is applied to the advanced appropriations provided in the FY 2012 omnibus for FY 2013 (which does not include the 0.612 percent ATB increase) and to the FY 2013 annual appropriation level provided in the CR which included the ATB increase. All of the cut will be taken from funds made available in June 2013 for the 2013-14 school year. For additional details see July 2012 memo from Anthony W. Miller, Deputy Secretary, U.S. Department of Education. The final FY 2013 levels generally represent a cut of 5.23 percent below FY 2012 (except for programs such as Head Start which received a specific pre-sequester increase in the FY 2013 CR).

2 States would be permitted to reserve up to 5 percent of their Title I, Part A allocations to carry out such activities as: (1) implementing rigorous standards and high quality assessments and, in particular, helping teachers teach to the new standards; (2) using data more effectively to identify local needs and improve student outcomes; (3) improving capacity at the State and district levels to use technology to improve instruction; (4) coordinating with early learning programs to improve school readiness; or, (5) carrying out effective family engagement strategies. In addition, the Administration's reauthorization proposal would broaden the requirement in current law for LEAs with schools in improvement to spend an amount equal to 20 percent of their Title I, Part A allocations on public school choice and/or supplemental educational services. LEAs would instead be required to use an identical amount to improve student performance in high need schools by implementing effective school improvement strategies and carrying out strategies designed to ensure the equitable distribution of effective teachers and school leaders. LEAs would also be required to reserve at least 2 percent of their Title I, Part A allocations to develop and implement comprehensive family engagement plans.

3 Funding would be made available through a reservation of up to 0.5 percent of unds appropriated each year for programs authorized by Title I of the ESEA and up to 1.5 percent of funds appropriated each year for all other ESEA programs.

4 The bill includes new language under the School Improvement Grants (SIG) program that allows funds to be used to implement a research-proven, whole school reform model; enables State educational agencies, with the approval of the Secretary of Education, to establish an alternative State determined school improvement strategy that may be used by LEAs; and, provides flexibility to LEAs eligible to receive services under the Rural Education Achievement program.

[5] Under the budget proposal, program funds would be allocated to States based on the most recent State reported data on the number of homeless children and youth rather than on State shares of ESEA Title I, Part A funds.

[6] In FY 2014 funding for Preschool Development Grants was provided under Race to the Top. Funds may be used for competitive awards to States to develop, enhance, or expand high quality preschool programs and early childhood education programs for children from low- and moderate-income families, including children with disabilities.

[7] An additional $250 million is proposed in the Opportunity, Growth, and Security Initiative.

[8] The Department would use FY 2015 funds to pay continuation costs for grants under Striving Readers and the Innovative Approaches to Literacy initiative under the Fund for the Improvement of Education: Programs of National Significance.

[9] $16.2 million would be used for continuation awards for grants under Arts in Education.

[10] In FY 2015, the Department would use College Pathways and Accelerated Learning funds to meet, in full, States' requests for grants for advanced course test fee costs. Approximately $50 million would be provided for test fee costs. The Department would also use a portion of the request to pay FY 2015 continuation costs for grants made prior to ESEA reauthorization under Javits Gifted and Talented Education.

[11] The Department would award $369.1 million to States through the same formula as in current statute, and the remaining $8.9 million would be awarded on a competitive basis.

[12] FY 2015 funds would support an estimated 20 new planning grants and 5 new implementation grants as well as support for 12 implementation grant continuation awards. An additional $200 million is proposed in the Opportunity, Growth, and Security Initiative.

[13] Includes continuation awards for projects originally funded under the following programs: Elementary and Secondary School Counseling ($30.1 million), Physical Education ($48.3 million), and the Education Facilities Clearinghouse ($1.0 million).

[14] The Department would give priority to State and local district applicants proposing to implement comprehensive strategies designed to improve conditions for learning and to meet the needs of students (1) from low-income families; (2) in turnaround schools; and, (3) in schools identified as high need based on school climate data.

[15] $3 million in funds available under the Department of Education Safe Schools and Citizenship account is to be used to assist educational institutions impacted by school violence.

[16] The FY 2015 request for the Successful, Safe, and Healthy Students program would include funds to pay FY 2015 continuation costs for ESSCP grants made in previous years.

[17] FY 2015 continuation costs of approximately $48,292 thousand would be provided from the appropriation for the Successful, Safe, and Healthy Students program.

[18] Under the budget proposal, the Department would make competitive grants to States and school districts, by themselves or in partnership with non-profit organizations or local governmental entities.

[19] Funds were provided for Preschool Development Grants. The funding is displayed under that program.

[20] Funds are for a new Race to the Top – Equity and Opportunity (RTT-Opportunity) competition centered on improving the academic performance of students in the nation's highest poverty schools.

[21] The Department would reserve up to $49.5 million for ARPA-ED, a new entity within the Department, modeled after similar agencies within the Department of Defense and Department of Energy.

[22] Would provide competitive grants to local school districts in partnership with institutions of higher education (IHEs), non-profit organizations, other public agencies, museums, and businesses to transform STEM teaching and learning by accelerating the adoption of practices in P-12 education that help increase the number of students who seek out and are effectively prepared for postsecondary education and careers in STEM fields.

[23] Would help high need schools and areas address a critical need for effective STEM teachers.

[24] Selected teachers would make a multi-year commitment to the Corps and in exchange for their expertise, leadership, and service may receive an annual stipend on top of their base salary.

[25] Would provide grants to States, alone or in partnership with other entities, to support State and local efforts to implement a comprehensive strategy for the provision of high quality P-12 STEM instruction. Grantees and subgrantees would be required to focus on improving teaching and learning in mathematics or science, or both, and could also carry out activities designed to increase student achievement in technology or engineering in high need LEAs and schools.

[26] This program would promote the whole school redesign of high schools through competitive grants to LEAs in partnership with institutions of higher education and other entities so that students graduate from high school with the academic foundation and career-related skills they need to be successful. The Administration projects it will issue between 5 and 15 grants.

[27] States and school districts would have flexibility in how they use formula grant funds, but would be accountable for improving teacher and principal evaluation systems and ensuring low-income and minority students have equitable access to teachers and principals who are effective at raising student achievement. The Department would reserve up to 10 percent of the Effective Teachers and Leaders State Grants appropriation to make competitive awards for teacher and leader preparation activities. The Department would reserve up to an additional 1.5 percent for evaluation.

[28] Up to 1.5 percent shall be set aside for a national competitive grant program for educator professional development (SEED).

[29] Up to 1.5 percent shall be set side for a national competitive grant program for educator professional development (SEED).

[30] Up to 2 percent of funds for ESEA, Part A, Subpart 1 shall be reserved by the Secretary for competitive awards for teacher or principal recruitment and training or professional enhancement activities to national not-for-profit organizations, of which up to 10 percent may be used for related research, dissemination, evaluation, technical assistance, and outreach activities.

[31] Approximately $15 million from the Effective Teachers and Leaders State Grants would be set aside to pay continuation costs under the Transition to Teaching program.

[32] ConnectEDucators would provide (1) formula-based State Leadership Grants to enhance State capacity to support the transition to digital learning; and, (2) competitive, 3-year grants to LEAs that have put in place key technology supports, including district- and school-wide high speed broadband access and high device-to-student ratios, for the implementation of comprehensive plans to ensure that educators have the skills and digital content needed to dramatically improve student access to high quality instruction aligned with CCR standards.

[33] An additional $300 million is proposed in the Opportunity, Growth, and Security Initiative.

[34] ConnectEDucators would provide (1) formula-based State Leadership Grants to enhance State capacity to support the transition to digital learning; and, (2) competitive, 3-year grants to LEAs that have put in place key technology supports, including district- and school-wide high speed broadband access and high device-to-student ratios, for the implementation of comprehensive plans to ensure that educators have the skills and digital content needed to dramatically improve student access to high quality instruction aligned with CCR standards.

[35] Teacher and Leader Innovation Fund grantees would use program funds to reform teacher and school leader compensation and career advancement systems; incorporate the use of evaluation results in retention, compensation, and other personnel decisions; reform hiring and placement practices; improve certification and licensure systems; and implement other innovative strategies to strengthen the workforce.

[36] TIF continuation grant costs of approximately $230 million would be funded from the new Teacher and Leader Innovation Fund.

[37] The proposed authority includes two component programs: (1) Supporting Effective Charter Schools Grants and (2) Promoting Public School Choice Grants. In FY 2015 the Department would use funds only for Supporting Effective Charter Schools Grants and for national activities and would not fund Promoting Public School Choice Grants. Approximately $75.414 million would be provided in FY 2015 to fund continuation awards for grants made under Charter Schools Grants, including $46 million for SEA grants, $4.35 million for Non-SEA Eligible Applicant grants, $14.11million for Charter Management Organization grants, and $11 million for State Facilities Incentive grants.

38 The FY 2015 appropriation would support the final year of continuation funding for grantees in the FY 2013 cohort.

39 Would provide competitive grants to school district and researcher partnerships to develop and test interventions to improve students' non-cognitive skills in the middle grades,

40 Funds would be used to strengthen services and improve outcomes for disconnected youth (often defined as individuals, aged 14-24, who are neither employed nor enrolled in an educational institution or who are at high risk of dropping out of high school).

41 Funds would be used to enhance communities' tracking of and performance on multiple outcomes for at risk youth using existing data sets.

42 For FY 2015, the Department would reserve $47 million for National Activities. The Department would use $41.9 million to continue 115 NPDP grants, $1.5 million for NCELA, and $3.6 million for evaluation activities.

43 Includes new proposed language which would allow the Department to: (1) spread out the reductions in awards due to a State's failure to meet MOE over a maximum of five years; (2) reduce the maximum State set-aside by the same percentage as the reduction in the State's overall award; and, (3) either recover non-federal (State) funds in the amount of the State's MOE shortfall under the recovery of funds provision in section 452 of the General Education Provisions Act (GEPA), or reduce the State's IDEA grant.

44 Clarifies penalties paid by States for violating maintenance of effort under part B of the IDEA shall be reallocated to States by formula to those States that did not violate those requirements. The language further clarifies that both the reduced State allocations due to penalties paid and increased amounts under the reallocation shall not be considered in FY 2013 or future years for allocations under the statutory formula. This is needed for the Department of Education to distribute, in 2013, $36 million in IDEA Part B funds that were withheld in 2012 from States that did not meet their maintenance of efforts requirements and to ensure States penalized in 2012 are not penalized again in 2013 for the same violation. Specifically, the Department penalized Kansas for $1 million and South Carolina for $35 million in 2012. Without the language, the Department of Education will not be able to reset penalized States' funding allocations to their pre-penalty levels in 2013. In effect, these States would be penalized twice for the same maintenance of effort infraction.

45 The bill includes new language clarifying that the level of effort under Part B that an LEA must meet in the year after it fails to maintain its fiscal effort is the level that it should have met in the prior year. This language clarifies congressional intent and is consistent with the Office of Special Education Program's April 4, 2012, informal guidance letter on this issue. The bill also includes new language clarifying that funds reserved under section 611(c) of the IDEA may be used to help improve State capacity to meet data collection requirements under IDEA and improve data collection, quality and use under the act.

46 This request would provide an average of $1,758 per child. The $100 million increase is for a new competitive grant to States, Results Driven Accountability (RDA) Incentive Grants.

47 For FY 2015, the Administration proposes new language that would provide additional flexibility in enforcing MOE requirements while protecting the services provided to students with disabilities supported with federal funds. Specifically, the new proposed language would allow the Department to: (1) spread out the reductions in awards due to a State's failure to meet MOE over a maximum of 5 years; (2) reduce the maximum State set-aside by the same percentage as the reduction in the State's overall award; and, (3) either recover non-federal (State) funds in the amount of the State's MOE shortfall under the recovery of funds provision in section 452 of the General Education Provisions Act (GEPA), or reduce the State's IDEA grant.

48 Includes $7.583 million for Special Olympics Education programs. In FY 2013 that same amount of funds was provided in a separate line item.

49 Includes $7.583 million for Special Olympics Education programs.

50 For FY 2015, the Department would use up to $100 million for the competitive innovation program (including $10 million for "pay-for-success" projects).

51 The FY 2014 appropriation act included a $70.8 million set-aside for English Literacy and Civics Education grants through appropriations language. The request for FY 2015 would include the same set-aside.

52 The $20 million increase requested for FY 2015 would support new competitive Skills Challenge Grants to support partnerships—among States, adult education providers, institutions of higher education, and private organizations, including industry representatives with identified regional or local workforce needs—that build an evidence base in support of adult education practices and programs,

including efforts to test, demonstrate, and refine innovative models for transforming the adult education system. The Department will competitively award two to five 3-year grants, ranging from $4 million to $10 million.

53 The Pell grant program is exempt from the across the board sequester cut but was subject to the 0.2 percent ATB cut.

54 With mandatory funds available, the Pell Grant program costs are projected to be $33.921 billion. The FY 2015 budget proposes to make two small, but important, reforms to the Pell Grant program. The first reform strengthens academic progress requirements in the Pell Grant program, to encourage students to complete their studies on time. Second, it would reinstate the Ability to Benefit provision for students enrolled in eligible career pathways programs, enabling adults without a high school diploma to gain the knowledge and skills they need to secure a good job.

55 The bill supports a maximum discretionary award of $4,860. Combined with mandatory funds, the maximum grant will be $5,730, an increase of $85.

56 The budget supports a maximum discretionary award of $4,860. Combined with mandatory funds, the maximum grant will be $5,830, an increase of $100.

57 The FY 2015 budget additionally proposes to alter the allocation formula to target those institutions that enroll and graduate higher numbers of Pell-eligible students, offer affordable education, and offer quality education and training such that graduates obtain employment and repay their educational debt. Allocations to participating institutions that fail to maintain these commitments would be redirected to better-performing institutions.

58 The same change as detailed above for SEOG funds is also proposed for Federal Work-Study.

59 This agreement provides sufficient funding to continue the servicing of student loans by NFPs. The Secretary shall continue to comply with the terms of the Department's existing contracts with NFP servicers or teams of NFP servicers to service student loans through FY 2014.

60 The higher level includes an increase of $269 million in costs associated with the shift from mandatory budget authority to discretionary budget authority in the Bipartisan Budget Act of 2013 and the overall anticipated increase in loan volume for the entire portfolio.

61 The $4 million increase is for the Domestic Programs.

62 Would support grants to institutions of higher education to help ensure they have access to and implement innovative strategies and practices shown to be effective in improving college completion and making college more affordable for students and families, with a priority for applications that target innovative strategies at low-income students.

63 A new competitive grant program to provide additional support for minority-serving institutions, including Historically Black Colleges and Universities, Hispanic Serving Institutions, Predominantly Black Institutions, Tribally Controlled Colleges and Universities, Asian American and Native American Pacific Islander-Serving Institutions, and Native American-Serving Nontribal Institutions.

64 The Administration would use approximately $286.9 million to support a new Student Support Services competition that would further align this program with the Administration's higher education reform agenda. Most of the remaining funds would be used to support continuation awards to grantees successful in the 2010 Student Support Services competition, the 2011 Talent Search and Educational Opportunity Centers competitions, the 2012 Upward Bound, Upward Bound Math-Science, Veterans Upward Bound, and McNair competitions, and the 2014 Staff Training competition. FY 2014 is the final year of Javits continuations.

65 Most of the requested funds will be used to support continuation awards for State and Partnership grantees that were successful in the FY 2011 and FY 2014 competitions.

66 Allows continuation awards for Javits Fellowship recipients under the Graduate Assistance in Areas of National Need program. Congress consolidated the two programs last year. This language allows 100 Javits recipients to receive their last year of funding.

67 The agreement continues language allowing funds awarded under the Graduate Assistance in Areas of National Need program to be used to fund continuation costs for the Javits Fellowship program.

68 In FY 2015, 80 percent of funds requested would be used to support 126 new awards. The remaining funds would be used to cover the continuation costs of awards previously made under the GAANN program.

69 The Department would use approximately $30 million to conduct research, evaluations, and demonstrations to test approaches that promote postsecondary access, program completion, and high quality, affordable education programs; approximately $11 million to begin demonstrations and evaluations of alternative strategies for providing services; $10 million to support further development and refinement of a new college rating system; and, $1 million to support the development of a postsecondary and adult DQI, which would be modeled after the existing elementary and secondary education DQI supported under the Fund for the Improvement of Education.

70 In FY 2015, IES plans to fund research and research training in six programs: Education Research Grants, Research Training Programs in the Education Sciences, National Research and Development Centers, Statistical and Research Methodology in Education, Partnerships and Collaborations Focused on Problems of Practice or Policy, and Small Business Innovation Research.

71 The increase requested for FY 2015 would allow for support for two specific projects:$6 million would allow NCES to provide States the opportunity to participate in a pilot Program for International Student Assessment (PISA) study, which would allow the participating States to benchmark the performance of their 15-year-old students against international standards; and, $8 million would allow the Department to collect National Postsecondary Student Aid Survey (NPSAS) administrative data every 2 years, providing more timely information on educational costs, financial aid, enrollment, and student progress, including one of the most important issues facing postsecondary education today, tuition increases and their relationship to future enrollment and financial aid.

72 The requested funds would support the 4th year of activities under the 5-year contracts the Department awarded in December 2011.

73 At the request level, the Department would fund approximately 20 new grant awards and national activities designed to promote data coordination, quality, and use. A small amount of funding also would be used to pay final continuation costs for FY 2012 grantees.

74 The increase would sustain work on over-sampling students with disabilities in the Middle Grades Longitudinal Study (MGLS) in order to obtain information on the transition of middle school students with disabilities to high school.

75 Within the total for Head Start, $500 million is for expanding Early Head Start (EHS), including Early Head Start-Child Care Partnerships where appropriate.

76 The proposed increase includes $120 million for Head Start and $$150 million for Early Head Start-Child Care Partnerships.

77 An additional $800 million is provided for Early Head Start-Child Care Partnerships in the Opportunity, Growth, and Security Initiative.

78 An additional $2.917 billion is available in mandatory funds for the Child Care and Development Fund.

79 An additional $2.917 billion is available in mandatory funds for the Child Care and Development Fund.

80 An additional $2.917 billion is available in mandatory funds for the Child Care and Development Fund.

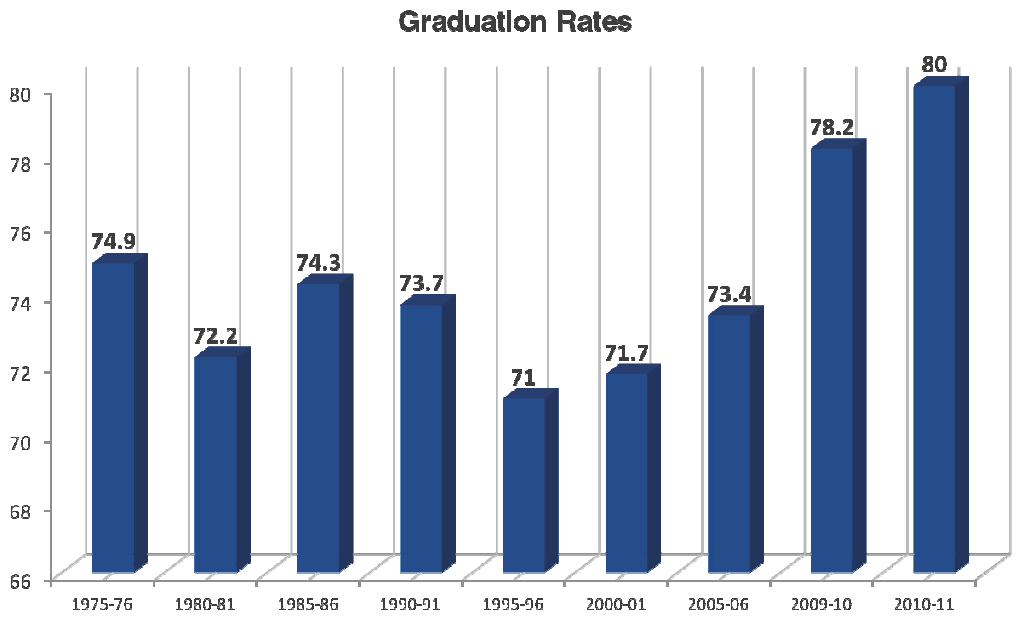
81 An additional $3.667 billion is available in mandatory funds for the Child Care and Development Fund.

Budget Charts & Graphs:

The Need to Invest in Education

PROGRESS: RESULTS FOR STUDENTS

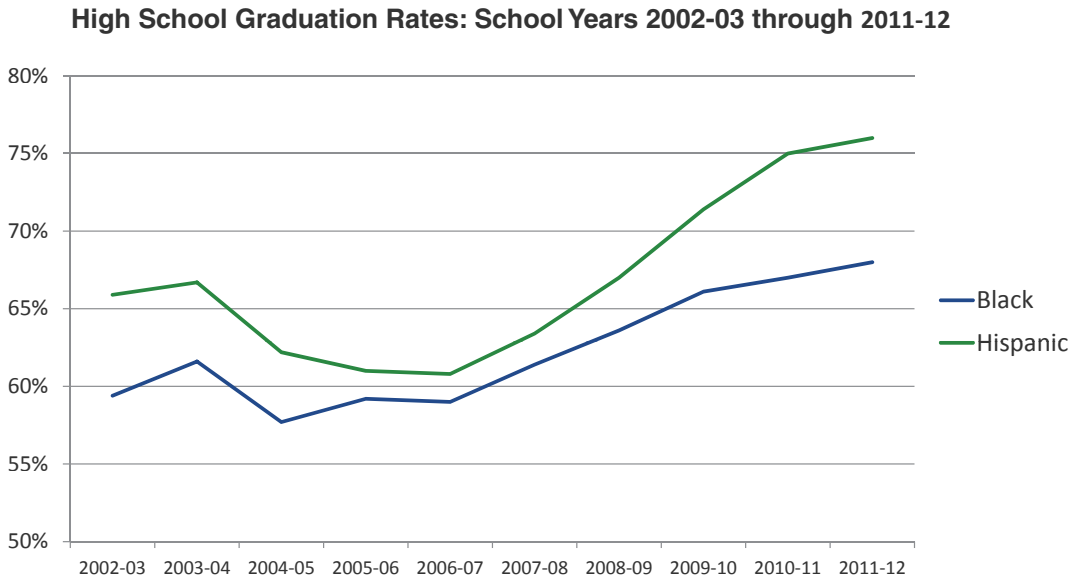
THE HIGHEST HIGH SCHOOL GRADUATION RATE IN AMERICAN HISTORY



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), *"State Dropout and Completion File"*, 2009-10. http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013309rev.

PROGRESS: RESULTS FOR STUDENTS

MORE HISPANIC AND AFRICAN-AMERICAN STUDENTS GRADUATING

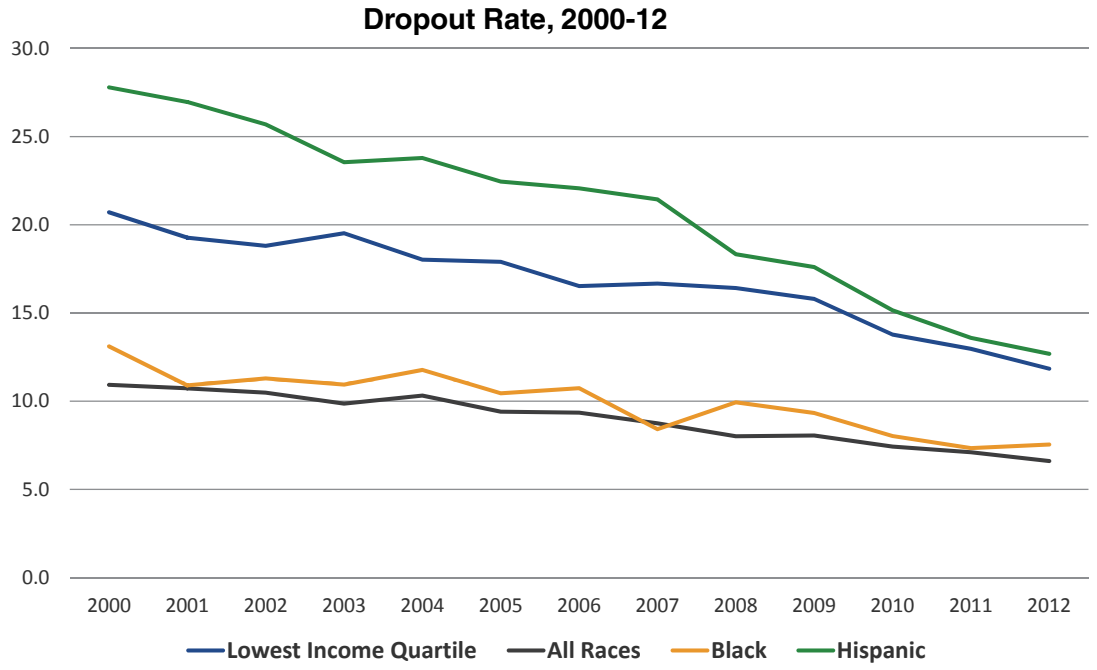


SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), *"NCES Common Core of Data State Dropout and Graduation Rate Data File,"* School Year 2011-12, Preliminary Version 1a; School Year 2010-11, Provisional 1a; School Year 2009-10, 1a; School Year 2008-09, 1a; School Year 2007-08, 1b. http://nces.ed.gov/ccd/tables/AFGR0812.asp.

Pew Research Hispanic Center: www.pewhispanic.org/2013/05/09/hispanic-high-school-graduates-pass-whites-in-rate-of-college-enrollment/.

PROGRESS: RESULTS FOR STUDENTS

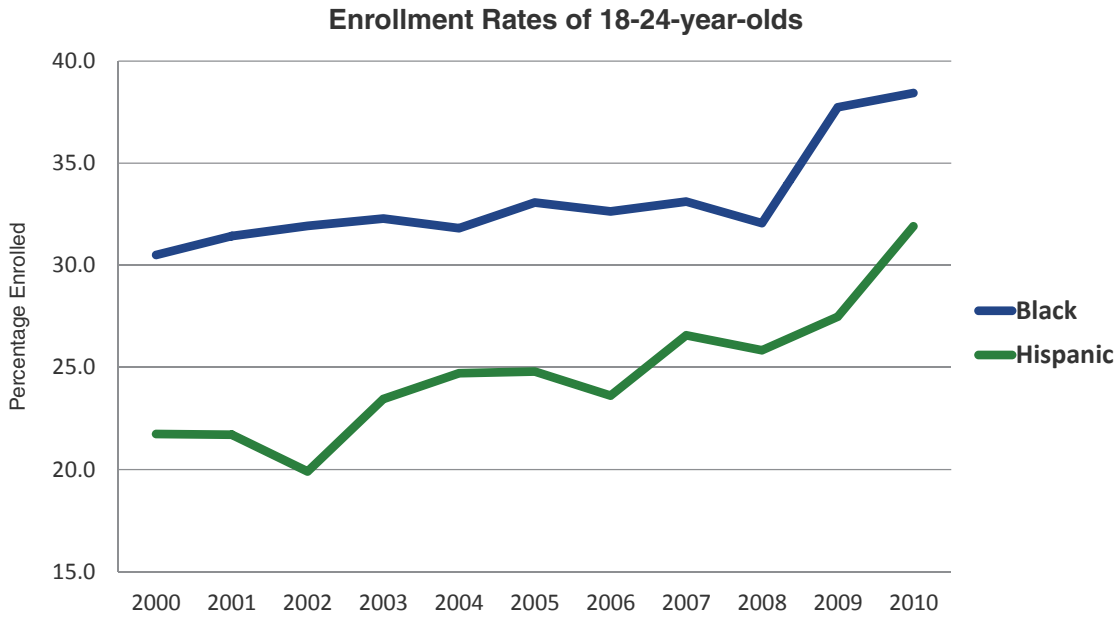
DROPOUT RATES DECREASING



SOURCE: U.S. Department of Education, National Center for Education Statistics. (2013). The Condition of Education 2013, Tables 128 and 129, http://nces.ed.gov/programs/coe/ and Digest of Education Statistics, Tables 219.70, 219.71, 219.75, and 219.76.

PROGRESS: RESULTS FOR STUDENTS

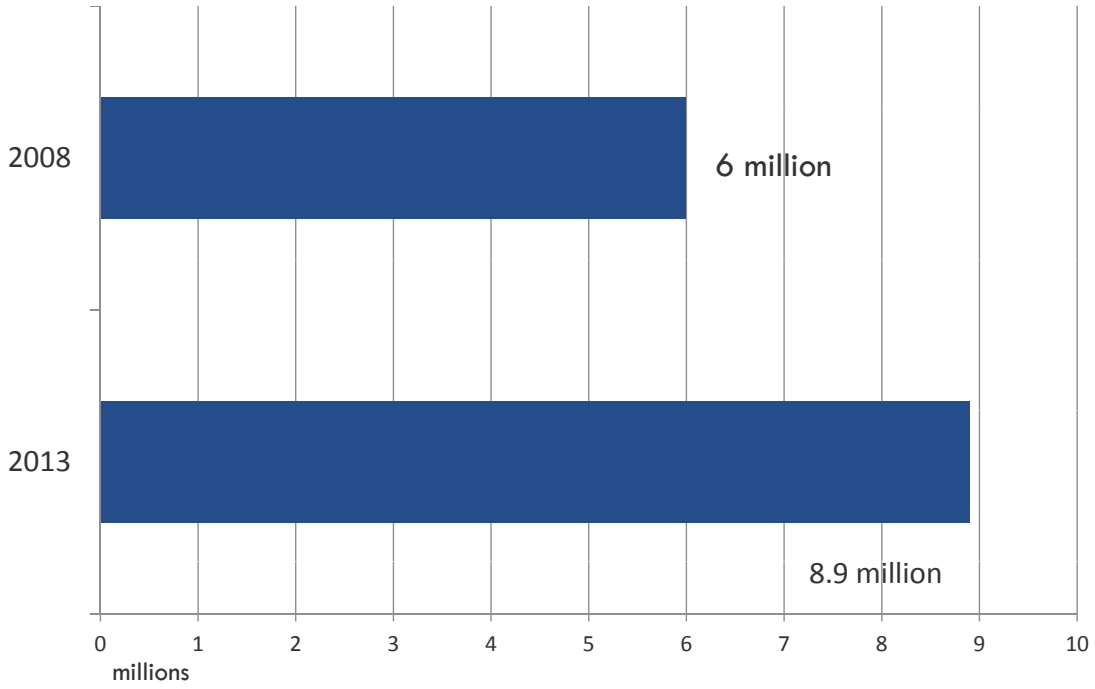
MORE HISPANIC AND AFRICAN-AMERICAN STUDENTS ATTENDING COLLEGE



SOURCE: U.S. Department of Education, National Center for Education Statistics, http://nces.ed.gov/programs/digest/d11/tables/dt11_213.asp.

PROGRESS: RESULTS FOR STUDENTS

MORE STUDENTS ATTENDING COLLEGE ON PELL GRANTS

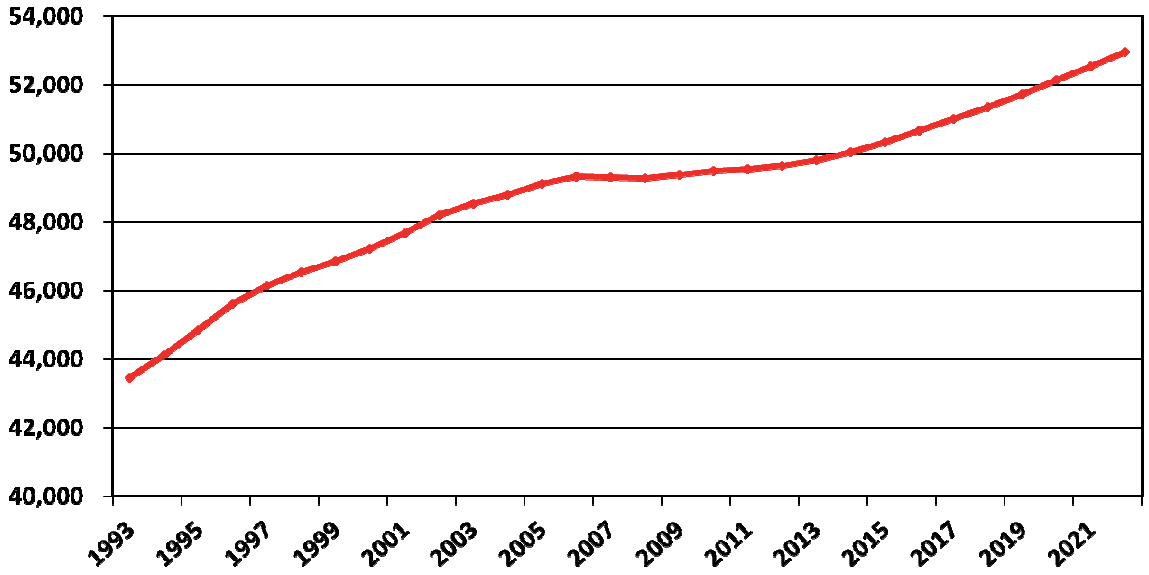


SOURCE: The White House, Education, Knowledge and Skills for the Jobs of the Future http://www.whitehouse.gov/issues/education/higher-education,

U.S. Department of Education, Federal Student Aid, http://fafsa.ed.gov/

Rising K-12 Enrollments

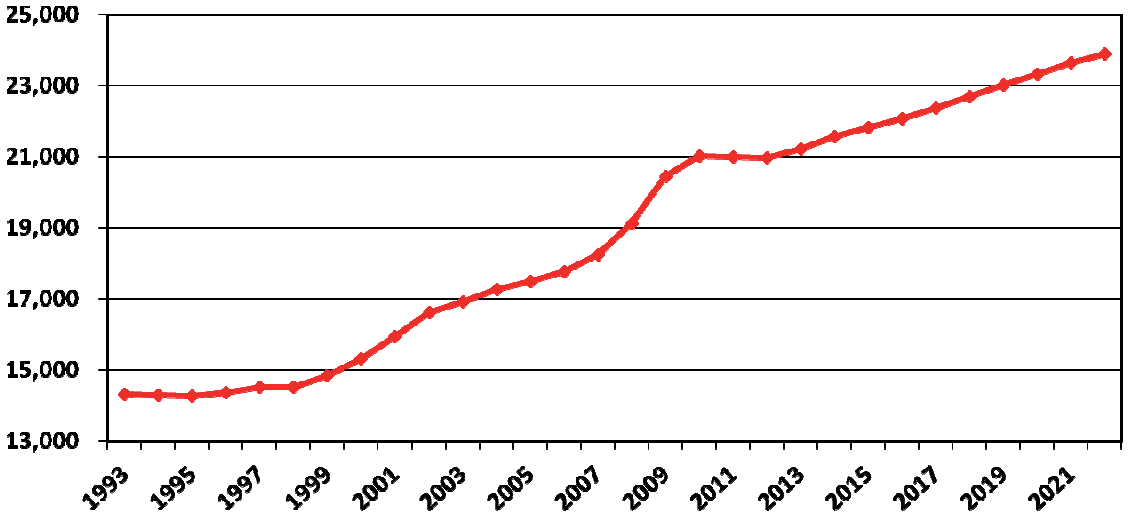
Public School Enrollment (in thousands)



SOURCE: CEF based on NCES' *Projections of Education Statistics to 2022.*

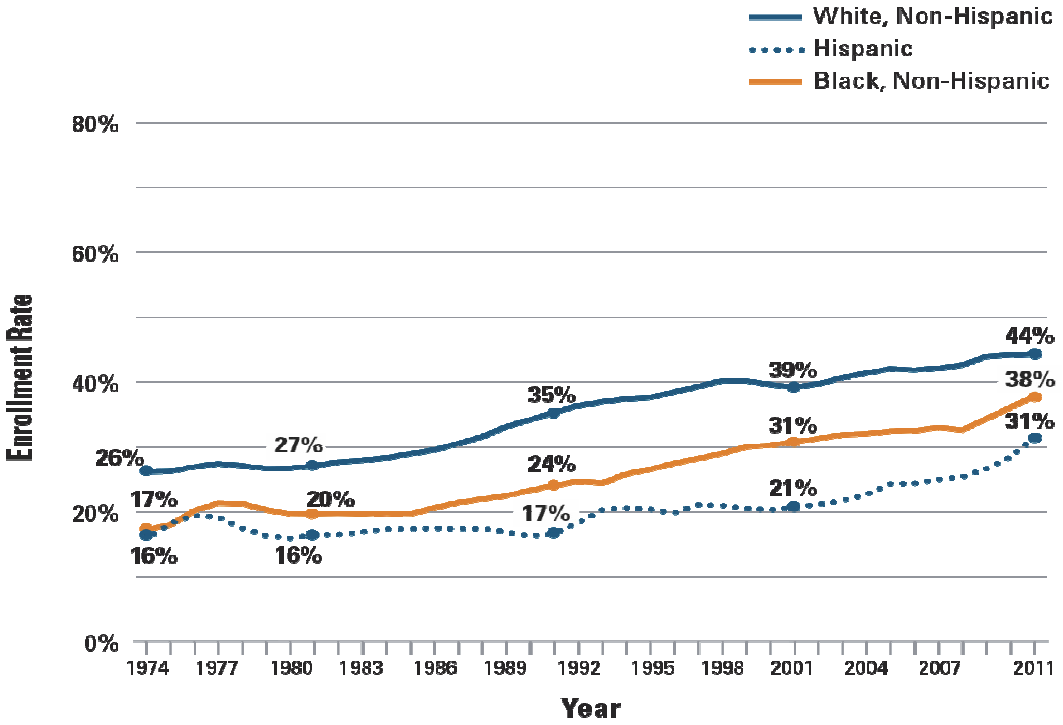
Rising Higher Education Enrollments

Enrollment in Degree-granting Institutions (in thousands)



SOURCE: CEF based on NCES' *Projections of Education Statistics* to 2022.

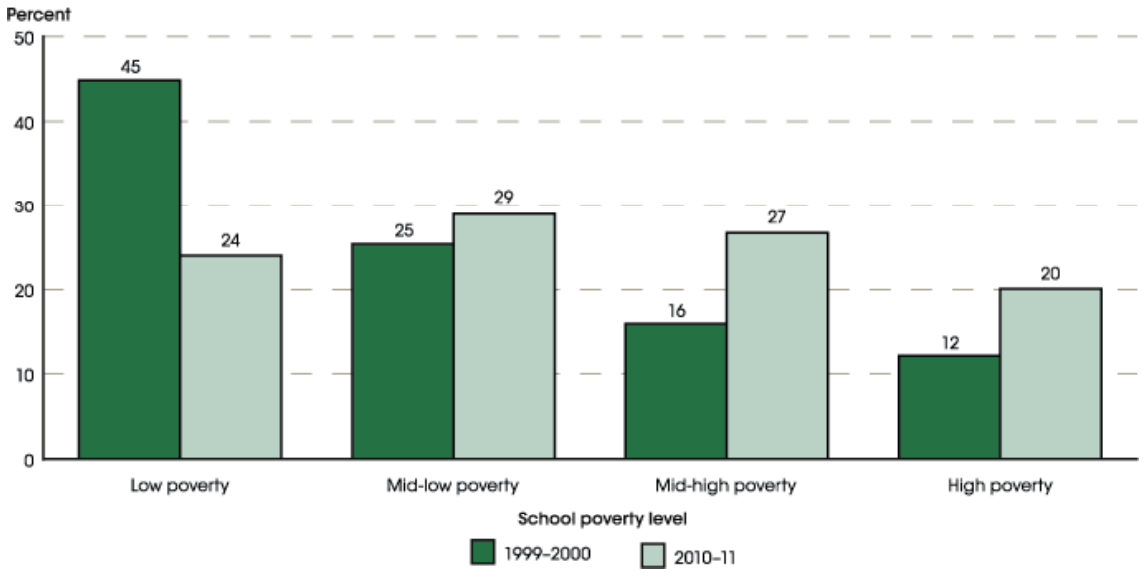
Postsecondary Enrollment Rates of All 18-to-24-Year-Olds by Race/Ethnicity, 1974 to 2011



SOURCE: National Center for Education Statistics, 2013a, Tables 235 and 239; calculations by the authors.

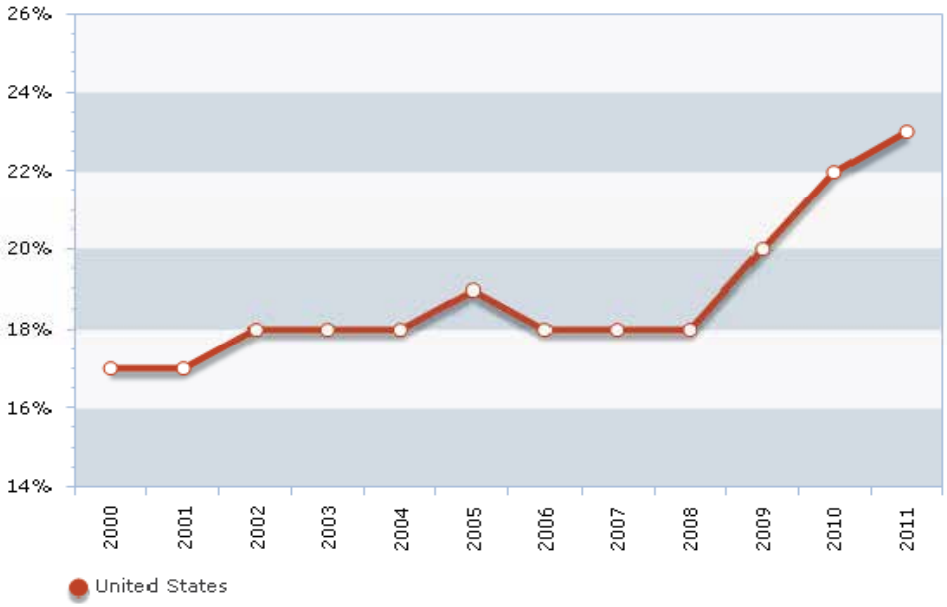
More Students in High-Poverty Schools

Percentage Distribution of Public School Students by School Poverty Level: School Years 1999-2000 and 2010-2011



SOURCE: NCES: *Condition of Education 2013.*

More Children in Poverty



Children in poverty (Percent) – 2000 to 2011

KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

Nationally, 23 percent of children (16.4 million) lived in poverty in 2011, up from 22 percent in 2010 (15.7 million).

PERCENTAGE OF CHILDREN WHO LIVED IN POVERTY: 2011

The number of poor children continued to climb even as the national unemployment rate was gradually declining.

23%

OR

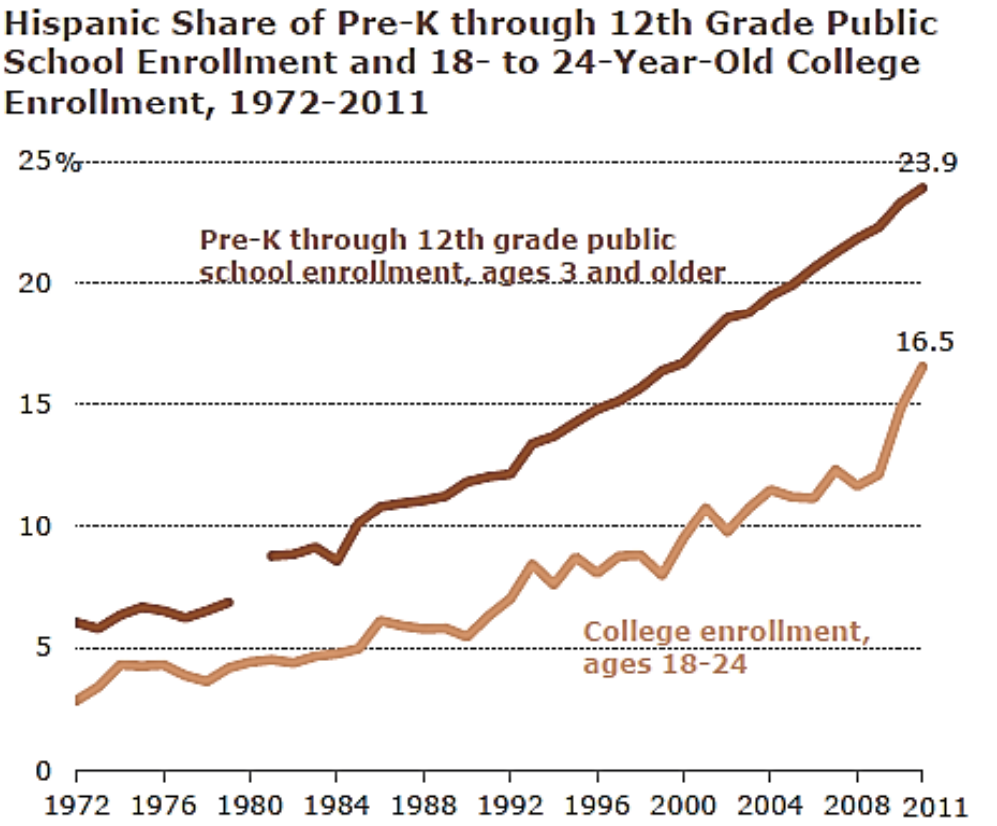
16.4

MILLION CHILDREN

SOURCE U.S. Census Bureau, 2011 American Community Survey.

SOURCE: Annie E. Casey Foundation's 2013 KIDS COUNT Data Book.

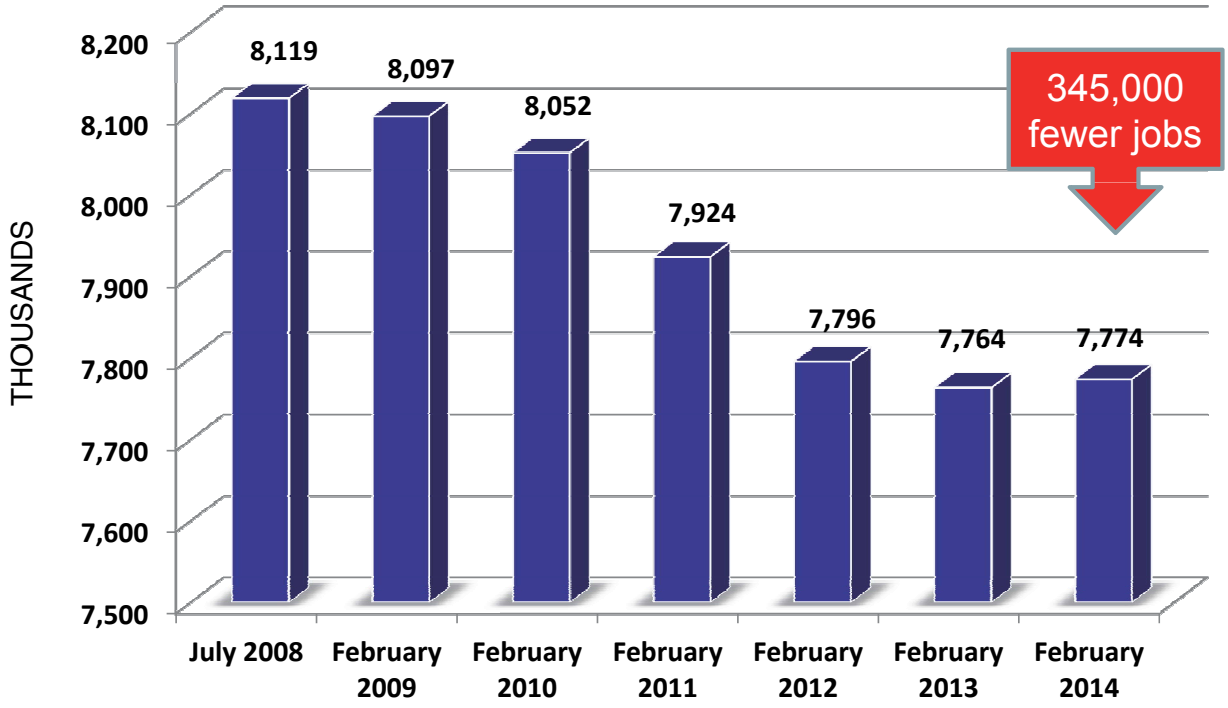
More Hispanic Students



Notes: "Pre-K through 12th grade public school enrollment, ages 3 and older" shows the Hispanic share of enrollment in public schools from pre-K through 12th grade. Public school enrollment figures for 1980 are not available. "College enrollment, ages 18-24" shows Hispanic share among college students ages 18 to 24.

SOURCE: Pew Hispanic Center analysis of the October Current Population Survey (CPS).

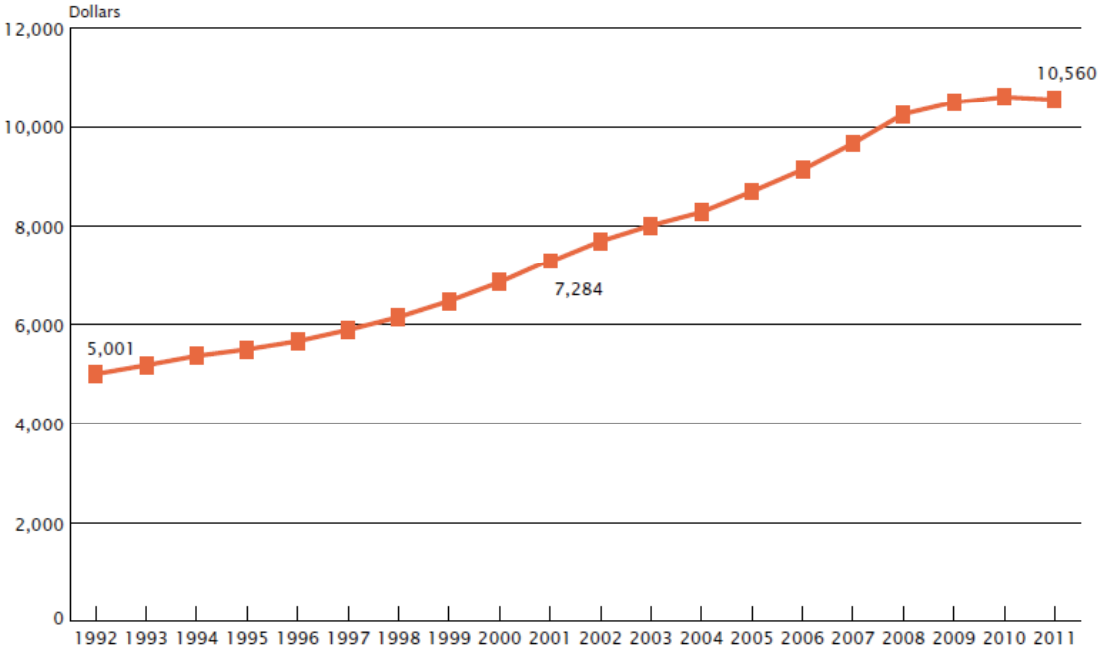
Fewer Local Education Employees



SOURCE: CEF, based on BLS' seasonally adjusted employment data.

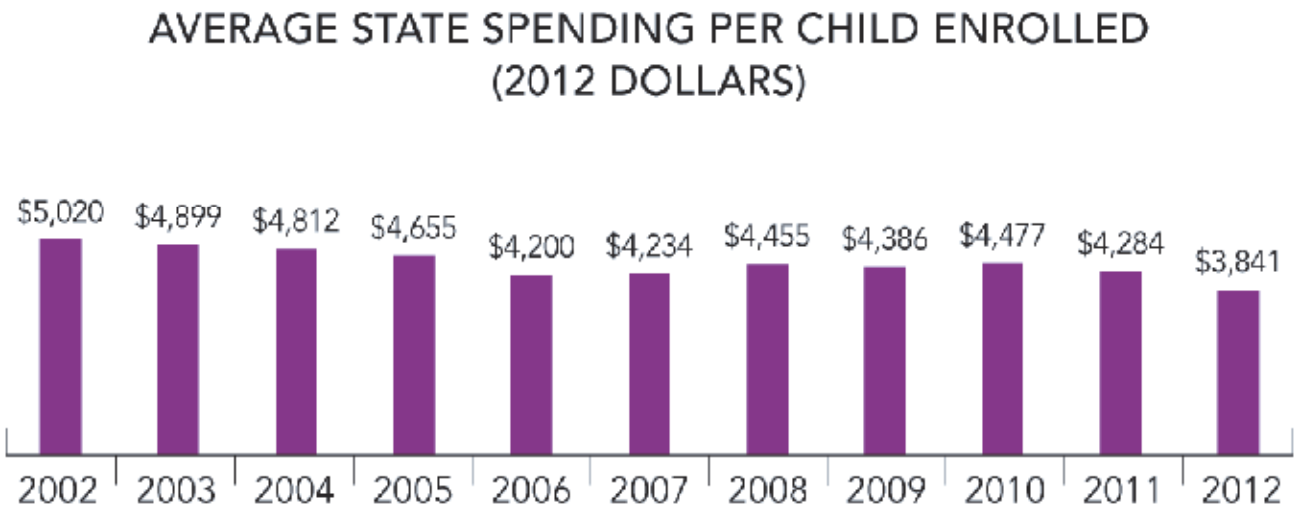
Per Student Public Education Spending Decreased in 2011

Current Spending Per Pupil for Public Elementary-Secondary School Systems: Fiscal Years 1992–2011



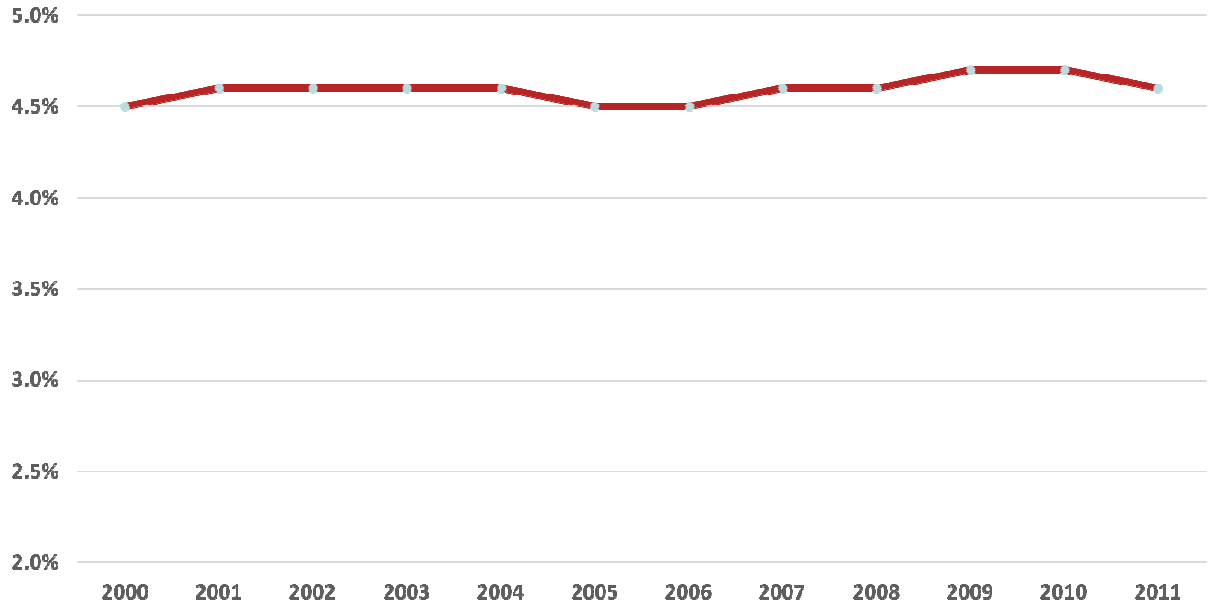
Source: U.S. Census Bureau, Annual Survey of School System Finances. Data are not subject to sampling error, but for information on nonsampling error and definitions, see introductory text.

State Funding for PreK has Declined



SOURCE: *The State of Preschool 2012: State Preschool Yearbook,The National Institute for Early Education Research.*

K-12 Spending Flat as Share of GDP



SOURCE: NCES, 2012 *Digest of Education Statistics.*

Public School Teacher Salaries are Flat

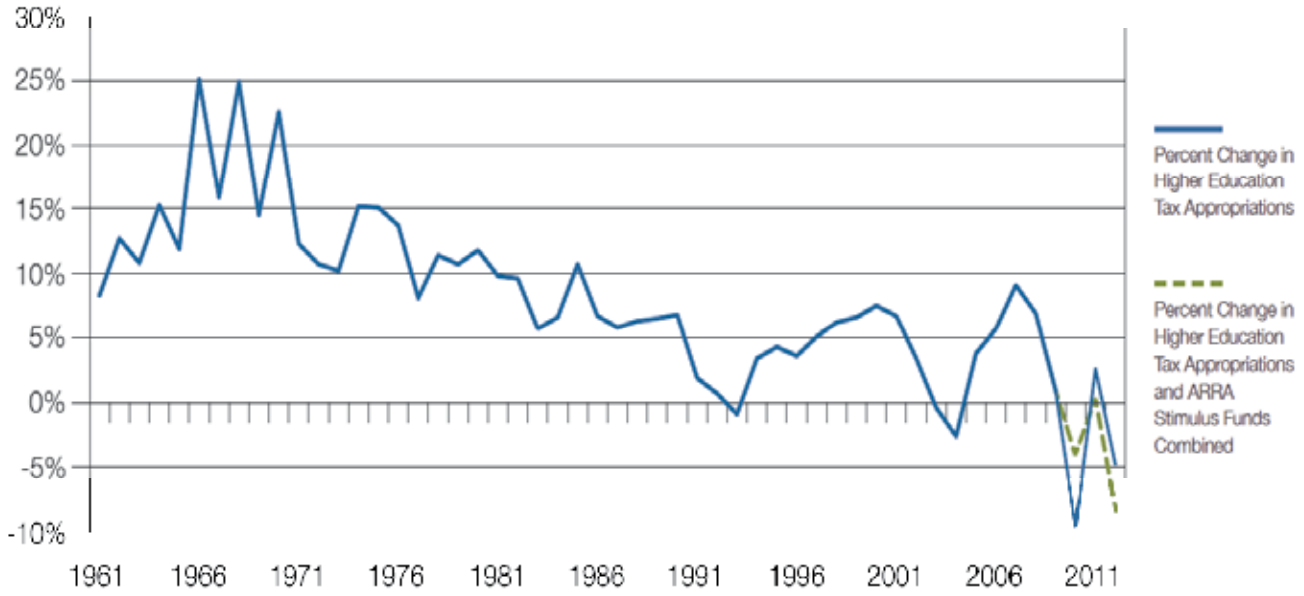
SOURCE: NCES, 2012 *Digest of Education Statistics.*

Public Schools in Need of Repair

$197 billion needed for public school repairs/renovations

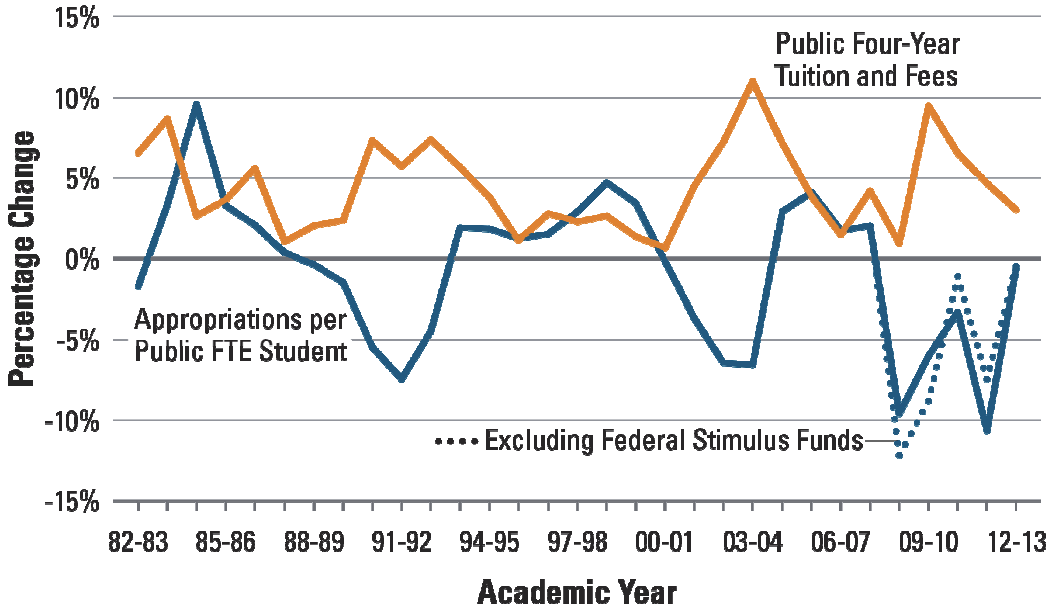
$4.5 million needed per school

Annual Percentage Change in State Higher Education Appropriations



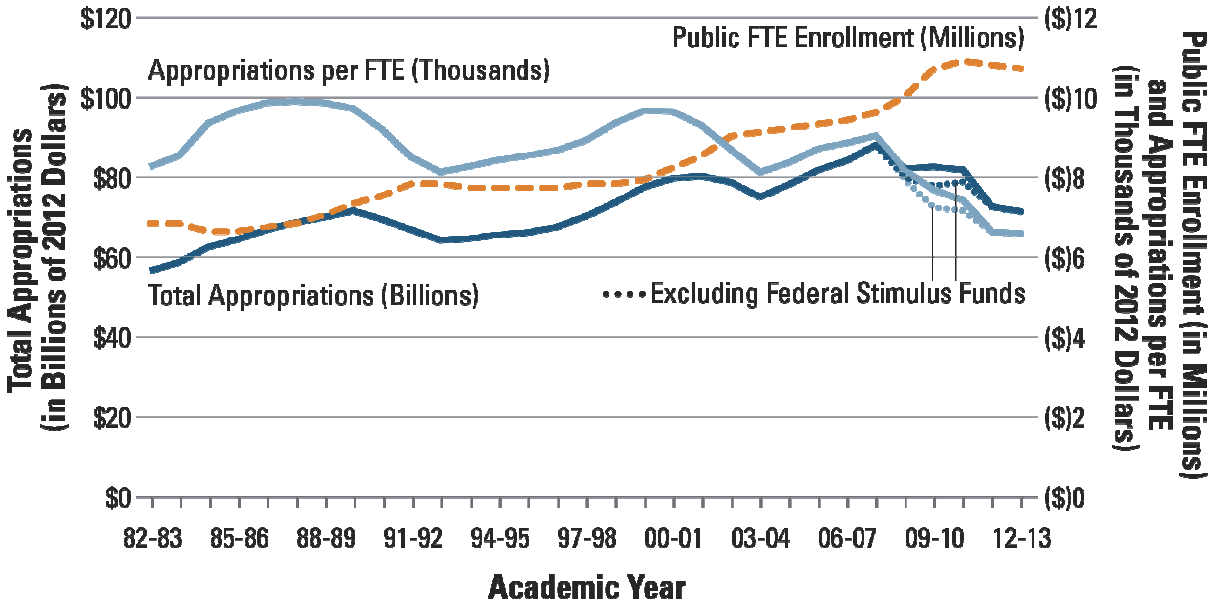
Source: Annual Grapevine reports, FY 1960–FY 2012, http://grapevine.illinoisstate.edu/index.shtml. Figures not adjusted for inflation or enrollment.

Annual Percentage Change in State Appropriations for Higher Education per Full-Time Equivalent (FTE) Student and Percentage Change in Inflation-Adjusted Tuition and Fees at Public Four-Year Institutions, 1982-83 to 2012-13



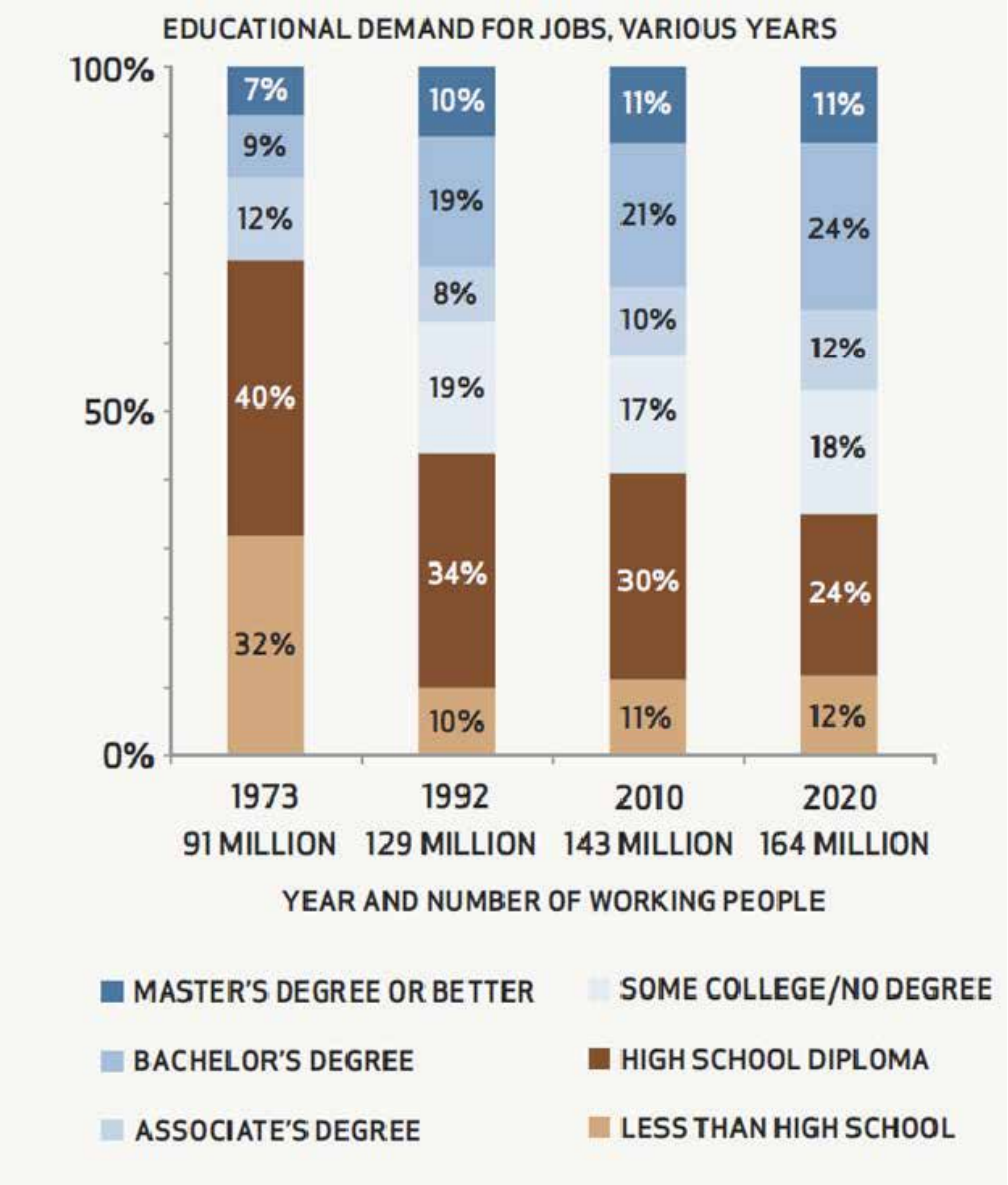
SOURCE: The College Board, *Trends in College Pricing 2013,* Figure 14A.

State Appropriations for Higher Education: Total Appropriations in 2012 Dollars (in Billions), Appropriations per Public FTE Student in 2012 Dollars (in Thousands), and Public FTE Enrollment (in Millions), 1982-83 to 2012-13



SOURCE: The College Board, *Trends in College Pricing 2013,* Figure 14B.

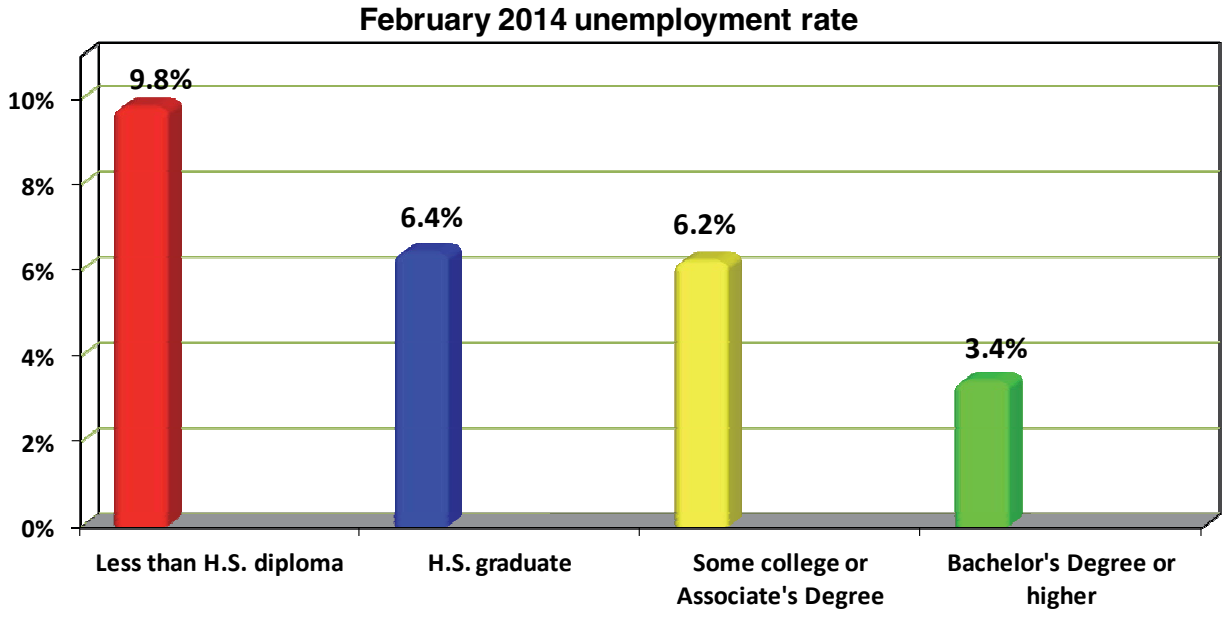
By 2020, 65 percent of all jobs in the economy will require postsecondary education and training beyond high school



SOURCE: Geogetown Center on Education and the Workforce analysis.

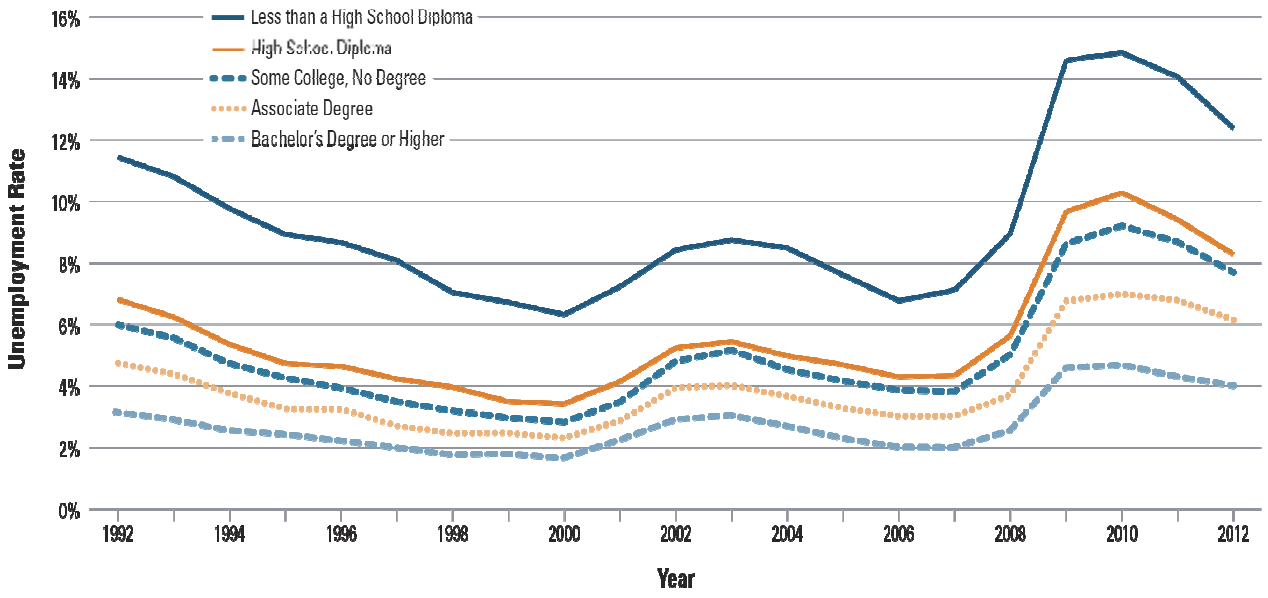
NOTE: Numbers may not sum to 100 percent due to rounding.

Unemployment Linked to Educational Attainment



SOURCE: CEF, based on BLS; The Employment Situation – February 2014. Table A-4.

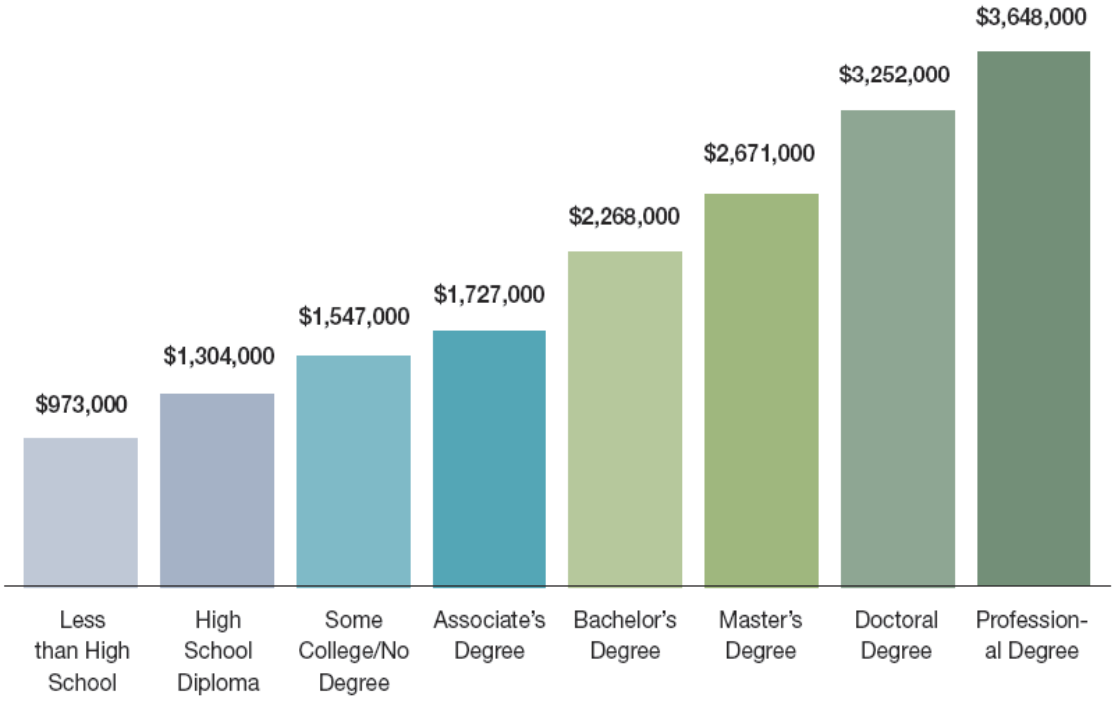
Unemployment Rates among Individuals Ages 25 and Older, by Education Level, 1992-2012



SOURCE: *Bureau of Labor Statistics, 2013b.*

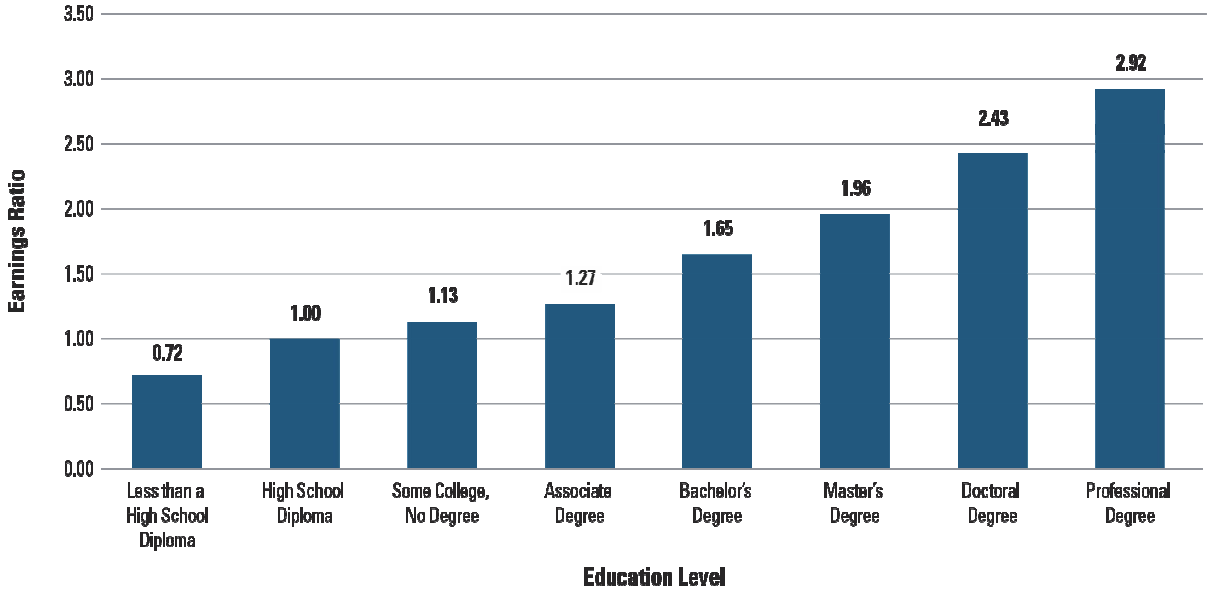
Earnings Based on Learning

FIGURE 1: MEDIAN LIFETIME EARNINGS BY HIGHEST EDUCATIONAL ATTAINMENT, 2009 DOLLARS



SOURCE: Georgetown University Center on Education and the Workforce; *The College Payoff.*

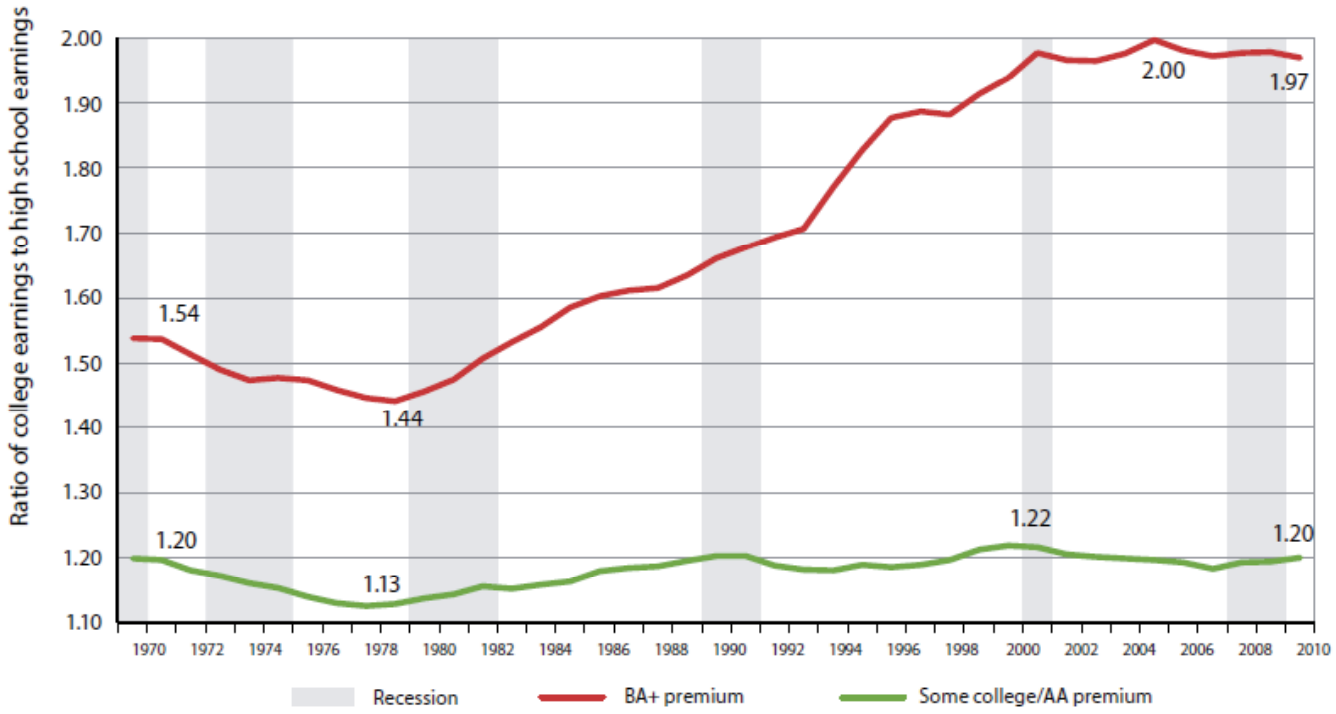
Expected Full-Time Lifetime Earnings Relative to High School Graduates, by Education Level



SOURCE: U.S. Census Bureau, 2012, Table PINC-03; calculations by the authors.

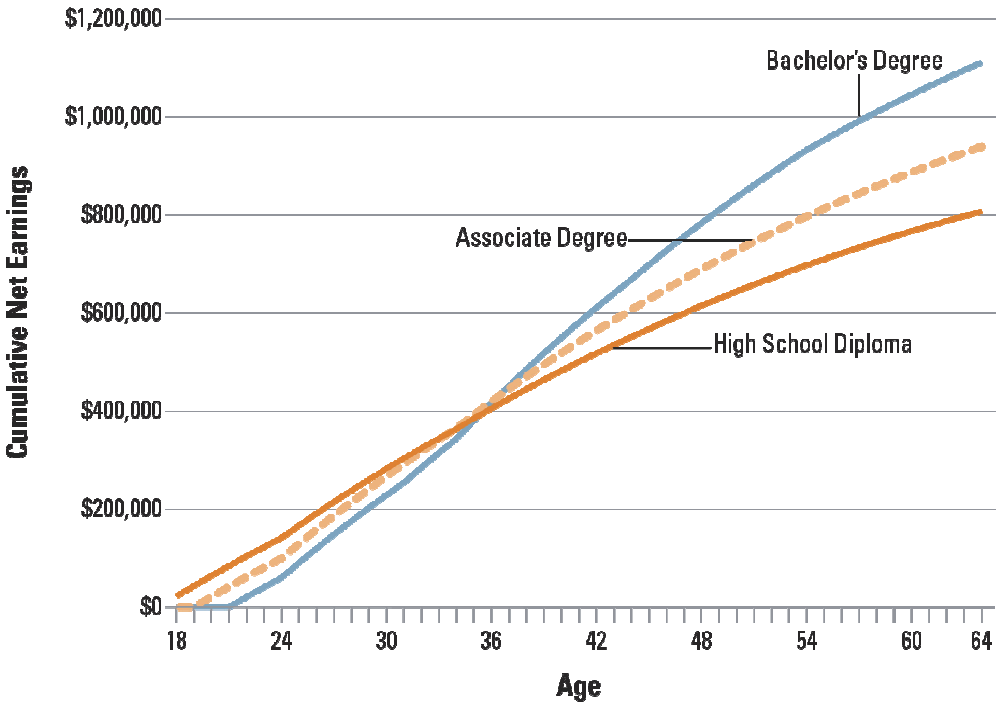
Earnings Based on Learning

FIGURE 7: Earnings of four-year college-educated workers remain nearly twice those of high school-educated workers.



SOURCE: Georgetown University Center on Education and the Workforce; *The College Advantage: Weathering the Economic Storm.*

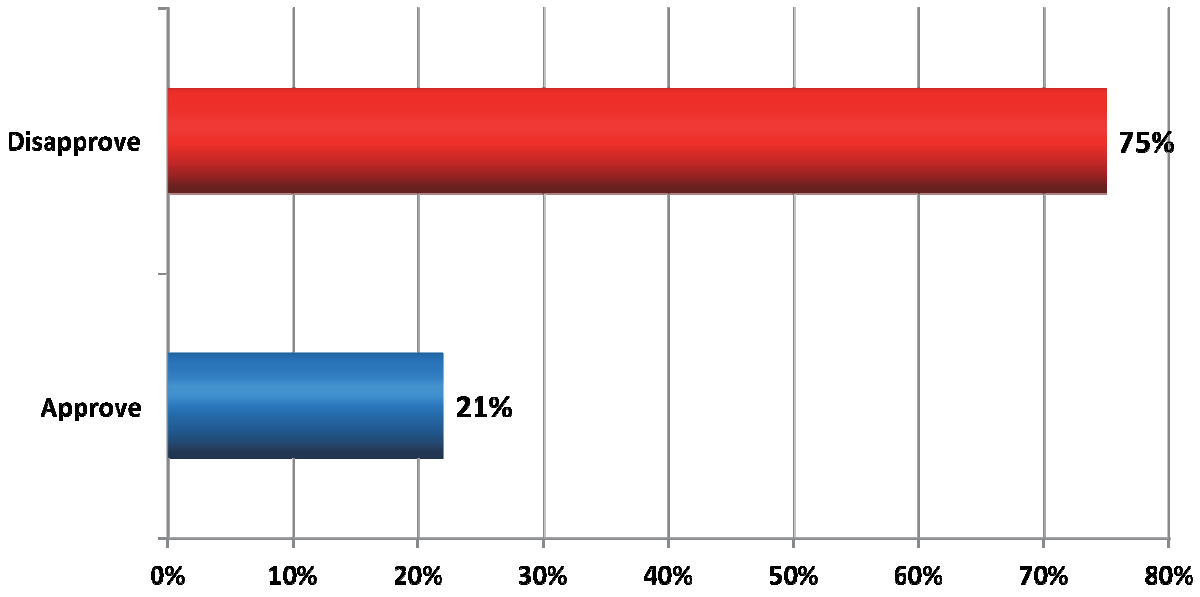
Estimated Cumulative Full-Time Earnings (in 2011 Dollars) Net of Loan Repayment for Tuition and Fees, by Education Level



SOURCE: U.S. Census Bureau, 2012, Table PINC-03; Baum and Ma, 2012; calculations by the authors.

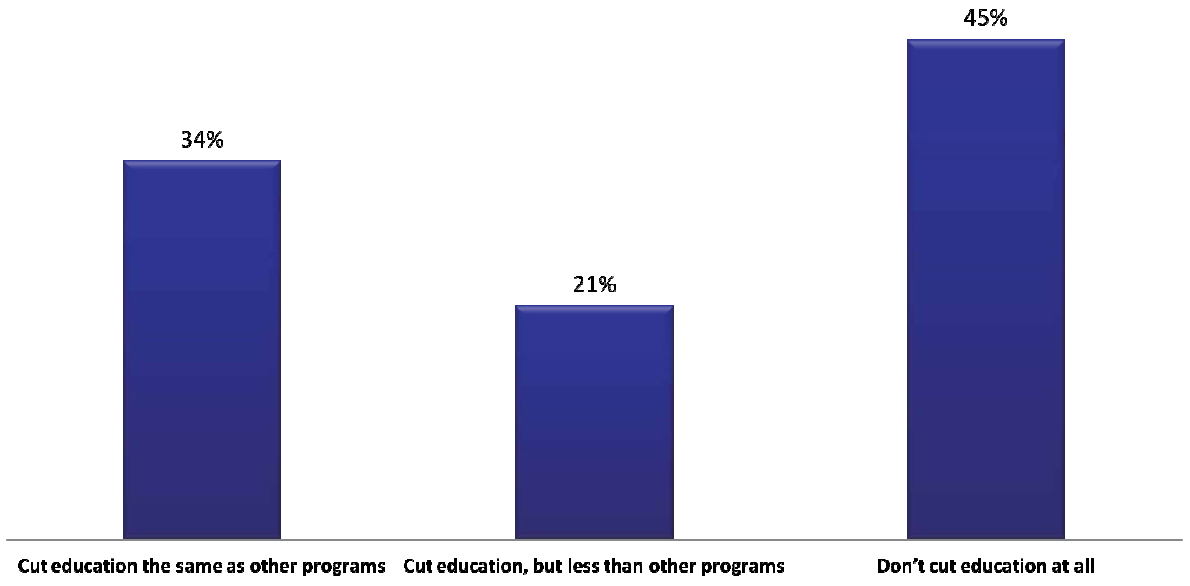
The Public Opposes Education Cuts

Would you approve or disapprove of reducing federal funding for education as a way to reduce the size of the national debt?



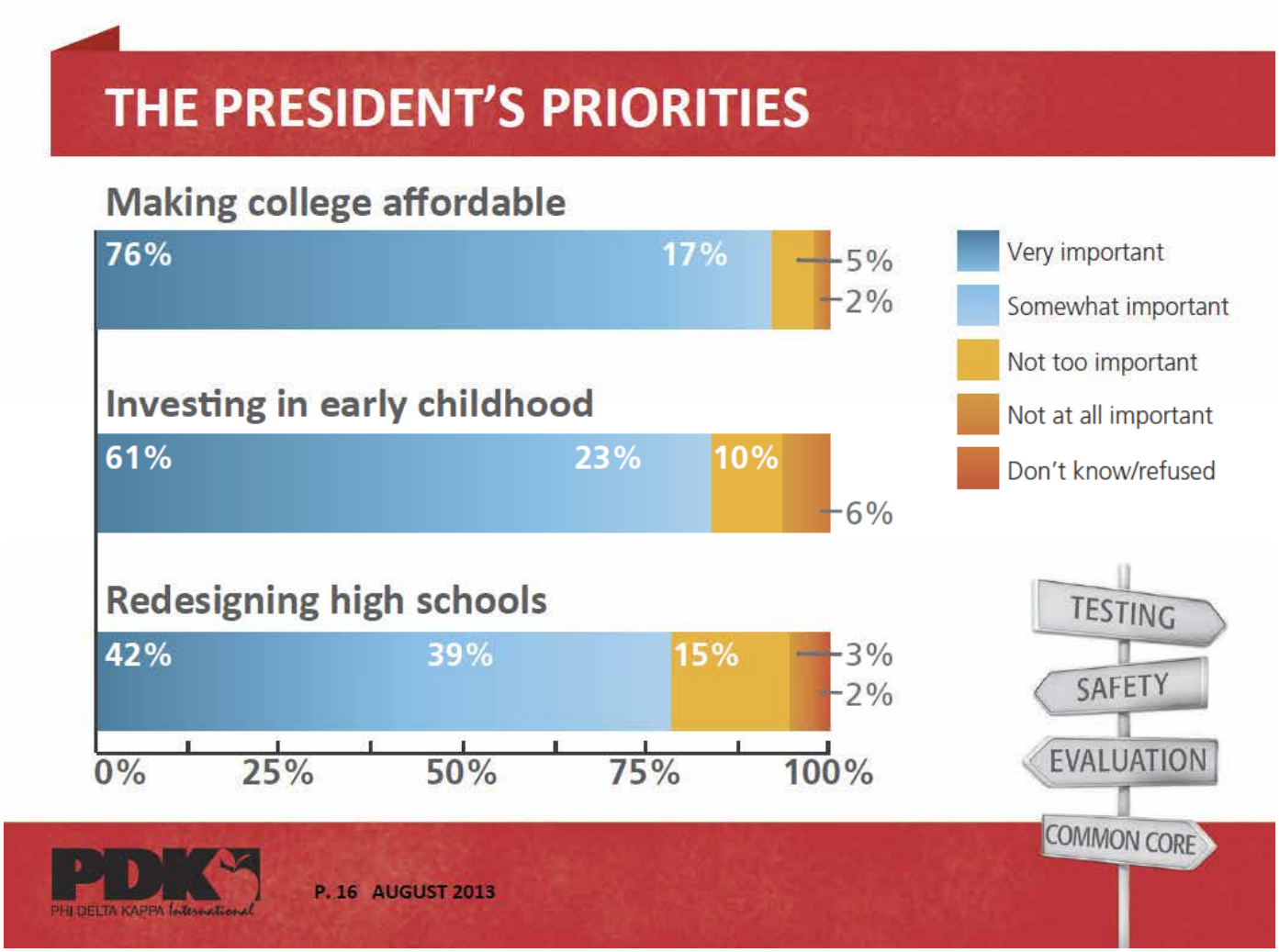
SOURCE: Pew Research Center for the People & the Press, October 2012.

Two-Thirds Want to Protect Education from Sequester Cuts

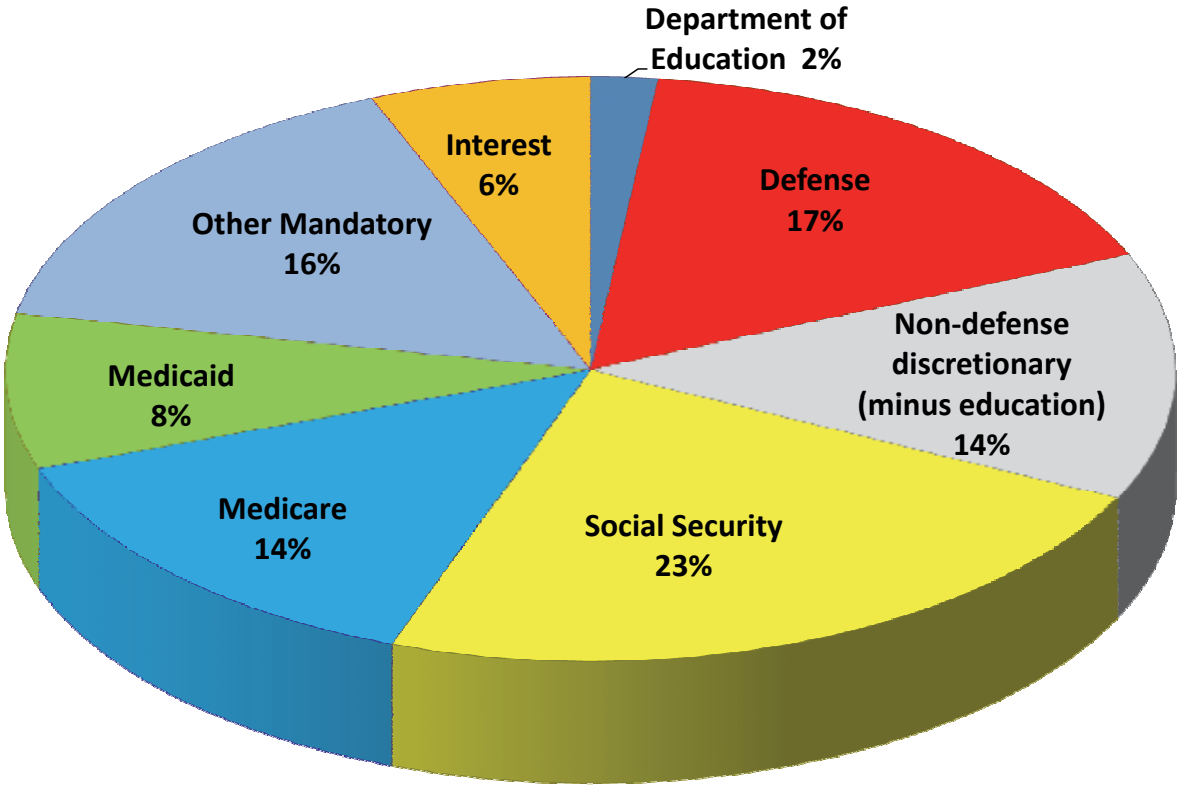


Source: CEF/FEI Poll, December 2012.

The Public Supports Education

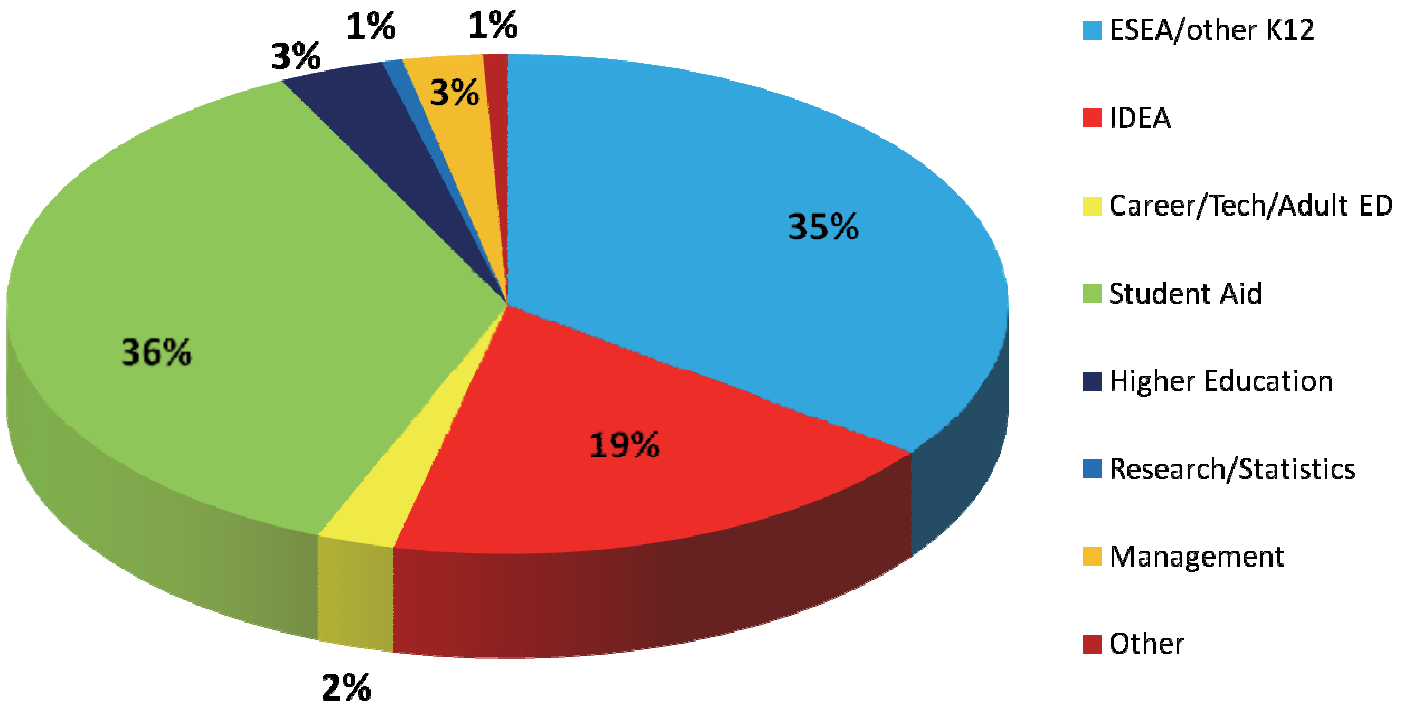


Fiscal Year 2014 Outlays



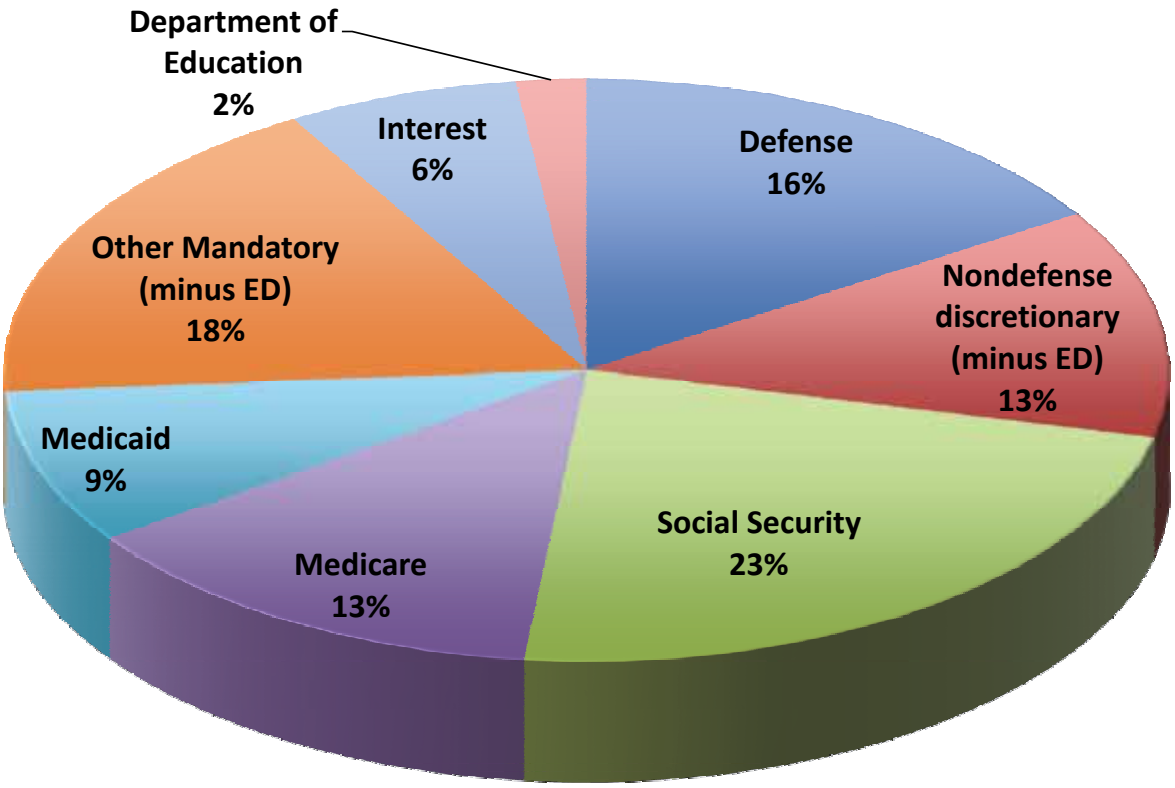
SOURCE: CEF, based on OMB data.

FY 2014 Department of Education Discretionary Funding



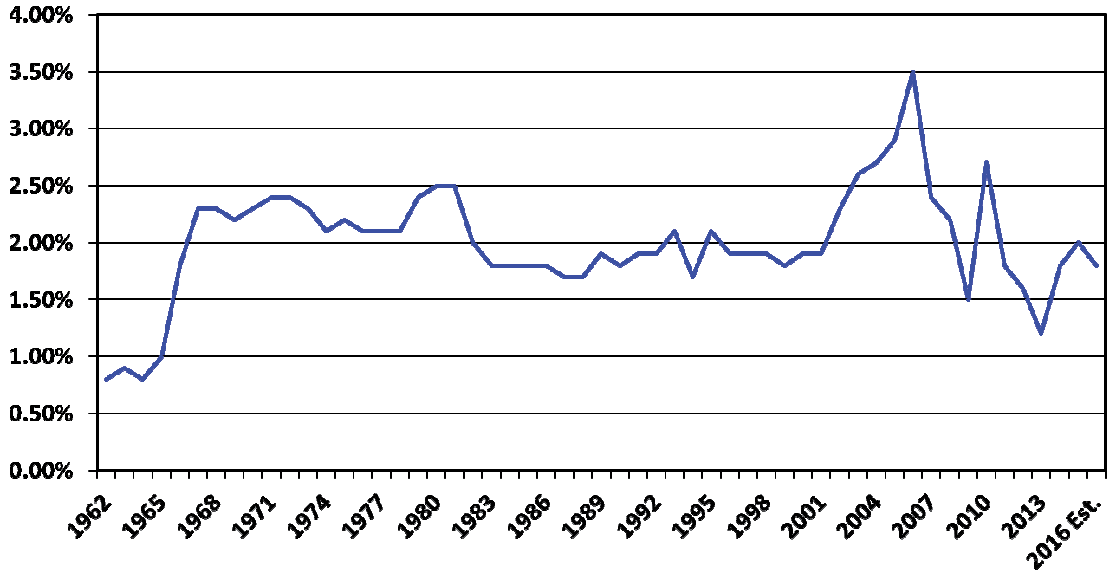
SOURCE: CEF, based on Education Department data.

President's FY 2015 Budget Outlays



SOURCE: CEF, based on OMB data.

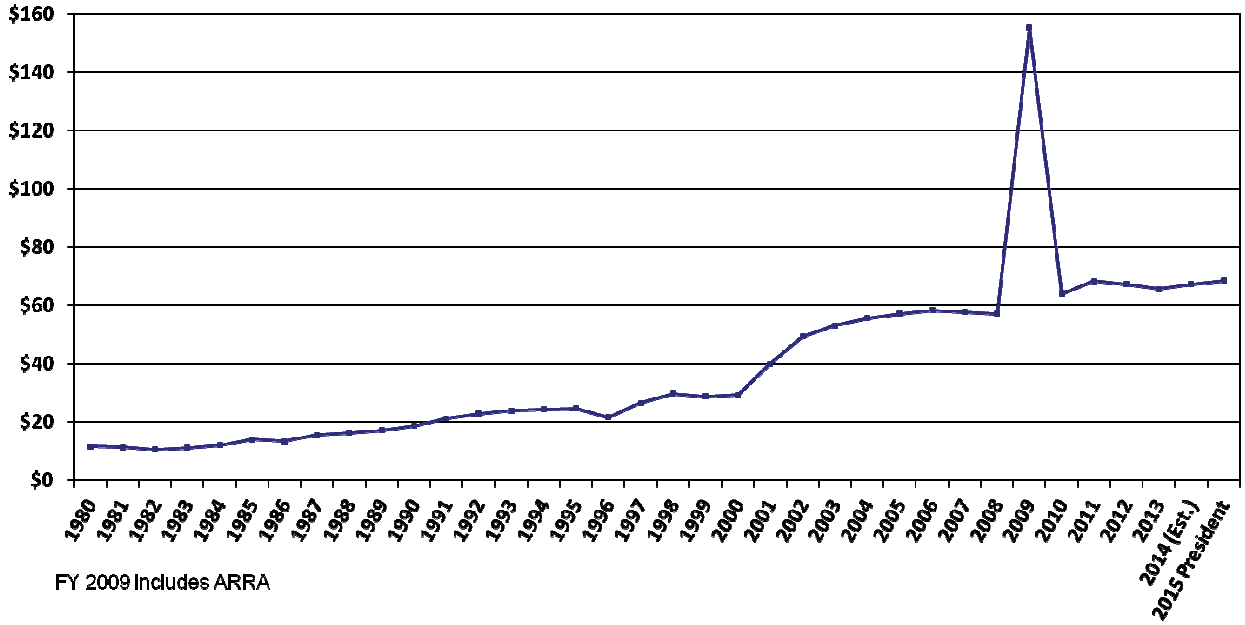
Department of Education Outlays as Percentage of Total Federal Outlays



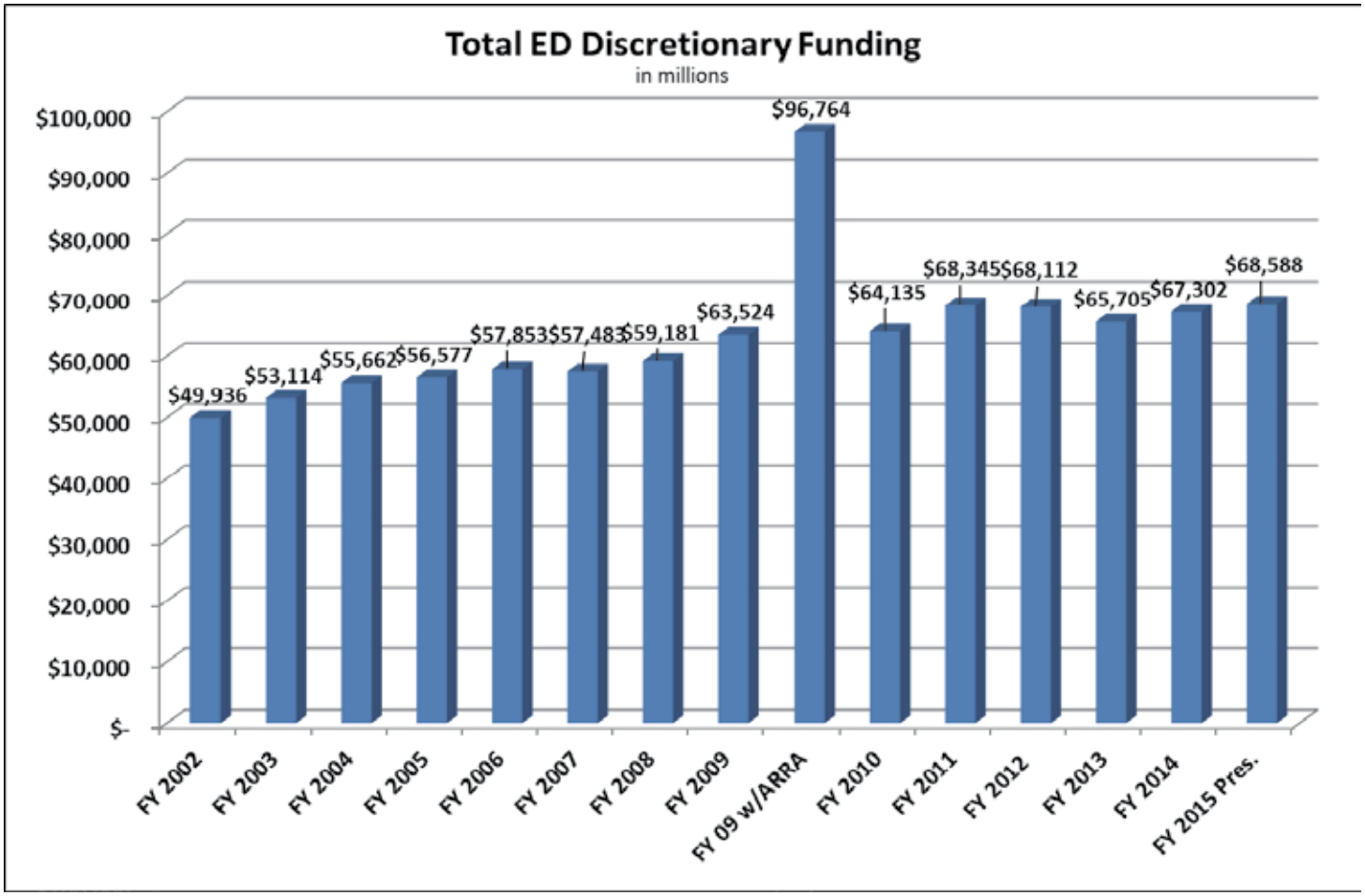
SOURCE: CEF, based on OMB data in FY 2015 Historical Tables.

Education Funding

Discretionary Budget Authority in billions

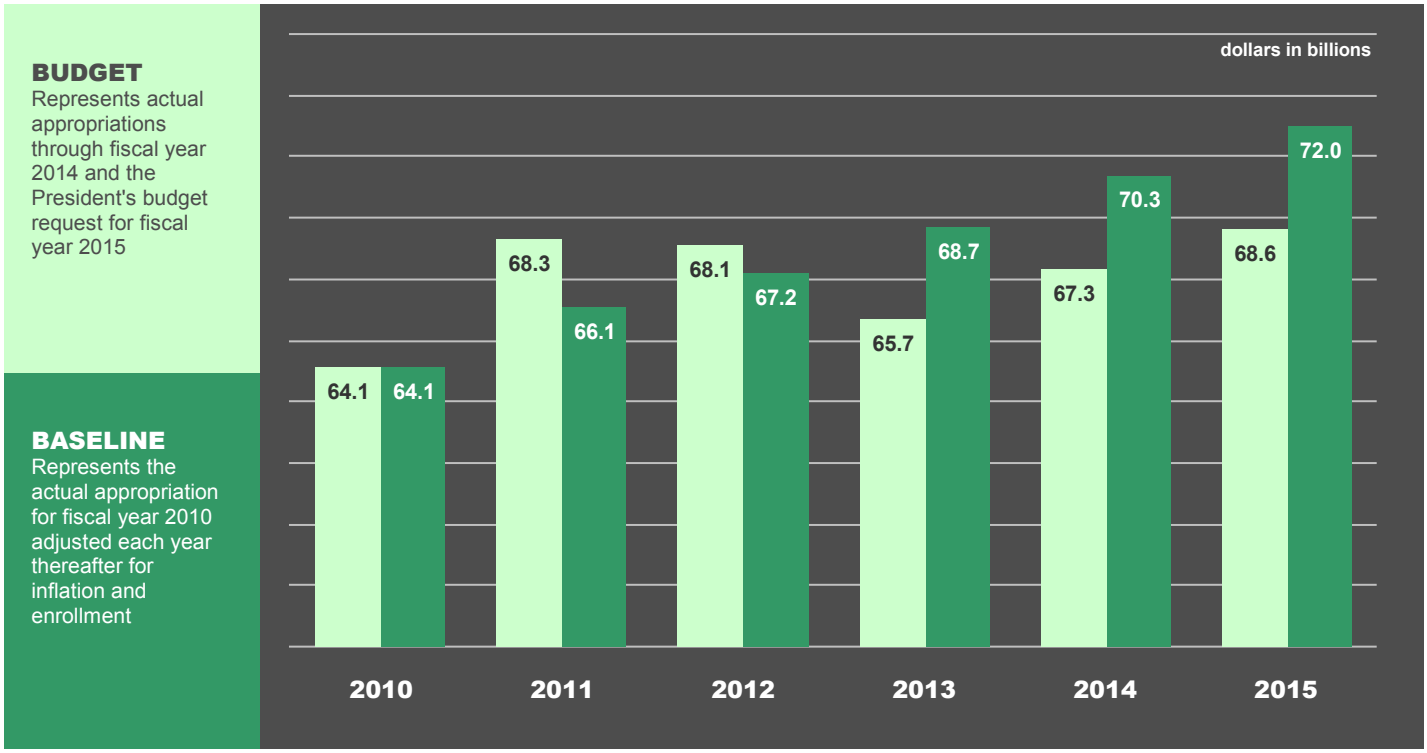


SOURCE: CEF, based on OMB data in FY 2015 Historical Tables.


Total ED Discretionary Funding
in millions
$100,000
$90,000
$80,000
$70,000
$60,000
$50,000
$40,000
$30,000
$20,000
$10,000
$-
$49,936
$53,114
$55,662
$56,577
$57,853
$57,483
$59,181
$63,524
$96,764
$64,135
$68,345
$68,112
$65,705
$67,302
$68,588
FY 2002
FY 2003
FY 2004
FY 2005
FY 2006
FY 2007
FY 2008
FY 2009
FY 09 w/ARRA
FY 2010
FY 2011
FY 2012
FY 2013
FY 2014
FY 2015 Pres.

U.S. Department of Education Discretionary Funding

President's FY 2015 Budget Request



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation	vs. FY 2012 (pre-sequester)
	$68,588	**+$1,286 +1.9%**	**+$475 +0.7%**

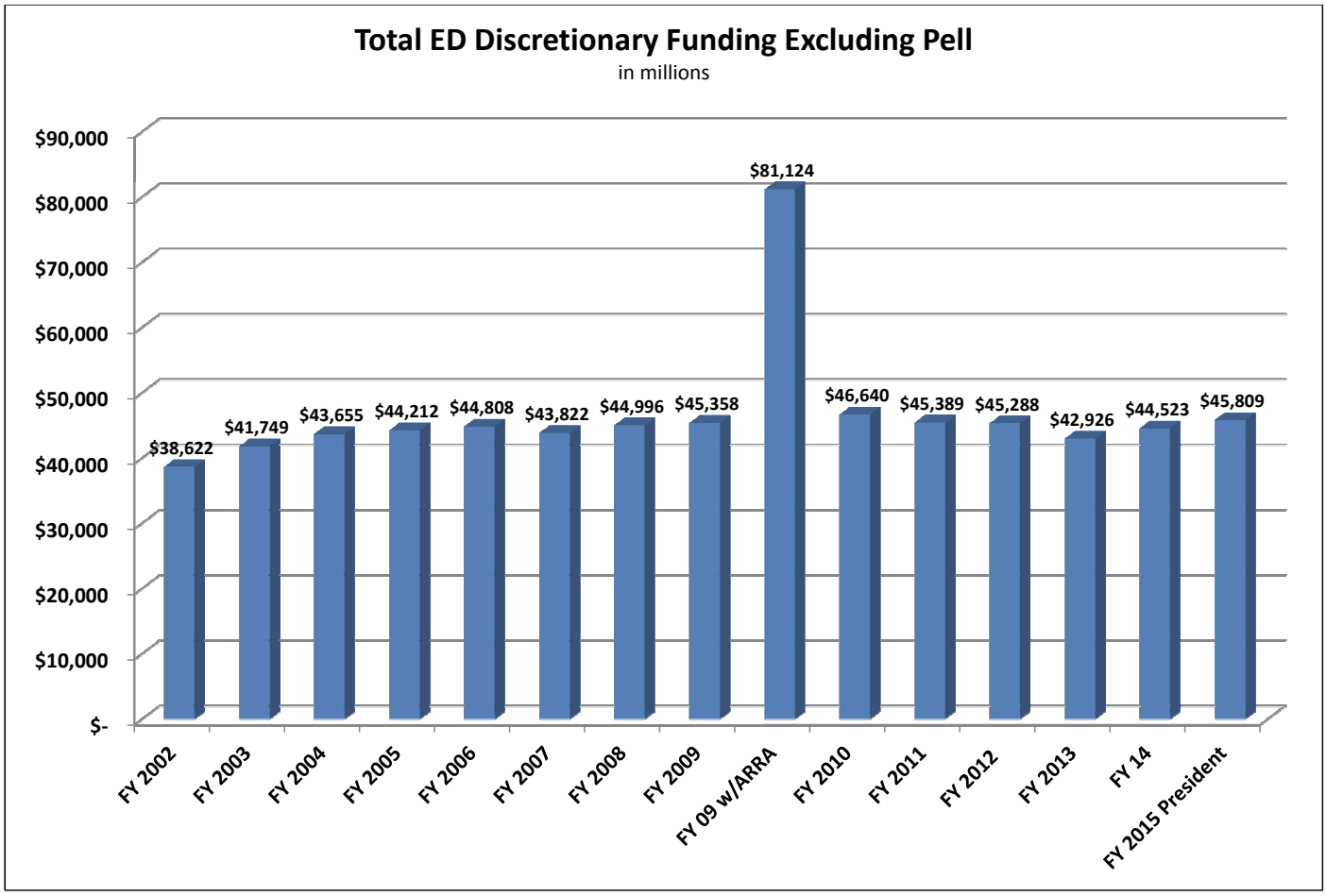
FY 2015 Budget Request

The Administration is requesting $68.6 billion in discretionary appropriations for the Department of Education in 2015, an increase of almost $1.3 billion, or 1.9 percent, more than the 2014 level and almost $2.9 billion more than in 2013. The 2015 Budget request for the Department focuses on six priorities: (1) increasing equity and opportunity for all students, (2) strengthening support for teachers and school leaders; (3) expanding high-quality preschool programs; (4) affordability and quality in postsecondary education; (5) promoting educational innovation and improvement; and (6) improving school safety and climate.

The Administration's Budget also includes a separate $56 billion Opportunity, Growth, and Security Initiative. The Opportunity, Growth, and Security Initiative, which is split evenly between defense and non-defense funding, recommends additional discretionary investments in 2015 that would spur economic progress, promote opportunity, and strengthen national security. The Opportunity, Growth, and Security Initiative is fully paid for with a balanced package of spending cuts and closed tax loopholes. At the Department of Education, the Opportunity, Growth, and Security Initiative would support additional investments of $250 million for Preschool Development Grants, $300 million for the ConnectEDucators initiative, and $200 million for Promise Neighborhoods. All of these funds are in addition to the discretionary requests under the caps.

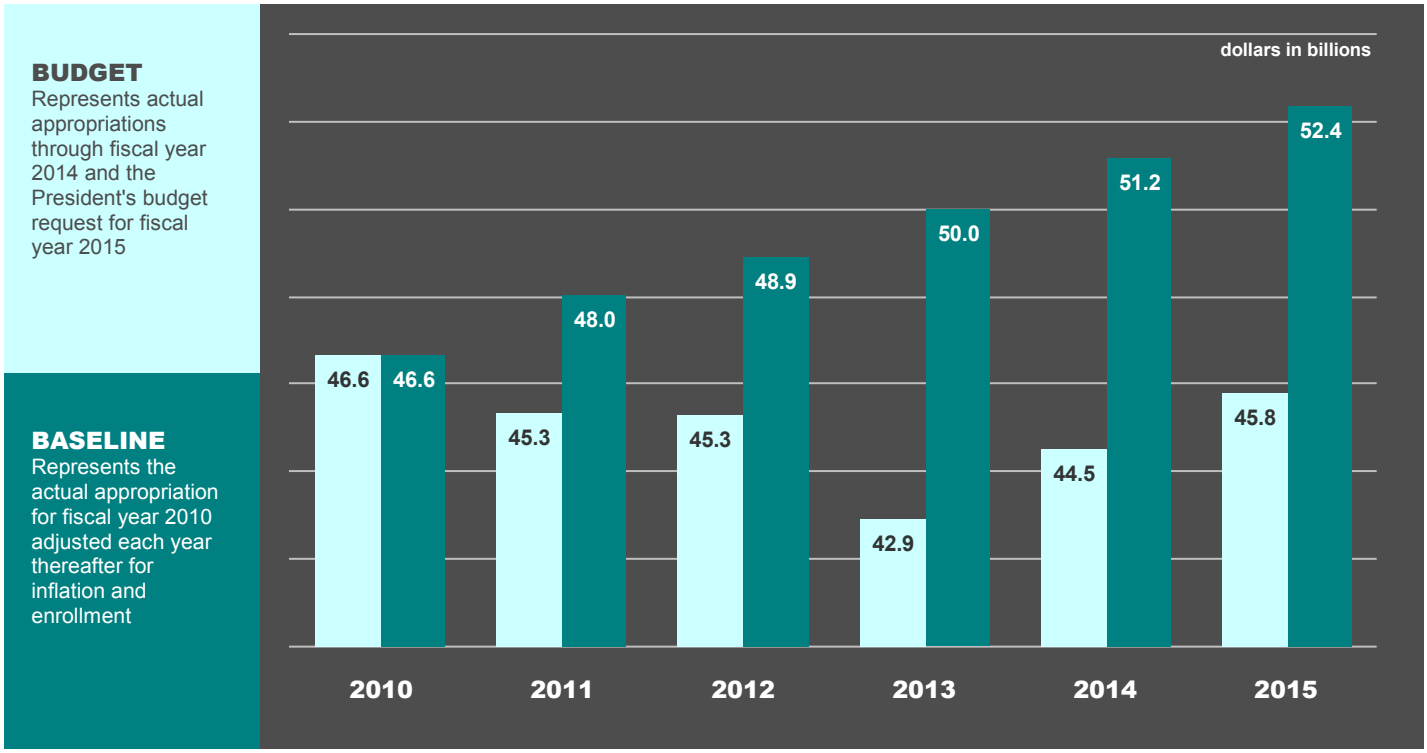
Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS


Total ED Discretionary Funding Excluding Pell
in millions
$90,000
$80,000
$70,000
$60,000
$50,000
$40,000
$30,000
$20,000
$10,000
$-
$38,622
$41,749
$43,655
$44,212
$44,808
$43,822
$44,996
$45,358
$81,124
$46,640
$45,389
$45,288
$42,926
$44,523
$45,809
FY 2002
FY 2003
FY 2004
FY 2005
FY 2006
FY 2007
FY 2008
FY 2009
FY 09 w/ARRA
FY 2010
FY 2011
FY 2012
FY 2013
FY 14
FY 2015 President

U.S. Department of Education Discretionary Funding (excluding Federal Pell Grants)

President's FY 2015 Budget Request



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation	vs. FY 2012 (pre-sequester)
	$45,809	**+$1,286 +2.9%**	**+$521 +1.2%**

FY 2015 Budget Request

The Administration is requesting $45.8 billion in discretionary appropriations, excluding Federal Pell Grants, for the Department of Education in 2015, an increase of almost $1.3 billion, or 2.9 percent, more than the 2014 level and almost $2.9 billion more than in 2013. The 2015 Budget request for the Department focuses on six priorities: (1) increasing equity and opportunity for all students, (2) strengthening support for teachers and school leaders; (3) expanding high-quality preschool programs; (4) affordability and quality in postsecondary education; (5) promoting educational innovation and improvement; and (6) improving school safety and climate.

The Administration's Budget also includes a separate $56 billion Opportunity, Growth, and Security Initiative. The Opportunity, Growth, and Security Initiative, which is split evenly between defense and non-defense funding, recommends additional discretionary investments in 2015 that would spur economic progress, promote opportunity, and strengthen national security. The Opportunity, Growth, and Security Initiative is fully paid for with a balanced package of spending cuts and closed tax loopholes. At the Department of Education, the Opportunity, Growth, and Security Initiative would support additional investments of $250 million for Preschool Development Grants, $300 million for the ConnectEDucators initiative, and $200 million for Promise Neighborhoods. All of these funds are in addition to the discretionary requests under the caps.

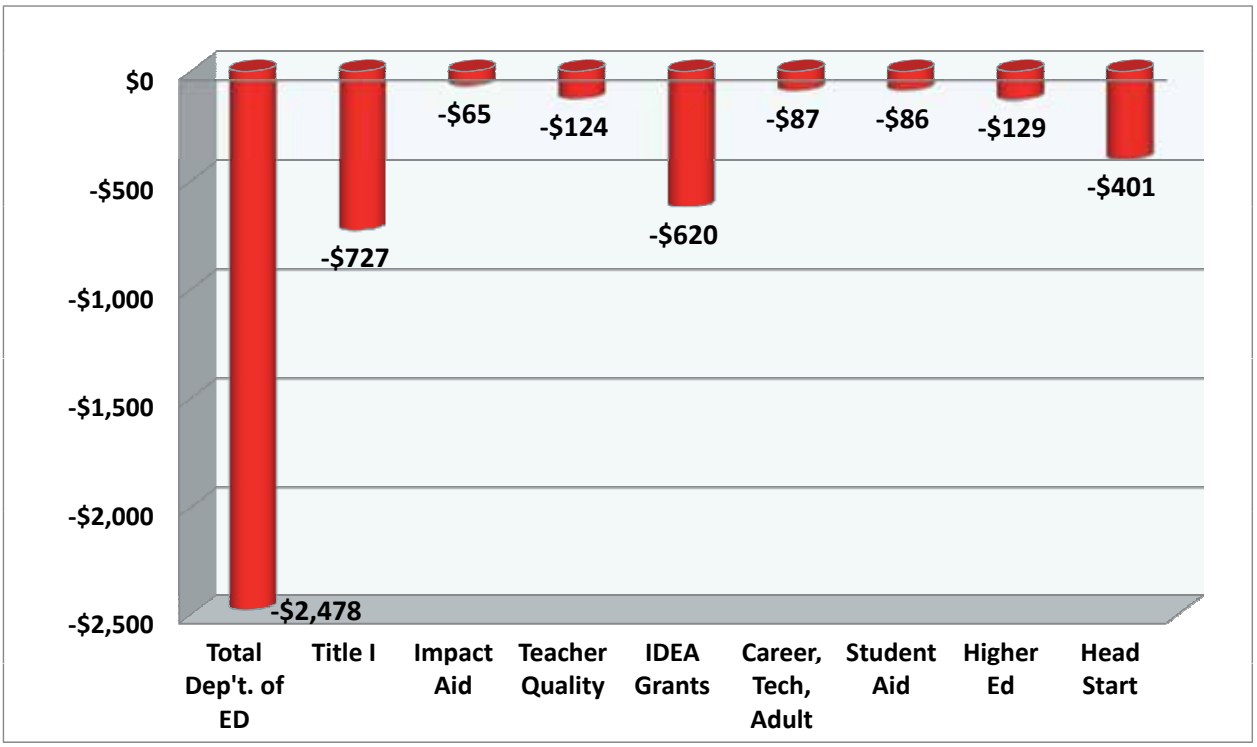
Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

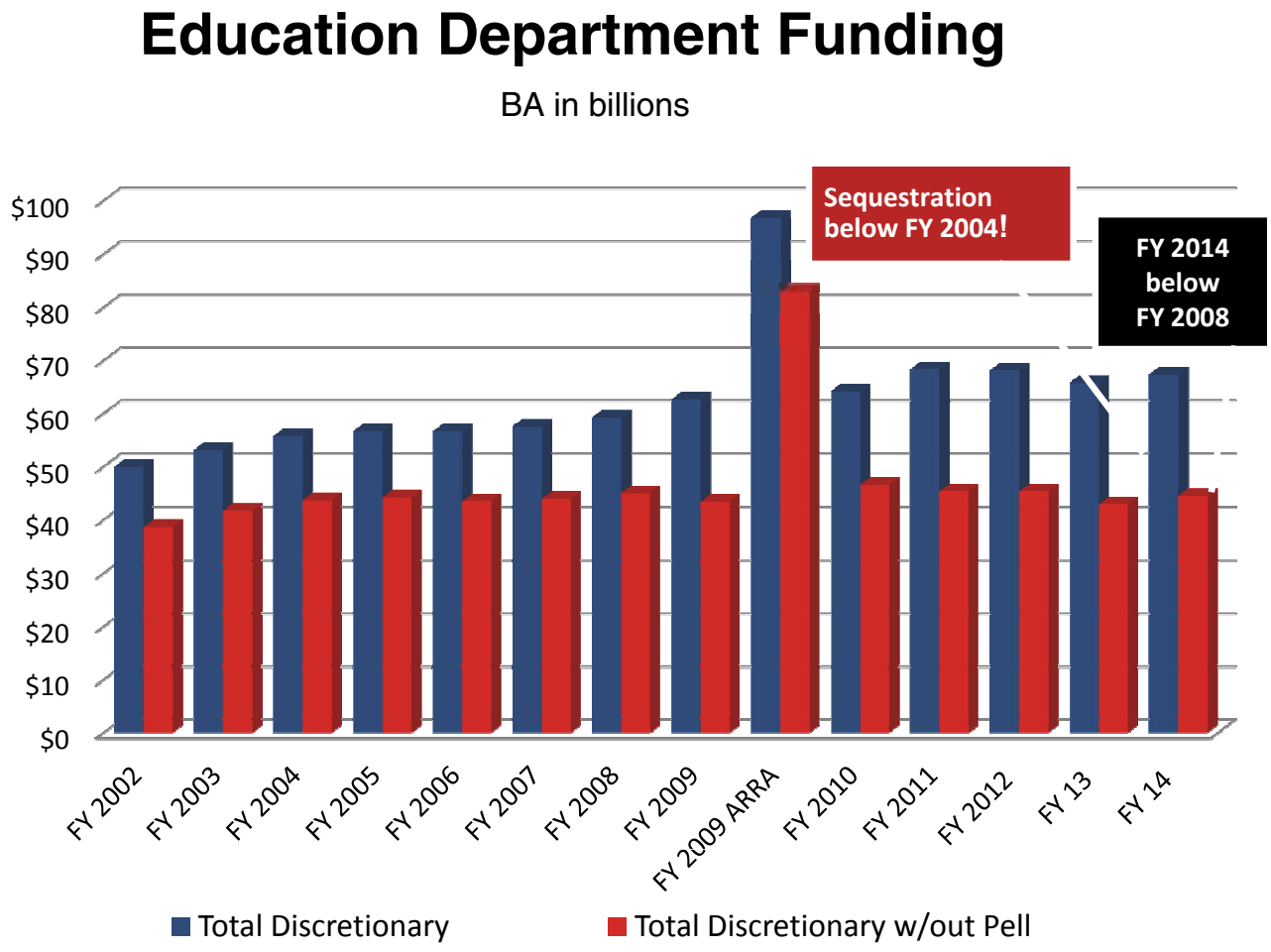
Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

nea NATIONAL EDUCATION ASSOCIATION nea.org
Great Public Schools for Every Student

FY 2013 Impact of Sequestration

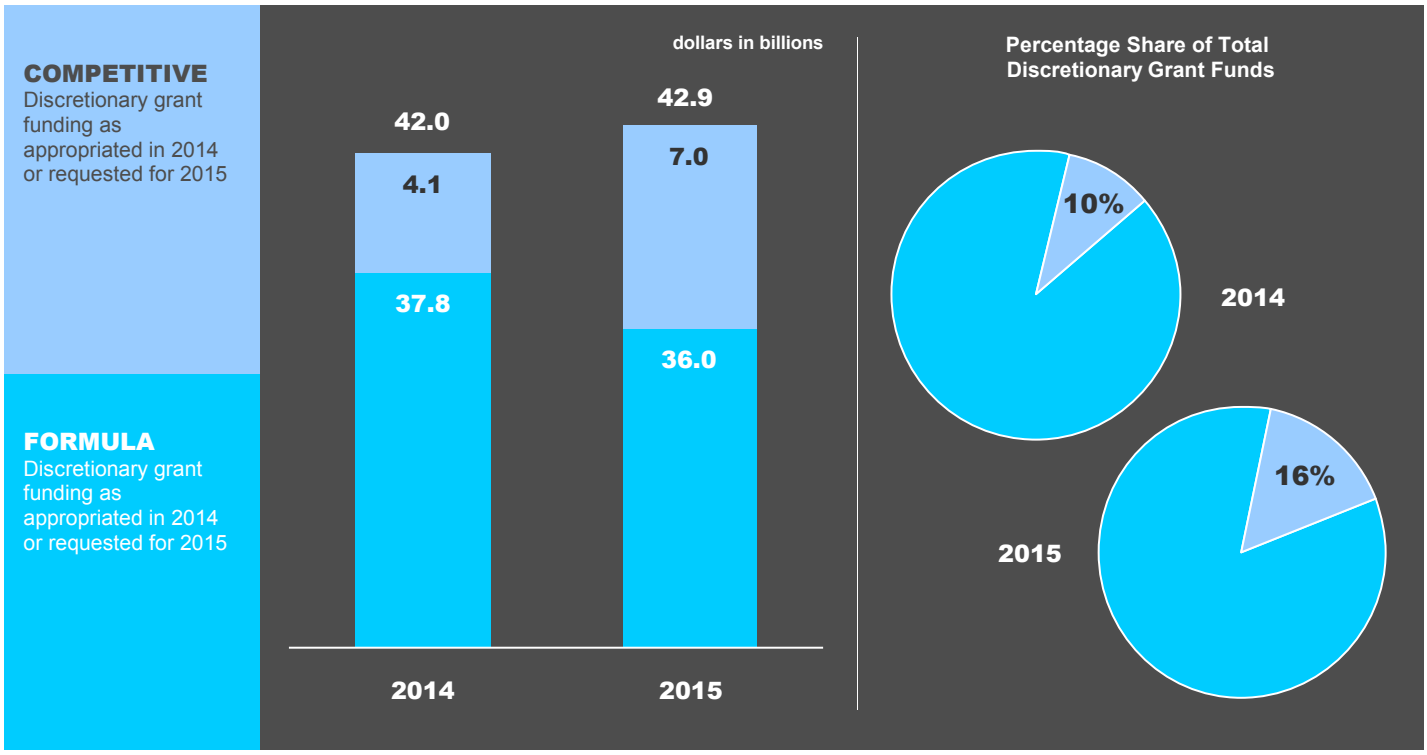
(in millions)




Education Department Funding
BA in billions
Sequestration below FY 2004!
FY 2014 below FY 2008
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$0
FY 2002
FY 2003
FY 2004
FY 2005
FY 2006
FY 2007
FY 2008
FY 2009
FY 2009 ARRA
FY 2010
FY 2011
FY 2012
FY 13
FY 14
Total Discretionary
Total Discretionary w/out Pell

Education Department Discretionary Funding: Formula vs. Competitive Grants

President's FY 2015 Budget Request



in billions

FY 2015 Budget Request
Total Discretionary
$68.6

vs. FY 2014 Appropriation
Total Discretionary
+$1.3 +1.9%

Discretionary Grants
$42.9

vs. Discretionary Grants
+$1.0 +2.3%

Formula Grants
$36.0

vs. Formula Grants
-$1.9 -4.9%

Competitive Grants*
$7.0

vs. Competitive Grants*
+$2.8 +68.8%

Other Discretionary**
$25.7

vs. Other Discretionary**
+$0.3 +1.2%

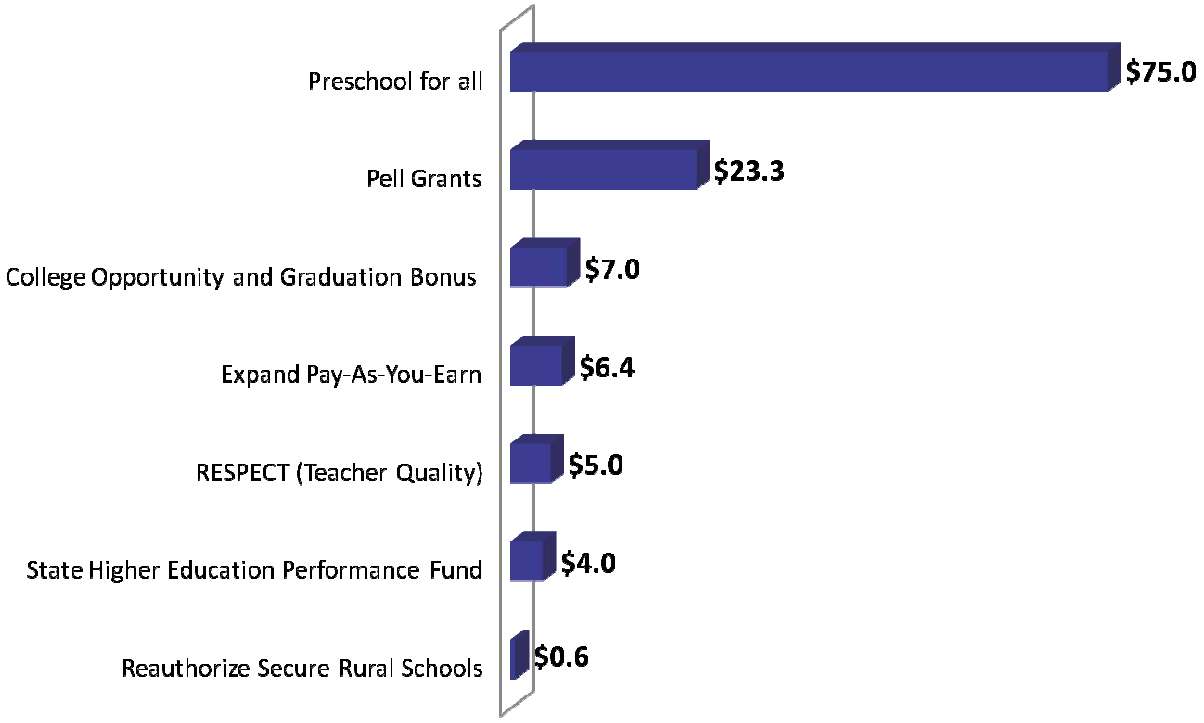
* Includes grant programs that may also enter into contracts and/or cooperative agreements.
**Includes direct appropriations, contracts, cooperative agreements, loans, administration, and Federal Pell Grants. Under the Federal Pell Grants program, payments are made to institutions based on student eligibility. Source: NEA calculations based on data from the U.S. Department of Education Budget Service. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

nea NATIONAL EDUCATION ASSOCIATION nea.org
Great Public Schools for Every Student

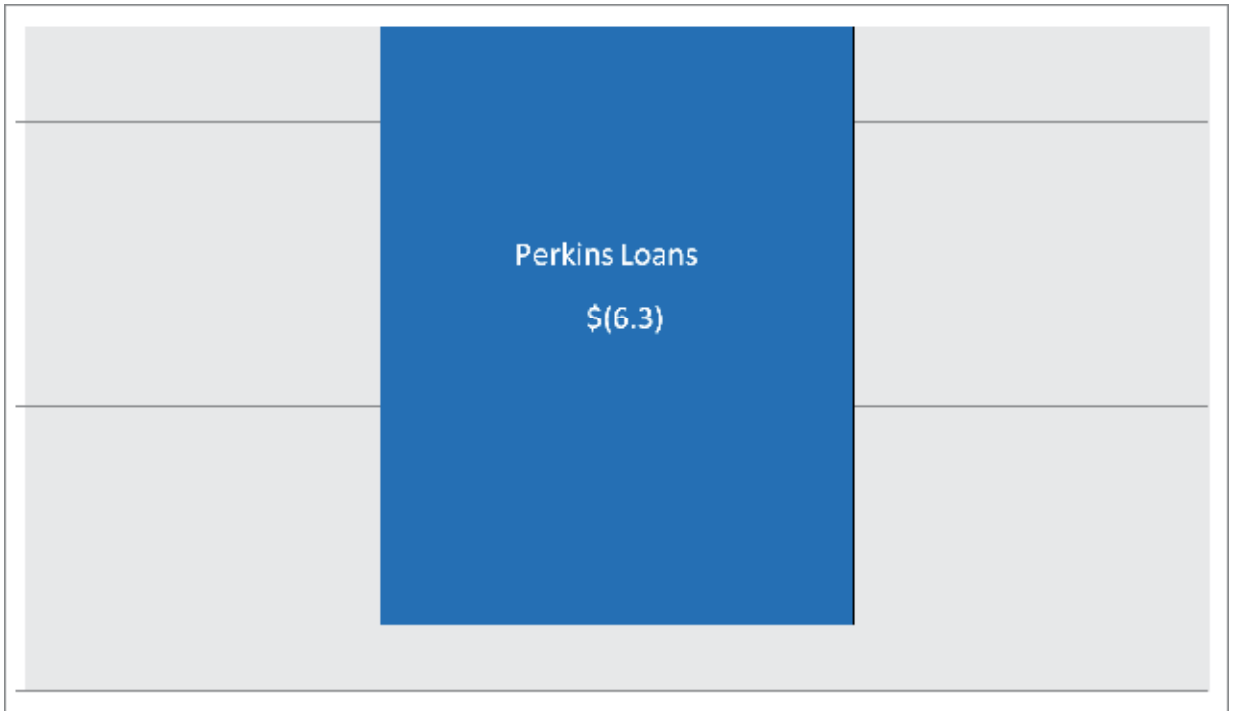
Proposed Mandatory Spending

In billions (FY 2015-24)



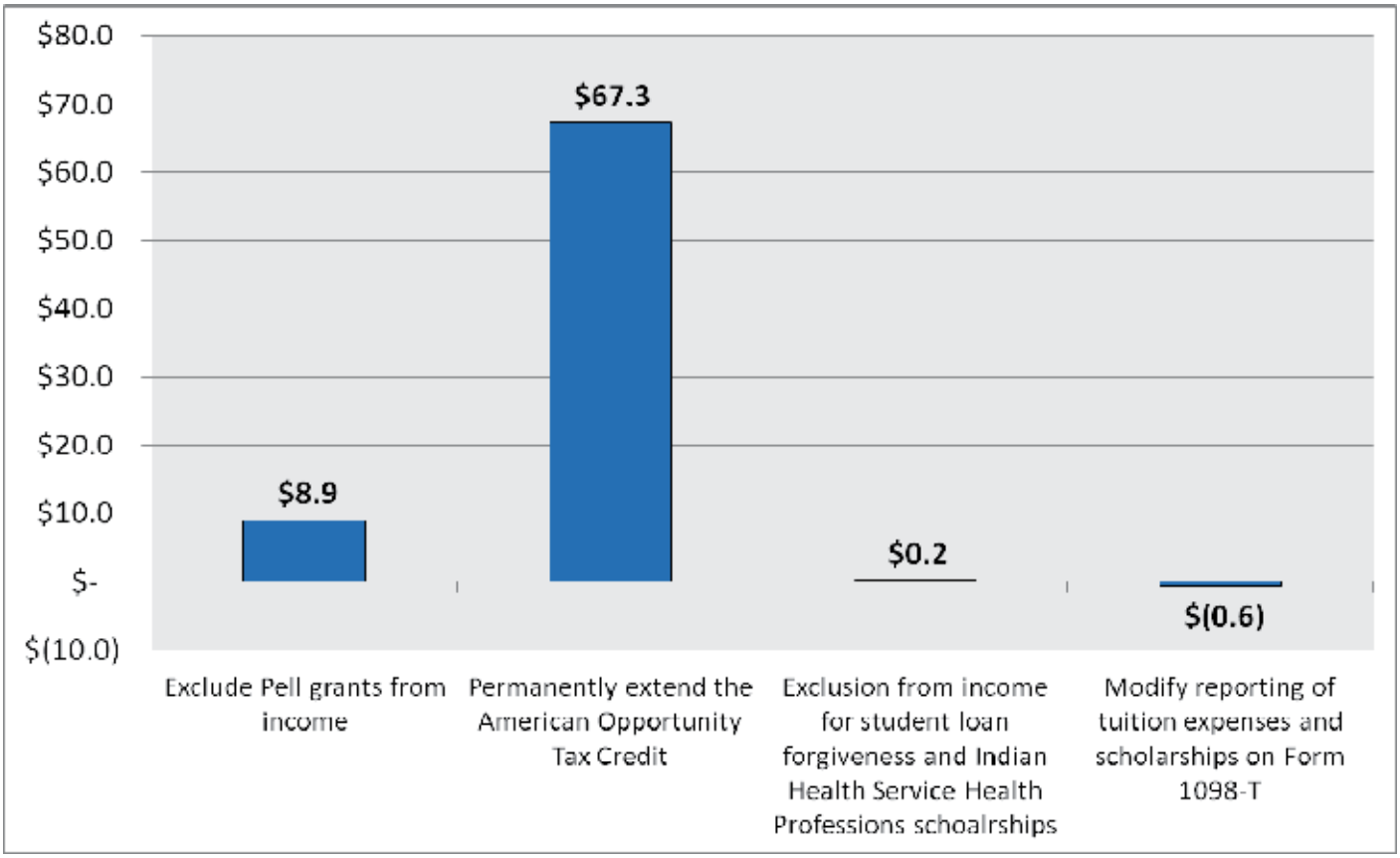
Proposed Mandatory Savings

In billions (FY 2015-24)



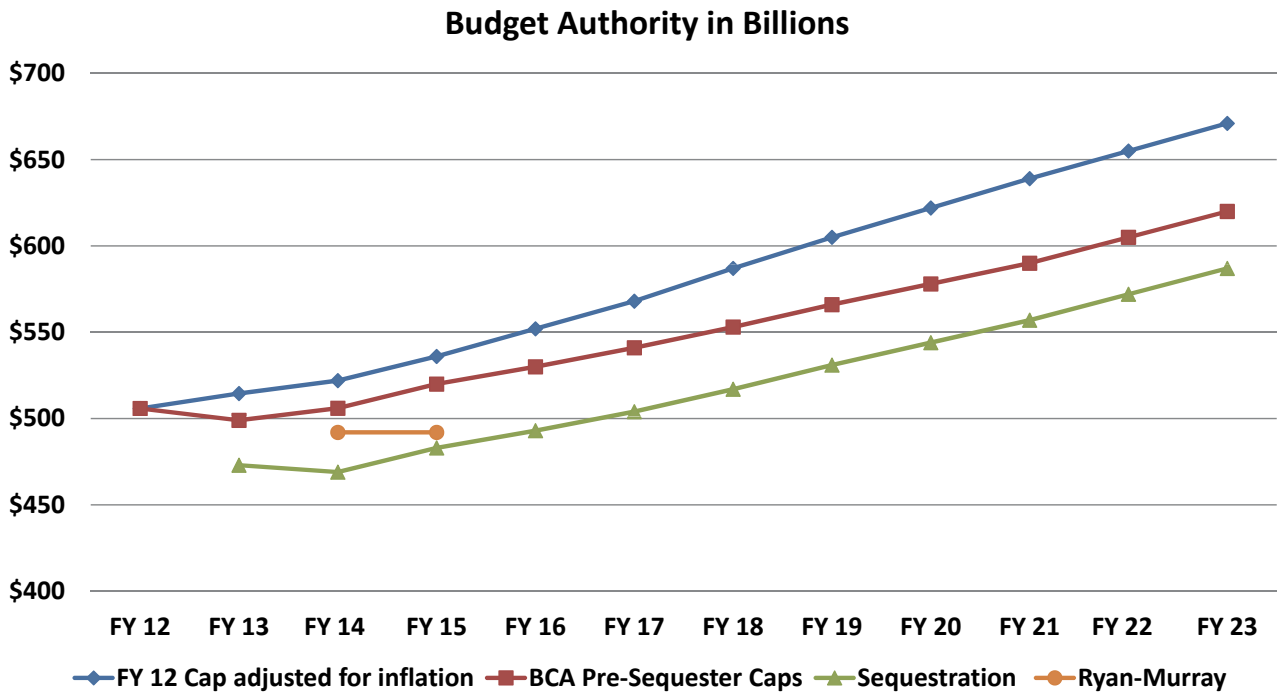
Proposed Tax Changes

in billions FY 2015-24



Positive amounts increase the deficit; negative amounts reduce the deficit.

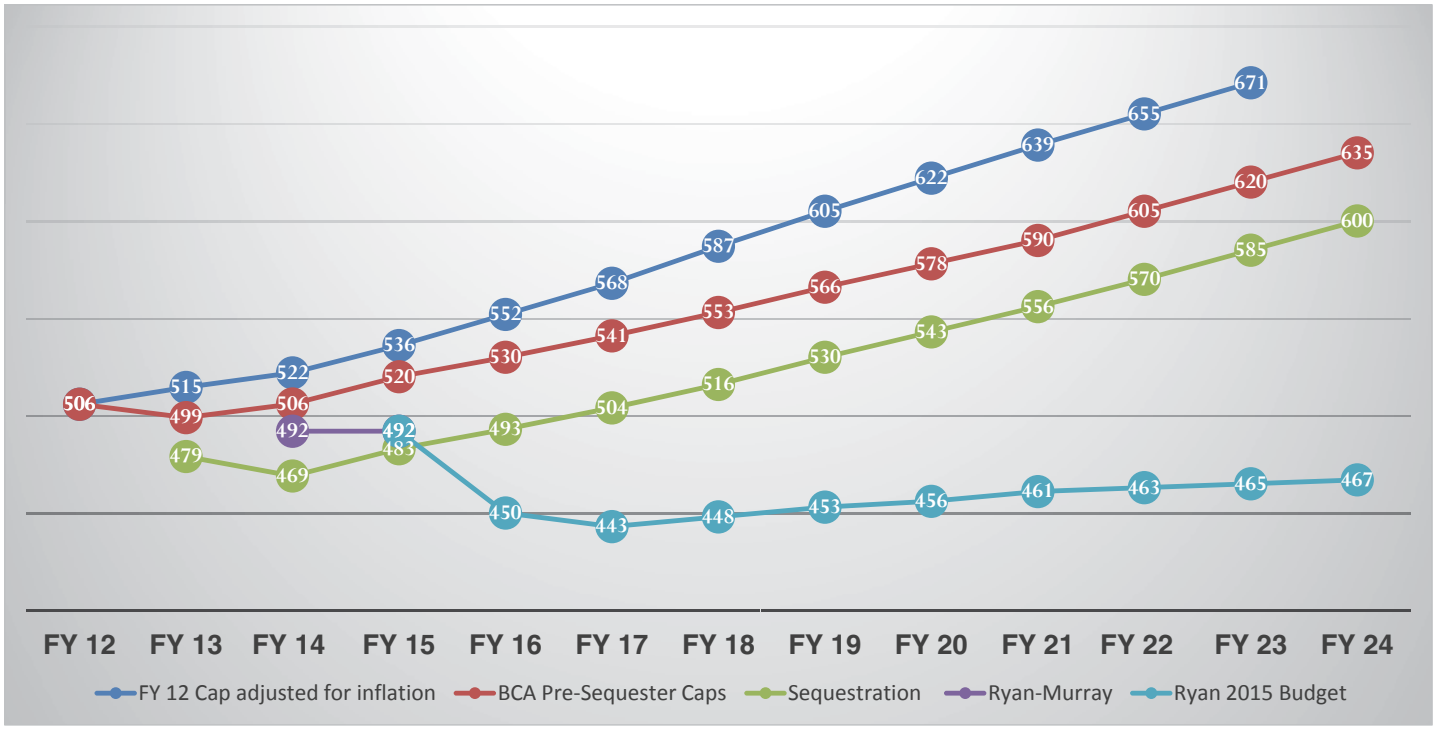
NDD Spending Frozen FY 2014-16



SOURCE: CEF Calculations based on CBO and OMB data.

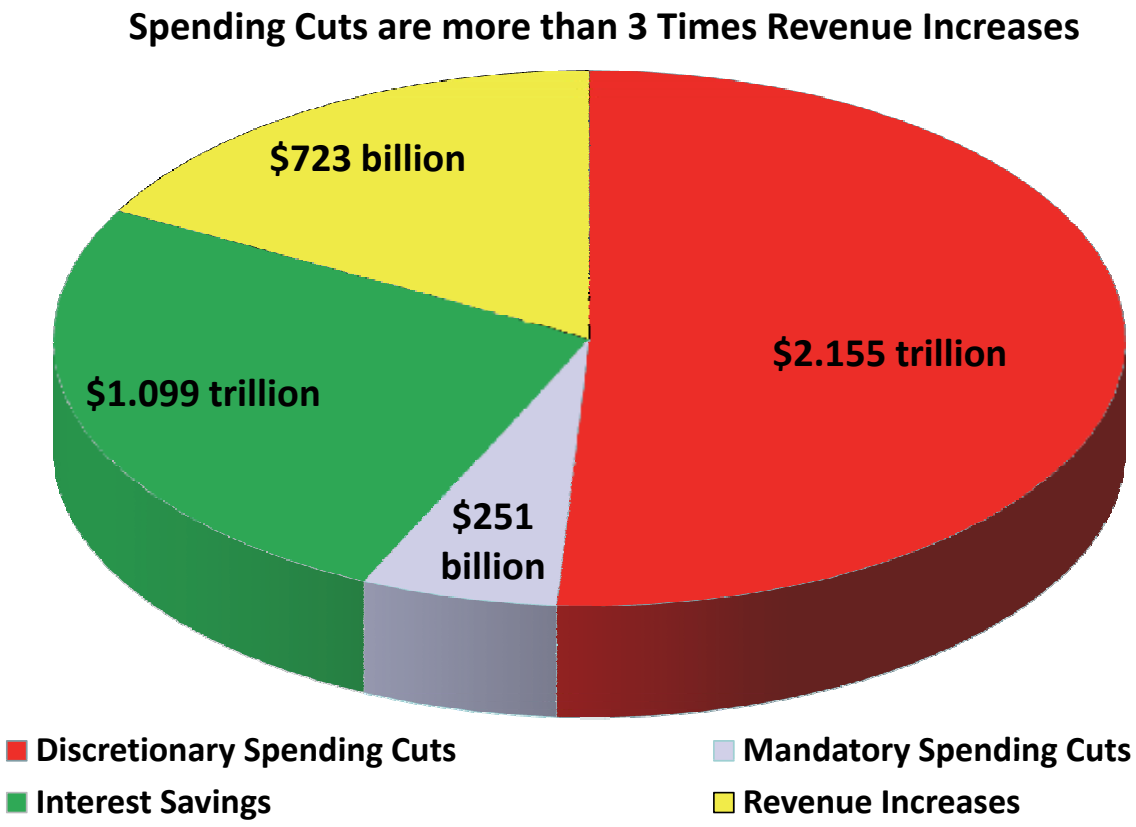
Ryan FY 2015 Budget Slashes Non Defense Discretionary

In billions of $

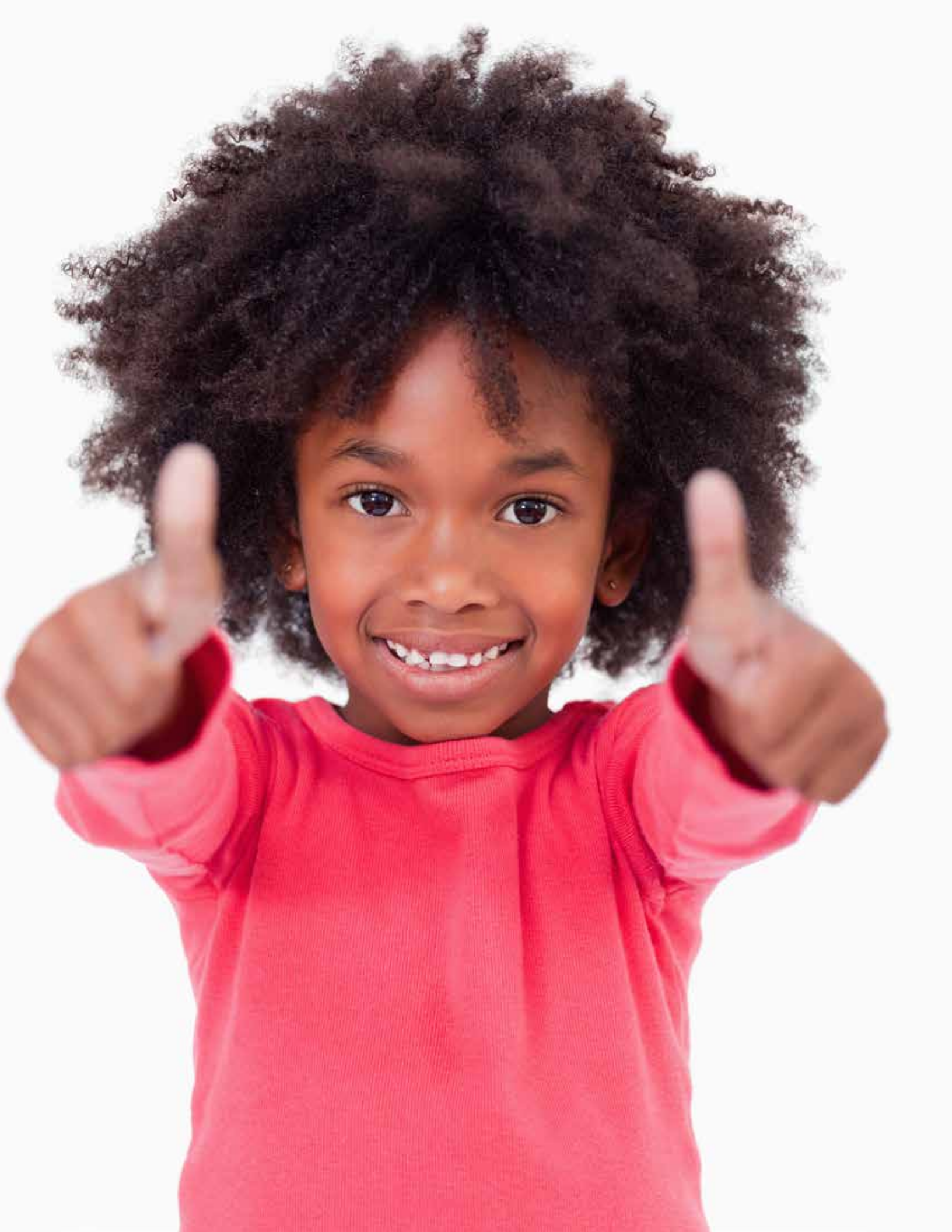


SOURCE: CEF Calculations based on CBO and OMB data and Ryan Budget.

Cumulative Deficit Reduction FY 2015-24



SOURCE: CEF Calculations based on President's FY 2015 Budget Summary tables, Table S-3.



Part I: The Foundation for Success — Early Childhood, Elementary and Secondary Education

Elementary and Secondary Education Act Overview

The president's FY 2015 budget proposal includes an increase of $686 million or 2.9 percent for programs in the Elementary and Secondary Education Act (ESEA). Compared to the FY 2012 pre-sequester level, the proposed funding level of $24.094 billion is essentially a freeze.

The president's FY 2015 budget proposes significant funding for five areas related to the Elementary and Secondary Education Act (ESEA):

- **Early Education:** The president's budget proposes $75 billion over the next ten years to support Preschool for All, a significant expansion of early education opportunities for low- and moderate-income four-year-olds. Elements of this program would include: mandatory bachelor's degrees for teachers; professional development for teachers; low class sizes; full-day programs; alignment with State early learning standards; salaries comparable to K-12 teaching staff; ongoing evaluation; and, on-site comprehensive services. The initiative also provides $500 million in discretionary funds for Preschool Development Grants to help States prepare for the Preschool for All initiative. Specifically, grants would address facility creation, workforce development, quality improvements, and scale-up of proven models. If the Opportunity, Growth and Security Fund proposal is adopted, an additional $250 million would be designated for the Preschool Development Grants. This program builds on the foundation of the Race to the Top—Early Learning Challenge grants, funded in FY 2013.
- **Race to the Top – Equity and Opportunity:** The FY 2015 budget request includes $300 million for this newest focus within Race to the Top (RTTT). Specifically this proposal would provide competitive grants to States and school districts to better identify and close "opportunity and achievement" gaps in high-poverty schools. Required activities would include: (1) developing, implementing or enhancing data systems for local and State use and identifying and developing strategies in schools, school districts, and subgroups with the greatest achievement gaps; and, (2) developing, attracting, and retaining more effective teachers and leaders in high need schools. Other factors that impact learning would be addressed, including school safety and school discipline, non-cognitive skills, expanded learning time, mental, physical, and social and emotional supports, and college and career counseling. Funds could also be used to expand rigorous coursework, including AP and IB classes. State and local funds would be distributed through the implementation of a comparability standard based on school-level expenditures for school districts receiving Title I funds.
- **IDEA Part B competitive grant program:** The FY 2015 budget requests $100 million for a new competitive grant program to States to develop the new Results Driven Accountability (RDA) system. Grants would be used to improve special education services for children with disabilities served under Parts B and C of IDEA, while also building State and local capacity to improve outcomes for children in the long term. Every State is already required to undertake RDA, and these grants are meant to support new and innovative approaches.
- **STEM:** The FY 2015 request proposes several new STEM initiatives totaling $170 million and a new authority based on the current Mathematics and Science Partnerships program. New initiatives include: (1) ***STEM Innovation Networks*** ($110 million) – competitive awards to institutions of higher education, nonprofits and others to replicate evidence-based practices across a regional network of participating schools; (2) ***STEM Teacher Pathways*** ($40 million) – competitive grants aimed at producing 100,000 new STEM teachers over the next 10 years, with a focus on expanding teacher certification pathways and recruiting, preparing and placing recent college graduates and mid-career professionals in high need schools; and (3) ***STEM Master Teacher Corps*** ($20 million) – recognizing and rewarding the nation's most talented STEM teachers and building local and regional communities of practice. Additionally, the request creates a new ***Effective Teaching and Learning program*** ($149.7 million) that would replace the existing Mathematics and Science Partnerships program and make awards to States, or consortia of States and other entities, to implement a comprehensive strategy for STEM instruction. High need schools could be targeted for assistance through a State set-aside of 20 percent of grant funds.

- **ConnectEDucators:** The FY 2015 request includes a $200 million new initiative for grants to States and school districts to prepare teachers and leaders with access to high-speed Internet and devices for students to use these resources to improve instruction and learning. Uses of funds would be based on a needs assessment and could include coaching to help educators select and use digital content or student data to improve instruction, expanding collaboration with parents and teachers, and providing access to effective teachers through online/blended learning environments. The program would give priority to school districts with minimal technology infrastructure. State departments of education would receive a portion of this funding through formula grants to expand and increase technical capacity. If the Opportunity, Growth, and Security Fund proposal is adopted, an additional $300 million would be designated for ConnectEDucators.

As part of its ESEA reauthorization plan, the Administration proposes to consolidate existing programs into new funding streams as shown in the table below. Collectively the consolidations result in a decrease of $202.9 million.

	FY 2014	FY 2015
Effective Teacher and Leaders State Grants		$2,000.0 million
Improving Teacher Quality State grants	$2,349.8 billion	
Transition to Teaching	$13.8 million	
Teacher Quality Partnership	$40.6 million	
Teacher and Leader Innovation Fund		$320.0 million
Teacher Incentive Fund	$288.8 million	
STEM Innovation		$319.7 million
Math/Science Partnerships	$149.7 million	
Effective Teaching and Learning: Literacy		$183.7 million
Ready-to-Learn Television	$25.8 million	
Striving Readers	$158.0 million	
Effective Teaching and Learning for a Well-Rounded Education		$25.0 million
Arts in Education	$25.0 million	
College Pathways and Accelerated Learning		$74.8 million
High School Graduation Initiative	$46.3 million	
Advanced Placement	$28.5 million	
Successful, Safe and Healthy Students		$214.0 million
SDFS National Program Activities	$90.0 million	
Elementary and Secondary School Counseling	$49.6 million	
Physical Education	$74.6 million	
Expanding Educational Options		$248.2 million
Charter Schools Grants	$248.2 million	
TOTAL	**$3,588.3 million**	**$3,385.4 million**

The chart below summarizes the proposed funding levels for ESEA programs compared to FY 2012 (the pre-sequester level), sorted by decrease, increase, or funding freeze.

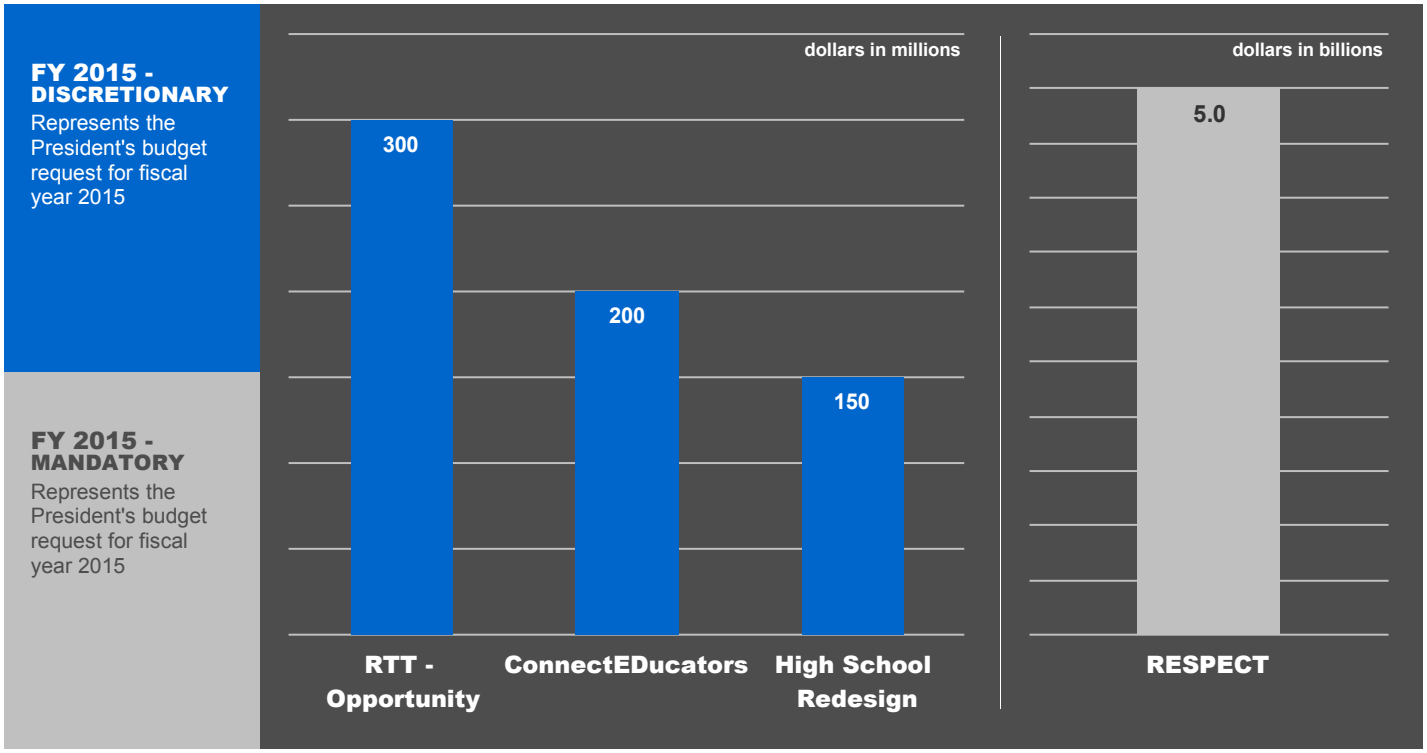
Program *Italics* = new/consolidated program/significantly revised	**Change in Funding Level (millions of $)**	**Change**
Preschool for All	+1,300 (mandatory)	Increase
Preschool Development Grants	+500.0	Increase
ConnectEDucators	+200.0	Increase
STEM Innovation	+170.0	Increase
High School Redesign	+150.0	Increase
Promise Neighborhoods	+40.1	Increase
Teacher and Leader Innovation Fund	+20.6	Increase
Successful, Safe, Healthy Students	+18.1	Increase
Investing in Innovation Fund (i3)	+15.6	Increase
School Leadership	+5.9	Increase
Homeless Children and Youth Education	-0.2	Decrease
Alaska Native Student Education	-1.7	Decrease
Native Hawaiian Student Education	-1.8	Decrease
21st Century Community Learning Centers	-2.3	Decrease
Comprehensive Centers	-2.7	Decrease
Effective Teaching and Learning: Literacy	-3.2	Decrease
College Pathways and Accelerated Learning	-4.1	Decrease
Well-Rounded Education (Arts)	-5.0	Decrease
Magnet Schools Assistance Program	-5.1	Decrease
Expanding Educational Options (Charter School Grants)	-6.6	Decrease
Indian Student Education	-6.9	Decrease
English Language Learner Grants	-8.7	Decrease
Rural Education	-9.4	Decrease
Assessing Achievement/Testing Consortia	-11.2	Decrease
Fund for the Improvement of Education	-16.5	Decrease
Impact Aid	-69.4	Decrease
Title I State Agency Programs (Migrant And Neglected/Delinquent)	-21.1	Decrease
School Improvement Grants	-27.8	Decrease
Race to the Top	-249.0	Decrease
Title I Grants to LEAs	-131.7	Decrease
Effective Teacher and Leaders State Grants	-535.5	Decrease

Given the strong similarities between the FY 2015 budget and recent budgets, this ESEA proposal raises some of the same critical questions and concerns:

- Virtually all the proposed increases in ESEA are for new programs and competitive grants. States and school districts will face a new level of uncertainty in preparing their budgets, since they will not know in advance whether they will receive any funds, and if so, how much or when.
- The nature of competitive grants dictates many States and districts will not receive funds, thus contributing to fiscal stress in States and districts that have significant unmet needs.
- Competitive grants might unfairly favor those States and districts with more capacity to write grant applications.
- Freezes in funding for the foundational Title I and IDEA programs will contribute to the difficult task faced by States and districts in attempting to close achievement gaps and improve overall student learning.
- States and districts face a significant funding cliff related to sequestration. Continuing large budget gaps in most States exacerbate this situation.

K-12: New Initiatives

President's FY 2015 Budget Request



Race to the Top - Equity & Opportunity

$300 million for a new Race to the Top – Equity and Opportunity (RTT-Opportunity) competition centered on improving the academic performance of students in the Nation's highest poverty schools. This proposal would create incentives for States and school districts to make comprehensive changes in how they identify and close opportunity and achievement gaps. Grants would support: (1) developing and implementing systems that integrate data on school-level finances, human resources, and academic achievement; and (2) developing, attracting, and retaining effective teachers and leaders in high-poverty schools. Grants would also fund evidence-based practices, such as increasing access to rigorous coursework and activities that mitigate the effects of concentrated poverty, such as enhancing school climate and culture. Data would be used to identify the greatest disparities in opportunity and performance as well as effective strategies to address them so that all students are prepared for college and careers.

ConnectEDucators

$200 million for a new ConnectEDucators initiative that would provide competitive funds to LEAs and LEA consortia to help educators transition to using technology and data to personalize learning and improve college- and career-ready instruction and assessment. The goal of the ConnectEDucators program is to ensure that teachers and leaders with access to high-speed Internet and devices for students, including those in schools supported through the Administration's ConnectED initiative, are well prepared to use these resources in a way that improves classroom instruction and student learning.

High School Redesign

$150 million for a new High School Redesign program to support the transformation of the high school experience by funding competitive grants to school districts and their partners to redesign high schools in innovative ways that better prepare students for college and career success so that all students graduate from high school with college credit and career-related experiences or competencies, obtained through project or problem-based learning, real-world challenges, and organized internships and mentorships.

RESPECT

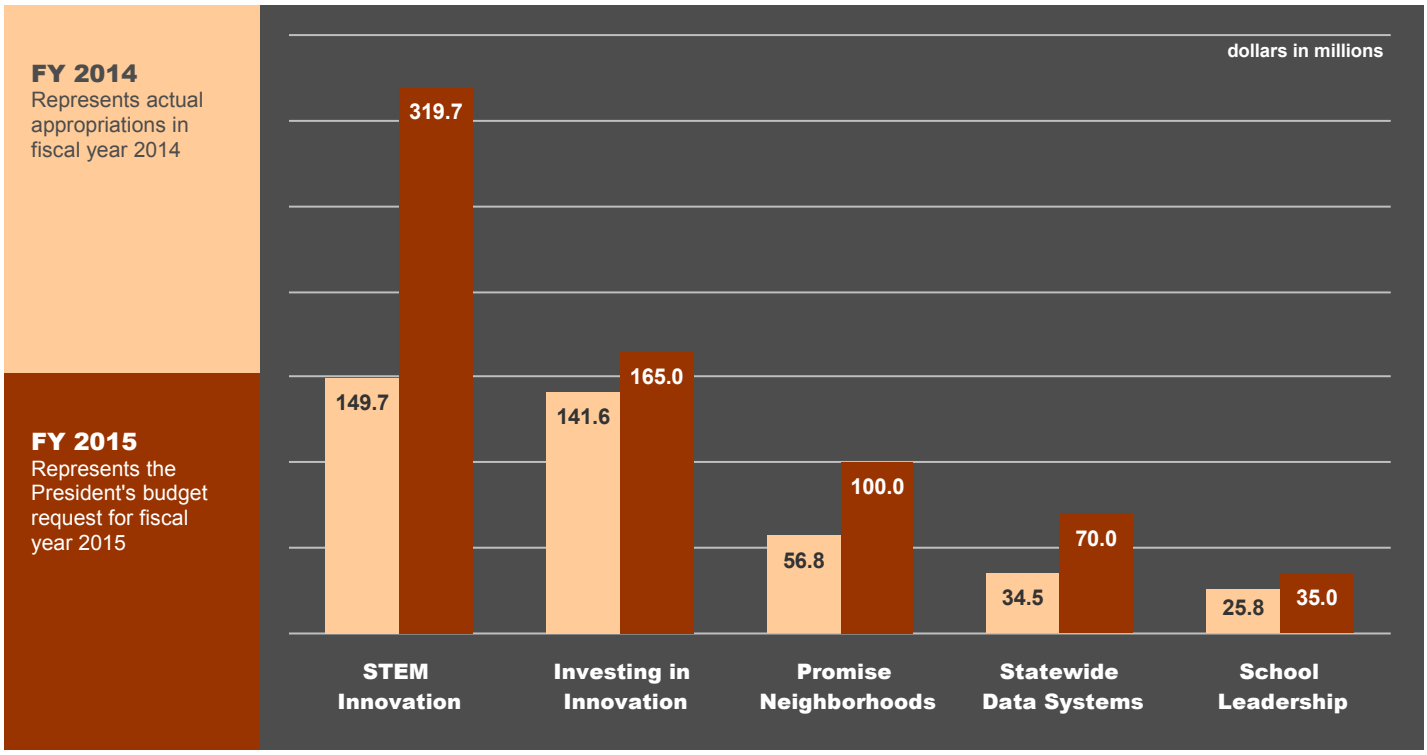
$5 billion in one-time 2015 mandatory funds for the RESPECT (Recognizing Educational Success, Professional Excellence, and Collaborative Teaching) grants, to provide targeted support for teachers and school leaders by improving preparation and early career assistance, giving teachers and leaders opportunities to develop and advance as they lead the transition to college- and career-ready standards, and ensuring that teachers have a supportive work environment built around shared collaboration. This request would support up to 1,000 grants to States and districts to invest in needed improvements to the education profession, reaching up to 1.6 million teachers.

Sources: Budget data from the U.S. Department of Education Budget Service. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

K-12: Budget Priorities

President's FY 2015 Budget Request



in millions

STEM Innovation

FY 2015 Budget Request **$319.7**

vs. FY 2014 Appropriation **+$170 +113.5%**

The request includes $170 million in new competitive grants: $110 million for STEM Innovation Networks; $40 million for STEM Teacher Pathways in support of developing 100,000 new, effective STEM teachers; and $20 million to support the activities of a National STEM Master Teacher Corps. Funding in 2014 was through the Mathematics and Science Partnerships program, funding for which would be rolled into the new STEM Innovation grants in 2015.

Investing in Innovation

FY 2015 Budget Request **$165.0**

vs. FY 2014 Appropriation **+$23.4 +16.5%**

Under the request, up to 30 percent of i3 funds would be used for the Advanced Research Projects Agency-Education (ARPA-ED), a new entity that would pursue breakthrough developments in educational technology and tools.

Promise Neighborhoods

FY 2015 Budget Request **$100.0**

vs. FY 2014 Appropriation **+$43.2 +76.2%**

The request provides an increase to support new awards to local partnerships.

Statewide Data Systems

FY 2015 Budget Request **$70.0**

vs. FY 2014 Appropriation **+$35.5 +102.7%**

The proposed increase would allow the Department to support $57 million in new grants, and up to $10 million would be used for awards to support activities to improve data coordination, quality, and use at all levels.

School Leadership

FY 2015 Budget Request **$35.0**

vs. FY 2014 Appropriation **+$9.2 +35.9%**

The request would expand efforts to train highly effective leaders for high-need schools and districts.

Sources: Budget data from the U.S. Department of Education Budget Service. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

nea NATIONAL EDUCATION ASSOCIATION nea.org
Great Public Schools for Every Student

Preschool Development Grants

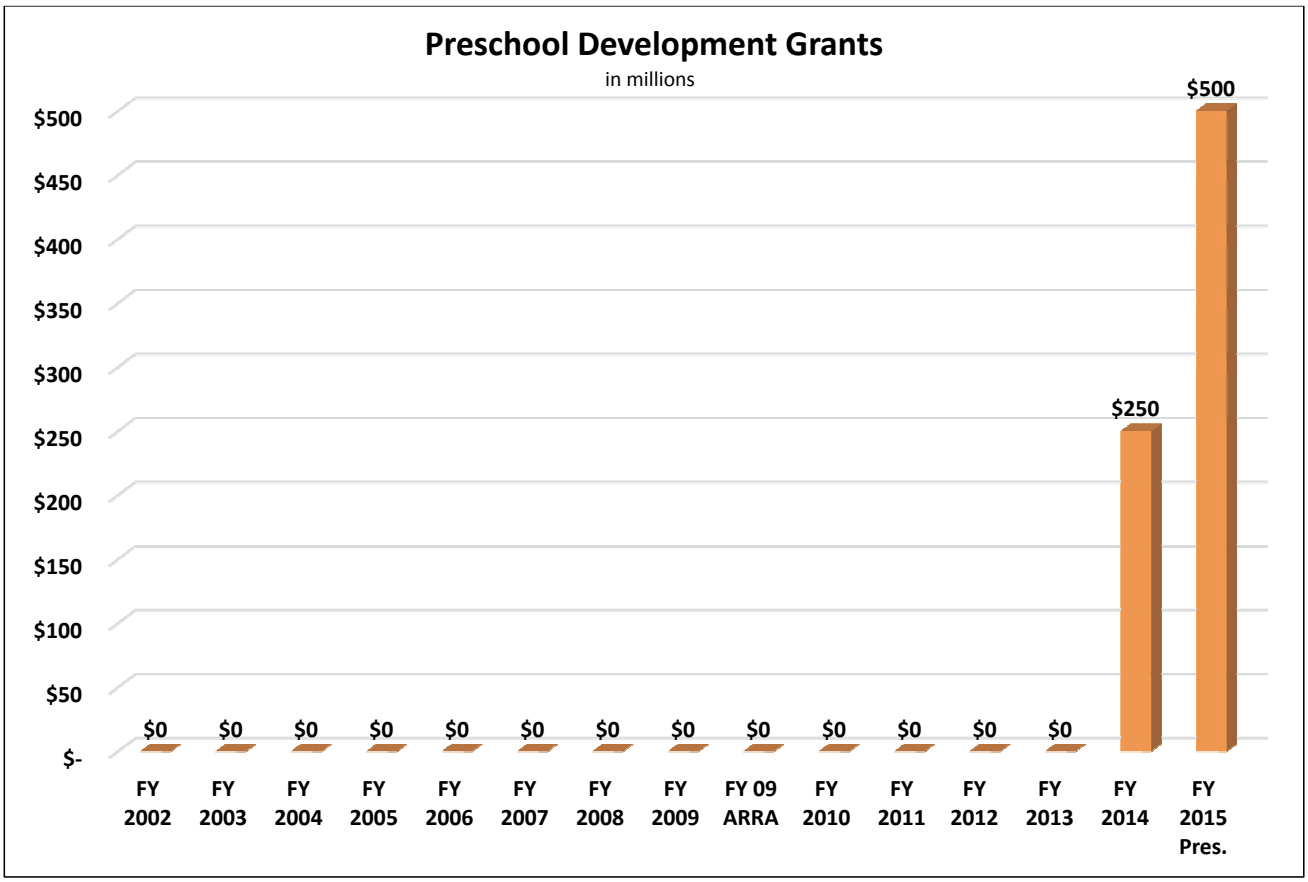
Description

Funded in 2014 under the Race to the Top authority, Preschool Development Grants are one prong of the president's proposed Preschool for All program. Preschool for All promotes school readiness in young children by providing access to high quality early learning environments. Early learning received a new investment in FY 2014 of $750 million, including $500 million for new Early Head Start-Child Care Partnerships and $250 million for Preschool Development Grants. Preschool Development Grants are competitive grants to States supporting activities that build capacity to develop, enhance, or expand high quality preschool programs for four-year-olds from low- and moderate-income families.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
--	--	$250.00*	$500.00

**Funds provided under the Race to the Top authority.*



The FY 2014 funds were provided under Race To The Top. An additional $250 million would be available under the Opportunity, Growth, and Security Initiative.

Impact of President's Budget

The Administration's FY 2015 request includes $750 million in discretionary funding for competitively awarded Preschool Development Grants, $500 million of which is requested in the president's base budget with an additional $250 million from the proposed Opportunity, Growth, and Security Initiative. This funding, combined with funds from the FY 2014 Preschool Development Grants, is estimated to reach two-thirds of States by 2015. States are required to meet specific quality standards to qualify for federal funds. This represents a significant new investment in early childhood, helping to provide a solid foundation for children as they enter school and eliminate the school readiness gap between children from lower- and higher-income families.

Program Need

Research shows funding early childhood education is one of the most cost-effective investments to close the achievement gap and prepare children for later academic and career success. According to Nobel Laureate economist James Heckman, high quality early learning opportunities provide a nearly $7 return on investment for every one dollar spent through a reduced need for spending on other services, including remedial education, grade repetition, and special education. Education data currently show a large gap in preschool enrollment between low- and higher-income students. Congress should significantly increase funding to address this shortfall, allowing all children access to early learning opportunities that will enable them to enter school ready to succeed.

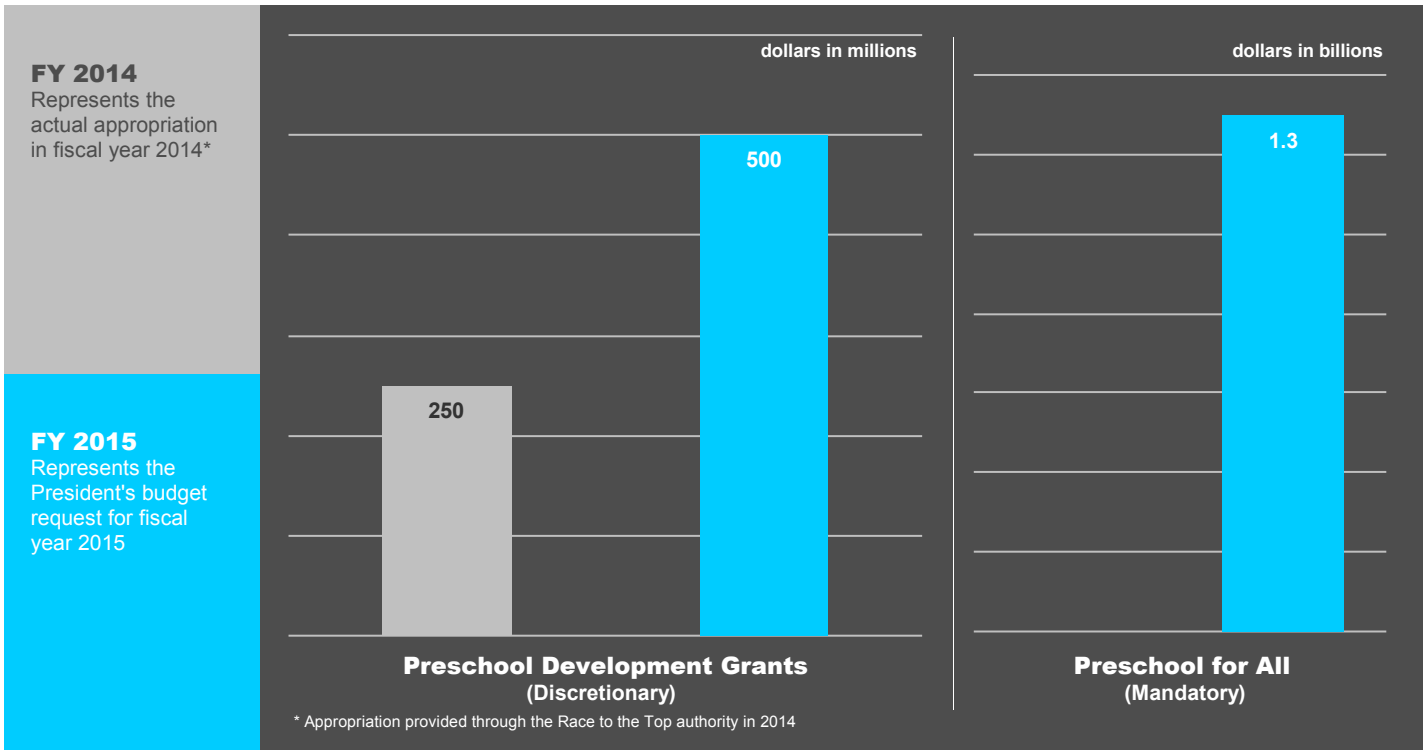
Contact Information

Jessica Seitz
National PTA
(703) 518-1249 • jseitz@pta.org

Kelly Pollitt
National Association of Elementary Principals
(703) 548-6245 • kpollitt@naesp.org

School Readiness: High-Quality Early Learning

President's FY 2015 Budget Request



in millions

Preschool Development Grants

FY 2015 Budget Request

$500

vs. FY 2014 Appropriation

+$250 +100%

The request includes $500 million in discretionary funding for Preschool Development Grants to help additional States and communities pave the way for the successful implementation of Preschool for All by creating or expanding high-quality preschool programs that can serve 4-year-olds from low- and moderate-income families. The grants would support States, local education agencies, or local government entities seeking to build or expand high-quality preschool systems, including investments in facilities, workforce development, and quality infrastructure components such as program standards, monitoring, and evaluation; and scale up high-quality programs in targeted communities that could serve as models for the Preschool for All initiative. An additional $250 million request is proposed as part of the President's Opportunity, Growth, and Security Initiative, for a total discretionary investment of $750 million.

Preschool for All

FY 2015 Budget Request

$1,300

vs. FY 2014 Appropriation

— —

The 2015 request includes $1.3 billion in 2015 and $75 billion over 10 years in mandatory funding for Preschool for All to support the implementation of high-quality preschool programs that are aligned with elementary and secondary education systems and help ensure that all children arrive in kindergarten ready to learn. The proposal is based on a cost-sharing model that would help States serve all children from low- and moderate-income families, create an incentive for States to expand access to high-quality preschool for additional middle-class families, and promote access to full-day kindergarten.

Sources: Budget data from the U.S. Department of Education Budget Service. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

nea NATIONAL EDUCATION ASSOCIATION nea.org
Great Public Schools for Every Student

Title I

Elementary and Secondary Education Act (ESEA)

John C. Haines School is a 130-year-old neighborhood Chicago Public School located on the near South Side serving 665 diverse students from Pre-Kindergarten to grade 8. Eighty percent speak a language other than English as their first language, 31 percent are limited English proficient, 93 percent receive free or reduced lunch, and 5.4 percent are students with disabilities. Student attendance at Haines is the highest in the district at 98.5 percent.

Haines is designated as a top performing school (CPS Level 1) on Chicago's School Quality Rating index. Under its new leadership, the school is focused on individualized and targeted instruction, foundational skills, and student ownership of learning. As a schoolwide program, $320,000 in Title I funds help provide a rigorous, instructional program to all students with a focus on literacy, math, science, and technology, shared leadership, ongoing professional development, and parental involvement. The bulk of Title I funds supports additional teachers to provide Tier 2 interventions with low performing students as well as supplemental assistance to students who are new to the school. One of the Title I teachers assists other teachers with technology integration. Working with a team, that teacher secured a $10,000 grant from the Chicago Public Education Fund to design a Blended Learning Pilot Program for differentiated instruction and personalized curriculum at Haines.

2013 objective measures of student academic progress at Haines include:

- *Making academic progress each year with 85 percent in Reading and 99 percent in Math on NWEA/MAP Assessment, far above average compared to similar schools nationally.*
- *Meeting grade level standards with 77 percent in Reading and 96 percent in Math on NWEA/MAP Assessment, far above average compared to schools nationally.*
- *Significantly exceeding the district on ISAT Performance with 73.4 in Reading and 83.4 percent in Math of students Meeting/ Exceeding State standards.*

Description

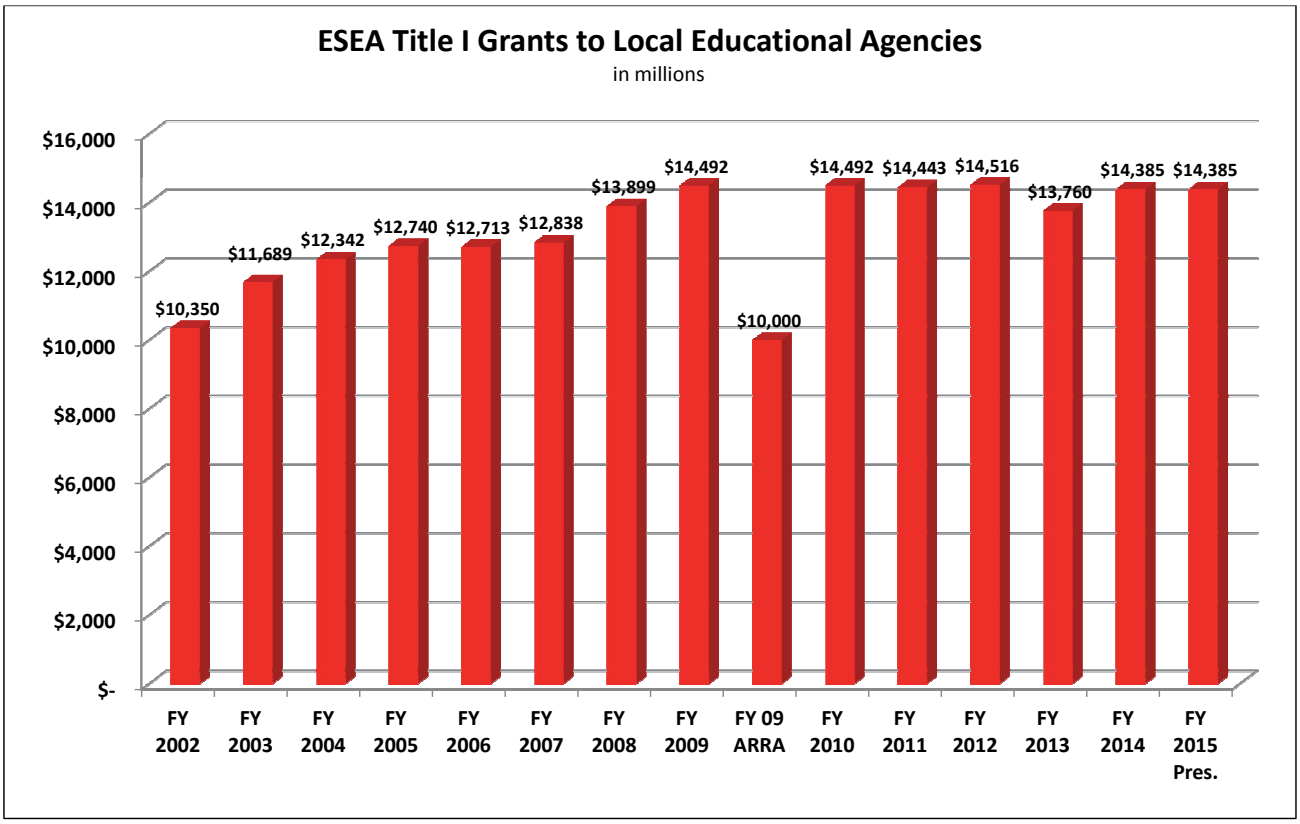
As the cornerstone of the Elementary and Secondary Education Act (ESEA), Title I provides funds mainly to school districts to help disadvantaged children achieve proficiency on challenging academic standards and improve the performance of low achieving schools. The 2002 No Child Left Behind amendments to ESEA emphasized greater accountability for the academic performance of the whole school and specific groups of students. Title I funding is allocated primarily by formula grants to States and in turn to school districts based on the number 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. Consistently low performing schools are required to undertake specific improvement measures to increase academic proficiency. Current Administration policies require the identification of the "persistently lowest-achieving schools" in each State for governance, leadership, and staffing changes in addition to instructional interventions. The U.S. Department of Education has approved statewide flexibility waivers of NCLB accountability and expenditure requirements for 42 States and is currently reviewing applications from an additional three. In exchange, States must implement college- and career-ready standards, State designed differentiated accountability and intervention systems, and teacher and principal evaluation systems.

Title I also authorizes a variety of specialized subprograms – including Even Start, Migratory Children and Neglected and Delinquent Children, School Dropout Prevention, Comprehensive School Reform, Innovation and Evaluation, Reading First and Early Reading First, Improving Literacy Through Libraries, Advanced Placement, and the School Improvement program – although a number of these programs are no longer funded.

Funding History *(in millions)*

	FY 2012	FY 2013	FY 2014	FY 2015 President's Request
Grants to School Districts Basic Grants*	$ 6,577.90	$ 6,232.64	$ 6,459.40	$ 6,459.40
Concentration Grants*	$ 1,362.30	$ 1,293.92	$ 1,362.30	$ 1,362.30
Targeted Grants*	$ 3,288.13	$ 3,116.83	$ 3,281.55	$ 3,281.55
Education Finance Incentive Grants*	$ 3,288.13	$ 3.116.83	$ 3,281.55	$ 3,281.55
Grants to School Districts				
Subtotal	$14,516.46	$13,760.22	$14,384.80	$14,384.80
Migrants	$ 393.24	$ 372.75	$ 374.75	$ 374.75
Neglected/Delinquent/At Risk	$ 50.23	$ 47.61	$ 47.61	$ 47.61
Evaluation***	$ 3.19	$ 3.03	$ 0.88	$ 0.00
High School Graduation Initiative**	$ 48.81	$ 46.27	$ 46.27	$ 0.00
School Improvement (Turnaround) Grants	$ 533.55	$ 505.76	$ 505.76	$ 505.76
Totals	$15,545.48	$14,735.64	$15,360.07	$15,312.92

**Reflects program levels rather than budget authority, since a portion of the appropriation becomes available October 1.*
*** Proposed for consolidation under College Pathways grants.*
****Proposed as a 0.05 percent set-aside under the LEA Grants Program through new legislation.*



Impact of President's Budget

The president's FY 2015 budget includes a proposed $14.38 billion for the traditional ESEA Title I Grants to School Districts. This request would not restore the core Title I local school district (LEA) formula program to its pre-sequestration level of $14.52 billion, as the Administration proposed in the FY 2014 budget. Similarly School Turnaround Grants and the Migrant and the Neglected and Delinquent programs would not be restored to their pre-sequestration levels. The High School Graduation Initiative is proposed for consolidation under the Administration's ESEA reauthorization proposal, and the Evaluation program would be funded under a proposed 0.5 percent set-aside. Proposed Title I funding for existing programs in School Year 2015-16 would remain below FY 2009, despite inflation levels of 1.6 percent in 2010, 3.2 percent in 2011, 2.1 percent in 2012, and 1.5 percent in 2013, resulting in continued erosion of Title I service levels.

Impact of Sequestration

For School Year 2013-14, Title I Grants to LEAs and other Title I programs have been subject to a 5.2 percent across the board cut under the Budget Control Act of 2011. An automatic cut of $755 million from the pre-sequestration funding level of $14.5 billion for this critical academic program for disadvantaged students took effect at the start of the July 2013 program year. The U.S. Department of Education testified that 1.2 million of the current 23 million students now served by the program could have services terminated or reduced in the current school year, with some 2,700 schools potentially affected by substantial cuts or complete elimination of program services. Other schools have reduced non-instructional services including professional development and material and equipment acquisition, as well as paring back afterschool programs and staffing through attrition. Although some 90 percent of school districts and over half the nation's public schools participate in the Title I program, the impact of these automatic cuts falls most heavily on high poverty schools. The Bipartisan Budget Agreement in December 2013 will avoid sequestration of FY 2014 appropriations and is expected to avoid sequestration for FY 2015 as well. However, only 83 percent of cuts to Title I LEA Grants have been restored for FY 2014, leaving many districts below their FY 2012 pre-sequestration funding level and some districts below their FY 2013 sequestration level for the upcoming school year. Lack of full restoration of cuts and restrictive discretionary budget caps for upcoming years will extend the negative effects of this policy on the nation's public schools for years beyond the original FY 2013 implementation.

Program Need

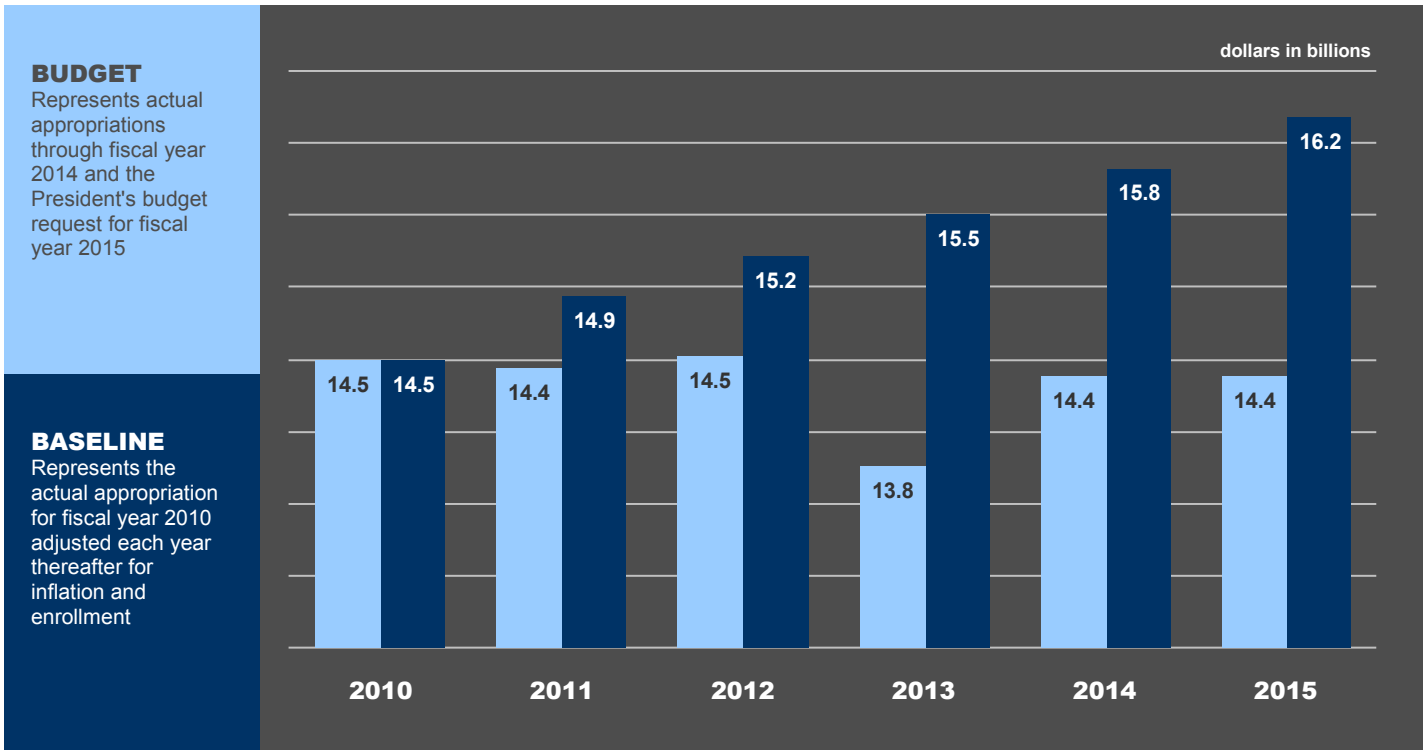
For School Year 2013-14, NCLB requires 100 percent of students and every student subgroup to meet or exceed State proficiency levels in reading and math. Approximately half of Title I schools did not make Adequate Yearly Progress (AYP) under the NCLB proficiency requirements for the preceding school years, and virtually all schools would fail to meet these requirements if waivers had not been provided. The adoption of higher academic standards under the Common Core program in most States adds further challenges to meeting AYP proficiency requirements. Moreover, the economic recession continues to add students to the national poverty count, with 11.4 million poor students now included in the Title I formula compared to 11.3 million last year, 10.8 million in the preceding year, and 9.9 million in the year before that. Based on the generally accepted Title I full funding level of over $50 billion, for the current 11.4 million school age children in poverty the unmet funding need for Title I LEA Grants is now over $35 billion.

Contact Information

Jeff Simering
Council of the Great City Schools
(202) 393-2427 • jsimering@cgcs.org

Grants to Local Educational Agencies (ESEA Title I, Part A)

President's FY 2015 Budget Request



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2012 (pre-sequester)	
	$14,385	**+$0**	**+0.0%**	**-$132**	**-0.9%**

FY 2015 Budget Request

The request supports the Administration's reauthorization plan for Title I, Part A of the ESEA (to be renamed College- and Career-Ready Students), which would include changes in the areas of standards and assessments, accountability and support for schools and LEAs, and teacher and leader effectiveness. In general, these changes are consistent with many of the reforms currently being implemented under RTT or ESEA flexibility. States would adopt statewide standards that build toward college- and career-readiness (CCR) and implement high-quality assessments that are aligned with these CCR standards and capable of measuring individual student growth toward CCR.

The reauthorization proposal would replace the adequate yearly progress (AYP) measure in current law with a broader measure of school performance that looks at student achievement, student growth, and school progress. Performance targets would be aligned with the objective of ensuring that by 2020 all students are graduating or on track to graduate from high school ready for college and a career. States would differentiate school improvement assistance across schools and, in a shift from current law, local officials would have flexibility to determine the appropriate improvement and support strategies for most schools.

States and LEAs would be required to implement one of four rigorous school turnaround models in the lowest-performing five percent of schools in each State as well as research-based, locally determined strategies in schools that fall between the fifth and tenth percentiles in performance. In other schools that are not closing achievement gaps, LEAs would be required to implement data-driven interventions—which could include expanded learning time, supplemental educational services, or other strategies—to support those students who are farthest behind.

In addition, both States and LEAs would be required to develop meaningful plans to achieve the equitable distribution of effective teachers and leaders, based on the definitions of effectiveness that each State would be required to develop under the Administration's reauthorization proposal. LEAs would use up to 20 percent of their Title I, Part A allocations to implement effective school improvement strategies and carry out strategies designed to ensure the equitable distribution of effective teachers and school leaders.

The ESEA proposal would strengthen Title I "comparability" requirements to ensure that the high-poverty schools in each LEA receive State and local funding for both personnel and non-personnel expenditures comparable to those received by the LEA's low-poverty schools. States would be required to measure and report on resource disparities and to develop a plan to reduce those disparities.

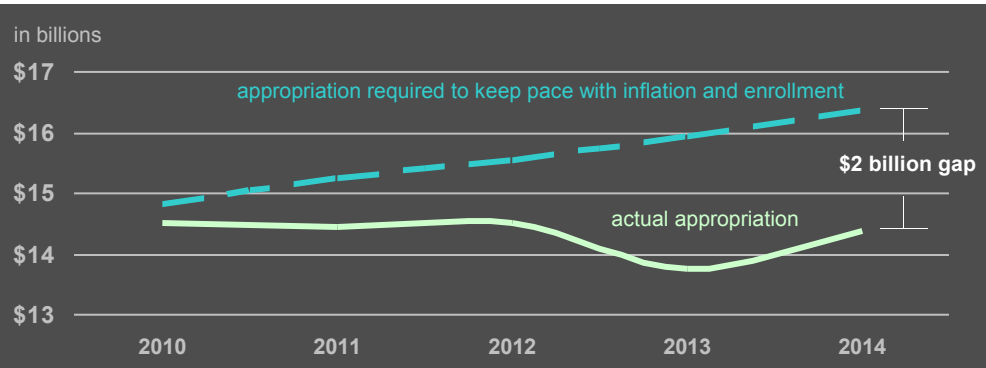
Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

ESEA Title I, Part A: Underfunded, No Matter How You Measure It

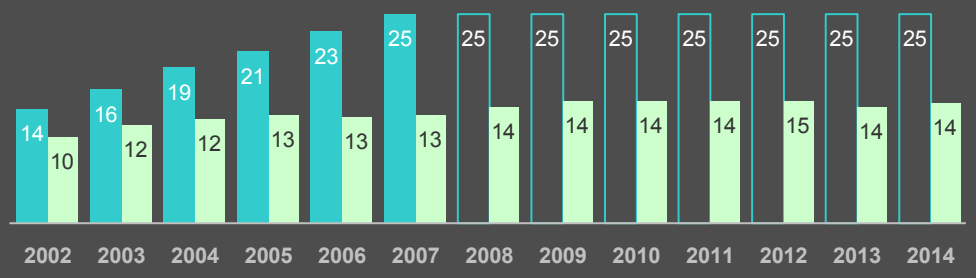
Title I Underfunding According to Common Benchmarks

Underfunded Since 2010 when Adjusted for Inflation and Changes in Enrollment



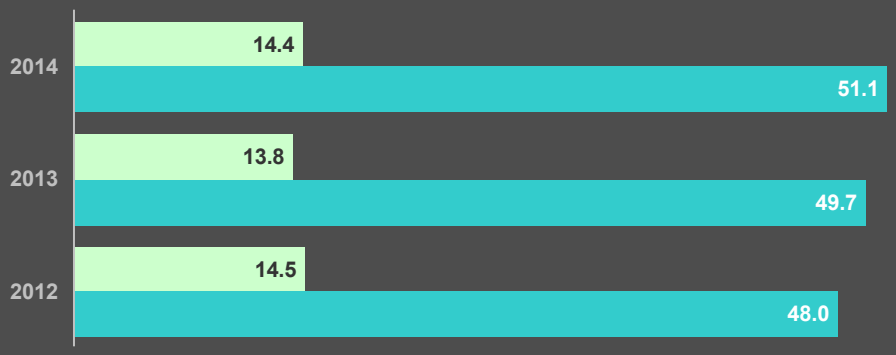
Starting in 2010, the annual appropriation for Title I, Part A has failed to keep pace with inflation and enrollment. The shortfall in 2014 is almost $2 billion.

Underfunded each Year under No Child Left Behind (NCLB) Compared to Authorized Appropriations



Appropriations for Title I, Part A have never reached the levels authorized, and considered necessary, under NCLB to help close the achievement gap for students from low-income families. (NCLB was authorized through 2007. NCLB remains current law pending reauthorization.)

Significantly Underfunded when Compared to Full Funding



Appropriations for Title I, Part A are significantly below full funding levels, which are understood to be each state's maximum Basic Grant as defined in statute. The shortfall in 2014 is almost $37 billion.

Sources: U.S. Department of Education Budget Service; No Child Left Behind Act of 2001 (Public Law 107-110); Projections of Education Statistics to 2021, National Center for Education Statistics (NCES); and, Digest of Education Statistics 2012 (NCES). For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | February 5, 2014

nea NATIONAL EDUCATION ASSOCIATION nea.org
Great Public Schools for Every Student

School Improvement Grants

Title I, Section 1003(g), Elementary and Secondary Education Act

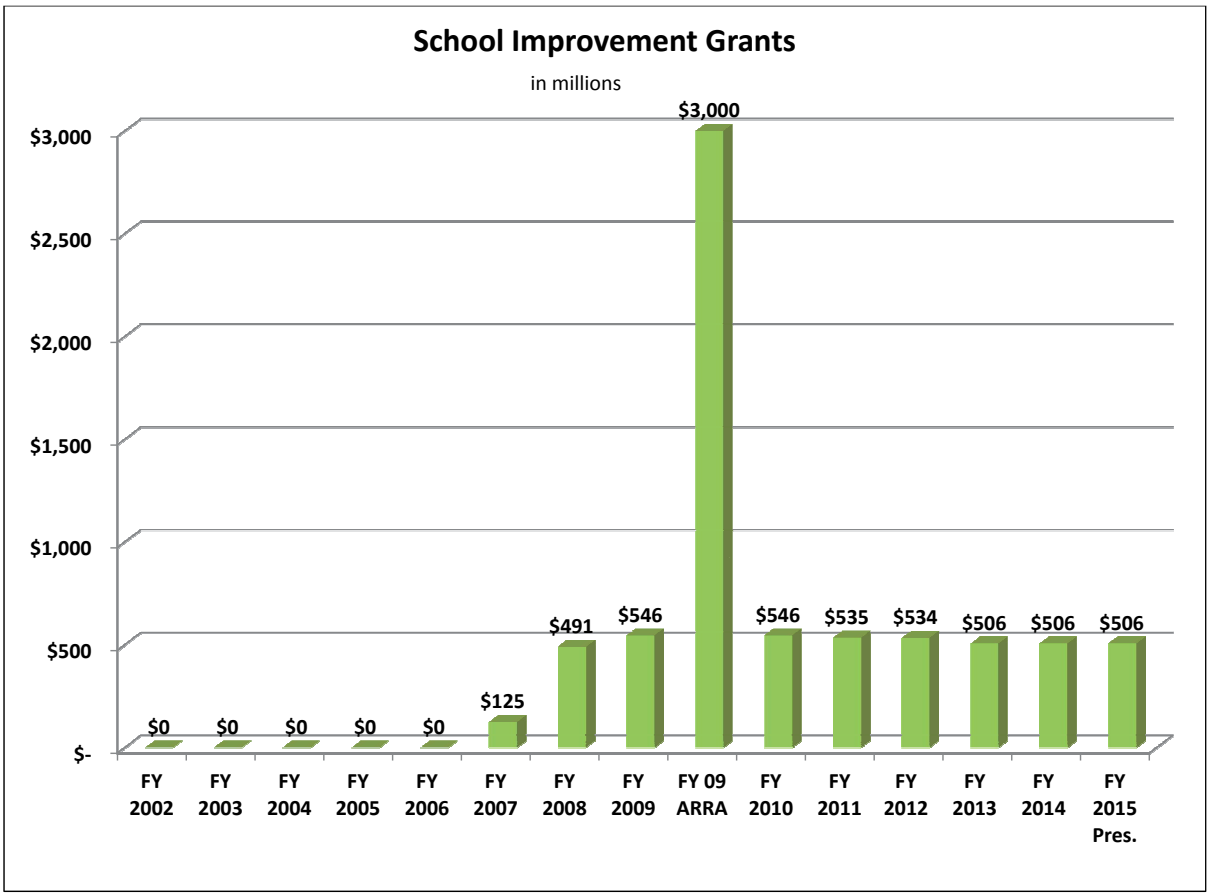
The focus brought to 'priority' schools in greatest need by the School Improvement Grants program teaches us that many schools were starved for the necessary resources to serve their students. As one example, Rogers High School in Spokane (WA), serving students from the poorest zip code in the State, used SIG funds to improve a priority school where a third of students did not come to school on a regular basis in 2007-08. SIG funding has allowed the school to add 100 hours to the school year and to hire a Parent Community Intake Specialist who has helped increase attendance dramatically and an Intervention Specialist whose work led to a drop in suspensions, increased instructional time, and more social and emotional supports for students and families living in poverty. In addition, funds were used to provide professional development for educators focused on individualized learning. As a result of these and other efforts by the school and its partners, graduation rates have soared from 55 percent in 2010 to well over 80 percent in 2012.

Description

The School Improvement Grants (SIG) program provides funds for States and districts to address the needs of low performing districts and schools identified for improvement under the ESEA. The program prioritizes funding to the lowest performing schools demonstrating the greatest need for the funds and the strongest commitment to ensuring the money is used to meet the Act's goals.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$533.55	$505.76	$505.76	$505.76



Impact of President's Budget

In the president's budget, the current School Improvement Grants would be renamed School Turnaround Grants. These grants would play a critical role in efforts to implement rigorous interventions in the persistently lowest performing schools. These schools would be identified through the proposed Title I accountability system rather than the three-tiered system established in the SIG final regulations under current law. In general, these schools would be those in the bottom 5 percent of schools in each State based on student achievement and high school graduation rates and that are not showing improvement.

Impact of Sequestration

The 5.2 percent cut applied to the School Improvement Grants program due to sequestration resulted in a loss of $27.8 million. SIG funding remains at the sequester level in FY 2014 and under the president's budget request for FY 2015. Because States must provide sufficient funding to districts to implement the selected school intervention model, fewer dollars available overall means fewer grants and, thus, fewer schools receiving the help they need.

Program Need

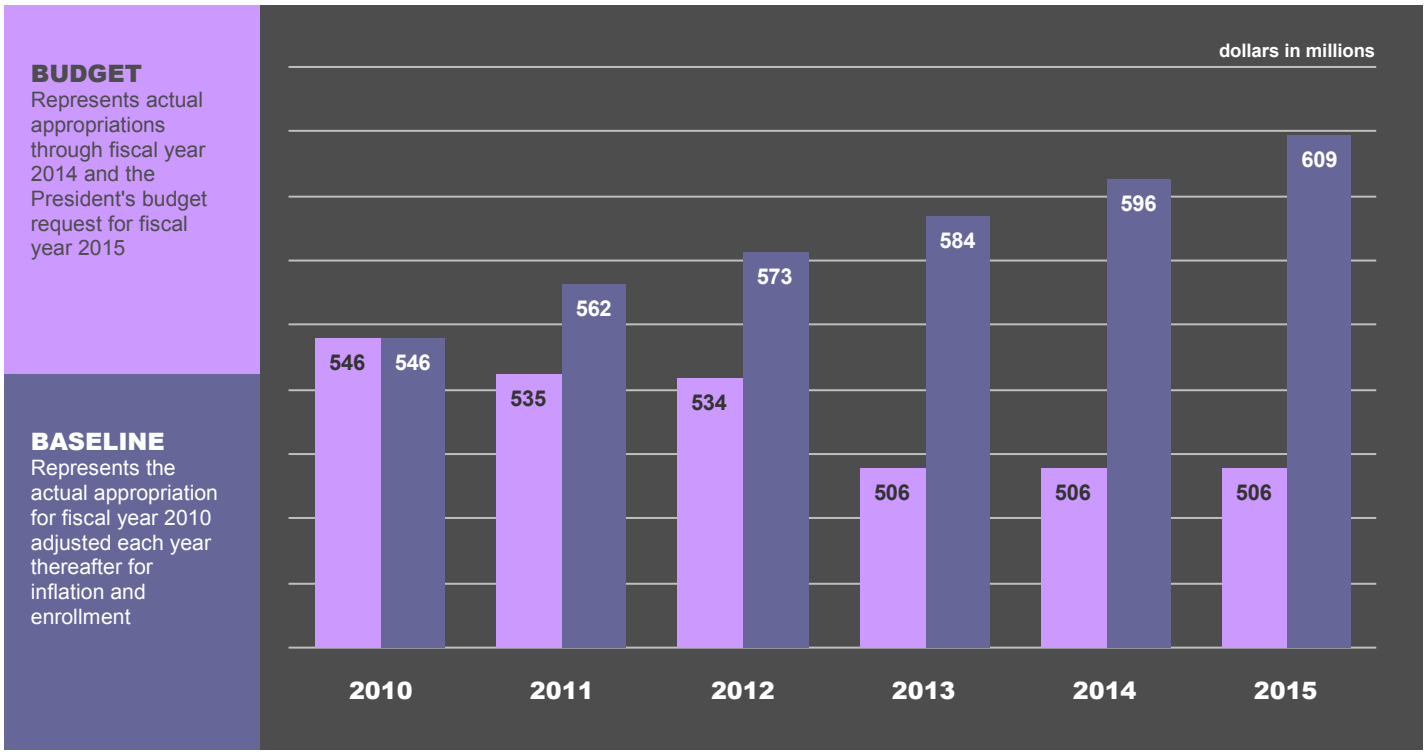
Congress must continue this dedicated investment in the nation's poorest performing schools. School Improvement Grants serve the growing number of schools and districts, based on their unique needs, that need assistance to raise student achievement and close achievement gaps. Funds provided for SIG will continue to increase the capacity of school improvement efforts to ensure a quality education for all students.

Contact Information

Kim Trinca
National Education Association
(202) 822-7342 • ktrinca@nea.org

School Improvement State Grants (ESEA section 1003(g))

President's FY 2015 Budget Request



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2012 (pre-sequester)	
	$505.8	**+$0**	**+0.0%**	**-$27.8**	**-5.2%**

FY 2015 Budget Request

The reauthorized School Turnaround Grants program (School Improvement Grants under current law) would play a critical role in the new Title I statewide accountability systems that would be created under the Administration's ESEA reauthorization plan by providing significant resources for LEAs to implement rigorous school intervention models in their lowest-performing schools. While States and LEAs would have new flexibility under the reauthorized ESEA to develop their own improvement strategies and interventions for most schools, they would be required to implement specific, meaningful intervention models in their very lowest-performing schools.

States would receive formula grants and would subgrant most funds to LEAs and their partners to implement fully and effectively the models currently required for persistently lowest-achieving schools under the School Improvement Grants program. LEAs would receive 3-year awards totaling up to $6 million for each identified school and would be eligible for 2 additional years of funding to support a school's ongoing improvement if the school is showing progress. With the exception of the closure model, each of the models allows flexibility for locally designed plans that recognize and meet a broad range of student needs and local circumstances.

States would be permitted to reserve a portion of their allocations to build their capacity to improve low-performing schools, including by developing and implementing effective school quality review teams to assist schools in identifying school needs and in supporting school improvement, and by reviewing and ensuring the effectiveness of external partners. The Department also would be authorized to reserve funds for national activities designed to enhance State, district, and nonprofit capacity to turn around low-performing LEAs and schools.

Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

High School Redesign

Description

The proposed High School Redesign program will provide competitive grants to local school districts that partner with institutions of higher education, non-profits, community based organizations, government agencies, and business or industry-related organizations to stimulate a comprehensive redesign of the high school experience. The program would provide students with meaningful and relevant academic and career-related learning experiences. Allowable activities under the grant would include (1) redesigning academic content and instructional practices to align with postsecondary education and careers; (2) providing personalized learning opportunities and academic and wraparound support services; (3) providing high quality career and college exploration and counseling services; (4) offering opportunities to earn postsecondary credit while still in high school; (5) offering career-related experiences; (6) offering project-based learning; (7) making more strategic use of learning time, which could include effective application of technology, redesigning school calendars, and competency-based progression; and, (8) providing evidence-based professional development to educators.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
--	--	--	**$150.00**

Impact of President's Budget

A part of the Administration's plan for reauthorization of the Elementary and Secondary Education Act, these new grants are focused on high school transformation to better prepare students for the future. Grantees would leverage existing federal, State, and local funds and resources to implement their redesign programs. Special consideration would be given to applicants from areas with limited access to quality career and college opportunities, including high poverty and rural school districts.

Program Need

Improving high school graduation rates — the bridge from high school to postsecondary education and workforce — is critical to our continued economic growth. This proposed funding will help provide high school students with relevant and rigorous academic and career-related learning opportunities to deliver the academic foundation and job-related skills leading to college and careers. The comprehensive approach applied in this program will help students gain the academic content, cognitive competencies, and employable skills needed for success in the 21st Century.

Contact Information

Jacki Ball
National Association of Secondary School Principals
(703) 860-7338 • ballj@nassp.org

High School Graduation Initiative

Title I, Part H, Elementary & Secondary Education Act

Through the My Grad Plan Project, the Palm Beach County (FL) School District received a High School Graduation Initiative (HSGI) award in FY 2010. My Grad Plan is a collaboration among the school district, Palm Beach State College, the Workforce Alliance, Take Stock in Children, and the Community Partnership Group. The award supported implementation of dropout prevention and recovery activities at Forest Hill, John I. Leonard, Palm Beach Lakes, and Boynton Beach High Schools. A graduation coach, social services facilitator, and efficacy specialist were assigned to each school to work with students at risk of dropping out to develop individualized graduation plans. Out of school youth were contacted and given support and assistance to re-enroll in school. All students were given the opportunity to enroll in the Education 2020 Credit Recovery program to earn credits needed to graduate. The project implemented a two-week summer transition program for entering ninth grade students who were at risk, providing participants with educational, mentoring, and counseling services. Advancement Via Individual Determination (AVID) programs were also established at each school. In FY 2012, 85 percent of students identified for dropout prevention services graduated high school.

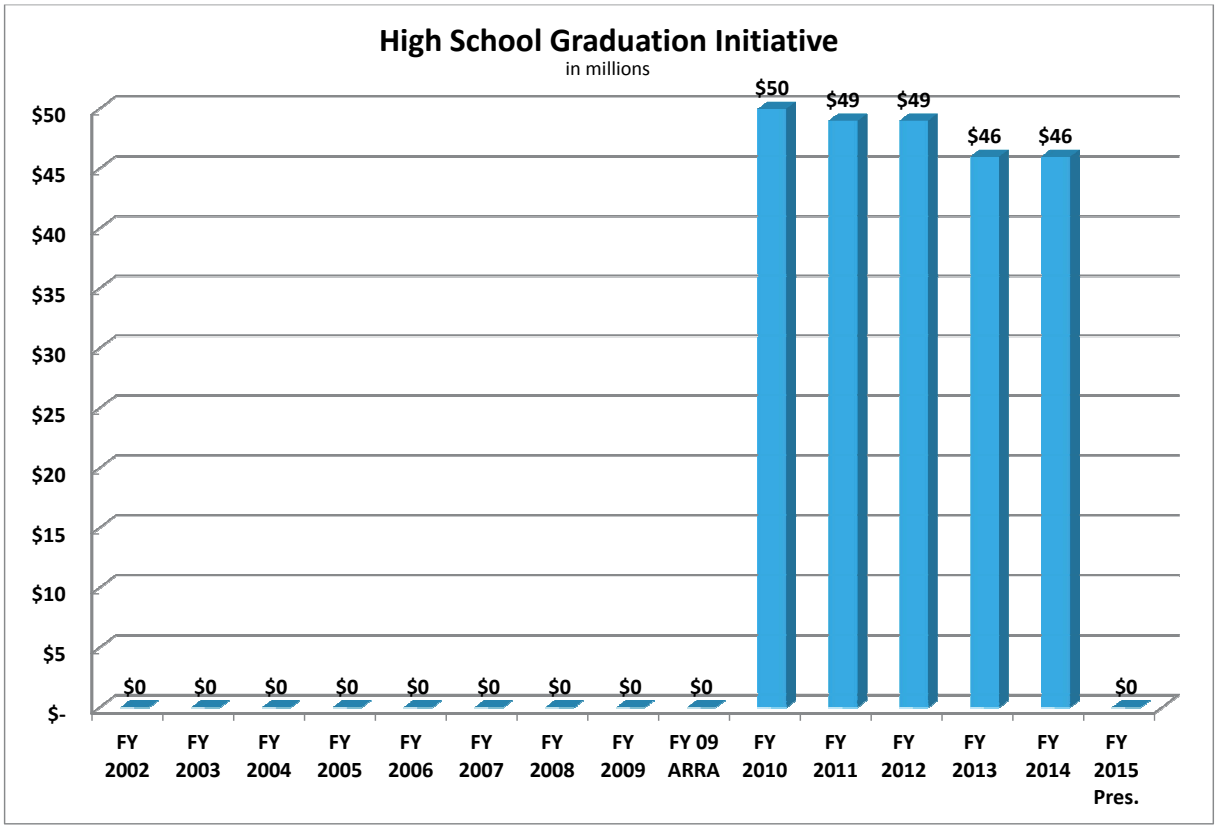
Description

The High School Graduation Initiative was funded first in FY 2010 at $50 million. The High School Graduation Initiative replaced the School Dropout Prevention Program which last received funding in FY 2006. Awards go to local school districts to reduce the number of students dropping out before completing secondary school, using proven strategies to assist youth who have dropped out to reenter school. Activities include early identification of students at risk of dropping out of school, programs to encourage youth to reenter school, interventions to increase school completion, and transition services for students moving from middle school to high school.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$48.81	$46.27	$46.27	$0*

**Funding would be consolidated under the proposed "College Pathways and Accelerated Learning" program.*



The president's budget proposes to consolidate the High School Graduation Initiative and Advanced Placement into a new College Pathways and Accelerated Learning program funded at $74.8 million.

Impact of President's Budget

The Administration proposes to consolidate this program into a funding stream titled "College Pathways and Accelerated Learning" which also includes the Advanced Placement program. The consolidation of the High School Graduation Initiative puts at jeopardy a dedicated funding stream for out of school youth or students who are not on track to graduate. Since the purposes of the Advanced Placement initiative and HSGI are so different – Advanced Placement to support college level and other accelerated courses and the High School Graduation Initiative to support struggling students or out of school youth – this consolidation effectively would place these programs in competition with each other for these limited funds. A dedicated funding stream must be maintained for the High School Graduation Initiative in order to ensure States and districts are supporting students at risk of dropping out or who have already dropped out to complete their high school education successfully.

Impact of Sequestration

Because of sequestration, funding for the High School Graduation Initiative was reduced by $2.5 million to $46.27 million for the 2013-14 school year. Sequestration has disrupted the gains made by schools and students across the country by diminishing the resources available to middle and high schools to help all students graduate. Unfortunately, none of the HSGI funds were restored in the FY 2014 omnibus spending bill.

Program Need

The High School Graduation Initiative is the only federal program specifically targeted toward reducing the nation's dropout rate. According to the 2013 report, *Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic*, the national high school graduation rate has increased 6.5 percent since 2001 with an average growth of 1.25 percentage points each year from 2006 to 2010. This has resulted in a graduation rate of 78.2 percent. Grants such as HSGI help schools continue on the path toward the goal of a 100 percent national graduation rate.

Contact Information

Jacki Ball
National Association of Secondary School Principals
(703) 860-7338 • ballj@nassp.org

Striving Readers Comprehensive Literacy Program

Title I, Part E, Elementary and Secondary Education Act

"M. J. Kaufman Elementary School is a rural school located in Lake Charles, LA. Eighty-two percent of students receive free or reduced lunches and 17 percent receive special education services. Using SRCL funds, we have hired several specialists to work with our teachers— a Literacy Specialist and a Reading Interventionist — to help them develop strategies to meet our students' needs. Due to this additional support, M.J. Kaufman surpasses other schools in our district with a similar socio-economic status."

-Lynn Hamilton, Principal, M.J. Kaufman Elementary School, Lake Charles, LA

Description

The Striving Readers Comprehensive Literacy Program (SRCL) first received funding in FY 2010. One-half of 1 percent of funds goes to the Bureau of Indian Education activities, 0.5 percent for outlying areas, and up to 5 percent may be used for national activities conducted by the Secretary of Education. The remaining funds were distributed in 2011 through a competitive grant program to State departments of education. Six States received SRCL competitive awards, at least 95 percent of which must be distributed to local school districts with priority to entities serving the greatest number/percentage of disadvantaged students in low performing schools. Local school districts may use these funds to help improve literacy instruction as well as support intervention activities.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$159.70	$151.38	$158.00	$0*

** Funding would be consolidated into the proposed "Effective Teaching and Learning: Literacy" program.*

Impact of President's Budget

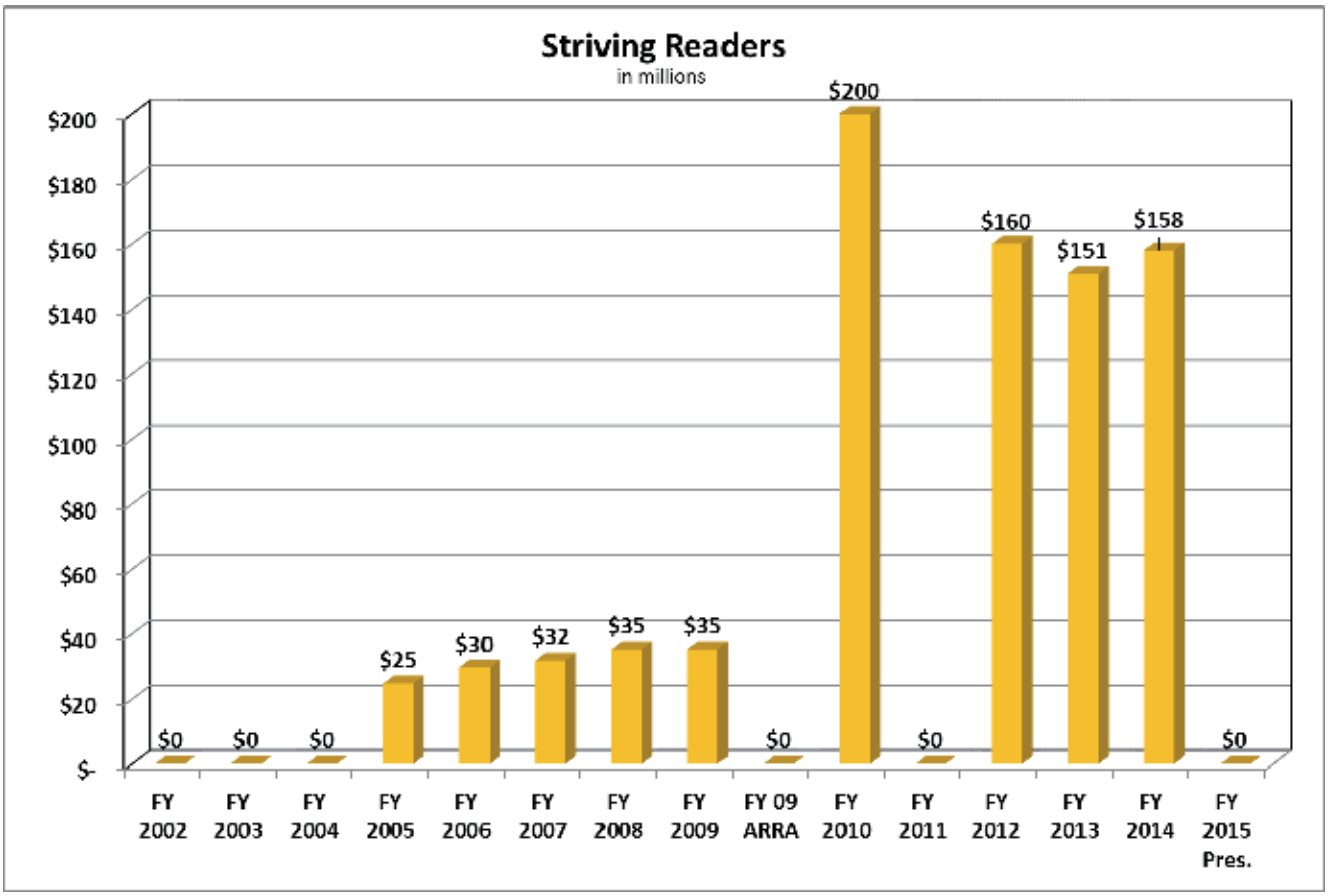
The Administration's proposed $183.7 million "Effective Teaching and Learning: Literacy" program would build on the revised SRCL program. The program would provide competitive State literacy grants to State departments of education alone or in partnership with outside entities to support comprehensive State and local efforts to improve literacy instruction.

Impact of Sequestration

Continued sequestration cuts will mean the six grantee States will have fewer dollars to award to local school districts for implementation of comprehensive literacy plans to improve reading and writing instruction. According to a 2009 McKinsey report, the impact of poor literacy skills of low-income students on the American economy equals a loss of approximately $400 billion in Gross Domestic Product (GDP).

Program Need

In order to develop statewide literacy plans that meet the needs of struggling readers and writers and expand effective comprehensive literacy instruction from birth to Grade 12, the Striving Readers Comprehensive Literacy Program should be funded at $500 million. These funds would be distributed by formula and cover national activities conducted by the U.S. Department of Education, State leadership activities, and early childhood, Grades K-5, and Grades 6-12 literacy grant programs to local school districts with the highest percentage of low performing literacy students.



The president's budget proposes to consolidate Striving Readers and Ready-to-learn Television into a new Effective Teacher and Learning: Literacy program funded at $183.7 million.

Contact Information

Ellen Fern
Washington Partners, LLC
(202) 289-3900 • efern@wpllc.net

Rich Long
National Title I Association
(800) 256-6452, Ext. 156 • richlong@titlei.org

Innovative Approaches to Literacy

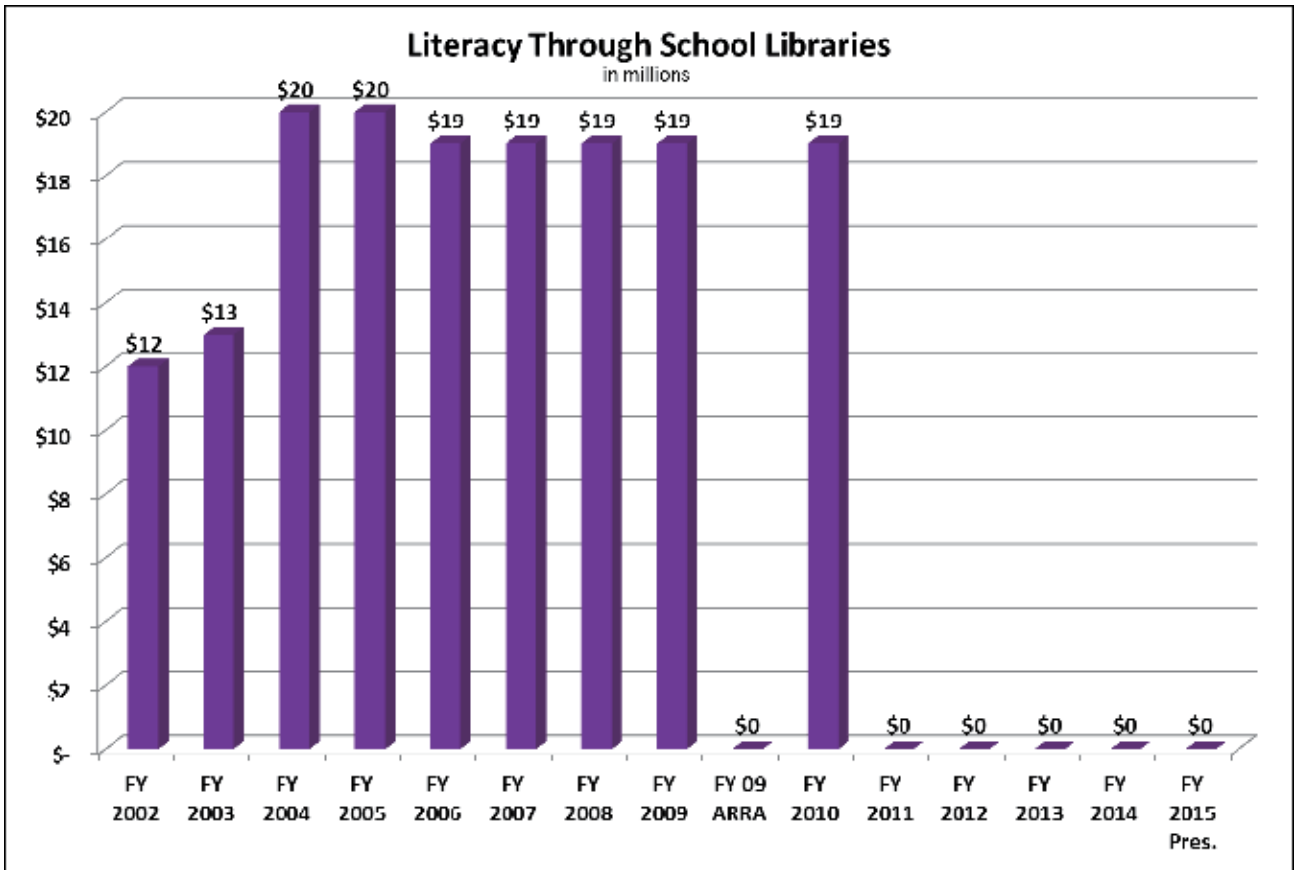
Many school libraries across the United States have a hard time keeping books and materials up to date when local school districts are faced with deep budget cuts. The average copyright date of materials in a school library in a North Dakota high school is 1965, with books on the shelves dating back as far as the 1930s. 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 reading materials that still refer to East and West Germany as contemporary nations or imply that space travel is science fiction?

Description

From 2002 to 2010, the Improving Literacy through School Libraries program was the primary source for federal funding of school libraries. However, in recent years the president and Congress have consolidated or eliminated this program. In FY 2012, Senators Jack Reed (D-RI) and Thad Cochran (R-MS) recognized school libraries need a direct funding source in the federal budget and were successful in redirecting money in the U.S. Department of Education 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 non-profit organizations that work to improve childhood literacy.

A recent awardee of an IAL grant was the Lowndes County Public Schools in Alabama. The Lowndes school district is using this award to help implement the Transforming School Libraries to Facilitate a Culture of Learning (TSLFCL) goal in their schools. This grant money has been used to update materials including books, e-readers, computers, and other materials that are necessary for a modern school library. This grant has also been used to open school libraries on Saturdays and provide professional development for the district's school librarians.

As a result, the Lowndes Schools have seen a 63 percent increase in reading materials being checked out. E-readers have provided students simultaneous access to popular titles so the wait time for high demand books has been eliminated. Students also are able to get immediate access to all the e-books that are available. Furthermore, participation at school libraries on Saturday has exceeded the district's projections by 50 percent.



The FY 2012, FY 2013 and FY 2014 appropriations included funds (FY 12 = $28.6 million, FY 13 = $27.6 million, FY 14 = $25.0 million) within the Fund for the Improvement of Education for a literacy initiative with no less than 50 percent available for school libraries.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$28.60	$27.40	$25.00	$0

Impact of the President's Budget

Without dedicated funding for IAL, the most severely distressed school districts may not have the funds to upgrade substandard school libraries which impede improved student achievement. Highly effective school libraries provide 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. The elimination of these funds would mean this critical collaboration would be lost in many of the country's poorest schools.

Impact of Sequestration

The impact of sequestration has been hard on the school library. School libraries are currently severely underfunded by the federal government. Since FY 2012, IAL funding has been cut 12.5 percent. This means less grant money available for low-income school libraries that can greatly benefit from IAL.

Program Need

By cutting or consolidating this program, essentially eliminating dedicated funding, school libraries in underprivileged areas will be hurt. The program at least must be maintained at $25 million in FY 2015, so all students have access to a 21st century library.

Contact Information

Jeff Kratz
American Library Association
(202) 628-8410 • jkratz@alawash.org

Race to the Top – Equity and Opportunity

American Recovery and Reinvestment Act of 2009 (ARRA)

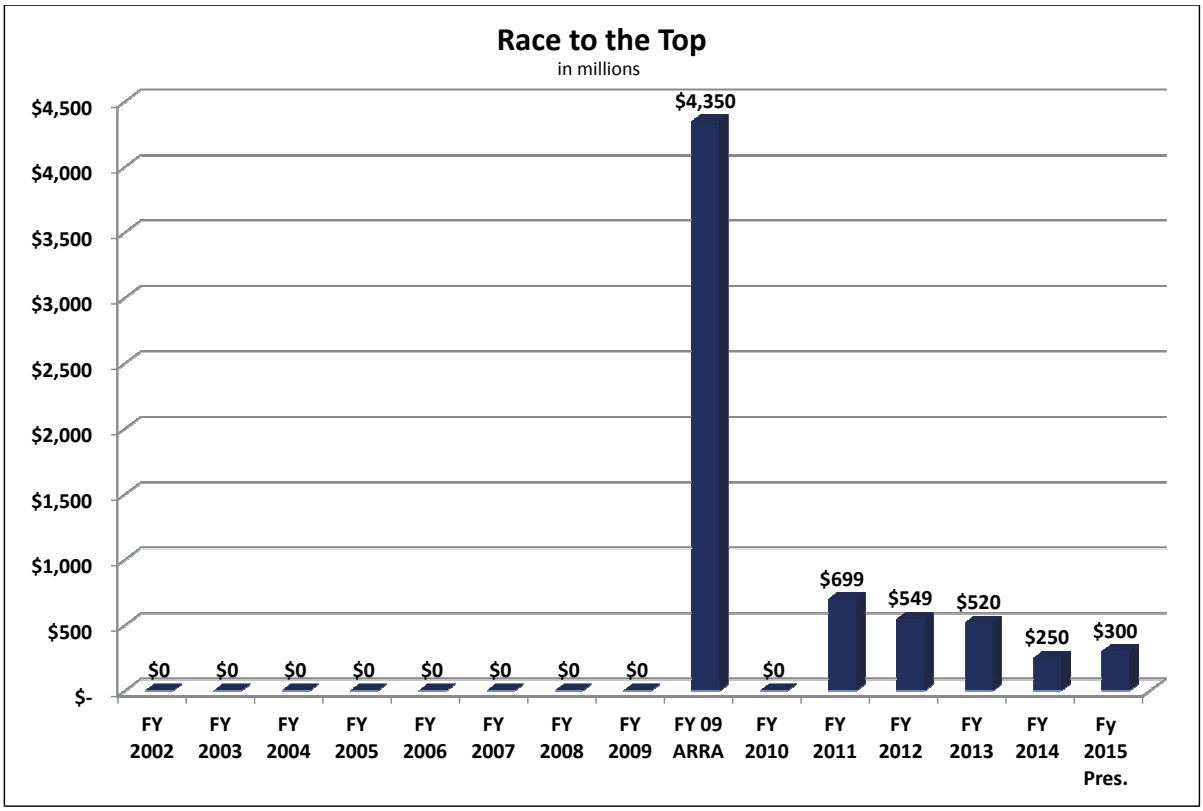
Description

Race to the Top (RTTT) provides funds to States and school districts on a competitive basis to implement five core reforms. Several iterations of RTTT have highlighted different needs over the course of the grants' existence: grants to States, the Early Learning Challenge Fund, RTTT-District competition, and the Preschool Development Grants. The president's FY 2015 budget proposal includes the new RTTT— Equity and Opportunity grants, intended to aggressively target opportunity and achievement gaps by focusing on two types of required activities: (1) developing, implementing, or enhancing data systems for local or State use that integrate information on school-level finances, teacher and principal experience and effectiveness, student coursework, and academic achievement; and, (2) using funds to develop, attract, and retain more effective teachers and leaders in high need schools.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$548.96	$520.25	$250.00*	$300.00

** In 2014, these funds were designated for Preschool Development Grants under the Race to the Top authority.*



The FY 2014 Omnibus provided $250 million under Race to the Top for Preschool Development Grants. The president's budget proposes a new Race to the Top – Equity and Opportunity competition centered on improving the academic performance of students in the nation's highest poverty schools.

Impact of President's Budget

In 2015, the Administration is requesting $300 million for a new Race To The Top–Equity and Opportunity grant competition.

Impact of Sequestration

A 5 percent cut to Race to the Top resulted in a loss of $28 million, reducing the Department's ability to provide additional grants to States and districts to support investment in new reform initiatives in 2013.

Program Need

The Race to the Top program, first authorized under the American Recovery and Reinvestment Act, is somewhat unique among federal education grants which traditionally focus on services for a particular group of at risk students or address a particular problem in education. Instead, Race To The Top grants provide a fairly flexible infusion of funds to initiate or carry out reforms in the design and delivery of education at the State and local level. Race to the Top–Equity and Opportunity grants are targeted at helping States, local districts, and schools identify and address the needs of underserved students by linking together State and local fiscal, student achievement, and human resource data systems and improving access to high quality teachers and leaders, rigorous coursework, and other evidence-based supports.

Contact Information

Jeff Simering
Council of the Great City Schools
(202) 393-2427 • jsimering@cgcs.org

Manish Naik
Council of the Great City Schools
(202) 393-2427 • mnaik@cgcs.org

Investing in Innovation

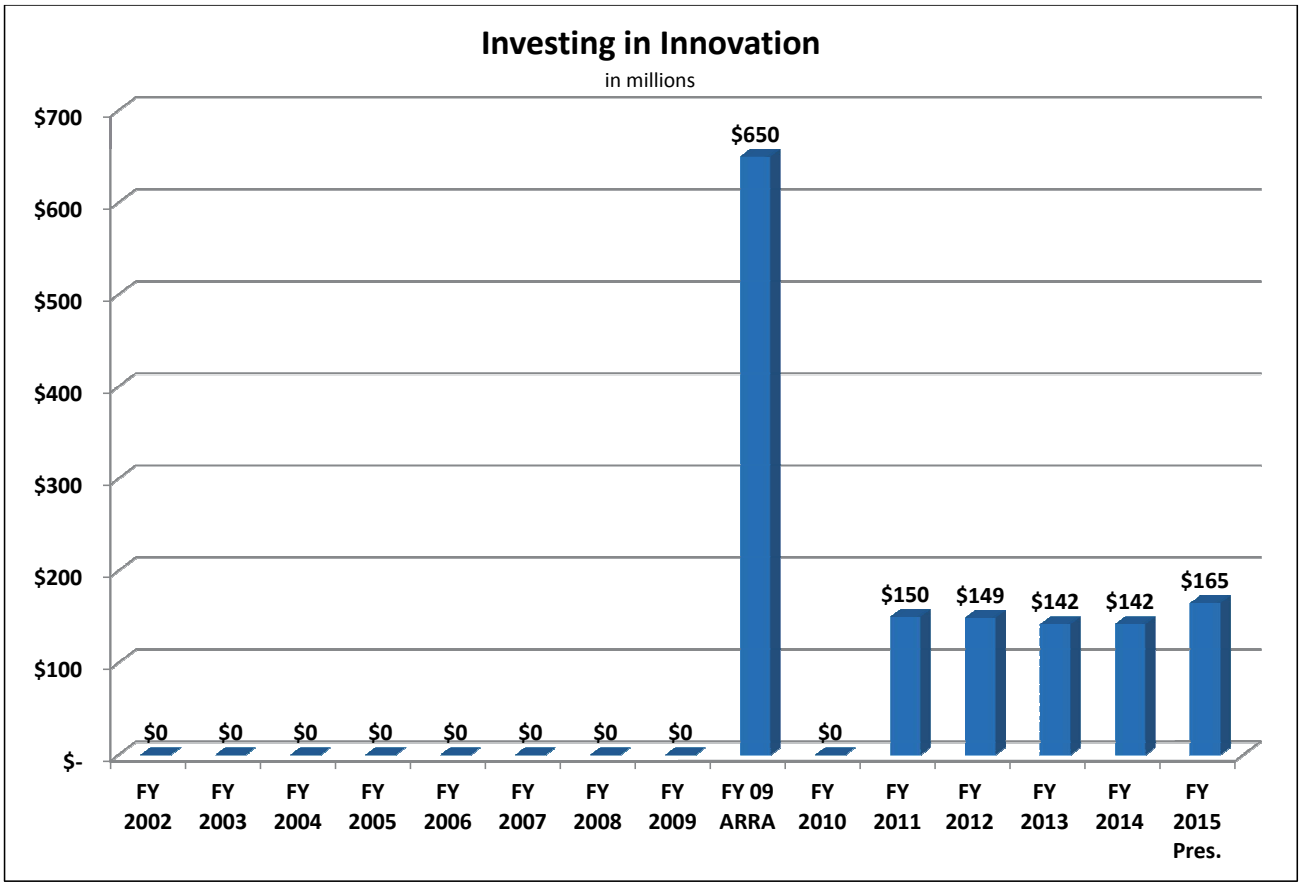
Title XIV, American Recovery and Reinvestment Act of 2009 (ARRA)

Description

The Investing in Innovation (i3) initiative provides grants to expand and develop innovative practices related to improving student achievement or student growth. Applicants include local school districts, as well as non-profit organizations working in partnership with one or more districts. Applicants can work in partnership with the philanthropic community and the private sector.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$149.42	$141.60	$141.60	$165.00



The president's budget proposes that up to 30 percent of the available funds would support activities to be carried out by the Advanced Research Projects Agency-Education (ARPA-ED).

Impact of President's Budget

The president's budget provides a significant increase for the i3 program ($23.40 million) over FY 2014. The overall request would allow for additional applicants to this program originally funded through the American Recovery and Reinvestment Act. Priority may be given to projects focusing on student attainment in STEM subjects, rural education, students with disabilities or English Learners, and family engagement. In addition, the request would allow for support of the Advanced Research Projects Agency-Education (ARPA-ED).

Impact of Sequestration

While the proposed funding is above the previous sequester level cuts, the uncertainty of the possibility of future cuts is troublesome.

Program Need

At a time when economic recovery is slow and negatively impacting education funding at the State and local level, one role the federal government can play is to support best practices. The i3 program allows innovators to attempt creative approaches to improving student achievement and outcomes and develop models of best practices. However, nurturing innovation must be balanced with the primary role of the federal government in education which is supporting disadvantaged students.

Contact Information

Earl Hadley
American Federation of Teachers
(202) 879-4452 • ehadley@aft.org

Grants for State Assessment and Enhanced Assessment Instruments

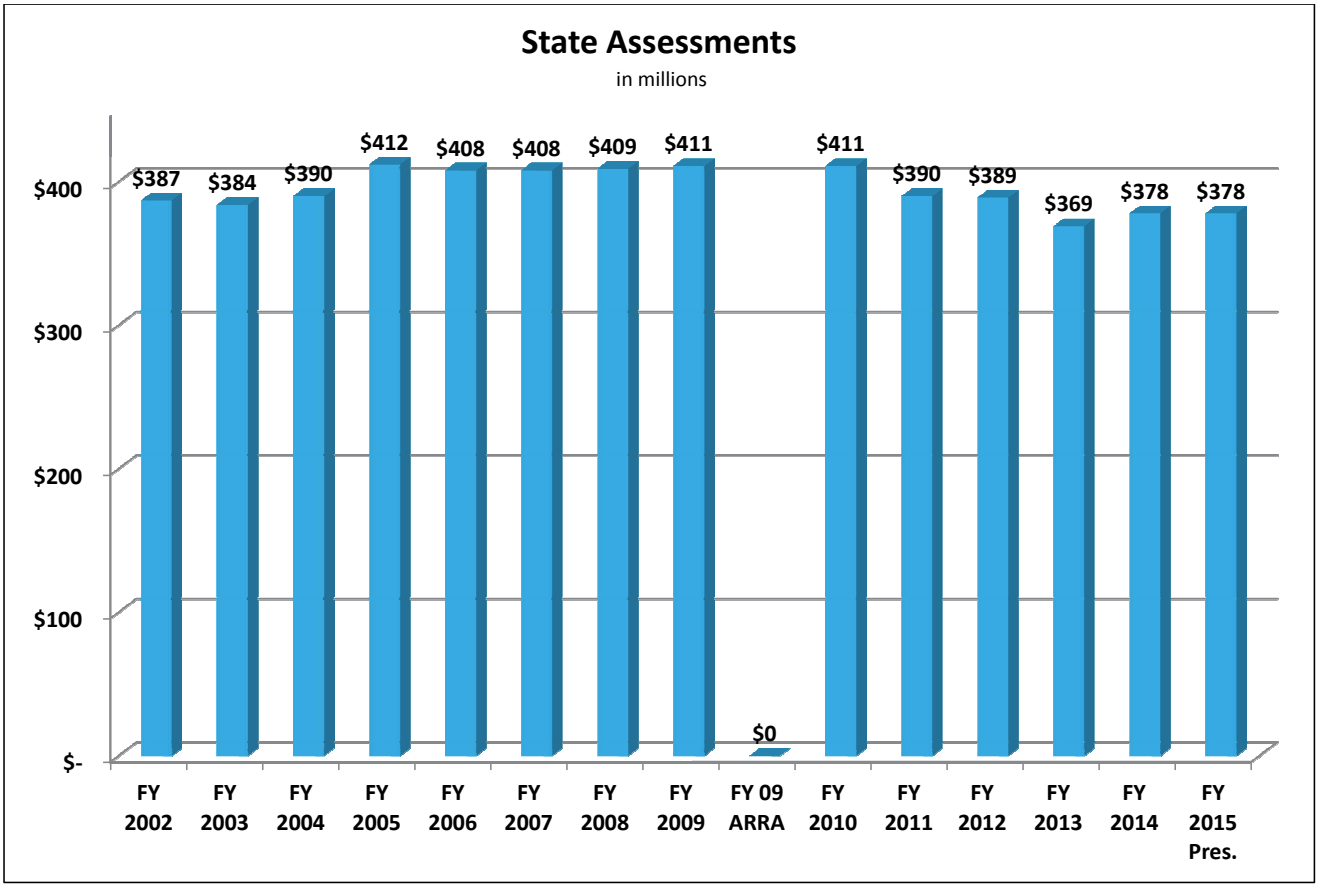
Title VI, Part A, Elementary and Secondary Education Act

Description

These grants encourage and support State efforts to develop and implement high quality standards and assessments to measure the academic achievement of all students. Continued federal support for these grants is particularly critical as States fully implement new college- and career-ready digital assessments in School Year 2014-15. These new assessments present increased upfront costs to many States, but will lead to long term cost savings for the country.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$389.21	**$368.90**	**$378.00**	**$378.00**



Impact of President's Budget

The president proposes to change the name of this program to Assessing Achievement. The program would provide formula and competitive funds to develop and implement assessments currently required under the Elementary and Secondary Education Act (ESEA). In addition, funds would be used to develop new instruments aligned to college- and career-ready standards with a focus on accurately measuring student growth, more reliably measuring teacher effectiveness, and helping teachers tailor instruction. Grantees also could use these funds to develop college- and career-ready standards and assessments in other subjects such as science or history. The proposed level of funding is inadequate to cover the 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.

Impact of Sequestration

A 5 percent cut to this program would result in a $19.5 million reduction in available funding. Diminished federal support for quality assessment practices will limit the implementation of high quality assessments and supports necessary to properly measure student learning.

Program Need

Preserving and expanding this grant program is necessary for States to support costly assessments required under current law, as well as the transition to new college- and career-ready standards and assessments. In past years appropriation levels for this program have reached only a fraction of what is needed. The Brookings Institution estimated States spend approximately $1.7 billion for assessments annually, and current assessments generally do not adequately measure higher order thinking skills. Continued funding for this program must support the initial development of new assessments and also adequately support State implementation or continuous improvement of the assessments.

Contact Information

Peter Zamora
Council of Chief State School Officers
(202) 336-7003 • peterz@ccsso.org

Language Acquisition Grants

Title III, Subpart 1, Elementary and Secondary Education Act

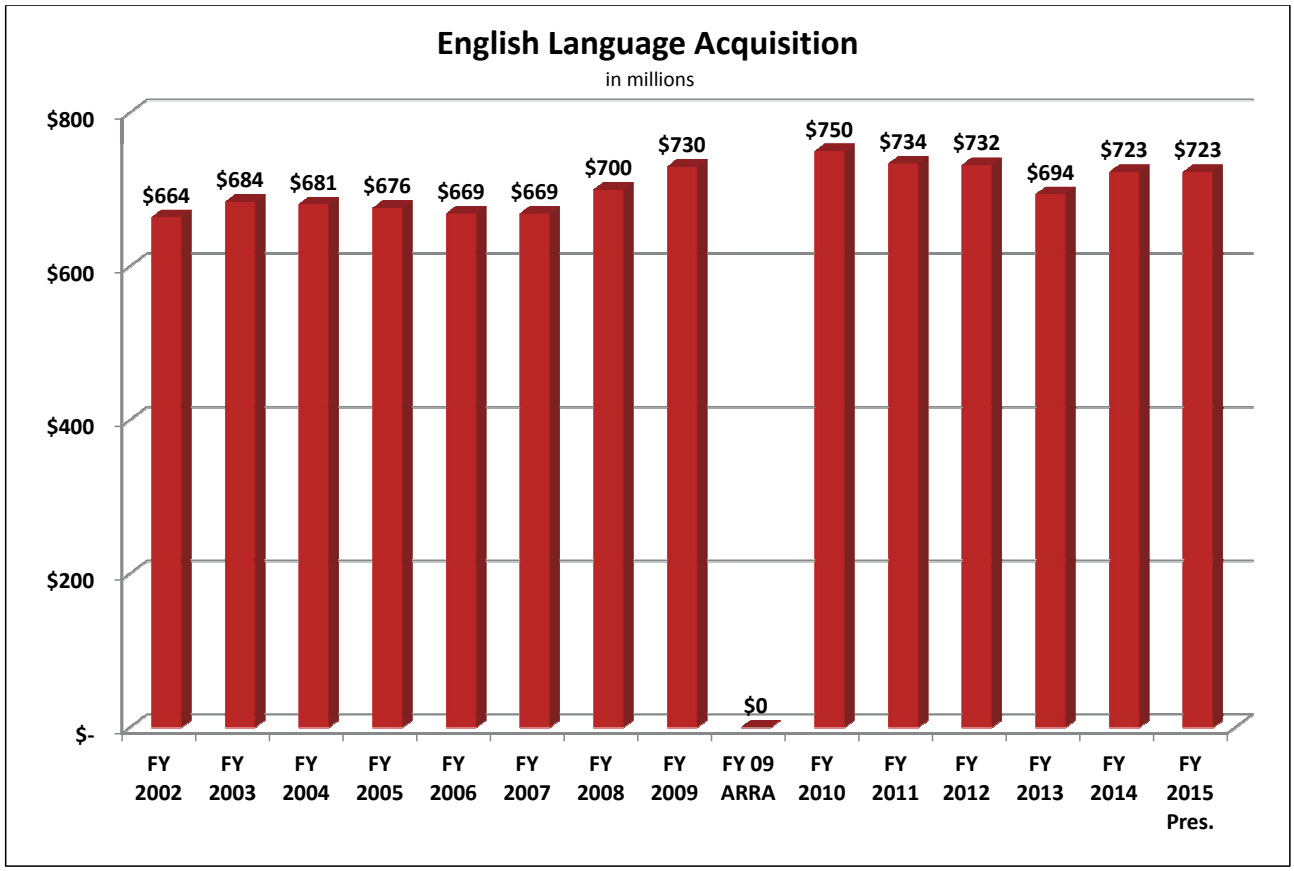
The National Evaluation of Title III Implementation Report on State and Local Implementation, commissioned by the U.S. Department of Education (2012), documents improvements in the organizational capacity of State departments of education and local school districts to meet the needs of English language learners (ELLs). School districts and States indicate Title III investments have led to increased awareness of the needs of ELLs and improved measurement and data systems to monitor ELL achievement. The study found that in 2009-10, Title III districts reported an increase of 91 percent in teacher professional development on ELL issues since September 2008.

Description

Language Acquisition Grants are provided on a formula basis to improve instructional programs for English language learners (ELLs). These 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 and providing teacher training opportunities.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$732.14	$693.85	$723.40	$723.40



Impact of President's Budget

The president's FY 2015 budget request freezes funding at the FY 2014 level of $723.40 million. Various sources ranging from the Migration Policy Institute to national studies of Title III implementation have estimated ELL enrollment in K-12 to be between 4.7 and slightly over 5 million. In its report on Mega-States' performance on NAEP (NCES 2013-450), the National Center for Education Statistics estimates the ELL enrollment in 2009-10 was 5.2 million. Using the NAEP estimate of 5.2 million, FY 2015 funding would provide about $139 per student, which is less than the per student amount in FY 2012. The president's budget freezes Title III funding at a time of continuing enrollment growth for ELL students and increased instructional demands related to the Common Core State Standards. This request represents a serious erosion of funding to support instruction for English language learners.

Impact of Sequestration

Sequestration cuts in FY 2013 reduced Title III funding by $37 million to below $694 million, or $133 per student, for the 2013-14 school year. This funding level was only $44 million away from the trigger included in the 2001 reauthorization of the ESEA. If Title III funding levels drop below $650 million, funds would be allocated on a competitive basis to school districts. The FY 2014 omnibus bill restored $29 million or 77 percent of the amount cut in the sequester.

Program Need

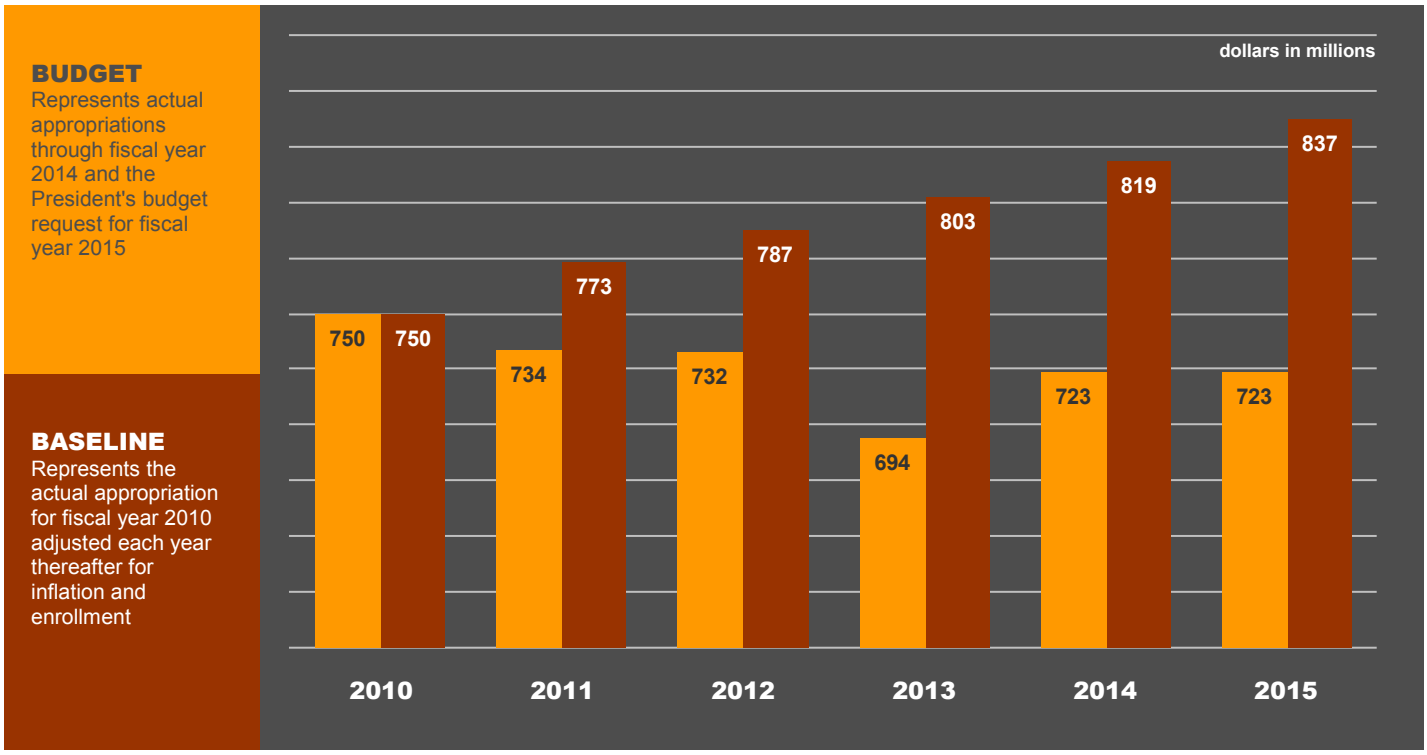
In 2013, NAEP results varied by only 1 or 2 percentage points from 2011 and indicated persistent achievement gaps averaging about 25 percentage points in both reading and math. NAEP 2013 reading results show 3 percent of ELLs in eighth grade scored proficient or above compared to 33 percent of non-ELLs. NAEP 2013 Mathematics results show 4 percent of ELLs in eighth grade scored proficient or above compared to 28 percent of non-ELLs. Districts across the nation are implementing Common Core State Standards, requiring major investments in professional development to ensure ELLs have access to the new, more rigorous standards. Title III funds will continue to provide important support for such investments.

Contact Information

Gabriela Uro
Council of the Great City Schools
(202) 393-2427 • guro@cgcs.org

English Language Acquisition State Grants (ESEA III, Part A)

President's FY 2015 Budget Request



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2012 (pre-sequester)	
	$723.4	**+$0**	**+0.0%**	**-$8.7**	**-1.2%**

FY 2015 Budget Request

The Administration's ESEA reauthorization proposal supports strengthened professional development for educators, improved accountability, and the development and implementation of innovative and effective programs. The proposal also would strengthen the conditions governing States' receipt of formula funds and permit the Department to use more funds for competitive grants in order to support the development and implementation of high-quality programs for ELs, including dual-language and transitional bilingual programs.

Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

nea NATIONAL EDUCATION ASSOCIATION nea.org
Great Public Schools for Every Student

Impact Aid

Title VIII, Elementary and Secondary Education Act

"Impact Aid has been used to provide instructional supports, funding for building maintenance, and supports for children of military families and children with disabilities, and to meet the many 'little' costs related to poverty and military families. With sequestration we find ourselves increasingly unable to provide the little extras, counseling supports to children of military families, and maintaining our school buildings. The instructional programs for children with disabilities and children living in poverty are slowly eroding."

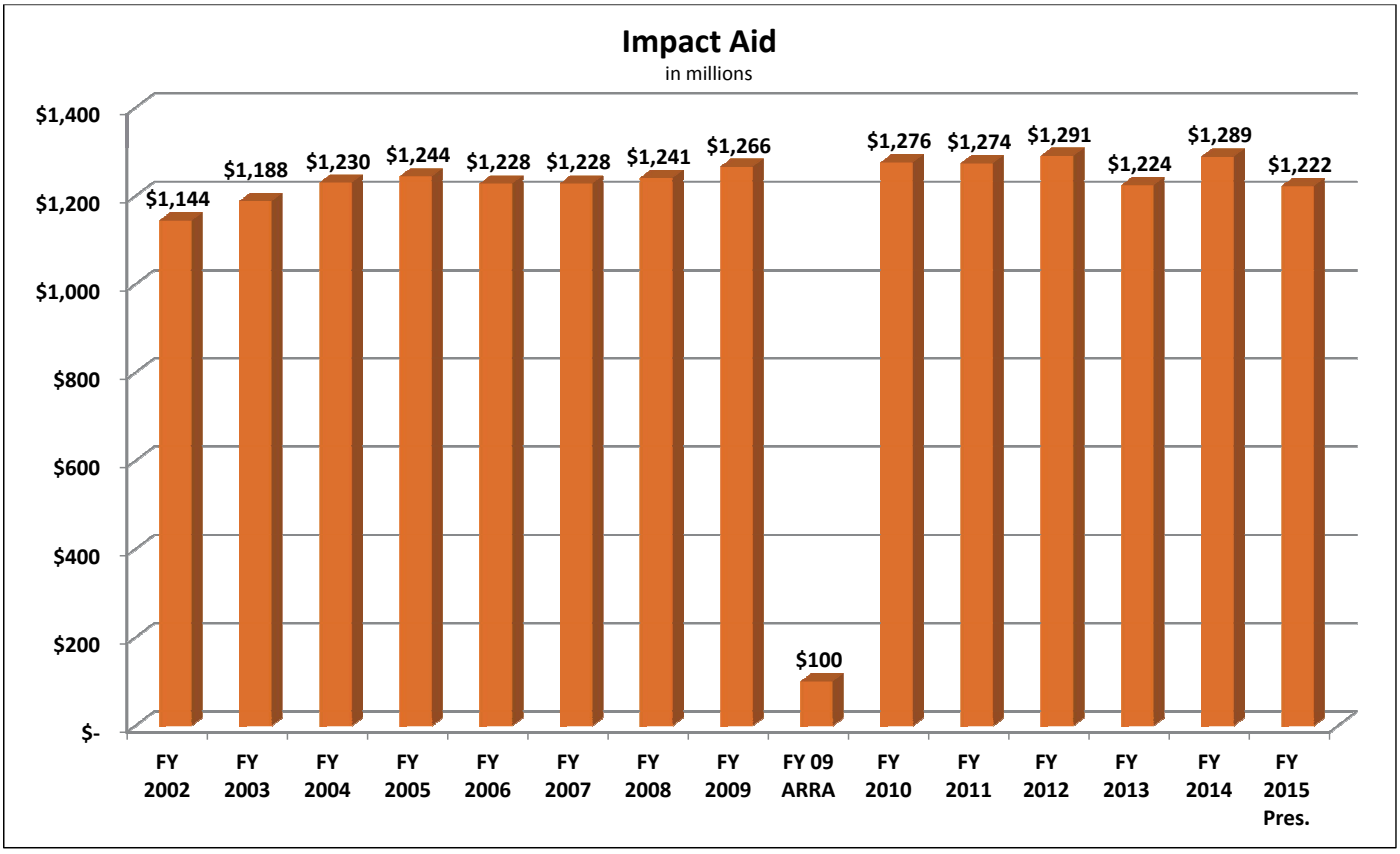
– Director of Student Services Dale Lambert, Great Falls Public Schools, MT

Description

Impact Aid is a partnership between school districts and the federal government where school districts have significant non-taxable property, such as military installations, Native Trust land, low-rent housing facilities, and communities with national parks and laboratories. Funds may be used for any general fund purpose and nationwide benefit 1,300 school districts enrolling more than 11 million students.

Funding History *(in millions)*

	FY 2012	FY 2013	FY 2014	FY 2015 President's Request
Federal Property	$ 66.95	$ 63.45	$ 66.81	$ 0.00
Basic Support	$1,153.54	$1,093.20	$1,151.23	$1,151.23
Disability Payments	$ 48.41	$ 45.88	$ 48.32	$ 48.32
Construction	$ 17.44	$ 16.53	$ 17.41	$ 17.41
Facilities	$ 4.85	$ 4.59	$ 4.84	$ 4.84



Impact of President's Budget

While the president's budget maintains pre-sequester funding levels for Basic Support, Disabilities, Construction, and Facilities, it eliminates funding for Federal Properties. This cut will directly impact the educational programming of over 200 school districts in 29 States, possibly placing a higher burden on local taxpayers within those communities. This proposal represents a withdrawal from a 64-year commitment between the federal government and federally impacted schools.

Impact of Sequestration

The $67.5 million reduction in Impact Aid had a devastating impact on school districts. As one of the few current year funded education programs, the sequester applied to the 2012-13 school year, forcing district leaders to make tough choices in anticipation of significant cuts. School districts utilize Impact Aid dollars in a variety of ways, so the sequester forced 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 for both the 2012-13 and 2013-14 school years. Several districts had to consolidate schools due to the cuts. While a near full restoration of Impact Aid in FY 2014 was welcome relief, restraints on discretionary spending in the out years continue to worry federally impacted schools about the ability of the federal government to maintain its tax obligation.

FY	Dept of ED Payment Level
FY 2003	148.255% of LOT
FY 2004	144.374% of LOT
FY 2005	136.969% of LOT
FY 2006	136.949% of LOT
FY 2008	136.930% of LOT
FY 2009	129.870% of LOT
FY 2010	115.524% of LOT
FY 2011	95%-97% of LOT*
FY 2012	94%-97% of LOT*
FY 2013	84%-88% of LOT*
FY 2014	90%-93% of LOT

**Represents estimated final rates.*

Program Need

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 (Section 8003) has resulted in districts receiving an increasingly lower percentage of their calculated need-based payment (a percentage of a district's maximum payment). A 4 percent increase for Basic Support (Section 8003) would increase the LOT payout to FY 2011 levels, and a 4 percent increase for Federal Properties (Section 8002) would offset newly eligible districts resulting from additional federal property acquisition. To fully fund the program would require approximately $2 billion.

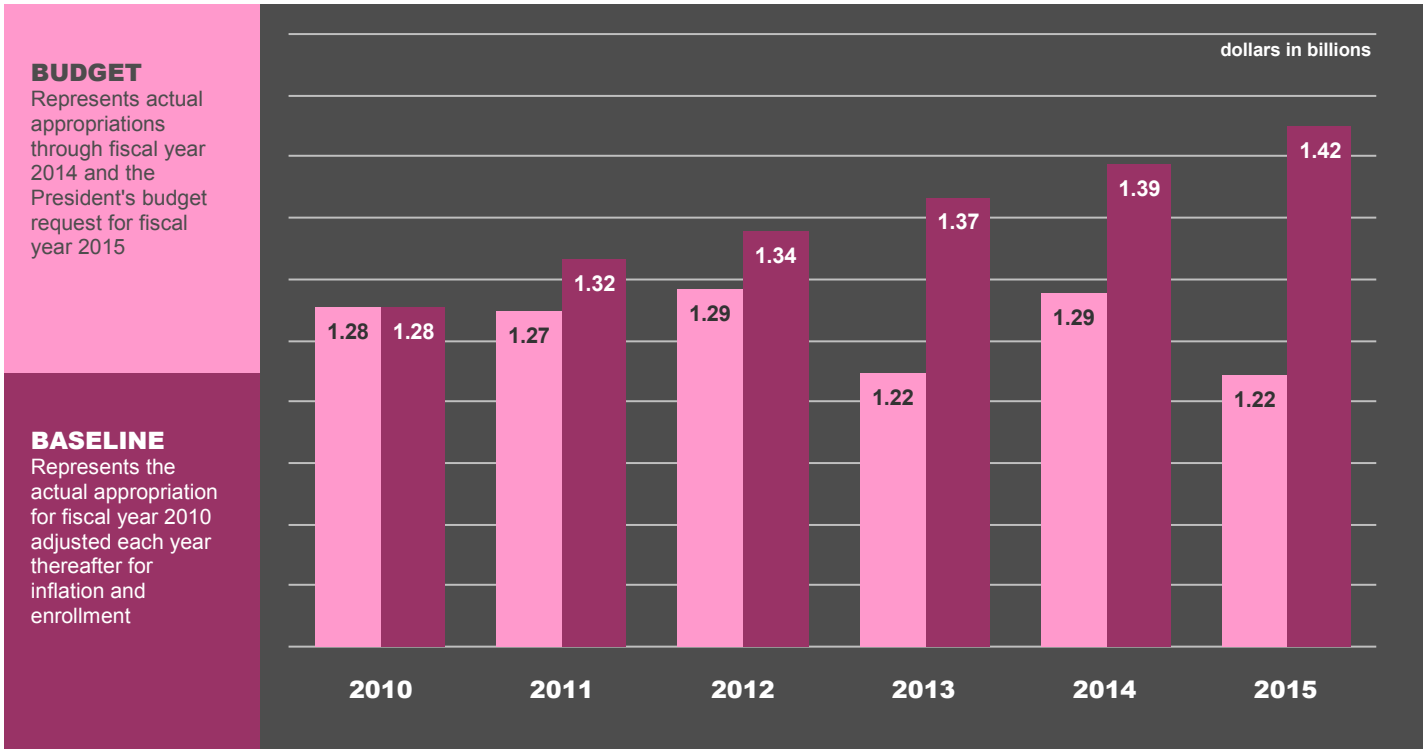
Contact Information

John Forkenbrock
National Association of Federally Impacted Schools
(202) 624-5455 • johnfork@nafisdc.org

Jocelyn Bissonnette
National Association of Federally Impacted Schools
(202) 624-5455 • jocelyn@nafisdc.org

Impact Aid (ESEA VIII)

President's FY 2015 Budget Request



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2012 (pre-sequester)	
	$1,222	**-$67**	**-5.2%**	**-$69**	**-5.4%**

FY 2015 Budget Request

The $1.15 billion request for Basic Support Payments would provide formula grants for both regular Basic Support Payments and Basic Support Payments for Heavily Impacted LEAs. The $48.3 million request for Payments for Children with Disabilities would provide formula grants to help eligible districts meet their obligations under the Individuals with Disabilities Education Act to provide a free appropriate public education for federally connected children with disabilities. The $4.8 million request for Facilities Maintenance would fund essential repair and maintenance of the 13 school facilities serving large numbers of military dependents that are owned and operated by the Department of Education, while also supporting the transfer of these schools to local school districts. Under the Administration's ESEA reauthorization proposal, the entire $17.4 million proposed for Construction would be used for competitive grants to the LEAs with the greatest need and would provide sufficient assistance to enable those LEAs to make major repairs and renovations. The Administration requests no funds for Payments for Federal Property because these payments compensate LEAs for lost property tax revenue due to the presence of Federal lands without regard to whether those districts educate any federally connected children.

	FY 2012	FY 2014	FY 2015 Request
Payments for Federally Connected Children:			
Basic Support Payments	$1,153.5	$1,151.2	$1,151.2
Payments for Children with Disabilities	48.4	48.3	48.3
Facilities Maintenance	4.8	4.8	4.8
Construction	17.4	17.4	17.4
Payments for Federal Property	66.9	66.8	0.0
Total	**$1,291.2**	**$1,288.6**	**$1,221.8**

Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

Improving Teacher Quality

Title II, Elementary & Secondary Education Act

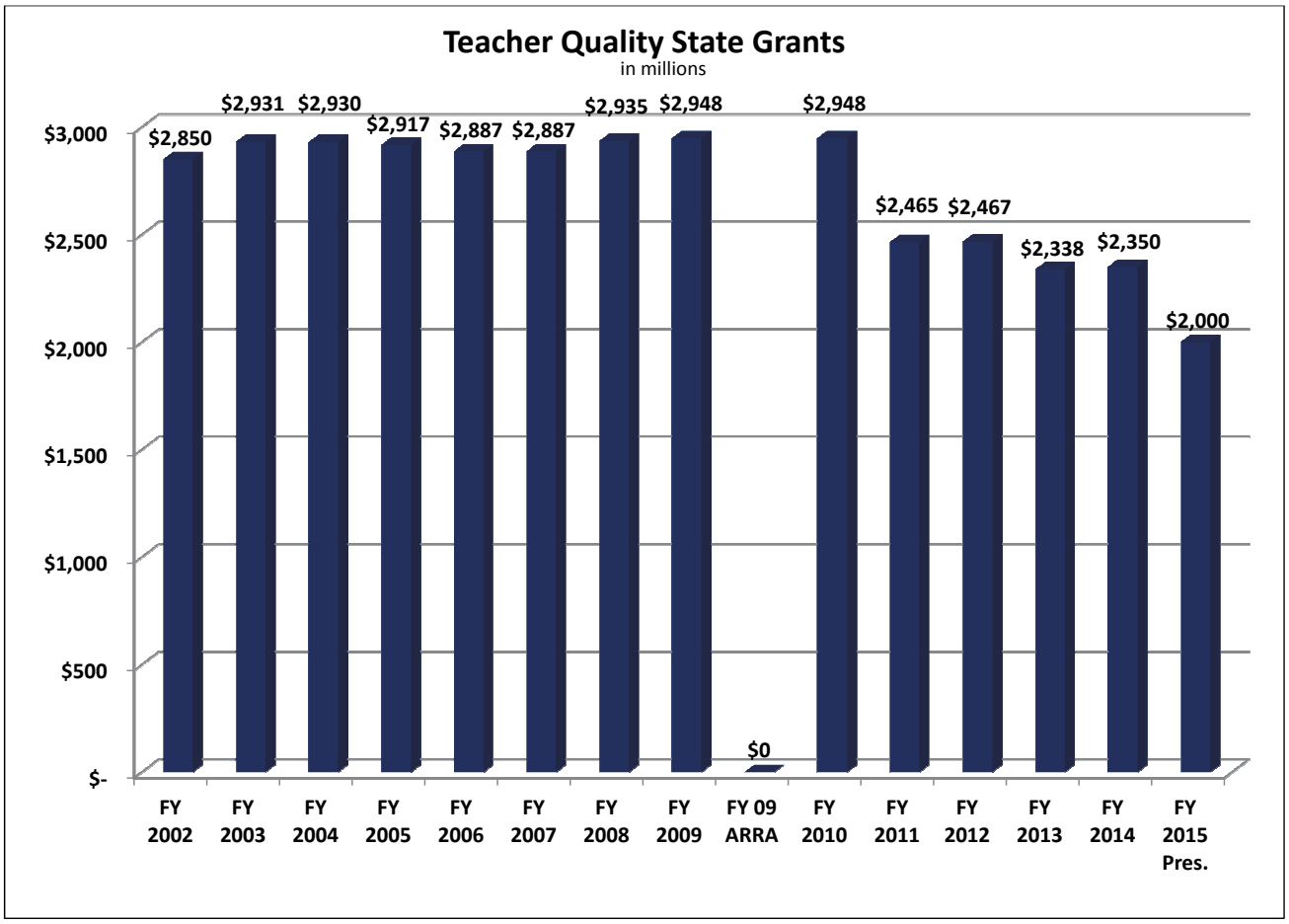
Description

The Teacher Quality grant program focuses on improving student academic achievement by bolstering skills development and expertise of teachers and principals and increasing the number of highly qualified teachers and principals in schools.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$2,466.57	$2,337.83	$2,349.83	$0*

**Funding would be consolidated under the proposed "Effective Teachers and Leaders State Grants."*



In FY 2012 and FY 2013 up to 1.5 percent was set-aside for a national competitive grant program for educator professional development (SEED). In FY 2014, the set-aside is 2 percent. The president's budget proposes to replace Teacher Quality State grants with Effective Teachers and Leaders State grants.

Impact of President's Budget

The president's budget significantly reduces funding for this vital program by 14.9 percent ($349.83 million) relative to FY 2014. The budget also proposes a 10 percent set-aside to support teacher and school leader related initiatives determined by the Department of Education, including competitive grants to States and school districts focused on educator evaluation, licensure systems, and the development of accountability systems for educator preparation programs.

Impact of Sequestration

This essential program experienced a cut of $116.74 million under sequestration. The president's budget negatively impacts the Teacher Quality grant program to a far greater extent than sequestration and may lead to a dramatic reduction in professional development opportunities and class size reduction efforts.

Program Need

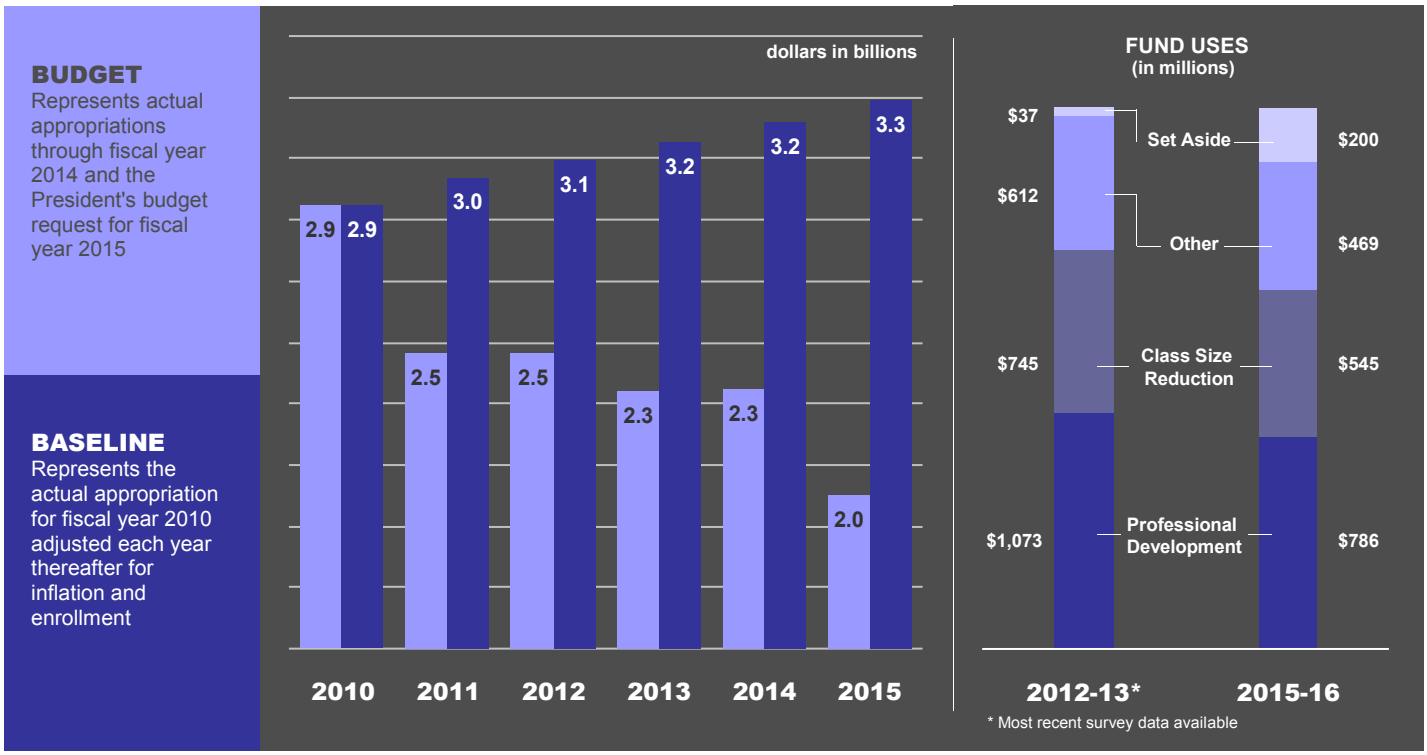
The important role played by teachers in enabling student success is well documented, and the Administration has placed increased emphasis on the preparation and performance of teachers. Without a significant funding increase dedicated to this program's purposes — particularly professional development — educators will not have the tools to properly meet the Administration's goals. More broadly, implementation of the Common Core has begun in many parts of the nation, and the training and support educators receive will determine whether the Common Core succeeds or fails. Cuts to professional development make successful implementation less likely. States also use these funds to reduce class size; however, without additional funding, those efforts will be seriously impeded.

Contact Information

Earl Hadley
American Federation of Teachers
(202) 879-4452 • ehadley@aft.org

Improving Teacher Quality State Grants (ESEA Title II, Part A)

President's FY 2015 Budget Request



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2012 (pre-sequester)	
	$2,000	**-$350**	**-14.9%**	**-$467**	**-18.9%**

FY 2015 Budget Request

The request supports the Administration's reauthorization plan for Title II, Part A of the ESEA (to be renamed Effective Teachers and Leaders State Grants). The reauthorized program would provide formula grants to States and districts to increase the effectiveness of teachers and leaders through a variety of activities, including those designed to support the creation of effective teacher career ladders, reform certification and licensure requirements, increase the effectiveness of professional development, and reform teacher and school leader compensation. States would be accountable for improving their teacher and principal evaluation systems and for ensuring that low-income and minority students have equitable access to teachers and principals who are effective at raising student achievement. In addition, the Department would reserve up to 10 percent of the appropriation to recruit, prepare, and support effective teachers and school leaders; fund competitive grants to States and LEAs to improve educator evaluation and licensure systems and develop rigorous accountability systems of educator preparation programs; and to invest in other efforts to enhance the teaching and leadership professions.

Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

nea NATIONAL EDUCATION ASSOCIATION nea.org
Great Public Schools for Every Student

Supporting Effective Educator Development Grants

Title II, Part A, Elementary & Secondary Education

"As we implement the Common Core State Standards, it is increasingly evident that we first must provide teachers with more intensive professional development in instructional writing strategies so they can assist and confidently support our students in reaching more rigorous academic standards."

- Becky Ramsey, Principal, West Fork Middle School, West Fork, AR

Description

The Supporting Effective Educator Development (SEED) grant program provides competitive grants to national non-profit organizations for projects supported by at least moderate evidence to recruit, select, and prepare or provide professional enhancement activities for teachers or school leaders. Grants are focused particularly on high need schools most likely to face shortages in these areas. In FY 2014 language was added to specify funds also may be used to support activities in civic learning. The program is funded through a set-aside of up to 2 percent from the Teacher Quality State grant program (ESEA Title II). In 2013, six grants were awarded with available funds.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$49.33	**$46.76**	**$47.00**	**$0***

**This program would be consolidated with several others, with reserved funding of up to 10 percent of the "Effective Teachers and Leaders State Grant" program.*

Impact of President's Budget

The president's FY 2015 budget proposes SEED be supported with three other programs through reserved funding of up to 10 percent of the $2 billion Effective Teachers and Leaders State Grant program (the renamed ESEA Title II-A formula grants to States and districts). This program is focused on recruiting, training, and supporting effective teachers and school leaders. Funds also would be used to enhance teaching and school leadership professions through the creation and expansion of high quality pathways and for grants to increase the standards of teacher and principal preparation. In addition, grants would fund activities to strengthen teacher and principal evaluation and scale up the work of non-profit organizations to support school districts in strengthening teacher and principal pipelines and human resources practices.

Impact of Sequestration

The Department of Education has discretion to set aside up to 2 percent from Title II in FY 2014. Any additional sequestration cuts to Title II will have an overall negative impact on continued funding for current SEED grantees as well as potential new grantees.

Program Need

Increasing funding for SEED will assist proven national non-profit teacher and principal preparation and professional development programs to effectively serve the communities, teachers, and students most in need. The SEED program is critical to ensuring a federal merit-based avenue continues to be available for national non-profits that do the incredibly difficult and important work of equipping teachers and school leaders with the necessary skills to succeed in our nation's schools.

Contact Information

Ellin Nolan
Washington Partners, LLC
(202) 289-3900 • enolan@wpllc.net

Teacher Incentive Fund

Title V, Part D, Elementary and Secondary Education Act

In 2010, Knox County School District in Tennessee was awarded a Teacher Incentive Fund (TIF) grant to expand existing efforts around teacher evaluation and professional development. After the first year of implementation, 13 of the 14 schools saw the equivalent of one full year's growth in student achievement on State assessments, with 11 schools achieving two years' growth. Additionally, 93 percent of teachers participating in the program funded by TIF reported an increase in collegiality.

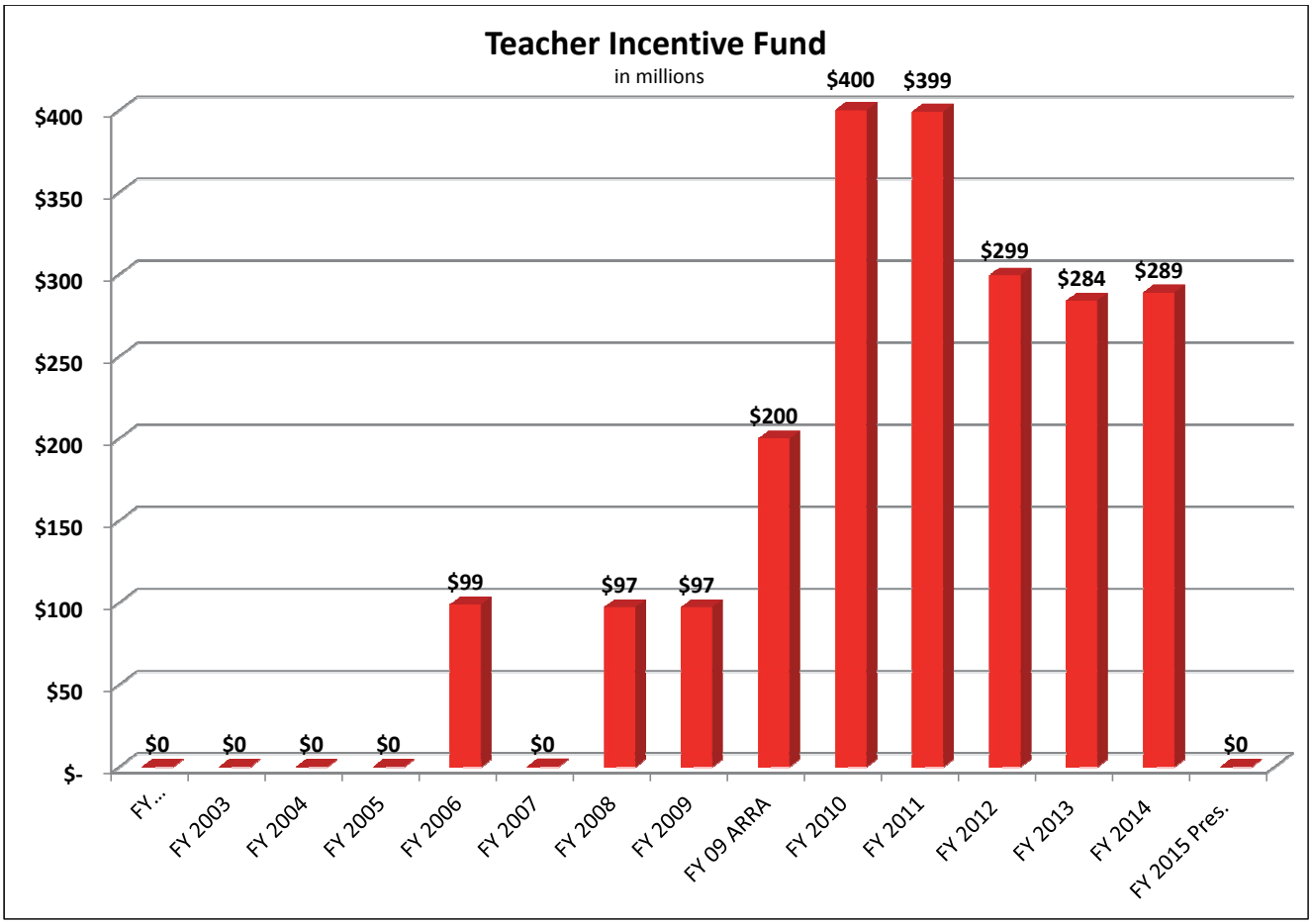
Description

Teacher Incentive Fund (TIF) grants support efforts to develop and implement performance-based teacher and leader compensation systems in high need schools and districts. The goals of this discretionary grant program are to improve student achievement through increased teacher and leader effectiveness, implement reforms to reward teachers and leaders for increased student achievement, improve the distribution of effective teachers in underserved communities and subject areas, and encourage the creation of sustainable performance-based compensation systems.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$299.43	$283.77	$288.77	$0*

**Funding would be consolidated under the proposed "Teacher and Leader Innovation Fund."*



The president's budget proposes to replace the Teacher Incentive Fund with the Teacher and Leader Innovation Fund funded at $320 million.

Impact of President's Budget

The Teacher Incentive Fund is proposed for consolidation in the president's FY 2015 budget request. The activities supported by TIF would continue to be supported by the proposed $320 million Teacher and Leader Innovation Fund with the goal to "help States and Local Education Agencies (LEAs) improve the effectiveness of teachers and leaders in high need LEAs and schools by reforming teacher and school leader advancement and compensation systems and implementing other innovative personnel strategies." Although consolidated, the program goals of TIF are closely aligned with those of the proposed Teacher and Leader Innovation Fund.

Impact of Sequestration

Sequestration continues to threaten the long term effectiveness of programs designed to improve student achievement. Using TIF's current funding structure, it is estimated that for every $4 million by which TIF is reduced, between 10 to 50 grants would be impacted or unavailable, slowing the pace of innovation in an area of great need.

Program Need

The Teacher Incentive Fund grants assist district and school leadership in implementing reforms to boost student achievement through improved instruction, with special emphasis on disadvantaged populations. Maintaining federal investment in TIF is critical to furthering State and local efforts to narrow achievement gaps and improve educational equity and opportunity for all students. It is widely assumed the activities and goals of TIF would continue through realization of the proposed Teacher and Leader Innovation Fund.

Contact Information

Mollie Van Lieu
National PTA
(703) 518-1240 • mvanlieu@pta.org

Transition to Teaching

Title II, Elementary and Secondary Education Act

"I would have never imagined that I could have been better prepared as an alternate route teacher, if I had not been a part of the New Vistas Teaching Project. The program, its professors, the recruiters, and the students who were my peers in the cohort, as well as the actual hands-on experience that I received as a result of classroom observations, totally prepared me to be an effective teacher. My transition to teaching after almost 25 years in corporate America as a mid-level executive was extremely smooth and quite uneventful as a result of having received solid training and a variety of tools needed for my teaching toolbox."

-Grace L. Anderson-Webb, participant and nominee for the National Association for Alternative Certification Outstanding Intern Award, William Paterson University, in partnership with Kean University

Description

Transition to Teaching is a grant program that helps recruit and prepare mid-career professionals and recent college graduates to work as teachers in high-need schools.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$26.05	$24.69	$13.76	$0*

**Funding would be consolidated under the proposed "Effective Teachers and Leaders State Grants."*

Impact of President's Budget

Funding for Transition to Teaching is eliminated and replaced with the proposed "Effective Teachers and Leaders State Grants," a consolidation of a number of the Department's smaller grant programs. It will be difficult to determine what amount from the Effective Teachers and Leaders State Grants will be spent on recruiting and preparing mid-career professionals. The downward trend in funding for this program over the past several years has resulted in fewer grants at a time when the need for recruiting and training qualified teachers is acute. Programs such as Transition to Teaching and others that support the preparation and recruitment of teachers are severely underfunded.

Impact of Sequestration

The sequester has resulted in a reduction of almost $2 million for this program. Because this program was already cut in half in FY 2012, it can ill afford further reductions. There are already fewer grants available at a time when there is a great need for recruiting and training qualified teachers who will remain in the classroom.

Program Need

The consolidation of this program means fewer grants at a time when teacher shortages are increasing, especially in high need schools. This program provides dedicated funding for career changers to enter the teacher profession classroom-ready. The elimination of this program sends the wrong message. This program should continue to have a dedicated funding stream.

Contact Information

Sarah Pinsky
American Association of Colleges for Teacher Education
(202) 478-4596 • spinsky@aacte.org

School Leadership

Title II, Elementary & Secondary Education Act

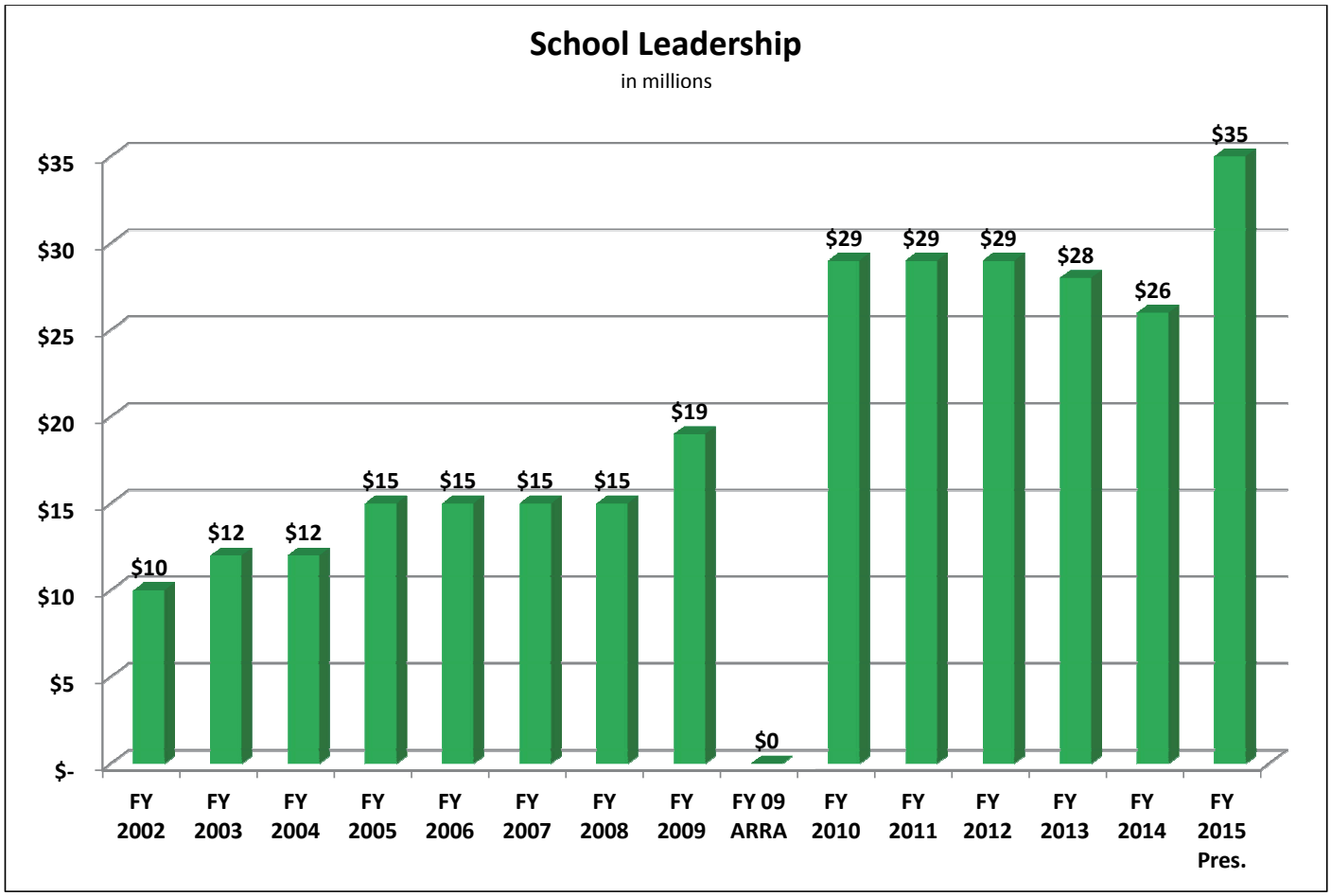
As a recipient of a School Leadership grant, the Allentown Principal Leadership Initiative (APLI) actively supports the professional development needs of all practicing principals and assistant principals in the Allentown School District (PA) while simultaneously developing a pipeline of highly qualified school leaders. Aspiring principals complete coursework in school administration at Lehigh University and engage in a yearlong internship prior to assuming the role of school leader. APLI also provides intensive mentoring and support for the cohort of aspiring principals through their first year as principals and assistant principals in the Allentown School District.

Description

The School Leadership program offers competitive grants to help districts recruit, mentor, and train principals and assistant principals to serve in high need schools. Grantees can 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 2012	FY 2013	FY 2014	FY 2015 President's Request
$29.11	$27.58	$25.76	$35.00



Impact of President's Budget

This program historically receives many more grant applications than can be funded. Proposed additional funds would help meet that demand and greatly assist in training highly effective leaders in high need schools and districts. As the instructional leader of a school, the principal plays a unique and important role in implementing reform 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 crucial.

Impact of Sequestration

Although the FY 2014 Omnibus replaced some of the sequester cuts to education programs, the School Leadership program was actually cut an additional $1.8 million from the post-sequester level of $27.58 million. This 6.6 percent cut will limit efforts by States and districts to recruit, mentor, and provide professional development for principals and assistant principals in high need schools. The continued cuts in support for school leadership development also come at a time when States are struggling with budget shortfalls and slashing their education budgets, including eliminating assistant principal positions.

Program Need

Research has shown effective school leadership is second only to instruction as a factor in raising student achievement. The School Leadership program is the only federal initiative that directly addresses the difficulty of attracting and retaining high quality school leaders in high need districts. Funding for this program is crucial to school leaders since less than 4 percent of Title II "allowable use" funds currently go to principal professional development. This small amount does not effectively ensure principals are included in ongoing professional development and mentoring activities.

Contact Information

Nick Spina
American Federation of School Administrators
(202) 986-4209 • nspina@AFSAadmin.org

RESPECT Program

Recognizing Educational Success, Professional Excellence, and Collaborative Teaching

In 2012, the U.S. Department of Education launched the National Conversation on the Teaching Profession. Over the last year the Department has hosted more than 360 conversations engaging thousands of educators across the country about their ideal vision for teaching and leading in schools. Educators were asked what they would like teacher and leader preparation, evaluation, development, compensation, and support to look like. These discussions were titled "RESPECT conversations"—conversations about how to recognize educational success, support professional excellence, and foster collaborative teaching in schools. The vision shaped by these conversations forms the backbone of the president's proposal for a new competitive grant program called RESPECT. Jacquelyn Vivalo, 5th Grade Math and Literacy Teacher at DC Bilingual Charter School, expressed it this way, "I think the RESPECT initiative encompasses what a lot of teachers are thinking and may have mentioned within their schools, but haven't reached a greater audience – it's the next step of putting it into action."

Description

This program would provide targeted support for teachers and school leaders by improving preparation and early career assistance, giving teachers and leaders opportunities to develop and advance as they lead the transition to college- and career-ready standards. The program would also ensure teachers have a supportive work environment built around shared collaboration. This request would support up to 1,000 grants to States and districts to invest in needed improvements to the education profession, reaching up to 1.6 million teachers.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
--	--	--	$5,000.00*

**One-time 2015 mandatory funds.*

Program Need

Recruiting talented and committed future educators and providing substantive, high-quality preparation for them is essential to ensuring excellent schools. The RESPECT program includes support for career pathways, expanded teacher leadership roles, aligned professional development, and more time for collaboration and greater autonomy. The current environment requires educators to have a wide range of skills and strategies to keep students engaged and learning. The systemic approach outlined in RESPECT represents the kind of thinking that will improve our public schools, making all exceptional institutions of learning for every student.

Contact Information

Amanda Fitzgerald
American School Counselor Association
(703) 683-2722 • afitzgerald@schoolcounselor.org

Mathematics and Science Partnerships/STEM Innovation

Title II, Elementary & Secondary Education Act

An MSP project engaged teachers in physical science content knowledge sessions on Saturdays during the school year at an East Carolina University (NC) physics teaching laboratory. Topics chosen from North Carolina physical science standards were measurements and kinematics, forces and motion, work and energy, heat, and waves. Activities strengthened content knowledge and modeled inquiry-based methods. Techniques were inquiry-based labs using data acquisition systems and hands on measurements with typical physics lab apparatuses. Teachers also received three days of curriculum unit development on content session topics. Group discussions focused on inquiry-based teaching, introducing the 5E model for lesson development. After the school year, teachers implemented units in a five-day student enrichment session for middle school students from the participating school districts. Each teacher developed and taught one lesson of the unit. Teachers evaluated lessons using the Reformed Teaching Observational Protocol (RTOP). Teachers led debriefing sessions after each lesson, discussing strengths and weaknesses and suggesting revisions. The students were also debriefed after each lesson to provide feedback. This model provided teachers feedback from university faculty, peers, and students.

Description

The Mathematics and Science Partnerships program is designed to improve academic achievement in mathematics and science through the enhancement of teaching skills at the elementary and secondary levels. Funds are distributed by formula to State departments of education. States in turn offer competitive grants to partnerships comprised of local school districts in greatest need, higher education institutions or relevant departments within those institutions, and other eligible entities. Partnership grants focus on increasing rigor in and improving science and math curricula aligned with State and local standards, improving teacher competence through high quality professional development, and training teachers in effective integration of technology into curriculum and instruction.

Funding History *(in millions)*

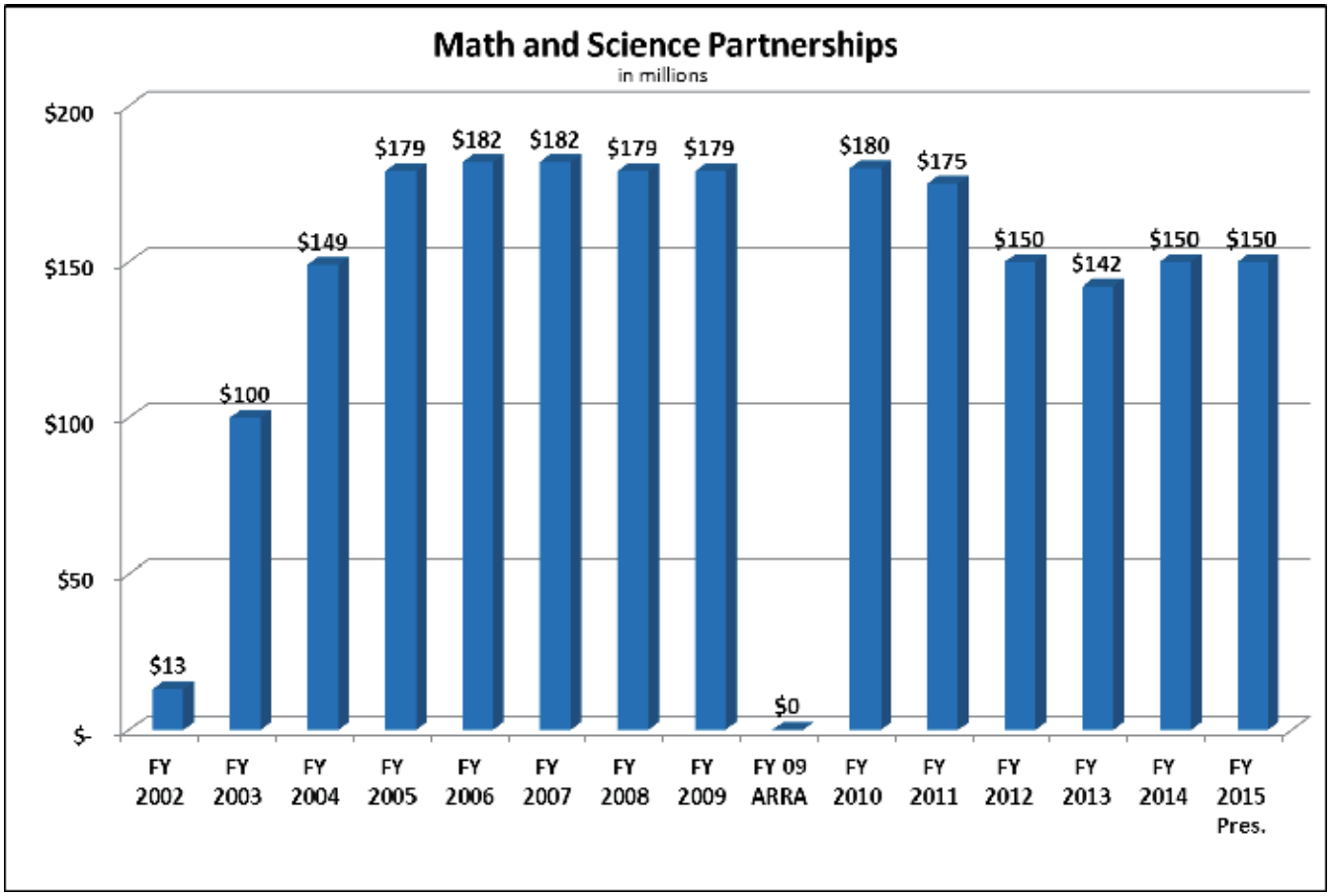
FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$149.72	**$141.9**	**$149.72**	**$0***

**Funding would be consolidated into the proposed "Effective Teaching and Learning: STEM" program.*

Impact of President's Budget

The president's budget does not include funding for the Math and Science Partnership program but instead proposes $149.7 million for a new block grant titled "Effective Teaching and Learning: STEM." The new program would make formula awards to State departments of education to implement a comprehensive strategy for the provision of high quality STEM instruction and support to students. States would be permitted to reserve up to 20 percent of grant funds for State level activities to support the development and implementation of a coherent approach to providing high quality, evidence-based STEM instruction in high need schools. This proposal is one element of a broader STEM Innovation plan at the Department that would create Innovation Networks funded at $110 million, STEM Teacher Pathways funded at $40 million, and a new $20 million STEM Master Teacher Corps. The Department of Education has maintained a consistent focus on nurturing interest and success in the STEM fields. These new initiatives and a reconfiguration of STEM education investments across the agencies are designed to address these concerns and better coordinate federal STEM education programs.

While additional resources for STEM are critically important, modifying the MSP program to create an initiative that has both formula and competitive components is of concern when resources are not appreciably increased, particularly for cash-strapped States and school districts. Current partnerships provide important professional development and curriculum reforms to help schools improve the quality of STEM education.



The president's budget proposes to replace Math and Science Partnerships (MSP) with an "Effective Teaching and Learning: STEM" program funded at the same level as MSP was in FY 2014. This would be part of a larger STEM Innovation program funded at $319.7 million.

Program Need

Though recent National Assessment of Educational Progress (NAEP) scores show improvement in math and science achievement, those gains are small and concerns about overall student performance in these subjects persist. Further, the implementation of the Common Core mathematics standards and Next Generation Science Standards underscores the need for resources for educators in these fields. The Math and Science Partnerships program provides vital resources to States for professional development opportunities for teachers critical to improving student achievement in these disciplines.

Contact Information

Della Cronin
Washington Partners, LLC
(202) 349-2322 • dcronin@wpllc.net

Enhancing Education Through Technology

Title II, Part D, Elementary and Secondary Education Act

"When I showed my students their score improvements, they were so proud! I knew this was the way to teach and I am so glad that I have this opportunity to have this technology and, moreover, the proper strategies to use it for my students."

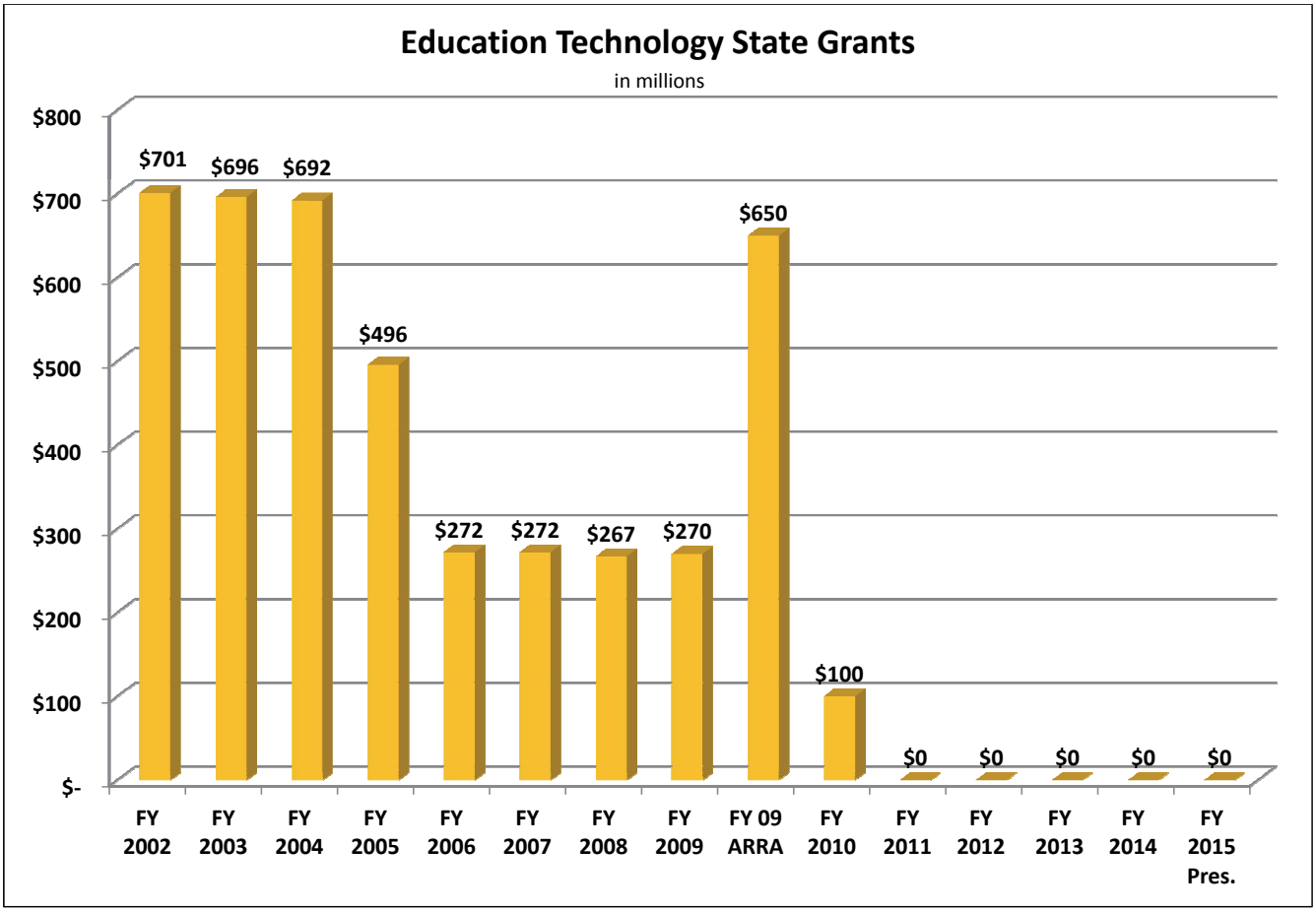
- From an Alabama Educator

Description

Congress included Enhancing Education Through Technology (EETT) as a core provision of ESEA to ensure equitable access to technology, 21st century student technology literacy skills, and coordinated investments in teacher professional development necessary to realize improved student achievement. The program distributes money through block grants to States, with an emphasis on serving local districts with demonstrated need for assistance.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$0	$0	$0	$0



The president's budget proposes $200 million for a new program, ConnectEDucators, designed to support educators as they transition to using technology and data to improve student learning. An additional $300 million would be available under the Opportunity, Growth, and Security Initiative.

Impact of President's Budget

The president's FY 2015 budget proposal, if enacted, would represent the fifth year with no funding for the program. Demand for digital learning is on the rise as States and schools are challenged to meet the Common Core State Standards. Personalized instruction, data driven decision making, shifts to eTextbooks, and the upcoming implementation of the Common Core Online Assessments illustrate the need for the program is greater than ever. The Achievement Through Technology and Innovation (ATTAIN) Act was included in the ESEA reauthorization bill passed by the Senate HELP Committee in the 113th Congress. The Enhancing Education Through Technology Act of 2013 (S. 1087) and Transforming Education through Technology (H.R. 521) have been introduced in the 113th Congress. Both these bills would revamp and update the EETT program.

Program Need

In order to meet the pressing needs imposed by the implementation of new college- and career-ready standards and assessments, for FY 2015 this program must receive an appropriation of at least $500 million. Such an 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 what technology offers.

Contact Information

Hilary Goldmann
International Society for Technology in Education
(202) 861-7777 • hgoldmann@iste.org

ConnectEDucators

Proposed Legislation

"In my experience, many educators are excited about the possibilities of increased student engagement and understanding through digital learning, but feel they need support and time for professional learning. For educators to successfully implement digital learning tools and resources, they must themselves possess an understanding of the potential and most effective use of these tools and resources. A critical component for implementing digital learning tools and resources in the classroom is the confidence educators have in themselves as digital learning facilitators and the technologies they are sharing with their students. Effective professional development builds knowledge and skills, and in turn, confidence to effectively implement digital learning in their classrooms."

- Technology Curriculum Specialist, New Mexico

Description

In his FY 2015 budget, President Obama proposed the establishment of the ConnectEDucators program to give educators the support they need to use digital resources, leverage technology and data for personalizing instruction, ensure students are college- and career-ready, and take advantage of everything that high speed broadband connections offer our students. The president's budget includes $200 million for ConnectEDucators.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
--	--	--	**$200.00**

Impact of President's Budget

A portion of the proposed funds would be allocated to States via formula for leadership grants to help build State and local capacity to support the transition to digital learning. The remaining dollars would be distributed through competitive grants to districts and consortia of districts to fund activities informed by educator and student needs. This funding could support educators in:

- Delivering high quality, open digital learning resources and content.
- Using devices and digital tools, including those related to new assessments.
- Using real-time data to personalize learning.
- Using technology to increase engagement with families and other teachers.
- Accessing virtual coaching or online training with expert teachers.

Program Need

For FY 2015, the ConnectEDucator program should be funded at a minimum of $200 million. Since FY 2011 there has been no directed federal funding to support educator professional development for digital learning. According to a 2012 PBS report, three-quarters of teachers believe education technology provides numerous benefits, including the ability to reinforce and expand on learning content, motivate students, and respond to a variety of learning styles. Within any digital conversion planning process, there needs to be a strong emphasis on professional development that provides opportunities for teachers to reflect on both their current pedagogy and how a digitally enabled environment will mandate changes to their instructional practice.

Contact Information

Hilary Goldmann
International Society for Technology in Education
(202) 861-7777 • hgoldmann@iste.org

Comprehensive Centers

Title II, Education Sciences Reform Act

The North Central Comprehensive Center (NCCC) helped the Nebraska Department of Education (NDE) develop, refine, and finalize a Title III Professional Development program. In November 2013, 30 trainers from Nebraska schools, districts, education service units, and institutions of higher education attended the NCCC-NDE collaborative roll-out of the program. Four modules, including videos, PowerPoints, and handouts, are now available for educators to use in the field, giving them valuable information on critical knowledge and practices such as stages of second language acquisition, setting language objectives, and using nonlinguistic representations and cooperative learning. Through this professional development, teachers will be able to identify and use an Academic Language Framework for their content areas, which will allow them to better help their English language learners gain content knowledge and language skills. NCCC is also presenting this professional development program to State Department of Education staff from North Dakota, South Dakota, and Wyoming.

Description

The Comprehensive Centers provide technical assistance to States to help them implement the Elementary and Secondary Education Act (ESEA) and other related federal school improvement programs and increase States' capacity to assist districts and schools. There are two types of comprehensive centers: (1) ***regional comprehensive centers*** that provide services primarily to multiple State departments of education in a region and assist them in improving implementation of federal policy and programs; and, (2) ***content centers*** that focus on specific areas of expertise and provide research-based information and products that regional centers across the network use when working with State departments of education.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$51.11	$48.45	$48.45	$48.45

Impact of President's Budget

Education research and technical assistance in general and the Centers in particular have not received the funding required from the federal government for far too long. In fact, this is the fifth consecutive year in which the Centers' funding is frozen in the budget request. This problem is compounded by the dire fiscal straits facing many State departments of education and the new responsibilities assigned them under federal initiatives such as Race to the Top and ESEA State waivers.

Impact of Sequestration

Additional reductions in the Comprehensive Centers' budget would further constrain the program's scope of work and seriously limit the Centers' ability to help States build their capacity to assist schools to improve. The number of schools needing assistance continues to increase each year, yet the funding is slowly eroding.

Program Need

As ESEA continues to be overdue for reauthorization, new initiatives coming from the Department of Education such as ESEA waivers, Race to the Top, and others have increased expectations on States to meet new requirements and fulfill the responsibilities of these programs and activities. The Comprehensive Centers are critically important at this time to offer technical assistance and support for States implementing new policies, programs, and practices. Increased funding would enable the Comprehensive Centers to directly support State-identified school districts that are particularly in need of targeted specialized support to improve achievement. An independent evaluation of the operation of the program released in 2011(http://ies.ed.gov/ncee/pubs/20114031/pdf/20114032.pdf) found Comprehensive Center operations helped to build State capacity and provided materials and assistance that were of high quality, relevance, and usefulness. In fact, States often wanted more support than Centers were capable of providing. The FY 2015 request would support fourth-year awards to the current centers.

Contact Information

John Waters
Knowledge Alliance
(202) 518-0847 • waters@knowledgeall.net

21st Century Community Learning Centers

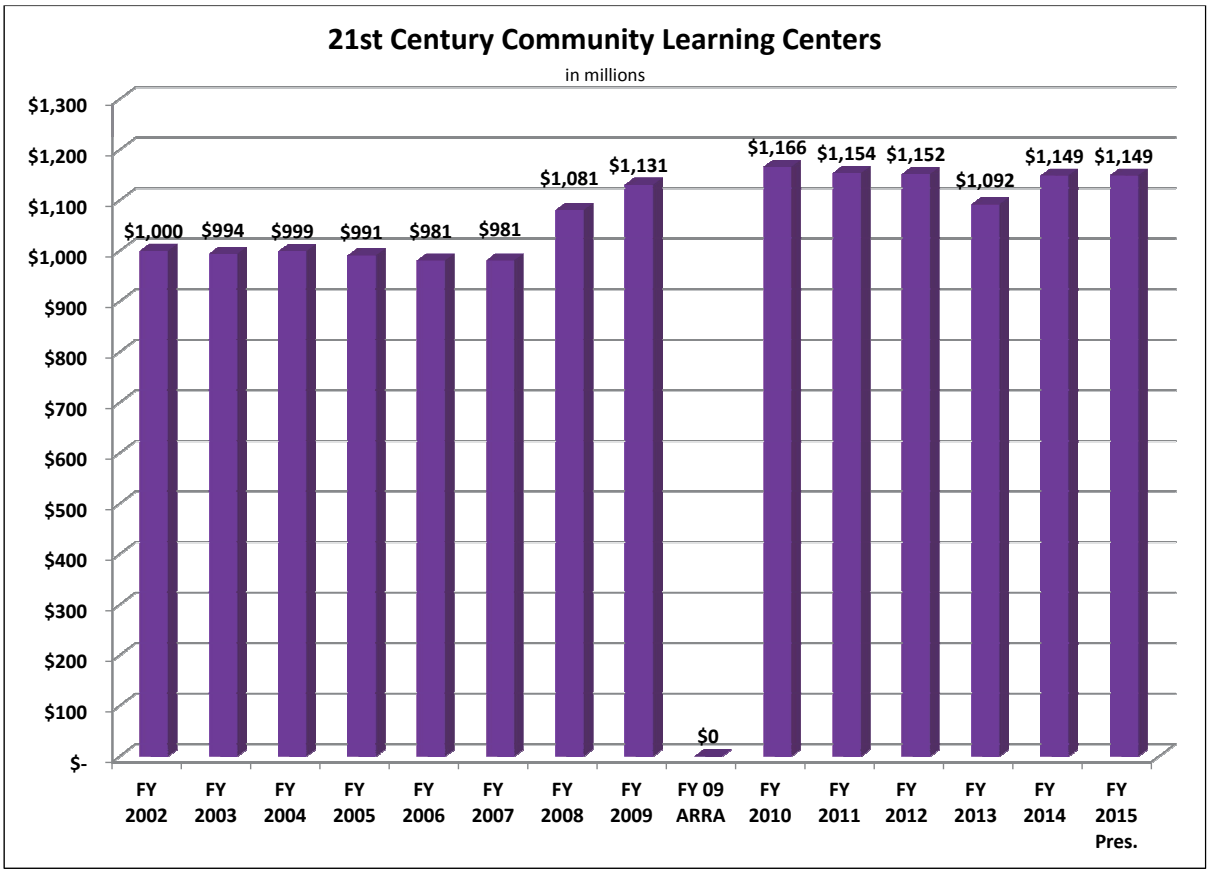
Title IV, Part B, Elementary and Secondary Education Act

"I am here today for all youth who need these programs to succeed and for all parents who need these programs to help keep their jobs and for the employers who employ those parents. We should not forget that these programs or the lack of these programs will have an effect on our economy. I am here today with my mother who probably appreciates these funds and the programs they provide even more than I do since these programs allow my mother to be at her job knowing that I am in a safe place at the YMCA."

- Kayla Brathwaite, YMCA Afterschool Program Participant and Youth Leader, New York City.
Excerpted from testimony before the House Labor, Health and Human Services, Education and Related Agencies Appropriations Subcommittee regarding FY 2014 funding.

Description

The 21st Century Community Learning Centers (21st CCLC) program provides grants to local communities for afterschool programs that serve students attending high poverty, low performing schools. Programs also can serve children before school and in the summer months. Services include academic enrichment activities to help students meet State and local achievement standards and other services designed to reinforce and complement the regular academic program, such as hands-on STEM activities, fitness and nutrition education, counseling programs, art, music, and recreation programs, and technology education. Under the ESEA Flexibility Waivers, States selecting the 21st CCLC waiver option are allowed to fund high quality expanded learning time schools that add significant time to the school day or year as part of the regular program. Of the 42 States, the District of Columbia and Puerto Rico approved for ESEA flexibility, 25 States plus Puerto Rico have selected this option. As of February 2014, eight states have used this flexibility to fund expanded learning time programs. Community partners play a critical role in providing services to students in expanded learning time schools and can be the sole providers in the afterschool setting.



Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$1,151.67	$1,091.56	$1,149.37	$1,149.370

Impact of President's Budget

The president's budget proposal would freeze funding for the 21st CCLC program at the FY 2014 amount. The proposal would change the program from a formula grant to States — with competitive grants from States to local school districts, alone or in partnership with nonprofit organizations or local governmental entities — to an entirely competitive program at both the State and local levels. The budget proposal also calls for consolidating the Full-Service Community Schools program and the 21st CCLC program, allowing funds to be used to support community schools. The president's proposal would allow funds to be used for expanded learning time schools, calling for both in school and out of school expanded learning opportunities subject to the same academic and enrichment requirements. The president proposes a change in the statute to allow all States, rather than just States with the 21st CCLC Flexibility waiver, to use the funds for school-based expanded learning time if they choose to do so. Funds could also be used to provide teachers the time they need to collaborate, plan, and engage in professional development.

Impact of Sequestration

The 5 percent sequester cut to the 21st CCLC program in FY 2013 was about $57.9 million, resulting in a reduction of about 58,000 young people from afterschool programs, summer learning programs, and expanded learning time schools. The FY 2014 Omnibus restored all but $2 million of that cut.

Program Need

Providing programs for young people during afterschool hours and expanding school time contributes to a well rounded education, assists working families, keeps children safe, and provides students with enriching activities that contribute to their school success. More than 15 million young people are unsupervised once the school day ends. Currently 1.5 million young people are served by the 21st CCLC program. The 21st CCLC program currently is authorized at $2.5 billion which would allow an additional 1.5 million children and youth to participate in afterschool programs.

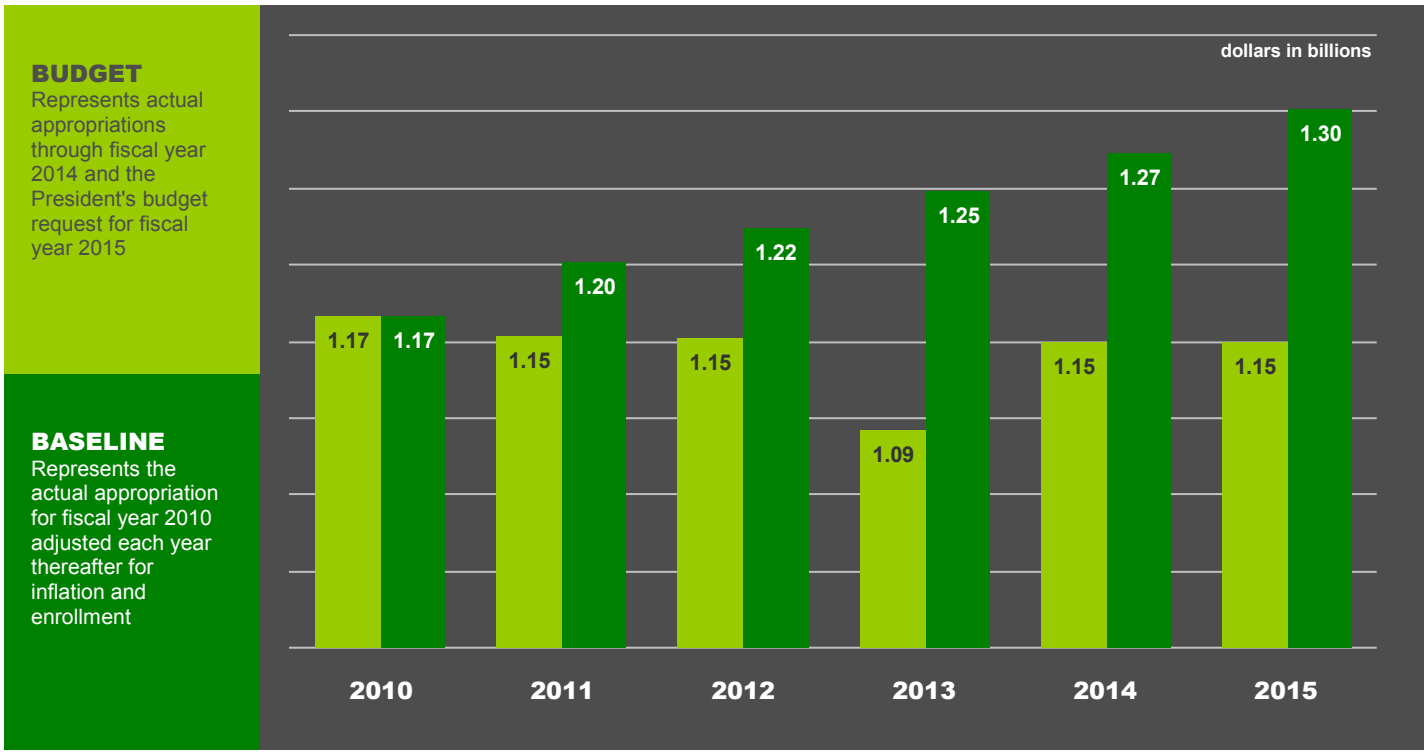
Contact Information

Ellen Fern
Washington Partners, LLC
(202) 349-2306 • efern@wpllc.net

Nancy Conneely
National Center on Time & Learning
(202) 567-2451 • nconneely@timeandlearning.org

21st Century Community Learning Centers (ESEA IV-B)

President's FY 2015 Budget Request



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2012 (pre-sequester)	
	$1,149	**+$0**	**+0.0%**	**-$2**	**-0.2%**

FY 2015 Budget Request

Under the reauthorization proposal for 21st Century Community Learning Centers, the Department would make competitive grants to SEAs and LEAs, by themselves or in partnership with nonprofit organizations or local governmental entities. (Currently, program funds are allocated by formula to States.) The reauthorization proposal would support State and local efforts to implement in-school and out-of-school strategies for providing students (and, where appropriate, teachers and family members), particularly those in high-need schools, the additional time, support, and enrichment activities needed to improve achievement. The Administration's reauthorization proposal would continue to allow funds to be used for before- and after-school programs, summer enrichment programs, and summer school programs, and would also permit States and eligible local entities to use funds to support expanded-learning-time programs as well as full-service community schools. Projects could also provide teachers the time they need to collaborate, plan, and engage in professional development within and across grades and subjects.

Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

Gifted and Talented Grants

Title V, Part D, Subpart 6, Elementary and Secondary Education Act

"Through my work on the U-STARS PLUS Javits Grant, I had the privilege of working with over 75 school districts in six States to support teachers in recognizing and nurturing potential in children from economically disadvantaged and/or culturally diverse families and children with disabilities to improve achievement and provide access to advanced educational opportunities. There are students with gifts and talents in every community whose unique learning needs require adaptations to the general education curriculum to ensure they remain challenged, engaged, motivated learners. Grants provided under the Javits Act seek to fulfill this mission."

- Mary Ruth Coleman, Senior Scientist FPG Child Development Institute, UNC-Chapel Hill

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 who have traditionally been 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 2012	FY 2013	FY 2014	FY 2015 President's Request
$0	$ 0	$5.00	$5.00*

**Funding would be consolidated into the proposed "College Pathways and Accelerated Learning" program.*

Impact of President's Budget

The Javits program is the only federal initiative targeted specifically to gifted and talented students. While the president's budget justification to Congress proposes $5 million to cover the continuation costs of current Javits grants, a larger investment is needed to adequately address the needs of high ability students across the nation. A greater investment would allow increased 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.

Impact of Sequestrationt

FY 2014 was the first year since FY 2011 that the Javits program had been funded, so the sequester in FY 2013 did not have an impact.

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 as compared to 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 how best and most effectively to serve students with gifts and talents. The Javits program requires at least $20 million to help States expand their capacity to provide services to gifted students — especially those from disadvantaged backgrounds — need to realize their full potential. While a significant increase in funding is necessary to ensure students with gifts and talents have access to the instruction they need, $20 million would allow between 10 and 15 States based on their specific needs 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 investment is more critical than ever.

Contact Information

Kim Hymes
The Council for Exceptional Children
(703) 264-9441 • kimh@cec.sped.org

Homeless Children and Youth Education

Title VII-B, McKinney-Vento Homeless Assistance Act

"As a McKinney-Vento Homeless Liaison for nearly a decade, I've seen the numbers of McKinney-Vento eligible students swell to a staggering 20,000-plus in my county of 42 school districts. A McKinney-Vento dedicated position allows school districts to address the basic needs assistance so many homeless families require. It also provides the opportunity to directly address the educational needs of our homeless students, which may include implementation of support services such as tutoring or counseling. The McKinney-Vento funded position allows for outreach, identification, referrals to resources, and linking families to self-sufficiency programs. Families who are met with optimism and helpful resources engage. Engaged families promote school attendance and educational stability, which translates to academic success."

- Karen Alexander, MS, PPS, Homeless Liaison, San Diego County Office of Education

Description

The Education for Homeless Children and Youth Program is the education subtitle of the McKinney-Vento Homeless Assistance Act. Under this program, school districts permit students who become homeless to stay at their school of origin if in their best interest by providing transportation each day, even if they move away because of 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 with or without the records normally required, in order to limit educational disruption. Finally, funding from McKinney-Vento 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 2012	FY 2013	FY 2014	FY 2015 President's Request
$65.17	$61.77	$65.04	$65.04

Impact of President's Budget

Public schools enrolled over 1.1 million homeless children and youth in the 2011-12 school year, a 10 percent increase over the previous year and a 72 percent increase since the beginning of the recession (2006-07). President Obama's FY 2015 budget request freezes funding at the FY 2014 level of $65 million which would take the program below the FY 2012 appropriation.

Impact of Sequestration

Current funding is not sufficient for schools and teachers to respond to the epic problem of child homelessness, making it harder for school districts to meet these children's educational and health needs. Local liaisons already struggle to identify and assist all homeless students in their districts. Without increased support for these students, they are less likely to graduate from high school and successfully transition to adulthood. Further sequestration cuts to this program will be devastating.

Program Need

This program helps to mitigate some of the negative consequences of homelessness for children. According to the National Center on Family Homelessness, homeless children are four times as likely as other children to be sick, twice as likely to repeat a grade, four times as likely to have developmental delays, and twice as likely to have learning disabilities. 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 support, referrals for health services, transportation, clothing, and school supplies.

Contact Information

Cara Baldari
First Focus
(202) 657-0640 • carab@firstfocus.net

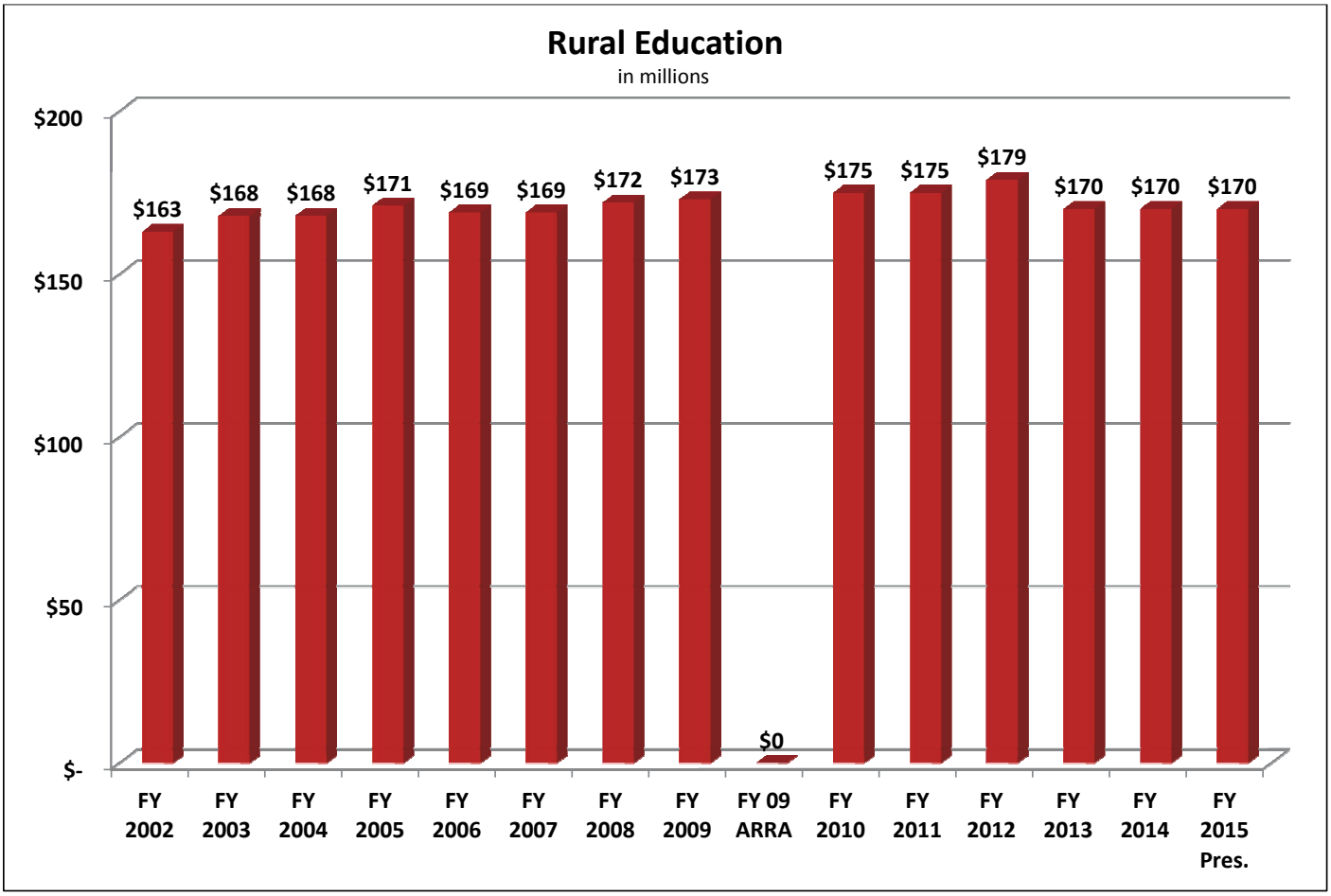
Rural Education Achievement Program (REAP)

Title VI Part B, Elementary and Secondary Education Act

Highwood K-12 School District serves a small rural community in Central Montana. The district enrolls less than 100 students. Highwood is not incorporated and has no businesses, services, or preschools. REAP funds make it possible for us to supplement Title I services for pre-kindergarten and Title I para-educators for our school age children, since our Title I funding is quite limited. We also use the funds to supplement 21st Century afterschool programs. It is a critical part of our overall funding picture, especially since it's the only program that recognizes our achievement in making AYP in all grades on an annual basis. Most federal funding and other grant opportunities require districts to have extremely high poverty level and low achievement. Highwood has neither, but has no additional funding outside our basic entitlement and limited Title I. Like all districts we have needy students and families, and REAP funds fill a huge need.

Description

The Rural Education Achievement Program (REAP) assists small and low-income rural districts 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 2012	FY 2013	FY 2014	FY 2015 President's Request
$179.19	$169.84	$169.84	$169.84

Impact of President's Budget

The president proposes $169.82 million for REAP. This proposal would continue the program at the post-sequester level, setting the funding level back a decade and well below the authorized $300 million.

Impact of Sequestration

The 5 percent sequestration cut reduced REAP funding by $8.9 million, below FY 2005 levels. This reversal in the federal funding trajectory is extremely troubling especially in the nation's rural schools, as new federal dollars continue to be directed to competitive programs for which rural schools lack the capacity to apply. Created in recognition of the unique challenges rural schools face in finding adequate resources, REAP plays a crucial role in improving student achievement. REAP currently serves 5,992 districts, and 717,000 more students than it did in 2008. The cuts from sequestration that undermine the progress of this successful program were locked in place with the final FY 2014 funding level.

Program Need

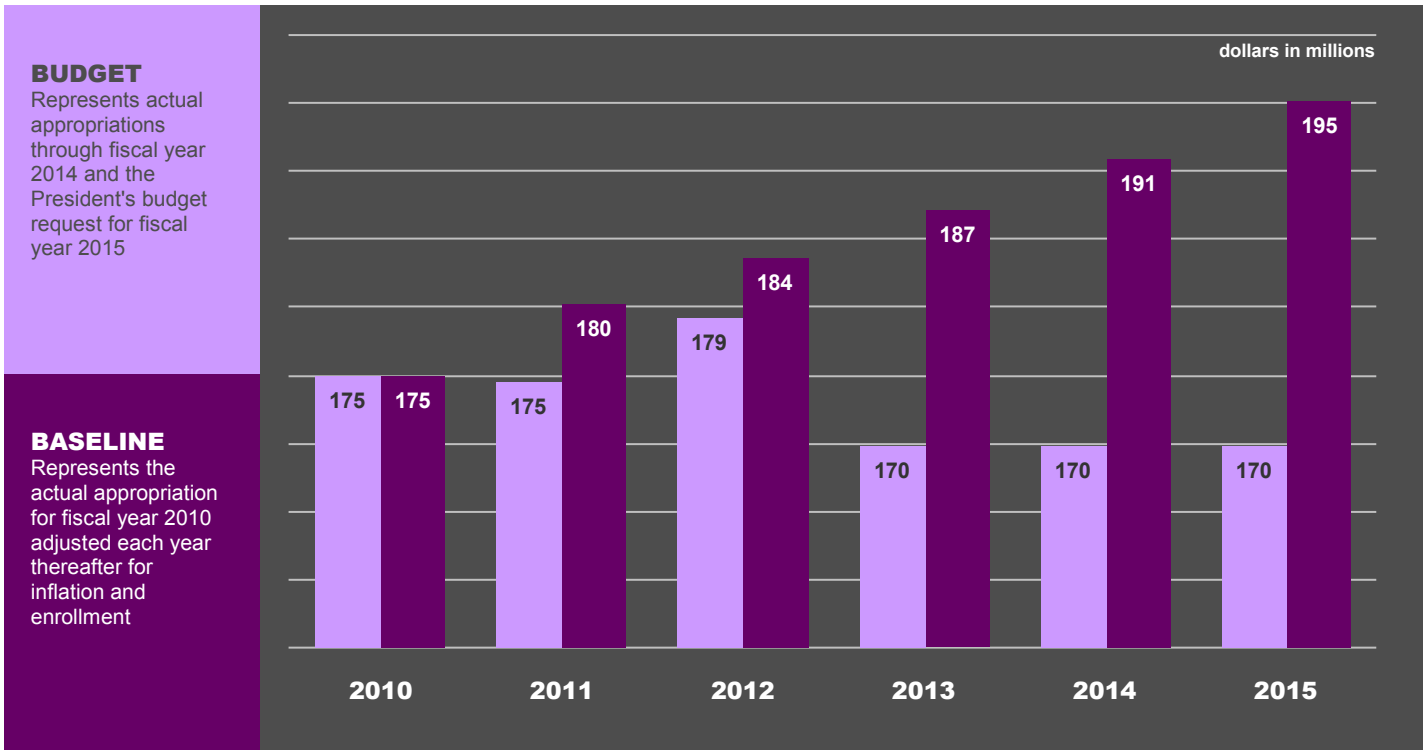
REAP must remain a formula driven program. Funding REAP at an increase of $81 million for a total of $250 million would help rural districts overcome the additional costs associated with geographic isolation, a smaller number of students, higher transportation and employee benefit costs, and increased poverty. An increase in REAP funding would help offset not only the impact of formula cuts for small rural districts, but also the impacts of the increased emphasis on competitive grants in federal education funding.

Contact Information

Noelle Ellerson
AASA: The School Superintendents Association
(703) 875-0764 • nellerson@aasa.org

Rural Education (ESEA VI-B)

President's FY 2015 Budget Request



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2012 (pre-sequester)	
	$169.8	**+$0**	**+0.0%**	**-$9.4**	**-5.2%**

FY 2015 Budget Request

The budget request would be implemented under the Administration's ESEA reauthorization proposal, which would update the criteria by which a district is designated as rural to align with the most recent criteria developed by the Office of Management and Budget and the Census Bureau, extend "REAP-Flex" authority to Rural and Low-Income Schools subgrantees, and authorize national support for technical assistance, research, and other activities, including demonstration grants to help rural districts overcome the unique challenges they face.

Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

Indian Student Education

Title VII Part A, Elementary and Secondary Education Act

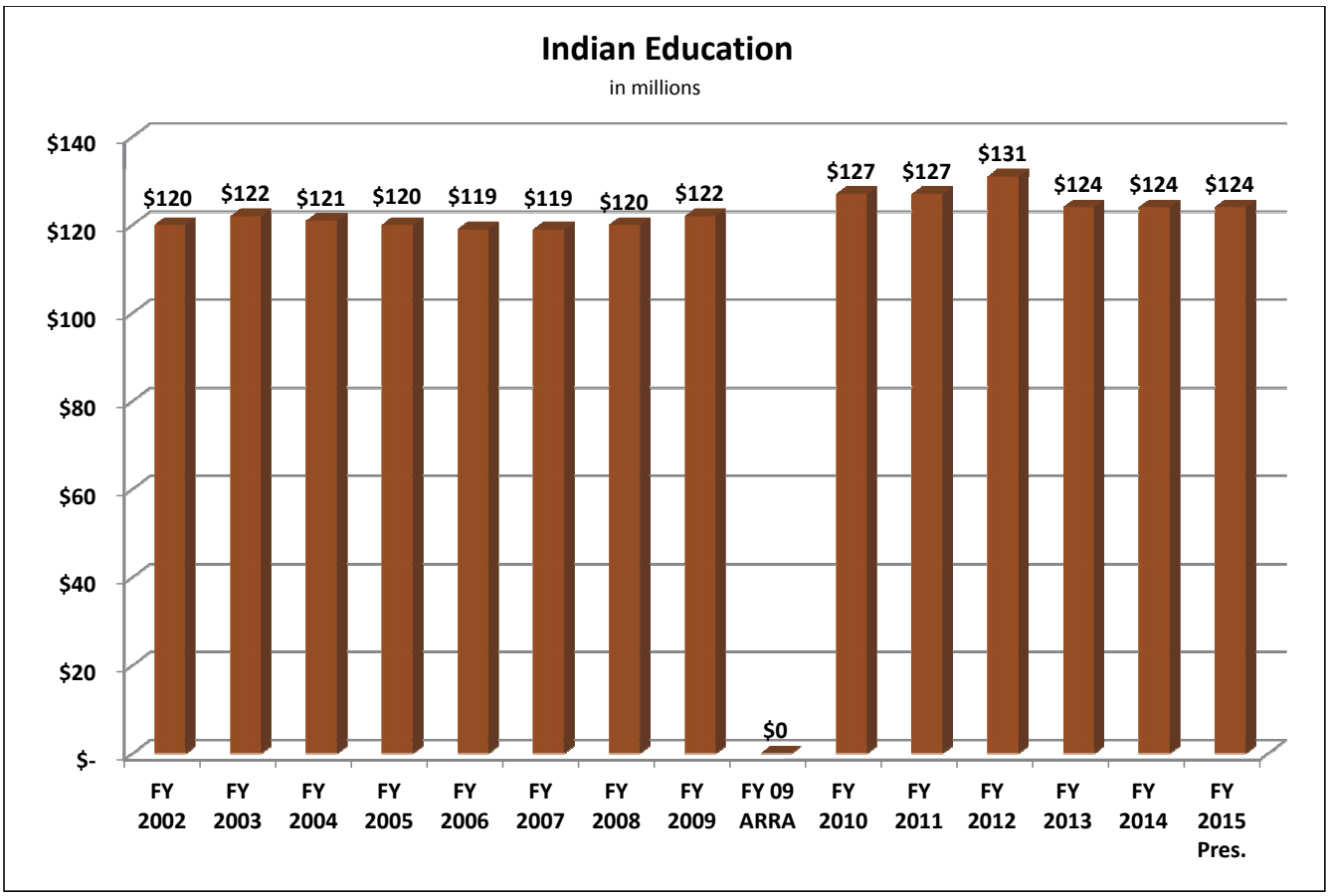
The Toppenish School District in Washington State will continue to use Title VII funding to enrich classroom studies, with a focus on culturally and linguistically based approaches that link student learning to effective instruction. The district's Title VII Indian Parent Committee recognizes the value of volunteering and engaging the entire community to build support for all students. Toppenish has experienced significant gains in standardized tests, but most important, has seen a decrease in absenteeism and greater high school completion rates through the infusion of culturally based education. "It's [my culture] where I get my strength," said a student. "The dances take dedication, hard work, a lot of thinking, as well as physical strength. It's just like school."

Description

Title VII supports local school districts, Indian tribes and organizations, postsecondary institutions, and other entities meeting the unique educational and culturally related needs of American Indian and Alaska Native students, so students can meet the same challenging State academic achievement standards as other students.

Funding History *(in millions)*

	FY 2012	FY 2013	FY 2014	FY 2015 President's Request
Grants to LEAs	**$105.92**	**$100.38**	**$100.38**	**$100.38**
Special Programs for Indian Children	**$ 18.99**	**$ 17.99**	**$ 17.99**	**$ 17.99**
National Activities	**$ 5.87**	**$ 5.57**	**$ 5.57**	**$ 5.57**
Total	**$130.78**	**$123.94**	**$123.94**	**$123.94**



Impact of the President's Budget

Level funding was recommended for all three line items within the Indian Student Education program.

Impact of Sequestration

The FY 2015 request would keep funding at the FY 2013 and FY 2014 sequestration levels. It is important to understand Indian education would have incurred additional cuts if sequestration had not been replaced for FY 2014 and FY 2015. However, current levels are insufficient. The 5.3 percent cut meant that already underfunded schools were unable to access support services focused on strengthening cultural identities.

Program Need

It is well documented that Native students are more likely to thrive in environments that support their cultural identities. Title VII has produced many success stories, but increasing annual funding to at least $198 million is necessary to not only replace the effects of sequestration, but close the achievement gaps for Native students by supporting Native cultures and linguistic educational opportunities.

Contact Information

Jocelyn Bissonnette
National Association of Federally Impacted Schools
(202) 624-55455 • jocelyn@nafisdc.org

Charter Schools

Title V, Elementary and Secondary Education Act

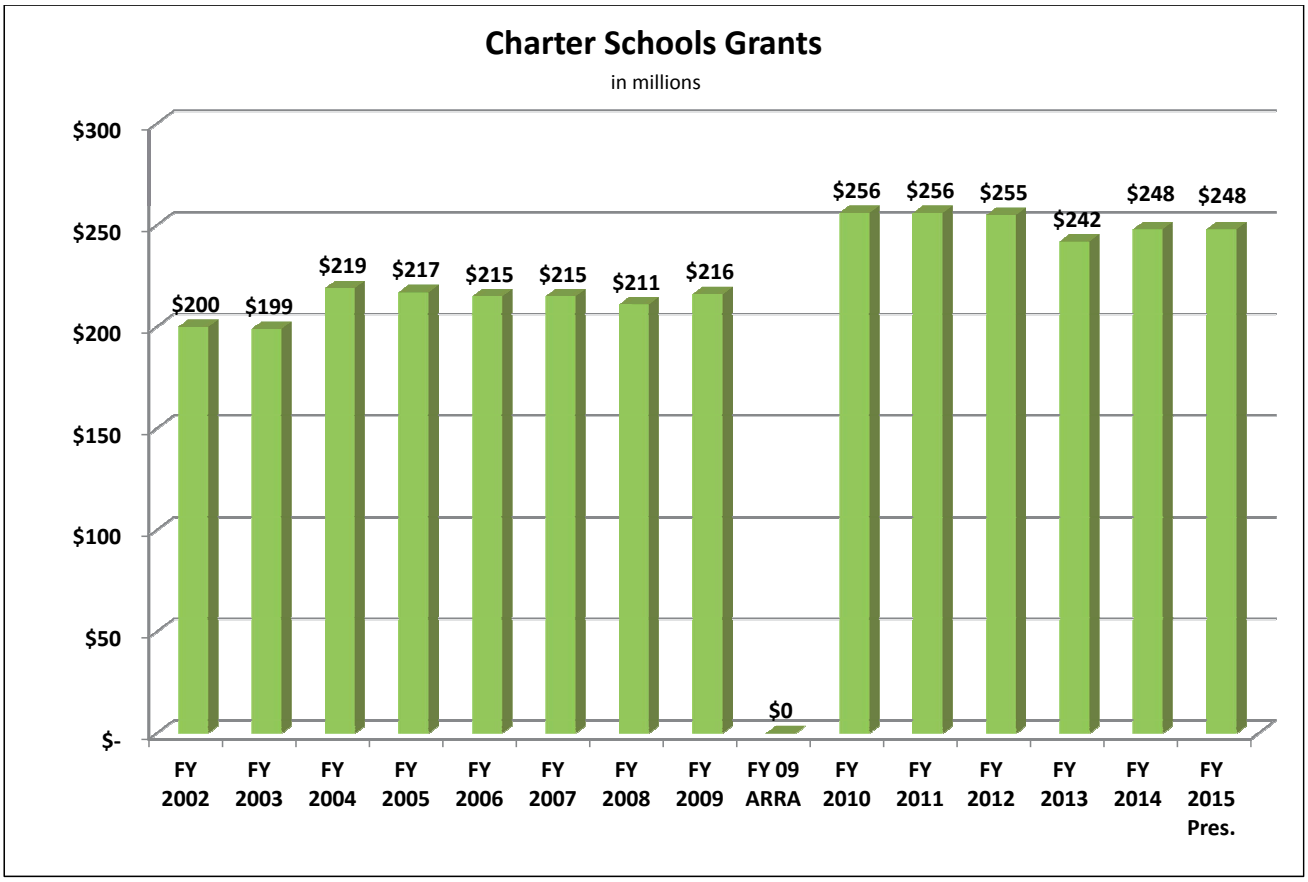
Description

Charter schools are publicly funded nonsectarian public schools, which provide additional educational options to parents and can allow for greater innovation in educational programming. Charter schools can be a part of the local school district or treated as a separate district, depending on State law.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$254.84	$241.51	$248.17	$0*

** Funding would be consolidated under the proposed "Expanding Educational Options" program.*



The president's budget proposes to replace Charter Schools Grants with "Expanding Educational Options."

Impact of President's Budget

The president's budget request would remove the specific funding stream for charter schools. Instead the budget calls for a new program, "Expanding Educational Options." A freeze in funding is proposed for this program relative to FY 2014 ($248.17). In FY 2015 the budget proposes to solely support charter schools, but would allow for other public school choice options to be funded in future years.

Impact of Sequestration

This program experienced a cut of $6.66 million under sequestration, which will impact attempts to create and scale up effective charter schools.

Program Need

Charter schools enroll a small percentage of the nation's students and are one component of the public school system. Any funding increase for charter schools should be accompanied by increased support for all public schools.

Contact Information

Earl Hadley
American Federation of Teachers
(202) 879-4452 • ehadley@aft.org

Magnet Schools Assistance Program

Title V, Elementary and Secondary Education Act

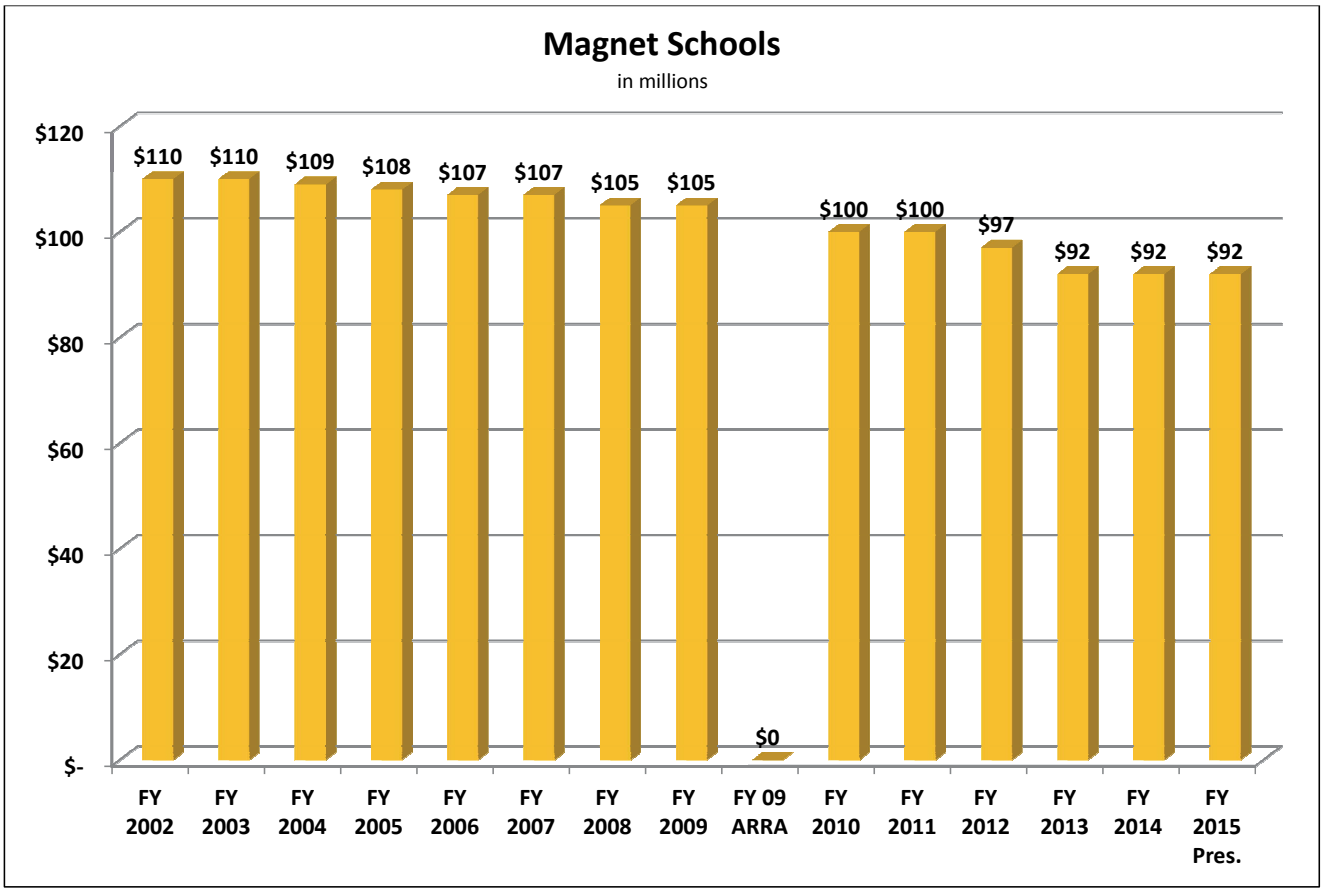
Polk County Public Schools (FL) received a three-year $11.31 million Magnet Schools Assistance Program (MSAP) grant in 2010 to create five Science, Technology, Engineering, and Mathematics (S.T.E.M) magnet schools and three International Baccalaureate Middle Years Programmes. This funding helped the district reduce minority group isolation and improve student achievement. For example, the Lincoln Avenue Academy was designated as a National Blue Ribbon School in 2012, and the Lawton Chiles Middle Academy was the first middle school in the district to earn its International Baccalaureate designation.

Description

The Magnet Schools Assistance Program (MSAP) provides grants to local school districts to establish, operate, or improve magnet schools that are under a court-ordered or federally reviewed voluntary desegregation plan. Projects support the development and design of innovative programs that promote diversity and increase choices in public education. MSAP funds may be used for teacher professional development and the purchase of equipment and technology and contribute to other resources that enable magnet schools to operate and sustain themselves at a high performing level. These grants also support the implementation of rigorous instruction and curricula that improve student outcomes and prepare them for college and future careers.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$96.71	$91.65	$91.65	$91.65



Impact of President's Budget

If enacted, the president's budget would result in a third consecutive year of sequestration-related cuts to a program that aims to increase student achievement through diverse theme-based schools. The president's budget also neglects to replenish an additional $2.9 million that was reprogrammed from MSAP in FY 2012. It is extremely disappointing that the president and Congress have chosen to provide relief from sequestration to only a select group of programs. It is even more disheartening that additional resources are being used to support programs that have never been authorized. By failing to restore these cuts the president is communicating to Congress that these reductions are acceptable and should be the new baseline for future appropriations.

Impact of Sequestration

Due to sequestration, the Magnet Schools Assistance Program was cut by approximately $5.1 million in FY 2013 and again in FY 2014. These damaging cuts reduced the number of MSAP grants awarded last year. This means fewer school districts seeking federal assistance to reduce school segregation and improve academic achievement in high needs schools are able to benefit from this program.

Program Need

Despite growing concerns over the harmful effects of school segregation and inequity, the Magnet Schools Assistance Program has been reduced by approximately $8.4 million over the last four years and $20 million since 2002. These cuts forced the U.S. Department of Education to reduce the number of current MSAP awards to only 27 school districts — eleven fewer grantees than in the previous grant cycle and half as many as were awarded in 2002. MSAP grants are the only source of federal support for school districts to mitigate, reduce, or eliminate racial and socioeconomic segregation. MSAP funding must be returned to the FY 2010 level of $100 million.

Contact Information

Scott Thomas
Magnet Schools of America
(202) 824-0672 • executive.director@magnet.edu

John Laughner
Magnet Schools of America
(202) 824-0672 • communications@magnet.edu

Jeff Simering
Council of the Great City Schools
(202) 393-2427 • jsimmering@cgcs.org

Advanced Placement

Title I, Part G, Elementary and Secondary Education Act

Derrick Simmons, a 2010 graduate of Pflugerville High School (TX), was able to take eight Advanced Placement (AP) exams at no cost through the AP Test Fee Program. Derrick's scores earned him the distinction of AP Scholar with Honor, one of the very few African-American males in the country to do so. Derrick is now a senior at Howard University in Washington, DC, pursuing a major in mathematics. His successful completion of AP Exams positively impacted his studies and saved him approximately $20,000 in tuition.

Description

The AP Test Fee program provides funds for low-income students to take Advanced Placement (AP) and International Baccalaureate (IB) exams. AP and IB programs increase the rigor of high school curricula and offer a proven avenue to postsecondary success while significantly reducing the cost since college credits are awarded for successful exam scores. Since the program's inception just over 14 years ago, the number of AP exams taken by low-income students across the nation has increased significantly, from 82,000 exams in 1999 to more than 680,000 exams in 2013.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$30.06	$28.89	$28.48	$0*

**Funding would be consolidated under the proposed "College Pathways/Accelerated Learning" program.*

Impact of President's Budget

The president's FY 2015 budget request consolidates the AP Test Fee and Incentive Programs and the High School Graduation Initiative into a new category called "College Pathways and Accelerated Learning," with a total request of $74.8 million. In FY 2014, these programs together received $74.8 million.

Impact of Sequestration

The impact of sequestration on this program is significant. The AP Test Fee and Incentive Programs, cut by $13 million in FY 2012, were further reduced in FY 2013 and remained at that level in FY 2014. As a result there were not enough funds in FY 2014 to fully cover AP and IB exam fees for low-income students, and there were no funds to continue the AP Incentive Program which allowed high need schools to expand access to AP and IB courses.

Program Need

The AP Test Fee Program should be maintained as a separate grant program with a funding level of $38 million in FY 2015. This would ensure sufficient funds are dedicated to cover AP and IB exam fees for low-income students.

Contact Information

Karen Lanning
The College Board
(202) 741-4748 • klanning@collegeboard.org

Ready To Learn

Title II, Section 2431, Elementary and Secondary Education Act

Recent studies have shown that engaging low-income parents and their preschool children at home with content and games created by Ready to Learn boosts math learning and helps prepare children for entry into kindergarten.

Description

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 to improve literacy and STEM achievement for children aged two through eight. This content is available free to children nationwide with a particular focus on those from low-income families. Ready To Learn grants are a critical part of developing public television's cutting edge educational programs and content that have been proven to help prepare children for success in school. Ready To Learn has contributed to the development of groundbreaking content for educational children's programming like *Sesame Street, SUPER WHY!, Peg + Cat*, and many others.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$27.19	$25.77	$25.74	$0*

** Funding would be consolidated into the proposed "Effective Teaching and Learning: Literacy" program.*

Impact of President's Budget

The president's proposal to eliminate dedicated funding for Ready To Learn jeopardizes the ability of local public television stations to meet the literacy and STEM needs of educators and learners. The consolidation would deprive numerous low-income and underserved communities of high quality programming, materials, and proven on the ground outreach they desperately need. Public television program developers and local stations are the only entities that can develop this type of groundbreaking educational content and deliver it to every American home for free. Furthermore, the president's proposal ignores the years of trust, reach, and proven results public television stations have built, in addition to Congress's significant investment in the program. Without funding for this program, grantees would not be able to create the educational programming on which American families rely, such as *Sesame Street, Martha Speaks,* and *Between The Lions*, all of which have been beneficiaries of this program.

Impact of Sequestration

Sequestration in FY 2013 caused a deep cut in Ready To Learn funding during the fourth year of the program's five-year grant cycle. Unfortunately the sequestration cuts were not restored in FY 2014. This disruption in funding negatively impacted the development of educational programming and materials being generated by the current grantees.

Program Need

Research has shown children who start school behind stay behind, so it is critical to ensure all children are prepared when they enter school. Ready To Learn serves all children, with a focus on children in low-income and underserved communities, who are reached through high quality programming, materials, and on the ground outreach that is needed to improve early literacy and STEM achievement. Local public television stations work with community partners like Head Start centers and Boys and Girls Clubs to bring the Ready To Learn resources to families and communities that need them the most. Funding for this program has created scientifically-researched, award-winning programming that has been proven to help close the achievement gap.

Contact Information

Kate Riley
Association of Public Television Stations
(202) 654-4206 • kriley@apts.org

Arts in Education

Title V, Part D, Subpart 15, Section 5551, Elementary and Secondary Education Act

At John D. Shaw Elementary School in Wasilla, Alaska, instead of focusing on separate subjects students utilize arts across different disciplines to improve student motivation, engagement, and social competencies and to create a positive school climate. "Our project gave our school the opportunity to come together to create art, share stories, learn about different cultures, and spend quality time getting to know one another. When a project involves people working together, they will have a better chance of remembering the experience. Certainly everyone has to learn and practice virtues like patience, cooperation, flexibility, tolerance, and creativity," said Principal Karl Schleich.

Description

The Arts in Education program authorizes competitive and noncompetitive awards to strengthen arts programs as a core academic subject and integrate them into the core curricula. Competitive awards are used to create material for 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 the arts. The program also authorizes noncompetitive awards to Very Special Arts, encouraging the involvement and greater awareness of the arts for persons with disabilities, and the John F. Kennedy Center for the Performing Arts for arts education programs serving children and youth.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$24.95	$23.65	$25.00	$0*

**Funding would be consolidated into the proposed "Effective Teaching and Learning for a Well-Rounded Education" program.*

Impact of President's Budget

The president's FY 2015 budget proposal includes $25 million for the "Effective Teaching and Learning for a Well-Rounded Education" program, subsuming the current Arts in Education program. States and school districts are given the flexibility to determine how funds are used to support core academic subjects and develop strategies to best meet their needs. As a small piece of a much broader competitive program, there will be limited funding for arts education and integration. Further, the lack of any new funding and the broad programmatic structure limit the ability to target arts integration resources.

Impact of Sequestration

In the wake of sequestration, the Arts in Education program had its funding reduced from the initially proposed $24.95 million to $23.65 million, reducing funding levels by 5.13 percent.

Program Need

An appropriation of $30 million for the Arts in Education program will support additional competitive grants to improve arts learning, and findings from model projects may be more widely disseminated. Arts in Education funds provide unique federal support for professional development for arts educators, evaluation and national dissemination, and ongoing national arts education integration initiatives.

Contact Information

Kelly Pollitt
National Association of Elementary School Principals
(703) 518-6245 • kpollitt@naesp.org

Shannon Kelly
National Association for Music Education
(703) 860-4000, Ext. 224 • shannonk@nafme.org

Safe and Drug-Free Schools and Communities

Title IV, Part A, Elementary and Secondary Education Act

The Campbell County (WY) School District initiated a Specialized Treatment and Rehabilitation (S.T.A.R.) Program to reshape its discipline policies from a punitive "boot camp" approach to a more holistic, wellness-based approach. The S.T.A.R. program focused on positive behavior education, individual mental health and substance abuse counseling, drug screening, community service, and physical conditioning. The majority of students participating in S.T.A.R. have committed violent or drug-related offenses on school property and would otherwise have been expelled for one year. Staying in school and involved in the program, these students increased their average GPA by 0.32 points.

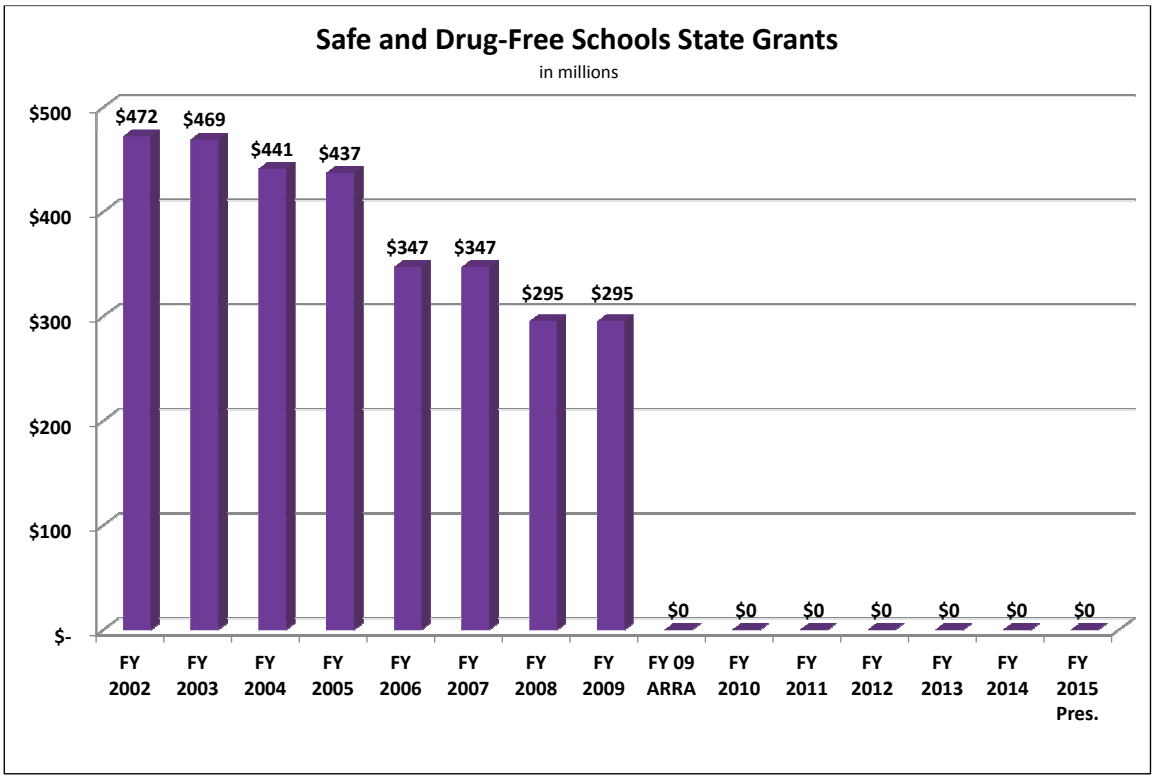
Description

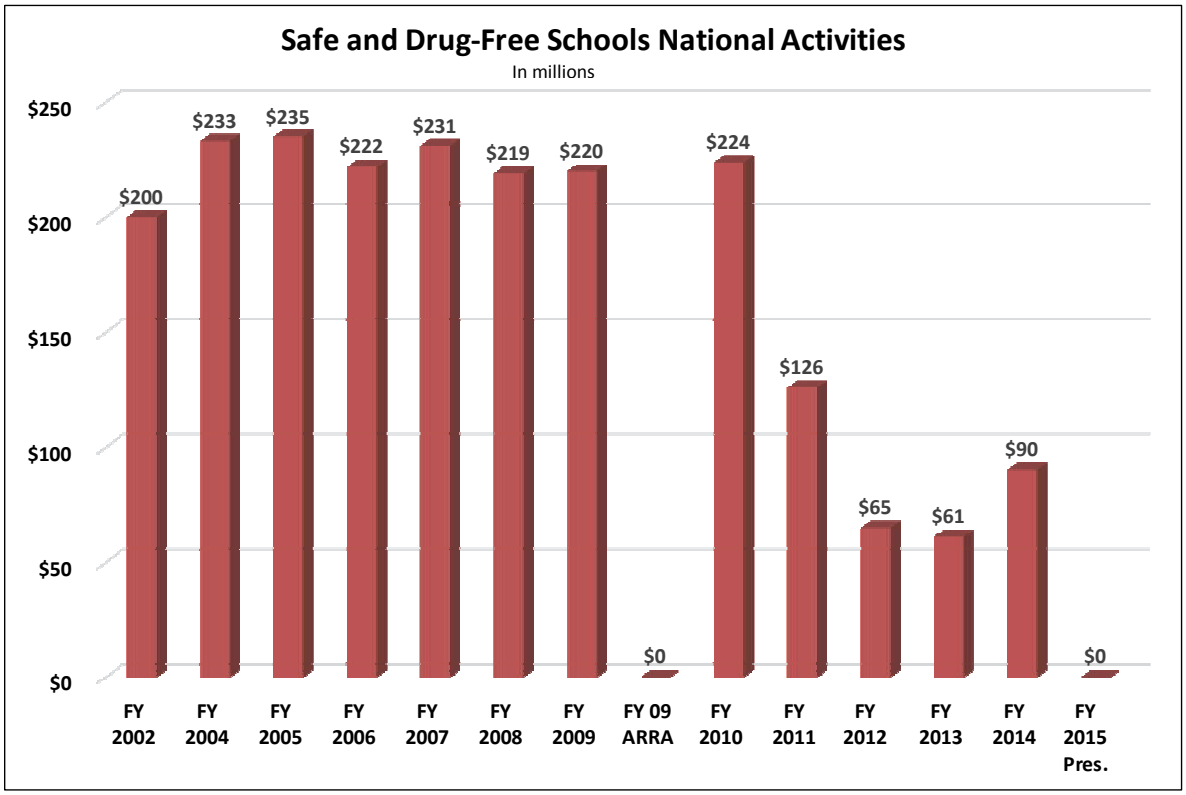
The Safe and Drug-Free Schools and Communities Act (SDFSCA) currently is authorized to include a national discretionary grant program focused on drug, violence, bullying prevention, and school-based mental health services. For the last decade only the national programs have been funded. National Programs' grant funds are used for State and local drug 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 2012	FY 2013	FY 2014	FY 2015 President's Request
$64.88	$61.48	$90.00*	$0**

**$8 million is set aside for Project School Emergency Response to Violence (Project SERV) to provide education-related services to school districts and postsecondary institutions, where the learning environment has been disrupted by a violent or traumatic crisis. Remaining funds will be used at the Secretary's discretion for newly proposed comprehensive school safety initiatives.*
***Funding would be consolidated under the proposed "Successful, Safe, and Healthy Students" program.*





The president's budget proposes to combine Safe and Drug-Free Schools and Communities National Activities, Elementary and Secondary School Counseling, and the Physical Education program and replace them with the "Successful, Safe, and Healthy Students" program funded at $214 million.

Impact of President's Budget

The president's budget proposes to eliminate funding for specific programs under Title IV, Part A "(Safe and Drug-Free Schools National Programs, Elementary and Secondary School Counseling, and the Physical Education Program), combining these programs into a new program, "Successful, Safe and Healthy Students." The new program would include $214 million to cover the national activities under the original SDFSCA and the Administration's proposed *Now is the Time* initiative. Without congressional action on an ESEA reauthorization and with currently authorized programs eliminated, schools will have an increasingly difficult time maintaining, much less strengthening, current safety and prevention programs. Funds allocated for FY 2014 will only be available through competitive grants. If the president's proposal is adopted, this critical program targeting improved school climate through mental health services and prevention would be eliminated.

Impact of Sequestration

In addition to the continued cuts and grant eliminations, the ongoing effects of sequestration have resulted in further reductions to States and school districts for critical prevention services. With no other funding source for school violence prevention initiatives, school districts are typically directed to use Title I funds, already stretched thin and slated for further reduction through sequestration.

Program Need

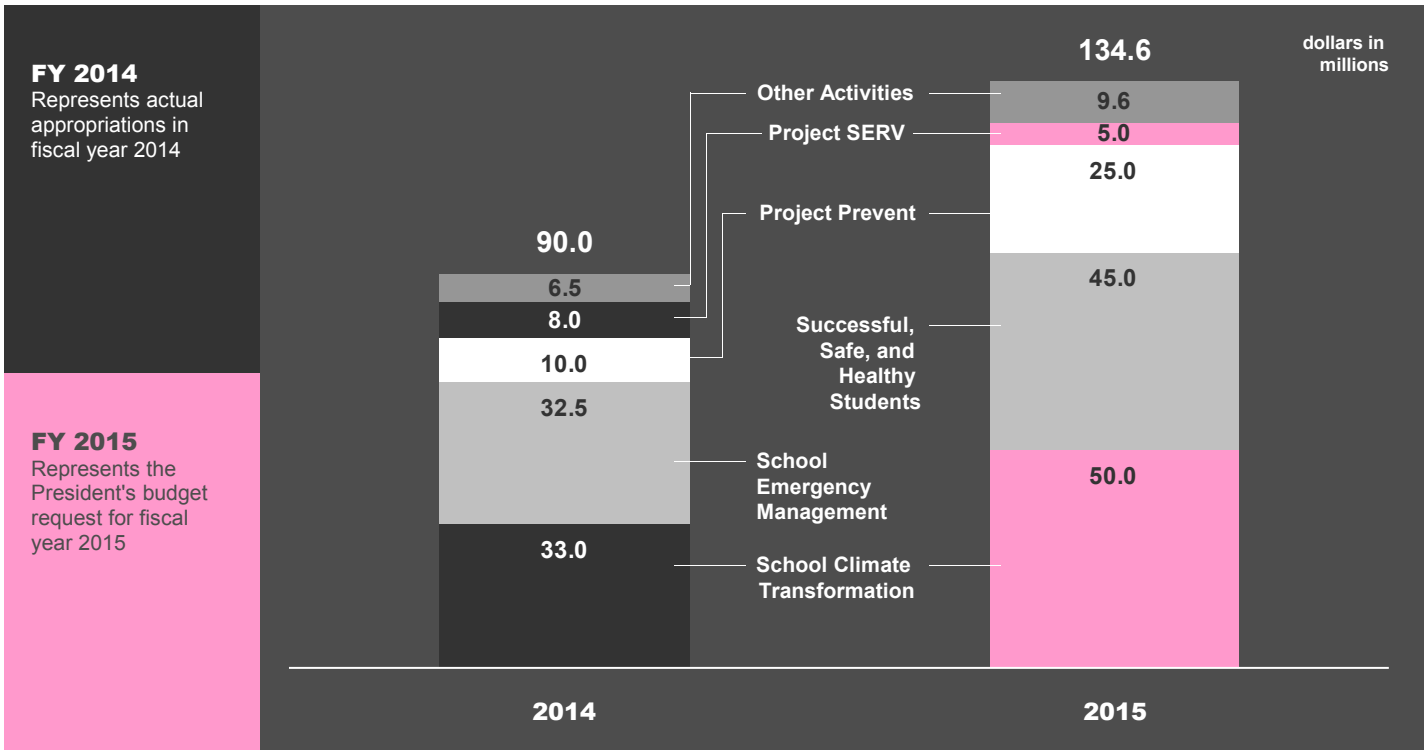
States and school districts annually pay billions of dollars through local and State funding to address the results of substance abuse, school violence, and unaddressed mental health needs. Further, our schools and our nation pay additional costs in truancy, school dropout, juvenile detention and incarceration, and diminished academic success when these issues are not addressed. As such, the SDFSCA represents an important federal investment in successful prevention and intervention efforts. In order to ensure school districts are able to provide an appropriate level of support and safety for all students, funding for SDFSCA programs must be maintained and funded at no less than $750 million.

Contact Information

Libby Nealis
School Social Work Association of America
(202) 421-3526 • libby@sswaa.org

School Safety & Climate

President's FY 2015 Budget Request



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation
	$134.6	**+$44.6 +49.6%**

School Climate Transformation

The request includes $50 million for School Climate Transformation Grants to help create positive school climates that support effective education for all students. Funds would support the use of multi-tiered decision-making frameworks, which research shows can help reduce problem behaviors, decrease bullying and peer victimization, improve organizational health and perceptions of school as a safe setting, and increase academic performance.

Successful, Safe, and Healthy Students

$45 million for a proposed Successful, Safe, and Healthy Students State and Local Grants program that would award grants to increase the capacity of States, districts, and schools to create safe, healthy, and drug-free environments, particularly in high-poverty schools. States and LEAs would design strategies that best reflect the needs of their students and communities, including programs to improve school climate by reducing drug use, alcohol use, bullying, harassment, or violence; improve students' physical health and well-being through comprehensive services that improve student nutrition, physical activity, and fitness; and improve student's mental health and well-being through expanded access to comprehensive services, such as counseling, health, mental health, and social services.

Project Prevent

$25 million for Project Prevent grants to help LEAs in communities with pervasive violence break the cycle of violence. Research shows that both direct and indirect exposure to community violence can affect children's mental health and development. Funds would support access to school-based counseling services, referral to community-based services for students suffering from trauma or anxiety (including posttraumatic stress disorder), conflict resolution programs, and other school-based strategies to prevent future violence.

Project SERV

$5 million for Project SERV (School Emergency Response to Violence) to replenish a longstanding reserve fund that supports the provision of education-related services to LEAs and to institutions of higher education in which the learning environment has been disrupted due to a violent or traumatic crisis.

Sources: Budget data from the U.S. Department of Education Budget Service. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

nea NATIONAL EDUCATION ASSOCIATION nea.org
Great Public Schools for Every Student

Elementary and Secondary School Counseling Program

Title V, Part D, Subpart 2, Elementary and Secondary Education Act

Duvall County Public Schools in Jacksonville (FL) have used the Elementary and Secondary School Counseling program (ESSCP) grant funds to increase counseling services at four elementary schools by hiring school counselors, school psychologists, and school social workers. This has allowed these schools to implement Project SELF – Social Emotional Learning Framework. They are using the Response to Intervention framework to deliver services to all 2,400 students in the school. Tier I services and beyond have included delivering research-based curricula and providing much needed intensive counseling services in the areas of social skills and anger management.

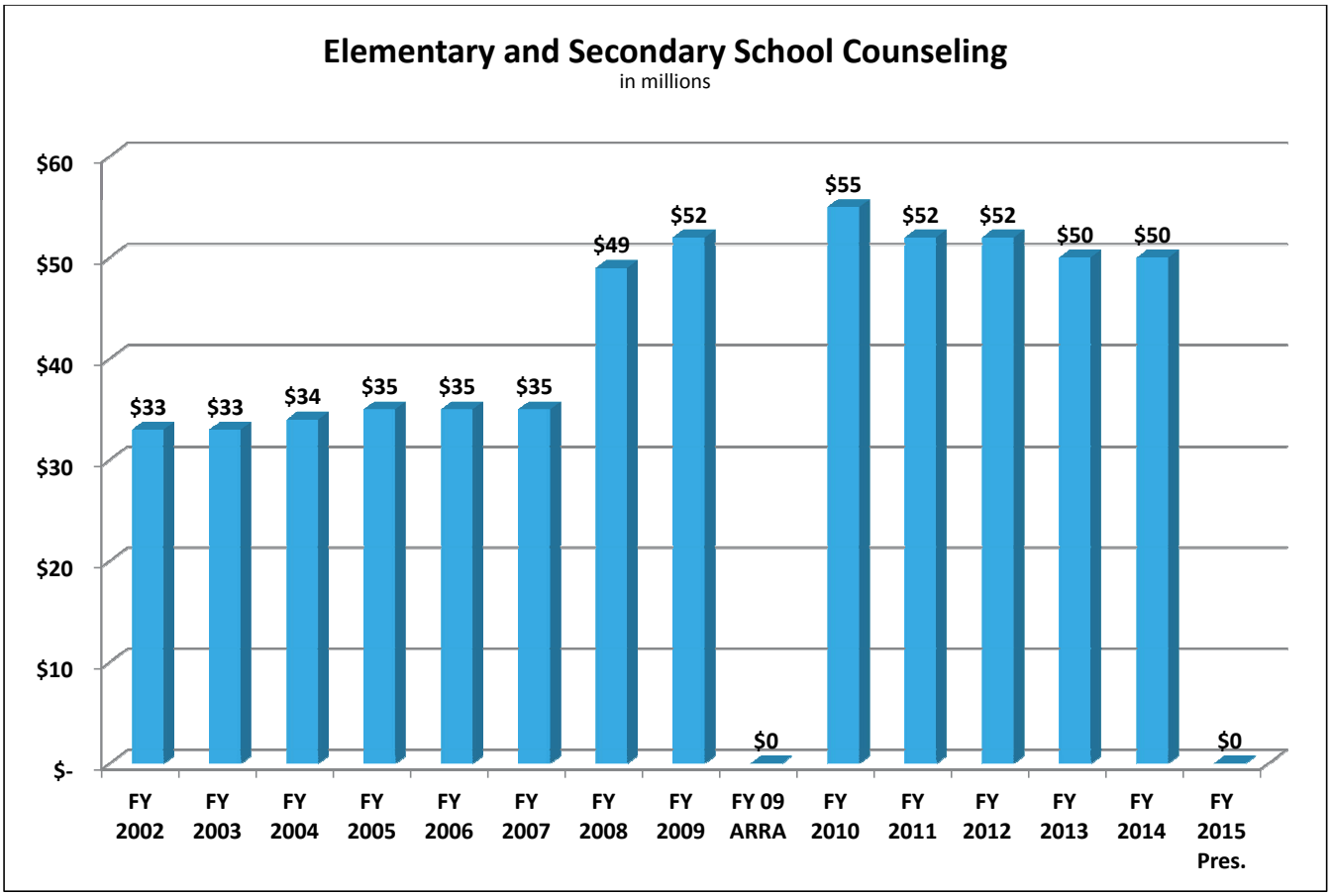
Description

The Elementary and Secondary School Counseling Program (ESSCP) provides grants to school districts to establish or expand school counseling services. ESSCP is the only federal grant program providing funds to hire qualified school counselors, school social workers, and school psychologists. The goals of the program are to expand students' access to counseling services and ultimately increase academic achievement and improve the climate for learning by addressing barriers to success.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$52.30	$49.56	$49.56	$0*

** Funding would be consolidated into the proposed "Successful, Safe, and Healthy Students" program.*



The president's budget proposes to combine Elementary and Secondary School Counseling, Safe and Drug-Free Schools and Communities National Activities, and the Physical Education program and replace them with the Successful, Safe, and Healthy Students program funded at $214 million.

Impact of President's Budget

The FY 2015 budget request shifts the ESSCP to a consolidated competitive grant, along with two other programs. This program has been growing steadily over the last several years in response to school districts' needs to hire trained school-employed counseling professionals. Serious consideration must be given to whether program integrity can be maintained if this program is subsumed under a larger grant. It is unclear if the proposed consolidated program will prioritize the current ESSCP functions, which, if continued, would enable school districts to enhance and expand critically needed counseling services, including the hiring of school-employed mental health professionals.

Impact of Sequestration

Sequestration has already reduced this small program by nearly $3 million which will result in a loss of grants to numerous new school districts in desperate need of these services. School buildings will feel this in the loss of school counselors, school psychologists, and/or school social workers. The more devastating outcome will be the loss of services for students that these specially trained school-employed counseling professionals provide.

Program Need

The Department of Education consistently receives 10 times more applications than available funds, and as a result, only requests new grant applications every two years. This significant demand suggests a critical need to maintain and increase program funding. Since FY 2008, grant funds have been available for students in grades K-12. Expansion into secondary schools allows middle and high school students to receive counseling services to support them to graduate and become productive citizens. Maintaining the ESSCP as a single grant program and increasing funding to $75 million will allow funding for secondary schools at a level similar to elementary schools.

Contact Information

Amanda Fitzgerald
American School Counselor Association
(703) 683-2722, Ext. 112 • afitzgerald@schoolcounselor.org

Promise Neighborhoods

Title XIV, American Recovery and Reinvestment Act of 2009 (ARRA)

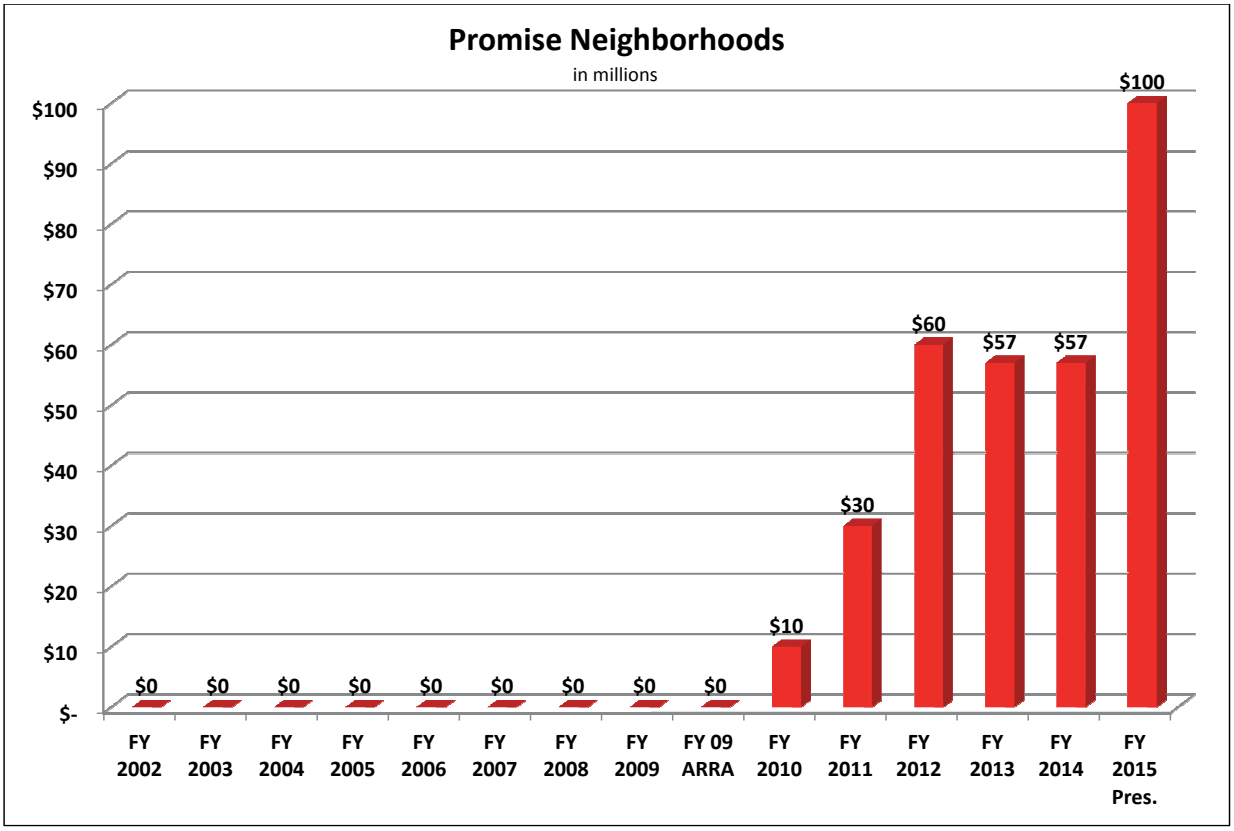
The Los Angeles Promise Neighborhood is designed to create a cradle to college and career continuum of services to break the cycle of poverty in the communities of Hollywood and Pacoima. In order to transform these communities, the project will offer families a choice of high quality school options and family support services. This will be done through blended funding in collaboration with the city, county, and Los Angeles Unified School District (LAUSD) to achieve positive outcomes for these students.

Description

The Promise Neighborhoods initiative, a project led by the Youth Policy Institute (YPI) and inspired by the Harlem Children's Zone, uses a comprehensive approach to improve academic achievement and developmental outcomes of children and youth in our most distressed communities. These projects are designed to combat the effects of poverty and improve education and life outcomes from birth through college and career.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$59.89	**$56.75**	**$56.75**	**$100.00**



An additional $200 million would be available under the Opportunity, Growth, and Security Initiative.

Impact of President's Budget

The president's budget requests an increase for the Promise Neighborhoods initiative to $100 million, an increase of $42.2 million over the FY 2014 enacted level. This initiative supports high need communities that combine cradle to career services for children and families with comprehensive reforms centered on high quality schools. This increase would provide support for new awards to local partnerships to implement comprehensive plans in order to meet the educational, health, and social service needs of children in low-income communities. The Department of Education, in collaboration with the Department of Housing and Urban Development (HUD), would reserve a portion of FY 2015 funds for planning grants to communities that apply for funding under both Promise Neighborhoods and HUD's Choice Neighborhoods programs. To further support Promise Zones, the budget includes companion investments of $120 million in the HUD's Choice Neighborhoods program and $29.5 million in the Department of Justice's Byrne Criminal Justice Innovation Grants program, as well as tax incentives to promote investment and economic growth.

Impact of Sequestration

Sequestration froze funding for Promise Neighborhoods at the FY 2013 funding level, leaving the FY 2014 level at $56.75 million. The lack of growth in funding threatens the scale and sustainability of Promise Neighborhoods affiliated projects, straining the ability to improve the quality and effectiveness of projects.

Program Need

Research has demonstrated that out of school factors have a significant impact on student achievement and outcomes. Despite this evidence, there is no organized national effort to help schools address these issues. All communities struggling with issues of high unemployment and low student achievement should receive the resources to create and implement initiatives like Promise Neighborhoods that aim to revitalize communities and help break the cycle of intergenerational poverty.

Contact Information

Roxanne Garza
Citizen Schools
(956) 655-7677 • roxannegarza@citizenschools.org

Carol M. White Physical Education Program

Title V, Part D, Subpart 10, Elementary and Secondary Education Act

"Through the PEP grant, our district has been able to transform our schools by bringing together stakeholders within the school community to establish a Comprehensive School Physical Activity Program. Together, we are closer than ever before in helping children achieve the recommended 60 minutes a day of physical activity: before, during and after school. In addition, the grant has motivated physical education teachers to become students of their profession and reignited their passion for promoting healthy, active lifestyles for children."

—Judy LoBianco, South Orange-Maplewood School District, NJ

Description

As the only federal program dedicated to addressing physical education for elementary and secondary school students, the Carol M. White Physical Education Program (PEP) provides grants to schools, districts, and community-based organizations to help students meet State physical education standards. It funds the initiation, expansion, or improvement of physical education programs, including curriculum, equipment, and professional development for physical educators. Research shows students who are more physically active have higher academic performance. Physical education provides the instruction, motivation, and opportunity for students to be physically active. Unfortunately, the average annual expenditure on physical education programs is only $764 per school per year.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$78.69	$74.58	$74.58	$0*

** Funding would be consolidated into the proposed "Successful, Safe and Healthy Students" program, but with overall less funding proposed than in previous requests.*

Impact of President's Budget

The PEP program is the only federal education program designed to help students meet State physical education standards and the only program within the Department of Education's Office of Safe and Healthy Students that has a direct impact on students' physical health. It has been a successful program since its inception in 2001. Despite attempts to eliminate the program, Congress has chosen to continue funding PEP, awarding more than 1,000 grants totaling around $750 million. Eliminating this dedicated funding stream as proposed in the president's budget may result in the disappearance of the only federal investment in physical education and physical activity programs. This would be a grievous mistake as the country battles a childhood obesity epidemic and the exorbitant health care costs associated with it. Moreover, consolidating PEP with the other program elements in the Successful, Safe, and Healthy Students initiative is inappropriate, as PEP addresses a school discipline that is essential in a comprehensive whole child education.

Impact of Sequestration

Any further reductions in PEP funds due to sequestration will result in many fewer grants or potential cuts to current multi-year grantees who may be forced to inhibit planning and purchase commitments. Many programs could face elimination in the middle of their implementation, forcing schools to halt the delivery of crucial lifelong fitness instruction to the neediest students.

Program Need

At the current funding level of $74.58 million, the PEP program funds less than 10 percent of applications received by the Department of Education. Many of the grants are multi-year and require funding over two to three years. Although a significant increase in funding would serve thousands more students, maintaining at least the current level for FY 2015 would enable continued investments in physical education programs around the country, helping them become more relevant, accessible, and enjoyable.

Contact Information

Megan Wolfe
ASCD
(703) 575-5616 • megan.wolfe@ascd.org

IDEA State Grants

Part B, Individuals with Disabilities Education Act (IDEA)

Adam was a discouraged learner who struggled with reading when he first started school. Adam's evaluation revealed that severe dyslexia was the cause of his reading struggles. The school's IEP team met to develop an IEP for Adam that included accommodations and strategies based on the principles of Universal Design for Learning. Through the use of technology and remedial assistance provided with Part B funds, Adam became an outstanding student with a 3.75 grade point average in high school. Adam went on to college and graduated with honors. Since graduation, Adam has become the head of his own real estate investment company and an advocate for individuals with disabilities.

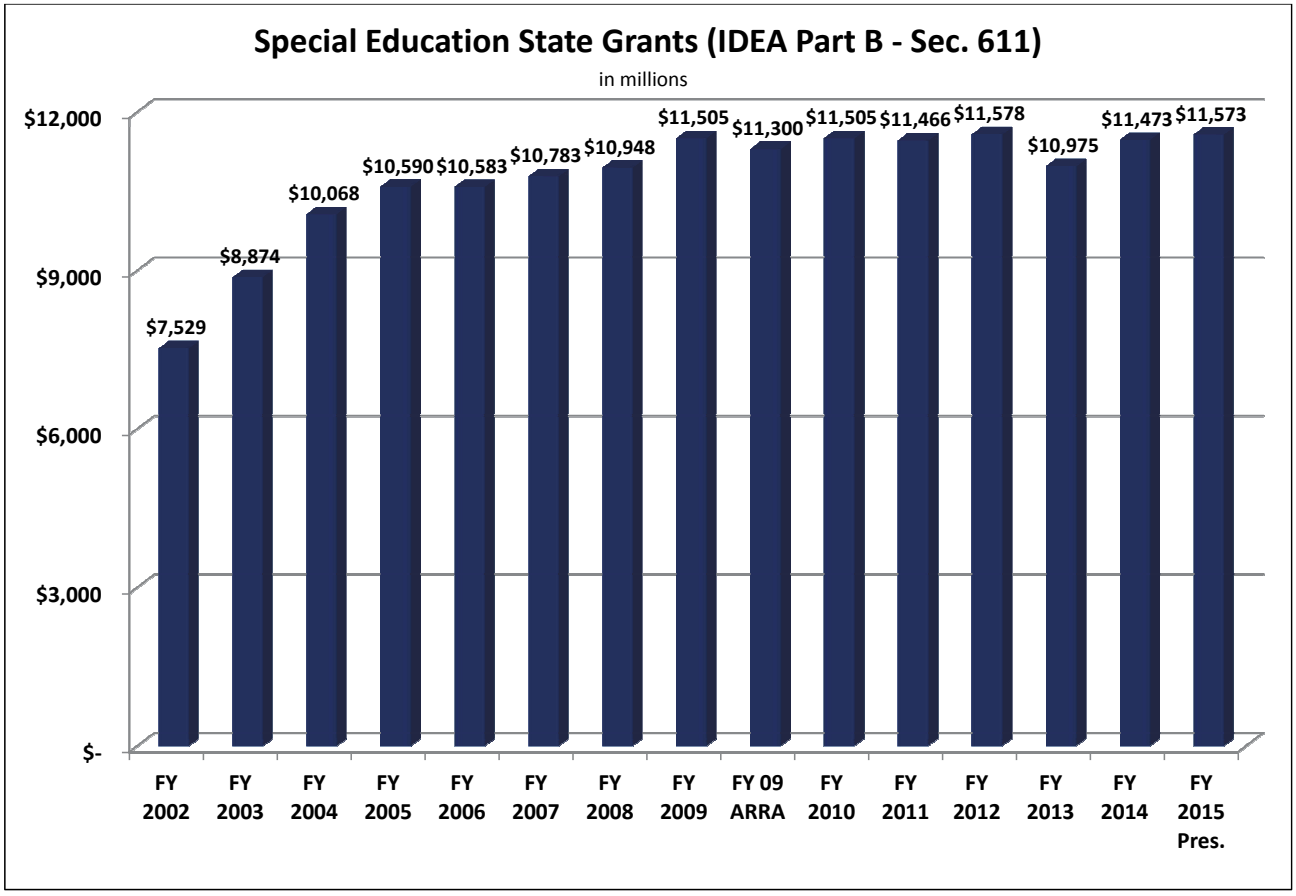
Description

The IDEA State Grant program (Part B) ensures all eligible children with disabilities receive a free appropriate public education consisting of special education and specialized instructional support services designed to meet their unique needs and prepare them for further education, employment, and independent living. The Part B program assists States and local school districts to educate children and youth with disabilities by providing funding to implement, expand, and improve access to high quality special education services.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$11,577.86	$10,974.87	$11,472.85	$11,572.85*

** The increase of $100 million is designated for a new competitive grant program rather than to increase the base formula grants.*



The president's budget includes an increase of $100 million over the FY 2014 level to support new competitive Results Driven Accountability (RDA) Incentive Grants for States.

Impact of President's Budget

The president's budget includes no increase for Part B formula grants, but an additional $100 million for a new competitive grant. Results Driven Accountability Incentive Grants would be available to States to assist in implementing the new State Systemic Improvement Plans and "to identify and implement promising, evidence-based reforms that would improve service delivery for children with disabilities while building State and local capacity to improve long-term outcomes for those children."

Without an increase for the Part B formula grants which provide federal funds to all States, the new dollars will do nothing to advance the federal goal of providing 40 percent of excess costs for students with disabilities. Currently the federal share is around 16 percent. A nationwide survey of special educators conducted by the Council for Exceptional Children (CEC) found 82 percent of special educators said there are too few personnel to meet the needs of students with disabilities in their district, and a freeze in Part B funding will perpetuate this shortage.

Impact of Sequestration

Of 1,000 parents surveyed by the National Center for Learning Disabilities in 2013, 53 percent said they had seen cutbacks in their child's special education services due to budget cuts. Sequestration cuts also put States and local school districts in an untenable position. If they increase State and local support to offset the impact of federal cuts, the IDEA Maintenance of Effort and Maintenance of State Financial Support provisions would require them to maintain this increased level of funding even if federal funding increases.

Program Need

Approximately 6 million students from pre-K through grade 12 have an Individualized Education Program (IEP) because they need extra support in school. The receipt 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 cut. It is incumbent upon the federal government to help States and local districts meet the needs of these children. When IDEA was reauthorized in 2004, Congress included an incremental funding trajectory intended to reach the promised 40 percent share of costs from the federal government. Together, the shortfall below what IDEA 2004 promised, the impact of sequestration, and the president's budget proposal will make keeping that promise to children and youth with disabilities and their families extremely difficult.

Contact Information

Nancy Reder
National Association of State Directors of Special Education
(703) 519-1506 • nancy.reder@nasdse.org

Deborah Ziegler
The Council for Exceptional Children
(703) 264-9406 • debz@cec.sped.org

Kim Hymes
The Council for Exceptional Children
(703) 264-9441 • kimh@cec.sped.org

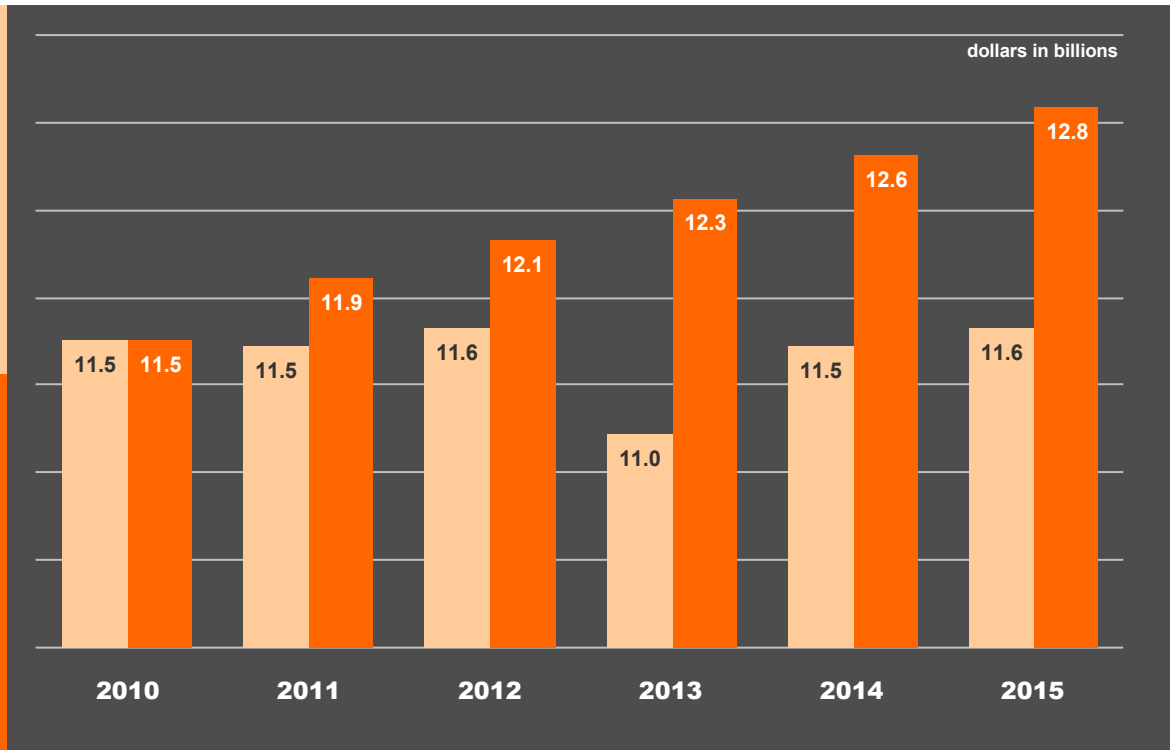
Lindsay Jones
National Center for Learning Disabilities
(202) 628-2662 • ljones@ncld.org

Special Education Grants to States (IDEA Part B-611)

President's FY 2015 Budget Request

BUDGET
Represents actual appropriations through fiscal year 2014 and the President's budget request for fiscal year 2015

BASELINE
Represents the actual appropriation for fiscal year 2010 adjusted each year thereafter for inflation and enrollment



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2012 (pre-sequester)	
	$11,573	**+$100**	**+0.9%**	**-$5**	**-0.04%**

FY 2015 Budget Request

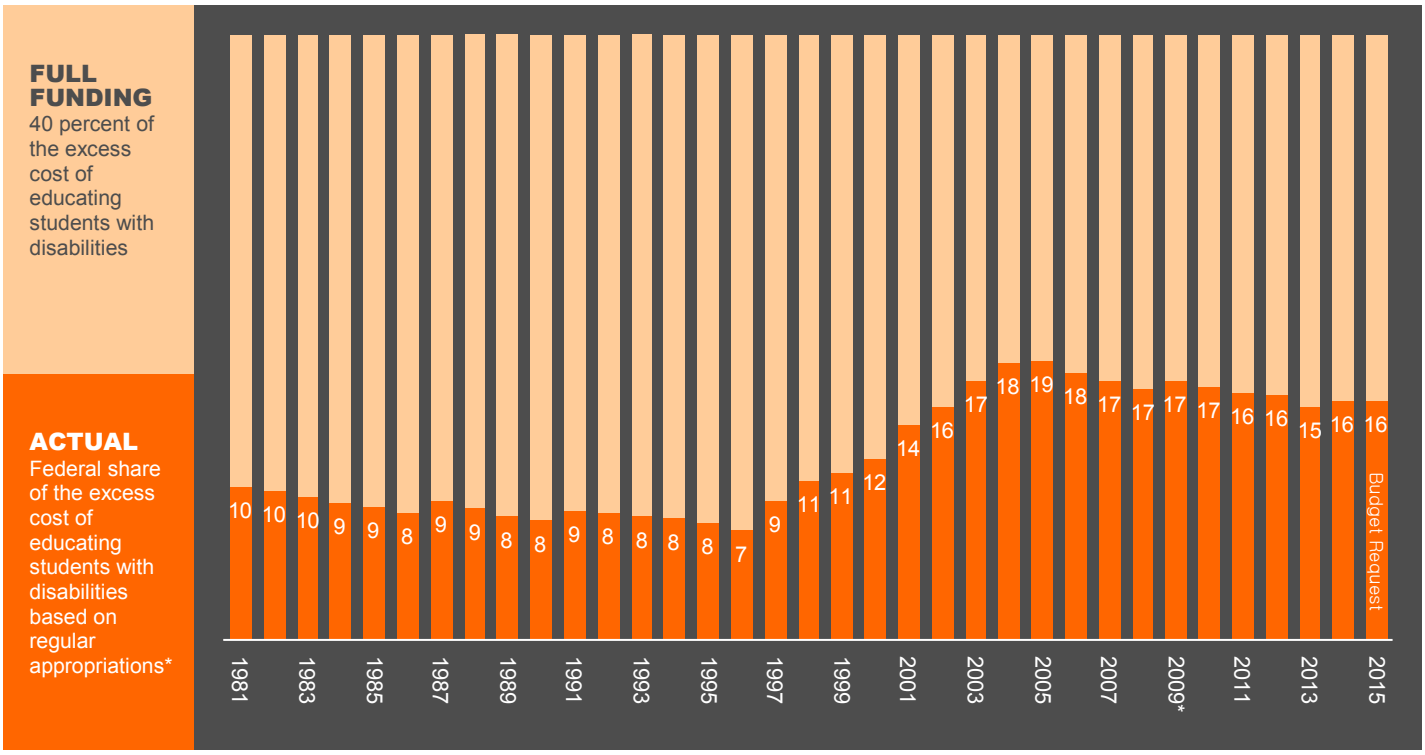
The request includes $100 million for Results Driven Accountability Incentive grants, which would provide competitive grants to States to implement State Systemic Implementation Plans to improve results for children with disabilities ages birth through 21. These incentive grants would be used by States to identify and implement promising, evidence-based reforms that would improve service delivery for children with disabilities while building State and local capacity to improve long-term outcomes for those children.

Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

Special Education (IDEA): Average Federal Cost Share (%) per Student

President's FY 2015 Budget Request



FY 2015 Budget Request	vs. FY 2014 Appropriation	vs. FY 2012 (pre-sequester)
15.8%	**15.8%**	**16.3%**

IDEA Full Funding

The assumption underlying the Individuals with Disabilities Education Act (IDEA) and its predecessor legislation is that, on average, the cost of educating children with disabilities is twice the average cost (measured as the national average per pupil expenditure or APPE) of educating other children. Congress determined that the federal government would pay up to 40 percent of this "excess" cost, which is referred to as full funding. Since 1981, the first year for which full funding was 40 percent of APPE, the federal share has remained less than half of the federal commitment based on regular appropriations.

* Excludes one-time American Recovery and Reinvestment Act (ARRA) funds. Sources: U.S. Department of Education Budget Service and the Congressional Research Service. The federal share is calculated from regular appropriations for Special Education Grants to States (IDEA Part B-611), excluding amounts available for studies and evaluations or technical assistance as applicable. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

IDEA Preschool Program

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

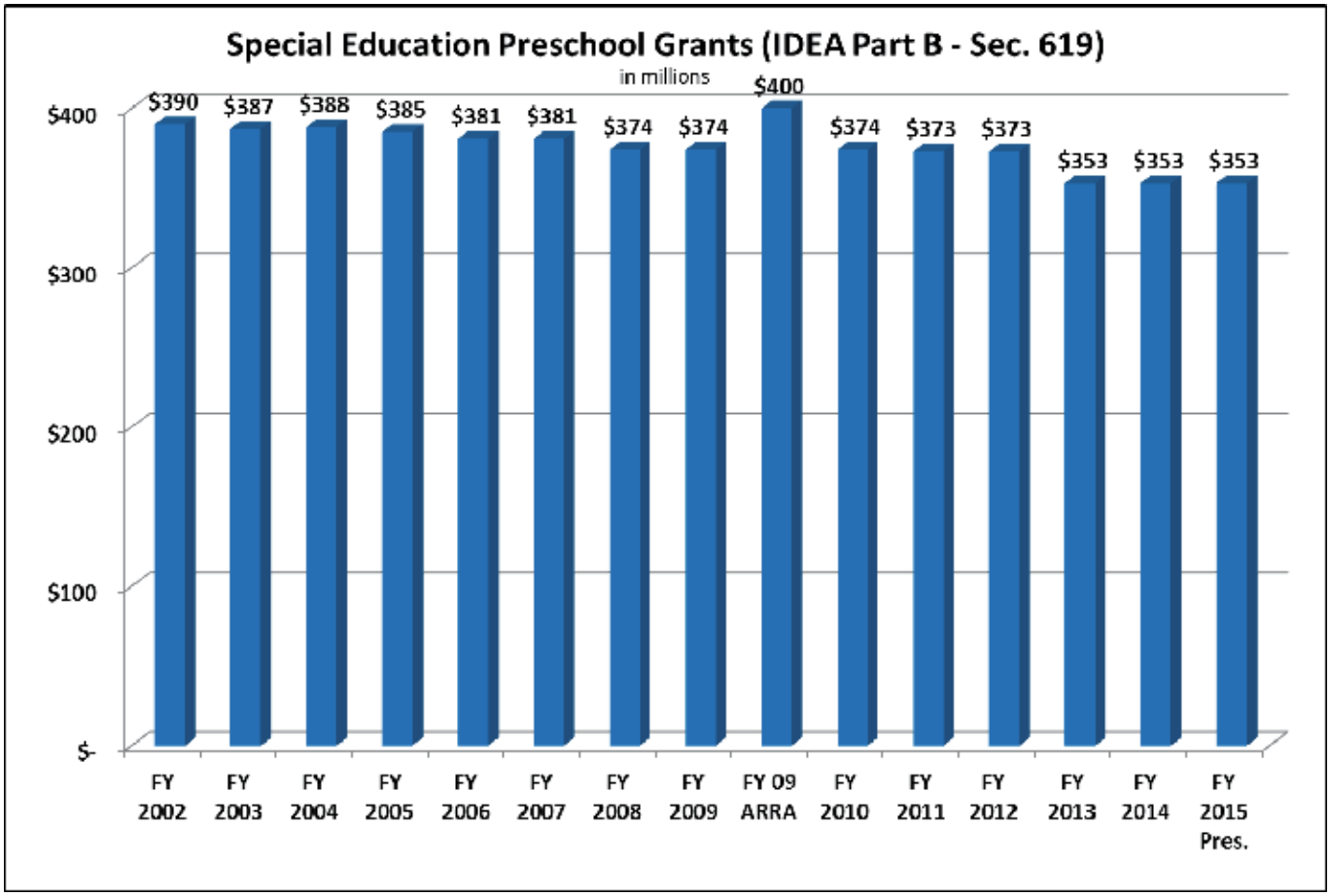
Justice Coleman is a six-year-old student in an inclusive preschool program that fosters appropriate communication, social skills, motor skills, and cognitive skills. Justice has significant multiple disabilities requiring physical, occupational, and vision therapies. IDEA has provided part of the funding for these supports and services crafted specifically for Justice to help her develop skills and form the foundation of her education. Including her with typically developing children and the support of amazing professional staff have been highly motivating and encouraging to her.

Description

IDEA Preschool Grants are intended to assist States and local school districts to ensure preschool children with disabilities aged 3 through 5 are identified early and receive a free appropriate public education. In addition, the federal contribution to preschool special education for States and local school districts facilitates the continuity of services for children with disabilities transitioning to school from the Infant and Toddler program (Part C, aged birth through 2) and is an important part of State and community efforts for early intervention.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$372.65	$353.24	$353.24	$353.24



Impact of President's Budget

The president has requested a freeze in funding for the IDEA Preschool Grants. Funding for this program has decreased considerably from ten years ago when funding was at $385 million. The sole exception was an infusion of funds from the American Recovery and Reinvestment Act, when funding levels reached an all time high of $400 million. Research tells us early intervention 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 when they reach age three. Particularly with the president's emphasis on early childhood education, it is disheartening to see this program neglected in the president's budget year after year.

Impact of Sequestration

In FY 2013, sequestration cuts for this program totaled approximately $19 million, making it difficult for school districts to appropriately serve all children who need assistance. Cuts in federal funding required States and local school districts to invest more State and local funds to support this program. These cuts are especially unwise in the face of strong research that demonstrates early learning gains reduce education and other expenditures over a lifetime.

Program Need

The Preschool program serves approximately 750,000 children with disabilities aged 3 through 5. The program guarantees a free appropriate public education, entitling children to educational supports and services that will enable them to grow and learn and prepare to enter school with their non-disabled peers. Program emphasis is on serving these children in inclusive settings, including Head Start. The Preschool program is designed to ensure an appropriate transition for children from the Part C program, serve them appropriately in preschool, and ensure an appropriate transition to school and the K-12 special education program if necessary.

Contact Information

Nancy Reder
National Association of State Directors of Special Education
(703) 519-1506 • nancy.reder@nasdse.org

Deborah Ziegler
The Council for Exceptional Children
(703) 264-9406 • debz@cec.sped.org

Kim Hymes
The Council for Exceptional Children
(703) 264-9441 • kimh@cec.sped.org

Lindsay Jones
National Center for Learning Disabilities
(202) 628-2662 • ljones@ncld.org

IDEA Infants and Toddlers with Disabilities

Part C, Individuals with Disabilities Education Act (IDEA)

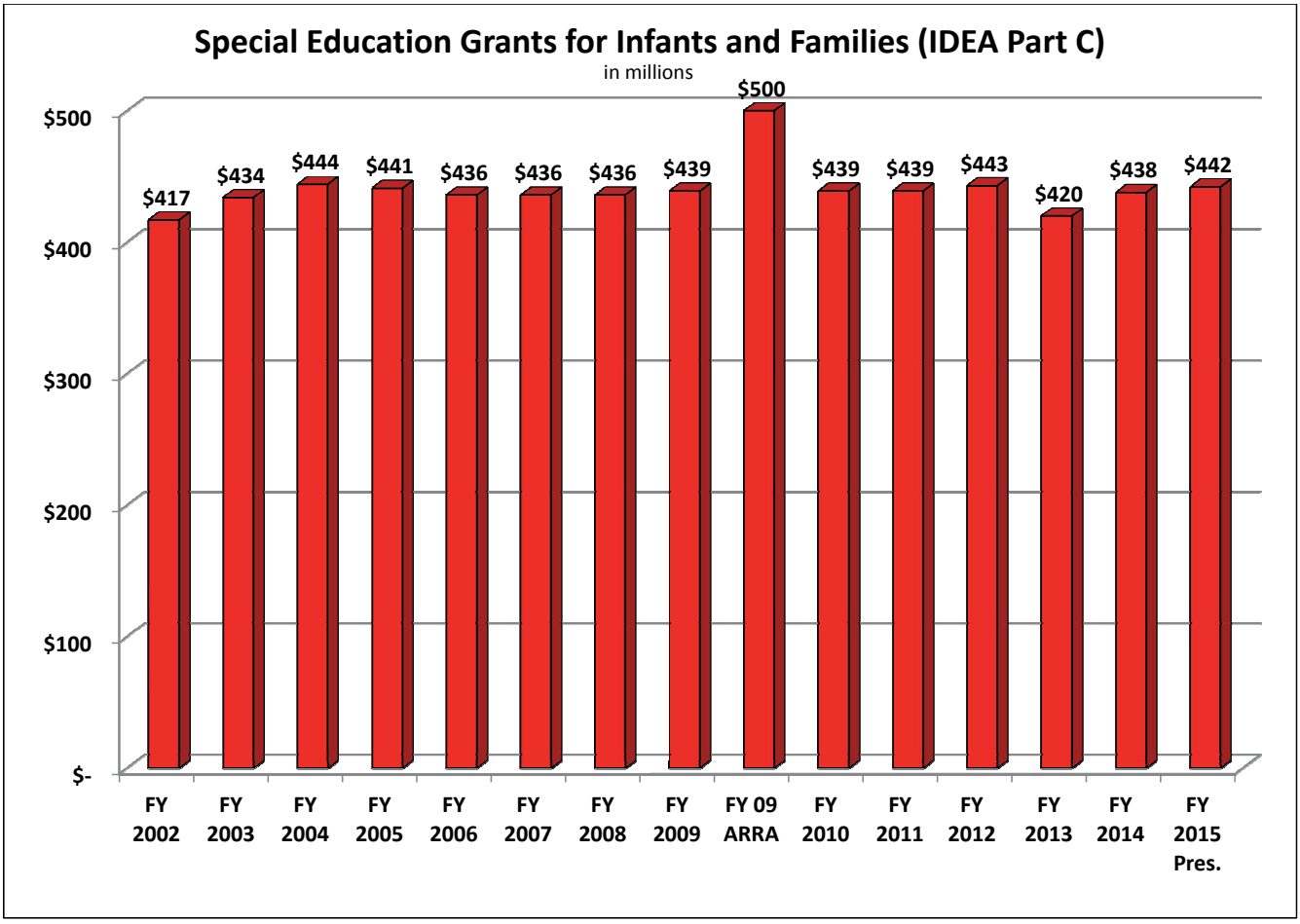
Nineteen-month-old Sean Acker is enrolled in the Barber National Institute Bright Beginning Early Intervention program in northwestern Pennsylvania. Sean is diagnosed with Congenital Fiber-Type Disproportion Myopathy, characterized by muscle weakness. At the age of two months, Sean was referred for Early Intervention. He was unable to hold his head up, and his family was having difficulty feeding him. Since beginning physical and occupational therapies, Sean is getting stronger and is able to walk independently. Continued funding for Early Intervention programs will give Sean and other children the help they need to achieve the best possible outcomes as they continue to grow.

Description

IDEA Part C, the Infants and Toddlers with Disabilities program, serves 334,000 children aged birth through two years and their families by providing formula grants to States to develop and implement a statewide comprehensive, multidisciplinary, interagency early intervention system. Providing early intervention services to children and their families has been shown to improve educational outcomes once children enter into school.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$442.71	$419.65	$438.50	$441.83



Impact of President's Budget

The $3.3 million increase in the president's budget would recoup nearly all funding lost due to sequestration. While this is a welcome increase, a substantial investment is needed to ensure early intervention programs can reach the children that need these services. The proposed funding level will help to address the needs of approximately 330,000 infants and toddlers with disabilities.

Impact of Sequestration

Sequestration cuts resulted in a loss of $23.1 million from IDEA's early intervention program. Because of mounting fiscal pressure over the last two decades, States have narrowed the eligibility requirements for this voluntary program and any funding reduction means fewer children served.

Program Need

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 delay. Studies have demonstrated early intervention services are among the most effective in helping children with disabilities attain favorable educational outcomes. While the number of children served has grown by 57 percent in the last 20 years, funding per child has decreased by 36 percent since 1999. As a result, 20 percent of States have narrowed their eligibility criteria over the last decade, and 75 percent now charge families for services.

Contact Information

Deborah Ziegler
The Council for Exceptional Children
(703) 264-9406 • debz@cec.sped.org

Kim Hymes
The Council for Exceptional Children
(703) 264-9441 • kimh@cec.sped.org

Nancy Reder
National Association of State Directors of Special Education
(703) 519-1506 • nancy.reder@nasdse.org

Lindsay Jones
National Center for Learning Disabilities
(202) 628-2662 • ljones@ncld.org

IDEA National Programs

Part D, Individuals with Disabilities Education Act (IDEA)

The Georgia Department of Education has utilized its State Personnel Development Grant (SPDG) to reduce the dropout rate of students with disabilities and other at risk students. Georgia's SPDG team developed more than 140 middle and high school graduate FIRST teams, which included both special and general education teachers, administrators, and support staff. These teams are trained to perform detailed data analyses to determine the areas of focus that would result in positive changes for students.

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 to 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; (6) Special Olympics education programs; and,(7) the PROMISE program — Promoting Readiness of Minors in SSI –to foster improved health, education, and postsecondary outcomes for children aged 14 to16 who receive Supplemental Security Income (SSI).

Funding History *(in millions)*

	FY 2012	FY 2013	FY 2014	FY 2015 President's Request
State Personnel Development Grants	**$43.92**	**$41.63**	**$41.63**	**$41.63**
Technical Assistance & Dissemination	**$46.78**	**$44.35**	**$44.35**	**$44.35**
Personnel Preparation	**$88.30**	**$83.70**	**$83.70**	**$83.70**
Parent Information Centers	**$28.92**	**$27.41**	**$27.41**	**$27.41**
Technology and Media Centers	**$29.59**	**$28.05**	**$28.05**	**$28.05**
Special Olympics Education Programs	**$ 8.00**	**$ 7.58**	**$ 7.58**	**$ 7.58**
PROMISE	**$ 2.00**	**$ 1.89**	**$ 0.00**	**$ 0.00**

Impact of President's Budget

The president's FY 2015 budget keeps in place cuts resulting from sequestration. Under the president's budget request, funding will remain at the same level as in FY 2014. None of these programs will be restored to the pre-sequester level. As a result, these programs which serve parents, students, and educators will continue to face constrictions imposed by less funding.

Impact of Sequestration

IDEA Part D programs were cut by nearly $13 million during sequestration and were not restored to their pre-sequester levels in the FY 2014 omnibus appropriations bill. These programs provide the vital infrastructure to effectively implement special education. The impact of these cuts will have serious long term effects on children and youth with disabilities and their families and the special education field.

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, parent centers to provide assistance to parents in all 50 states, technology and media centers, Special Olympics education programs, and the new exciting PROMISE program. Without the Part D program, educators and parents would not have the training to ensure positive outcomes for all students with disabilities.

Contact Information

Deborah Ziegler
The Council for Exceptional Children
(703) 264-9406 • debz@cec.sped.org

Kim Hymes
The Council for Exceptional Children
(703) 264-9441 • kimh@cec.sped.org

Nancy Reder
National Association of State Directors of Special Education
(703) 519-1506 • nancy.reder@nasdse.org

Lindsay Jones
National Center for Learning Disabilities
(202) 628-2662 • ljones@ncld.org

School Renovation and Modernization

American Recovery and Reinvestment Act (ARRA) of 2009 (P.L. 111-5)
American Taxpayer Relief Act of 2012 (P.L. 112-240)

San Diego Unified School District was the first school district in the nation to utilize the interest-free Qualified School Construction Bonds (QSCBs). The district's QSCB allocation of $38.8 million funded repairs to outdated student restrooms and deteriorated plumbing and roofing and was also used for upgrading career and vocational classrooms and labs. In addition, the funding will be used to update classroom technology, improve school safety and security, upgrade fire alarms, replace dilapidated portable classrooms, and remove hazardous substances. The district realized savings of approximately $20 million as a result of the federal bonding authority and will use these funds to make additional technology investments.

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. 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 issuers the option of issuing the 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 2012	FY 2013	FY 2014	FY 2015 President's Request
Qualified Zone Academy Bonds*	**$400.00**	**$400.00**	**$ 0.00**	**$ 0.00**
Qualified School Construction Bonds*	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**

**The school construction bonding provisions are authorized and funded through tax legislation rather than annual federal appropriations.*

	FY 2012	FY 2013	FY 2014	FY 2015 President's Request
America Fast Forward Bonds	**$ 0.00**	**$ 0.00**	**NA***	**NA***

** The president's America Fast Forward Bond proposals include no limit on bonding authority or the amount available.*

Impact of President's Budget

Federal bond programs operate according to calendar years rather than federal fiscal years. ARRA authorized QSCBs and BABs for the first time for years 2009 and 2010, while extending and expanding QZAB authorization for the same period. A QZAB extension for 2012 and 2013 was authorized by Congress under the American Taxpayer Relief Act of 2012, and authorization for 2014 is included in the tax extenders package pending on Capitol Hill. While additional bonding authority for QZABs, QSCBs, and BABs was not included in the president's budget request for FY 2015, the budget proposal again includes the America Fast Forward Bond program. Similar to the BABs, America Fast Forward Bonds would be permanent taxable bonds issued by State and local governments for which the federal government makes direct payments to issuers in an amount equal to 28 percent of the interest on the bonds.

The Administration first proposed Fast Forward bonds in the FY 2014 budget proposal and included a special subsidy of 50 percent for school construction projects in 2014 and 2015. The increased subsidy for education projects was not included in the FY 2015 budget proposal.

Impact of Sequestration

School districts using direct pay bonds, including QSCBs, QZABs, and BABs, received an 8.7 percent reduction in federal subsidies for interest payments from March 1, 2013, through September 30, 2013. Sequestration jeopardized the contracts and long term financial agreements into which school districts entered with buyers of these bonds due to the decrease in subsidy payments from the federal government. In 2010-11 alone, over $11 billion in direct pay QSCBs bonds were issued by school districts in 49 states to modernize schools.

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 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. A new study released by the Institute of Education Sciences (IES) in 2014 estimates 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 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.

Contact Information

Manish Naik
Council of the Great City Schools
(202) 393-2427 • mnaik@cgcs.org

Part II: Education, Careers and Lifelong Learning

The Carl D. Perkins Career and Technical Education Act

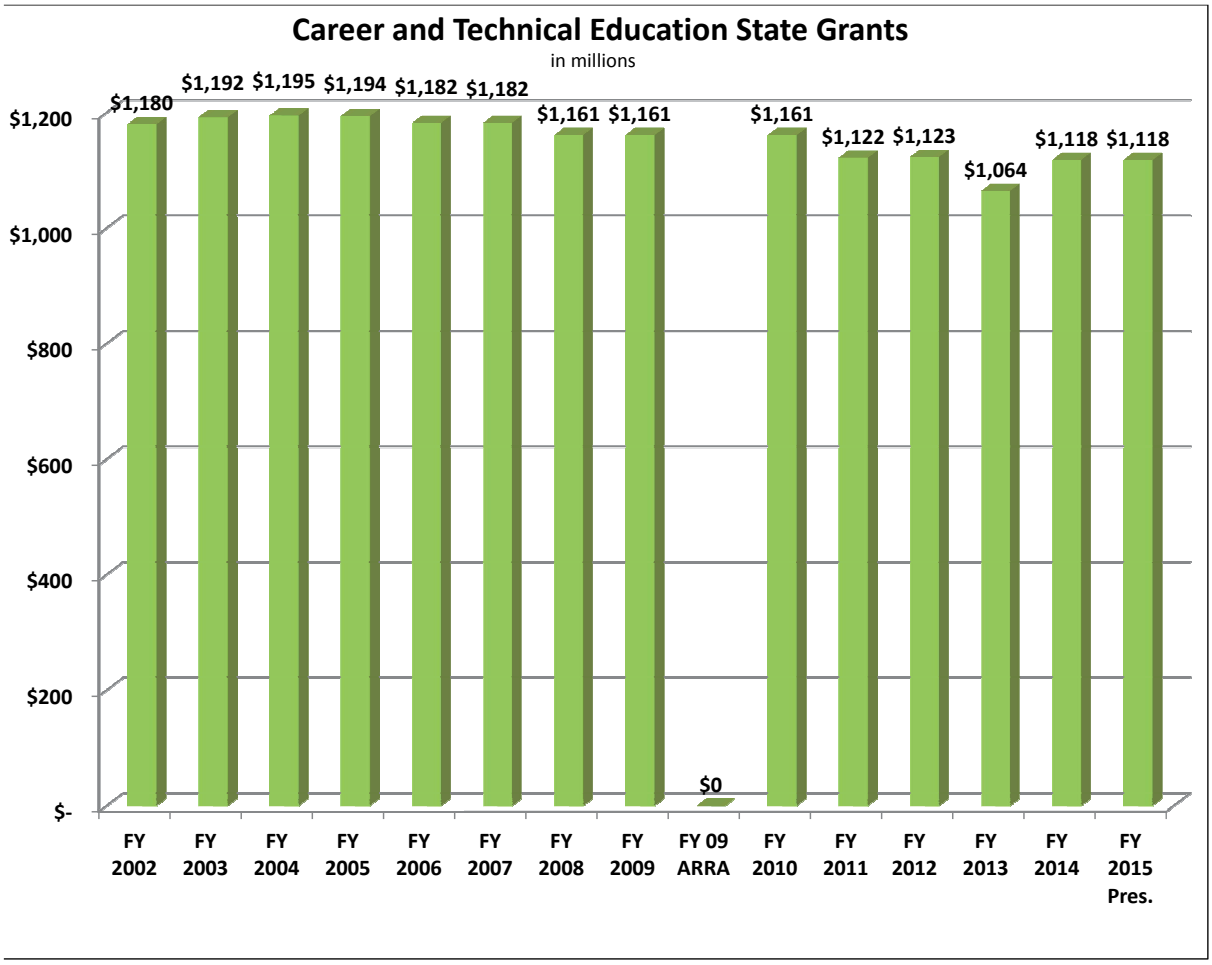
With help from Perkins funding, students at Aviation High School (AHS) — a career and technical education school in New York City's public school system — are receiving rigorous academic coursework combined with world-class technical training in preparation for careers in the aviation and aerospace fields. AHS has partnered with major airline companies to create an on-site classroom located in an annex at J.F.K International Airport, where students receive hands-on training using a donated 727 aircraft. Though 60 percent of the students at AHS are from low-income households, the school has an 88 percent graduation rate with students prepared to go on to college or enter the career field with a typical entry-level salary of $50,000 to $60,000. AHS has been recognized as one of the best high schools in the nation by U.S. News and World Report.

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 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 2012	FY 2013	FY 2014	FY 2015 President's Request
CTE State Grants	**$1,123.03**	**$1,064.45**	**$1,117.60**	**$1,117.60**
National Programs	**$ 7.83**	**$ 7.42**	**$ 7.42**	**$ 7.42**



Impact of President's Budget

The president proposes to fund Perkins CTE State Grants at $1.118 billion for FY 2015. The budget would freeze funding at the FY 2014 levels, with funds for National Programs at the sequestration level. The budget request also includes a set-aside of up to $100 million from CTE State Grants for a competitive CTE innovation fund, including $10 million for "Pay-for-Success" projects. However, if enacted, this set-aside would reduce the amount distributed through the funding formula to eligible States and local CTE institutions.

Impact of Sequestration

The Perkins FY 2011 allocation was reduced by $140 million, with additional reductions occurring in FY 2012. As a result of sequestration, Perkins was further reduced by $58 million in FY 2013. Any additional cuts will seriously impact the amount available for grants to States and the development of innovative career and technical education programs.

Program Need

The erosion of Perkins funding has negatively impacted high schools, tech centers, community colleges, employers, and millions of CTE students nationwide. A larger investment in the Perkins CTE State Grants is necessary to ensure all students are college- and career-ready. Federal resources that support career education and workforce training should be directed to established and proven programs like Perkins that increase access to high quality CTE for all students. Perkins funding should be fully restored to the pre-sequester level to help address factors such as the rise in student enrollment, a declining number of available skilled workers, and the increased costs of implementing quality CTE programs.

Contact Information

Mitch Coppes
Association for Career and Technical Education
(703) 683-9316 • mcoppes@acteonline.org

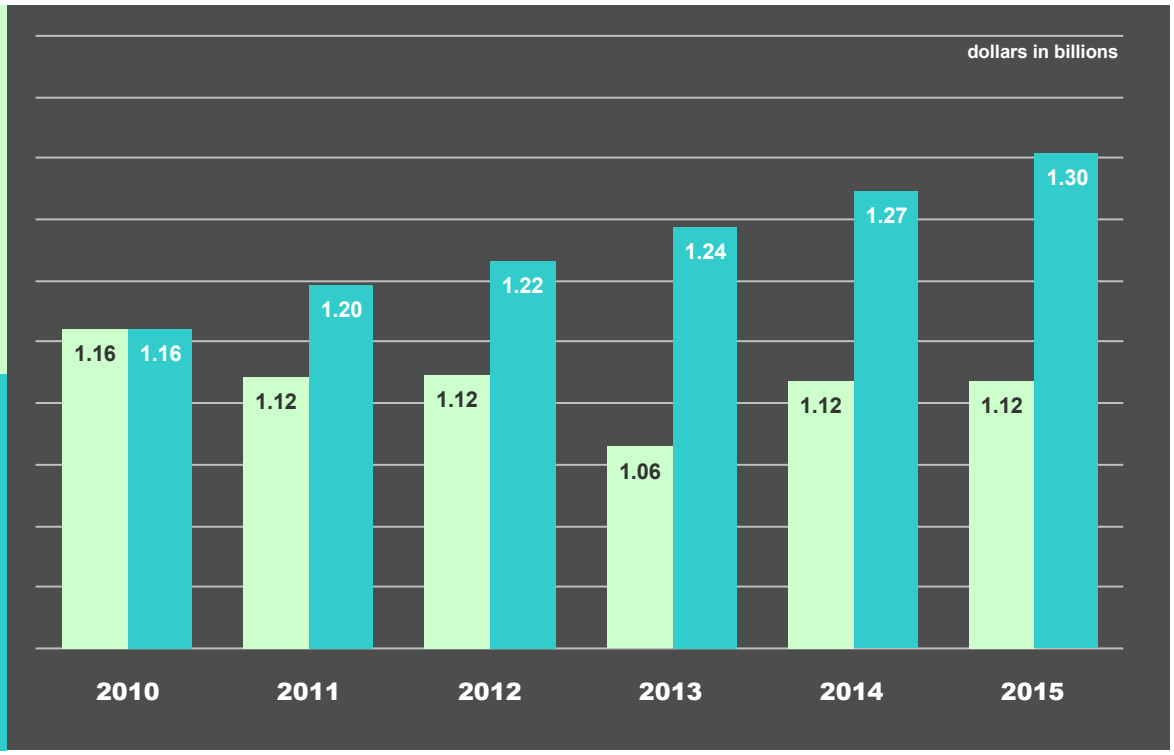
Steve Voytek
National Association of State Directors of Career Technical Education Consortium
(301) 588-9631 • svoytek@careertech.org

Career & Technical Education State Grants (Carl D. Perkins CTEA Title I)

President's FY 2015 Budget Request

BUDGET
Represents actual appropriations through fiscal year 2014 and the President's budget request for fiscal year 2015

BASELINE
Represents the actual appropriation for fiscal year 2010 adjusted each year thereafter for inflation and enrollment



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2012 (pre-sequester)	
	$1,118	**+$0**	**+0.0%**	**-$5**	**-0.5%**

FY 2015 Budget Request

Funds for the CTE program would support the first year of activity under a reauthorized Carl D. Perkins Career and Technical Education Act (Perkins Act). The request for CTE State Grants includes up to $100 million for a competitive CTE innovation fund, including $10 million for "Pay-for-Success" projects. Initial investments under this set-aside might include projects to develop programs or strategies to (1) provide services that help disconnected youth access career pathways in high-skill, high-wage jobs; (2) expand the capacity of rural and remote communities to provide access to articulated pathways to industry-recognized postsecondary credentials or degrees for in-demand industry sectors and occupations; or (3) use technology to improve service delivery and provide learning experiences to students through the use of virtual simulations of workplace equipment.

Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

nea NATIONAL EDUCATION ASSOCIATION nea.org
Great Public Schools for Every Student

Adult Education and Family Literacy

The Adult Education and Family Literacy Act, Title II, Workforce Investment Act (WIA)

In central New York, approximately 24 percent of adults lack basic literacy skills and struggle to read, write, do basic math, and use technology. These deficits greatly affect their ability to find and keep sustainable jobs, understand medical information, and engage in the education of their children. Many of these adults take classes through libraries and nonprofits to prepare for the GED/HSE tests, learn to speak and write English, use computers, or just learn to read. A few years ago Tia was unemployed and struggling to make ends meet for her and her son. This year she graduated with honors from a local literacy program, earned her GED certificate, and is ready for postsecondary education. Sophia, a high school dropout, could not find work beyond part-time shifts at fast-food restaurants. She wanted a better life for her family. A literacy program enabled her to earn a GED certificate, find a better job, and make plans to one day earn a business degree that will help her open her own business. Without adult education programs funded through Title II of WIA, these adults and many others would be without educational options or hope of finding or advancing in employment.

Description

A recent international survey conducted by the Program for 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. One in six American adults lacks basic literacy skills—roughly 36 million people. Nearly one in three has poor numeracy skills. Released in October by the Organisation for Economic Co-operation and Development (OECD), survey results also indicate that, while other countries have been showing improvements in equipping adult populations with basic skills, the United States has lagged behind.

Adult Education and Family Literacy Act (AEFLA) programs assist low-skilled adults to become literate and proficient in speaking English, secure citizenship, and obtain knowledge and skills necessary for employment and self-sufficiency. These programs often partner with community colleges, technical institutes, and vocational schools to provide adult education integrated with occupational skill training and career pathway programs leading to attainment of industry-based certifications. Adult education programs help parents obtain the educational skills necessary to become full partners in their children's educational development. In addition, AEFLA represents the primary source of federal funding for State and community efforts to provide limited English proficient adults with expanded access to high quality English literacy programs linked to civics education.

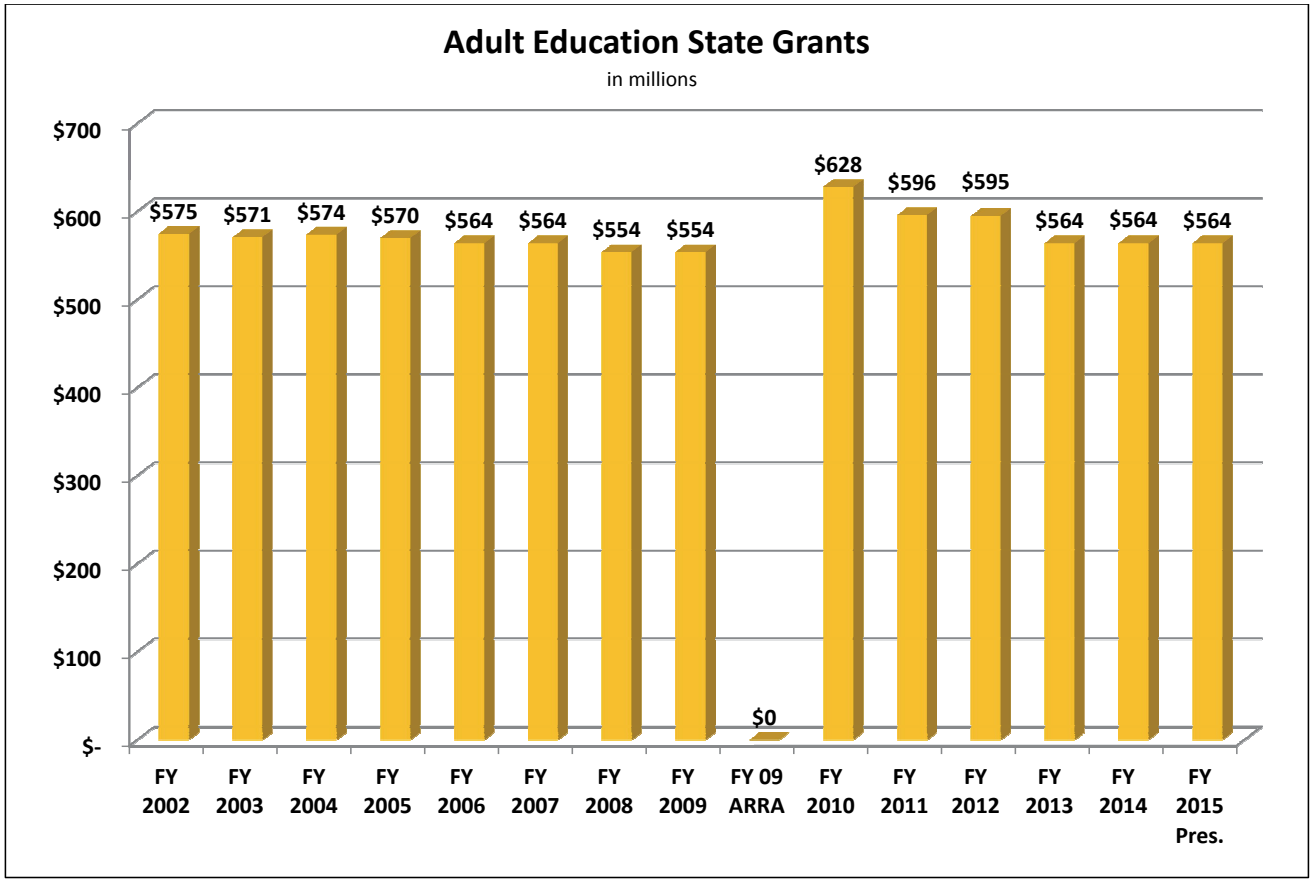
Funding History *(in millions)*

	FY 2012	FY 2013	FY 2014	FY 2015 President's Request
State Grants	**$594.99**	**$563.96**	**$563.96**	**$563.96**
Skills Challenge Grants	**--**	**--**	**--**	**$ 20.00**
National Leadership Activities	**$ 11.30**	**$ 10.71**	**$ 13.71**	**$ 13.71**

Impact of President's Budget

Under the president's proposed budget, State grants for adult education would be funded at $564 million. This request includes continuation of a $70.8 million set-aside for English Literacy/Civics Education State Grants to support the unmet needs of immigrants learning English. In addition to State grants, $13.7 million would go to National Programs. The FY 2015 request also proposes the new $20 million Skills Challenge Grants under National Leadership Activities. This program would support partnerships among States, adult education providers, institutions of higher education, and private organizations. Partnerships would develop and scale up evidence-based models combining basic skills education with job training. Participants would have access to high quality programs that equip them with skills necessary to find jobs in high demand fields or transition into postsecondary education and training. In addition, partnerships would build evidence of effective practices through rigorous evaluations.

Despite the critical need for services and benefits to society, the federal investment in adult education State grants has steadily declined since FY 2010. None of the funding lost to sequestration in FY 2013 was restored in the FY 2014 Consolidated Appropriations Act. While the president's proposed funding preserves the current level of federal investment in adult education State grants, that investment will continue to support less than 2 million of the 36 million adults who would benefit from these important services.



Program Need

It is critical to preserve federal adult education and literacy funding through Title II of WIA and find ways to increase that investment in the future to help more individuals who desperately need these services. Other sources of federal funding for this population are dwindling. Most notably, federal support for the Even Start family literacy program was eliminated in 2010. Meanwhile, State funding for adult and family literacy has been cut — in some cases eliminated — as States struggle to balance lean budgets. As a result, adult education programs in virtually all 50 States have waiting lists for services. An increase in the federal investment is needed in order to significantly reduce the waiting lists and provide for a modest expansion of services.

Contact Information

Martin Finsterbusch
National Coalition for Literacy
(484) 443-8457 • www.national-coalition-literacy.org

Jeff Carter
National Coalition for Literacy
(202) 374-4387 • jcarter@literacypolicy.org

Library Services and Technology Act

Library Services and Technology Act

Description

The Library Services and Technology Act (LSTA) is the primary annual source of funding for libraries in the federal budget. The majority of LSTA funding is a population-based grant distributed to each State library agency through 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 this money to help library users find jobs and build resumes, as well as help younger students with homework and afterschool programs. LSTA also provides money to States for professional development for librarians under the Laura Bush 21st Century Library Professionals program.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$184.70	$175.04	$180.90	$178.60

Impact of President's Budget

Many libraries are seeing record high levels of users (4.2 million visits each day to the 16,000-plus public libraries in the U.S.) while also experiencing budget cuts at the State and local levels. Now is not the time for the federal government to cut funding to libraries. These cuts reach deep, especially considering States with tight budgets must match the IMLS federal funds, making these cuts even more devastating to the library community and its users. With so many people still out of work or underemployed, the library has been the one place they can go to receive help searching for a job and building a resume. While some of these budget cuts were replaced in FY 2014, the president's budget proposal cuts LSTA by over $2 million.

Impact of Sequestration

With sequestration in FY 2013, LSTA funding was reduced to $175 million. 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. The impact of sequestration will be different in every State, as each State determines how best to spend its allotted LSTA funds. In many States public libraries have not been able to provide summer reading programs, with the result that many K-12 students are returning to school in the fall having been unable to maintain their reading level over the summer break.

Program Need

While MLSA authorized this program at $232 million in December 2010, at least level funding LSTA at the FY 2014 level of $180.9 million will go a long way to help libraries provide the services on which many people in every community rely each day.

Contact Information

Jeff Kratz
American Library Association
(202) 628-8410 • jkratz@alawash.org

Office of Museum Services

Institute of Museum and Library Services

In 2012, the Yale Peabody Museum of Natural History in New Haven, Connecticut, was awarded a Museums for America grant to support the Peabody Teachers Collaborative on Global Change (CGC), a professional development program for teachers in ecology and environmental science. This science literacy program serves several local school districts, particularly Title I school districts of New Haven and Hartford, as well as other districts in Connecticut. The project targets 48 schools and approximately 1,500 students together with their families and communities. By making excellent use of the Museum's exhibits — particularly the world-renowned diorama halls — the program's impact is heightened for both teachers and students at minimal cost to the taxpayer.

Description

Despite its small size, the IMLS Office of Museum Services (OMS) is the largest source of 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 — 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, reach new audiences, and enhance community engagement.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$30.86	**$29.25**	**$30.13**	**$31.06**

Impact of President's Budget

The extremely modest increase proposed by the president's budget will do little to alleviate museums' urgent need to preserve their collections, inspire students, produce innovative learning methods, and reach new audiences. Last year the two primary grant programs within OMS were only able to fund 28 and 15 percent of all applications, making further investment by Congress critical. More positively, the president's request would help museums make an impact in several identified priority areas: STEM education programs and exhibits developing 21st century skills, and museums as critical partners in early learning. Furthermore, the request proposes to continue a successful new initiative that reaches more small museums by providing grants of $25,000 or less that do not require matching funds.

Impact of Sequestration

Over two-thirds of museums reported economic stress at their institutions in a recent annual survey. In part due to sequestration, only 14 percent of museums reported increased government funding last year, while 35 percent reported decreases. This fourth straight year of declining government support limits museums' ability to serve the unique needs of their communities.

Program Need

Congress passed legislation in late 2010 authorizing annual funding of $38.6 million for OMS. This legislation contained several provisions to further support museums, particularly at the State level, but many of these activities cannot be accomplished without sustained funding. With only a fraction of our nation's 17,500 museums being reached and many highly-rated applications going unfunded, we urge Congress to fully fund the IMLS Office of Museum Services at its authorized level.

Contact Information

Ben Kershaw
American Alliance of Museums
(202) 218-7699 • bkershaw@aam-us.org

Part III: The Gateway to Opportunity – Higher Education

Higher Education Overview

President Obama focuses on college affordability and accountability through his FY 2015 budget request and recognizes that investing in higher education and research is a key part of our nation's future economic security. The president continually has expressed concern rising costs may be pricing young people out of attending college. His budget stresses that even in these tight fiscal times federal dollars must be targeted to quality programs and institutions, particularly those successfully educating low-income students. He continues his concentration on funding grant programs and creating incentives for States and institutions.

Federal funding for higher education programs fits within two general categories – student financial assistance and institutional support programs. A related area is federal support for student and faculty research. Federal assistance for higher education is crucial to providing access for all students and creating a highly educated workforce to increase our country's national competitiveness. Unlike most P-12 programs, in general, funding for higher education programs does not funnel through the States, but instead goes directly to the institution or the student.

The cornerstone program of federal student assistance is the Pell Grant program, which provides grant aid for the country's neediest students. Other key programs include the Supplemental Educational Opportunity Grant program (SEOG) and the Federal Work-Study program (FWS). Both SEOG and FWS are campus-based aid programs and provide additional grant and work opportunities to help make college affordable for low-income students. In addition, the federal government provides three Direct Loan options (subsidized, unsubsidized, and PLUS) with generous benefits to help students finance their education. The Perkins Loan program, while smaller in volume, also provides additional loan funds for low-income students. Last, TEACH grants provide additional grant funds to students who indicate a desire to enter the teaching profession. In addition, there are a variety of tax benefits that assist students and families with paying for college.

Institutional support programs and funds are primarily designated to certain categories of institutions that serve traditionally underserved and underrepresented populations, such as Historically Black Colleges and Universities, Hispanic Serving Institutions, Native American Serving Institutions, and Asian American and Native American Pacific Islander institutions. Funds flowing through these programs are designed to improve the delivery and quality of education for the specific population of students served.

There also are two federally funded institution-based programs that primarily serve high school students and promote access to and preparation for postsecondary education. They are the TRIO programs (which also serve students in higher education) and Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP).

Overall, President Obama's FY 2015 budget submission freezes funds for nearly all higher education programs (frozen at the FY 2014 appropriations funding levels). The president also relies on a number of proposals and initiatives from past budgets to formulate this year's request.

Major highlights of the budget, some of which would require legislative changes, include:

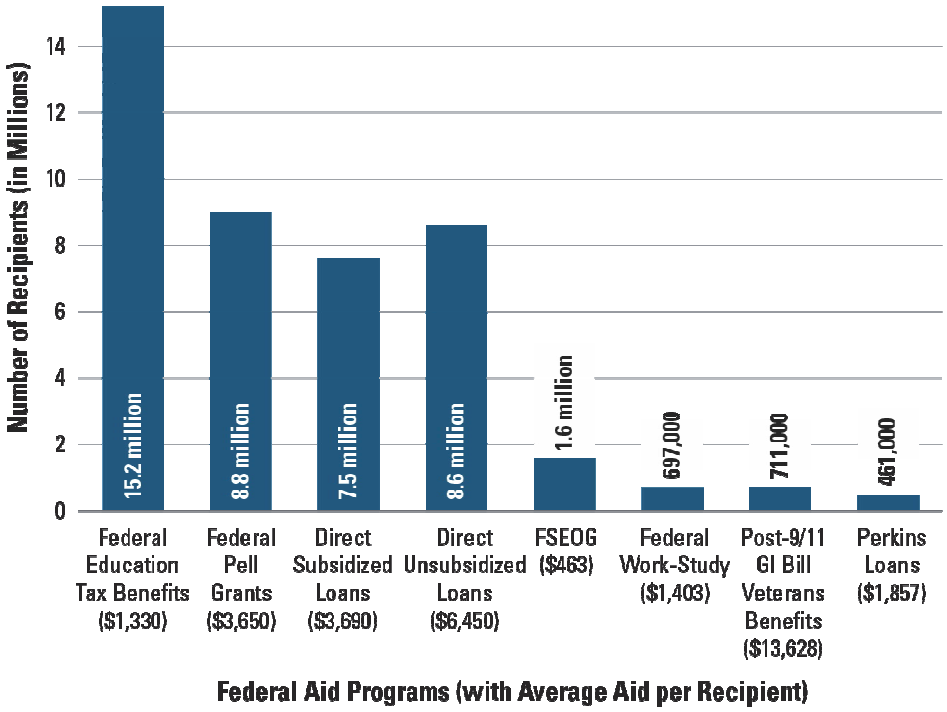
- Maintaining the current Pell Grant program without changes in eligibility or discretionary funding levels. This would support an increased estimated maximum award of $5,830 in academic year 2015-16.
- Creating a $4 billion State Higher Education Performance Fund program. This funding would support States that commit to spurring higher education reform focused on affordability and improved outcomes. States would also be required to appropriate these funds to colleges and universities through performance-based measures.
- Creating a College Opportunity Bonus program that would provide $7 billion over ten years to schools that enroll and graduate low-income students on time. Funds would be given directly to the institution to expand need-based aid, enhance student support, or employ other best practices to help low-income students succeed. The total annual bonus amount an institution could receive would be calculated based on the number of on-time Pell graduates at the institution multiplied by a tiered bonus amount: $1,000 at four-year schools; $700 at two-year schools; and $350 for less-than-two-year schools. The school's cohort default and graduation rates would also be considered in determining eligibility.
- Expanding the current Perkins Loan program by injecting additional funds, effectively doubling the available capital to provide more loans to low-income students and broaden the number of participating institutions. The new loans would not contain the benefits of a reduced interest rate and several loan forgiveness provisions currently offered in the program, but would be offered under terms similar to unsubsidized federal Stafford loans.
- Changing the formula used to distribute the campus-based program funds to reward institutions that enroll and graduate higher numbers of Pell-eligible students and have a demonstrated commitment to providing their students a high quality education at a reasonable price.
- Expanding the current Pay As You Earn (PAYE) repayment plan to all student borrowers, past, present and future. PAYE, a form of Income Contingent Repayment (ICR) currently available to only a certain pool of borrowers, ensures loan payments do not exceed 10 percent of the borrower's discretionary income and provides loan forgiveness after 20 years. Under the president's budget, PAYE would extend to all student borrowers beginning July 1, 2015.

The president's budget also proposes three noteworthy tax provisions. First, the proposal calls for a permanent extension of the American Opportunity Tax Credit (AOTC), which provides tax relief toward the amount paid in tuition, fees, and educational expenses for middle- and lower-income students. Second, the budget would simplify tax credits for most Pell Grant recipients by clarifying and simplifying the AOTC rules and providing some recipients with a reduction in taxes or a boost to their AOTC. Third, the proposal would provide tax relief for student borrowers by exempting amounts forgiven under the income-dependent repayment plans from taxation.

From a broad perspective, it is important to acknowledge that over the past several years budget savings measures adopted by Congress and the Administration have imposed a serious negative impact on postsecondary students. In fact, in recent years students in higher education have lost more than $75 billion in student aid benefits. These losses have occurred through elimination of the year-round Pell Grant, zero funding of the Leveraging Educational Assistance Partnerships program, removal of the in-school interest subsidy for graduate and professional students, as well as the various eligibility changes in the Pell Grant program. The cumulative effect of these changes on students is daunting. While we greatly appreciate that some of the sequestration funds were replaced in FY 2014, we remain concerned that the programs are frozen.

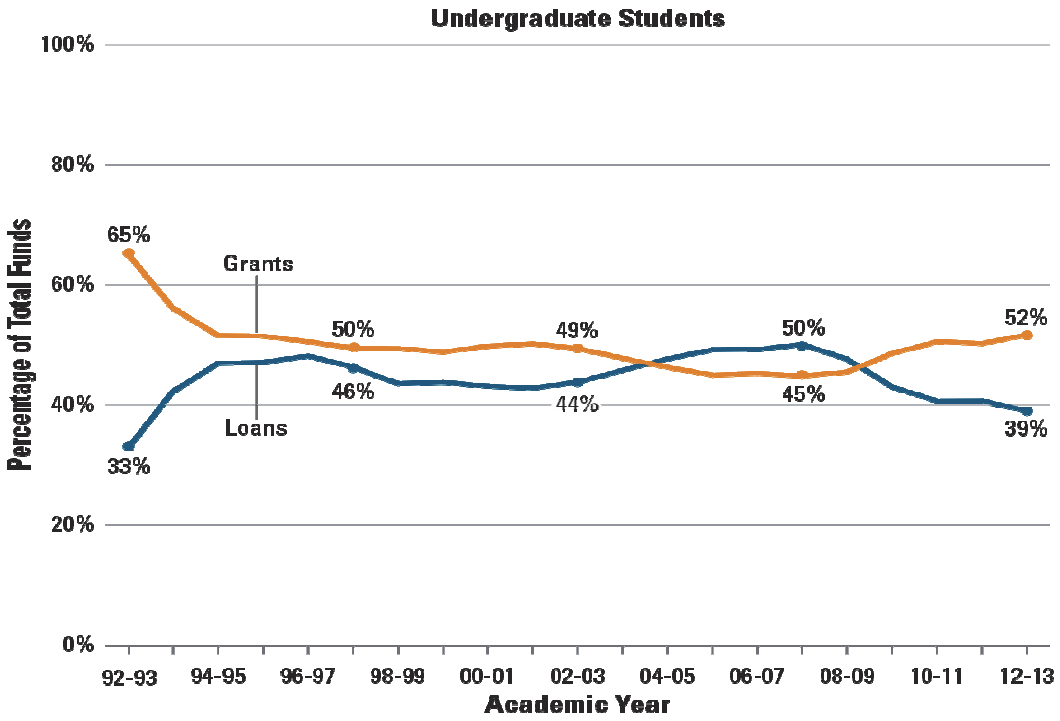
Generally, the higher education community supports efforts to expand program funds and student aid eligibility and reward schools for offering strong student centered aid programs and high quality education. The higher education community particularly appreciates the president's continued support for the Pell Grant program. CEF members look forward to working with Congress and the Administration on these initiatives to ensure the integrity of the current student aid programs is retained and important student focused benefits are preserved. CEF also will work to avoid 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), 2012-2013



SOURCE: The College Board, *Trends in Student Aid 2013*, Figure 7A.

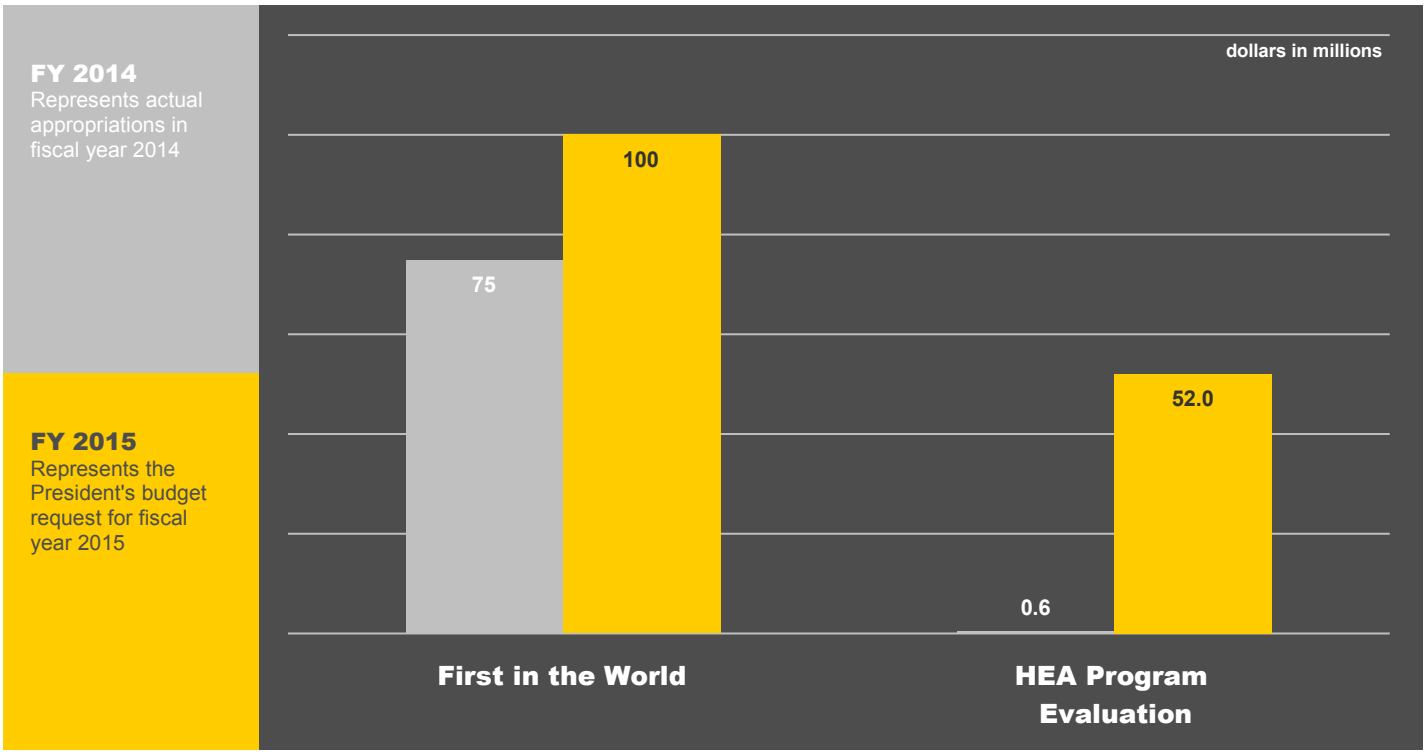
Grants and Loans as a Percentage of Funds from Total Aid and Nonfederal Loans for Undergraduate Students, 1992-1993 to 2012-2013



SOURCE: The College Board, *Trends in Student Aid 2013*, Figure 4A.

Higher Education: Budget Priorities

President's FY 2015 Budget Request



in millions

First in the World

FY 2015 Budget Request
$100.0

vs. FY 2014 Appropriation
+$25.0 +33.3%

$100 million for a First in the World fund, under the Fund for the Improvement of Postsecondary Education, that would make competitive awards to support innovative strategies and practices shown to be effective in improving educational outcomes, including on-time completion rates, and making college more affordable for students and families, particularly for low-income students.

HEA Program Evaluation

FY 2015 Budget Request
$52.0

vs. FY 2014 Appropriation
+$51.4 +*.*%

The request would support the collection and analysis of performance data and the evaluation of Higher Education Act (HEA) programs that either lack funding set-asides to conduct these activities or where such set-asides are not sufficient to cover the costs of the activities. The increase would support pilot and demonstration program studies, the development and refinement of a new college ratings system, and activities to improve program performance measurement.

Sources: Budget data from the U.S. Department of Education Budget Service. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

nea NATIONAL EDUCATION ASSOCIATION nea.org
Great Public Schools for Every Student

Pell Grants

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

"The Pell Grant is one of the many ways that I am able to continue my education here at the University of Michigan. Coming from a lower income family, paying for college is a daunting task. Many people in my situation take out a number of different loans and end college under a mountain of debt. The Pell Grant allows me to avoid both of these situations. With how much classes here at Michigan demand, it's nice not to have to worry about money."

- Bryce M. Doreen, University of Michigan, Class of 2015

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 is the foundation of the federal financial aid program and is the key to reaching the goal of providing equal access to postsecondary education for all citizens.

Pell Grants are an appropriated entitlement in that all eligible students receive them, but the majority of the program's funding is set in the annual appropriations process. Additional mandatory funding to maintain the current maximum award has been provided through recent legislation.

Funding History

Funding	FY 2012	FY 2013	FY 2014	FY 2015 President's Request
Discretionary Appropriations *(in millions)*	$22,824.00	$22,778.35	$22,778.40	$22,778.40
Total Program Costs *(in millions)*	$32,843.00	$32,396.00	$33,002.00	$33,921.00
Discretionary Maximum Award *(in actual dollars)*	$ 4,860.00	$ 4,860.00	$ 4,860.00	$ 4,860.00
Mandatory Increase *(in actual dollars)*	$ 690.00	$ 785.00	$ 870.00	$ 970.00
Total Maximum Award *(in actual dollars)*	$ 5,550.00	$ 5,645.00	$ 5,730.00	$ 5,830.00

Impact of President's Budget

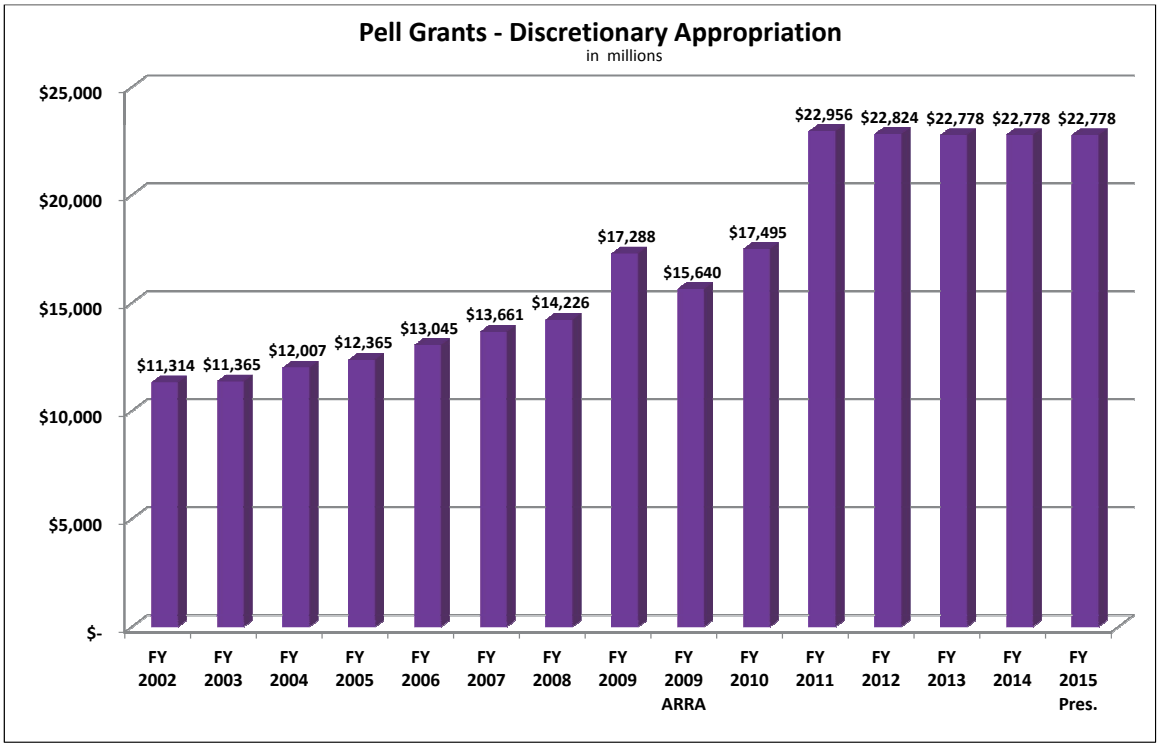
The president's budget request would support current scheduled increases in the maximum Pell Grant award. The proposal also would provide additional funds from program changes in Stafford and Perkins loans to eliminate a possible FY 2015 funding shortfall. The president's budget assumes a maximum award of $5,830 in FY 2015, based on Office of Management and Budget estimates of future interest rates. (Scheduled increases in the maximum award are tied to the Consumer Price Index, or CPI.)

Impact of Sequestration

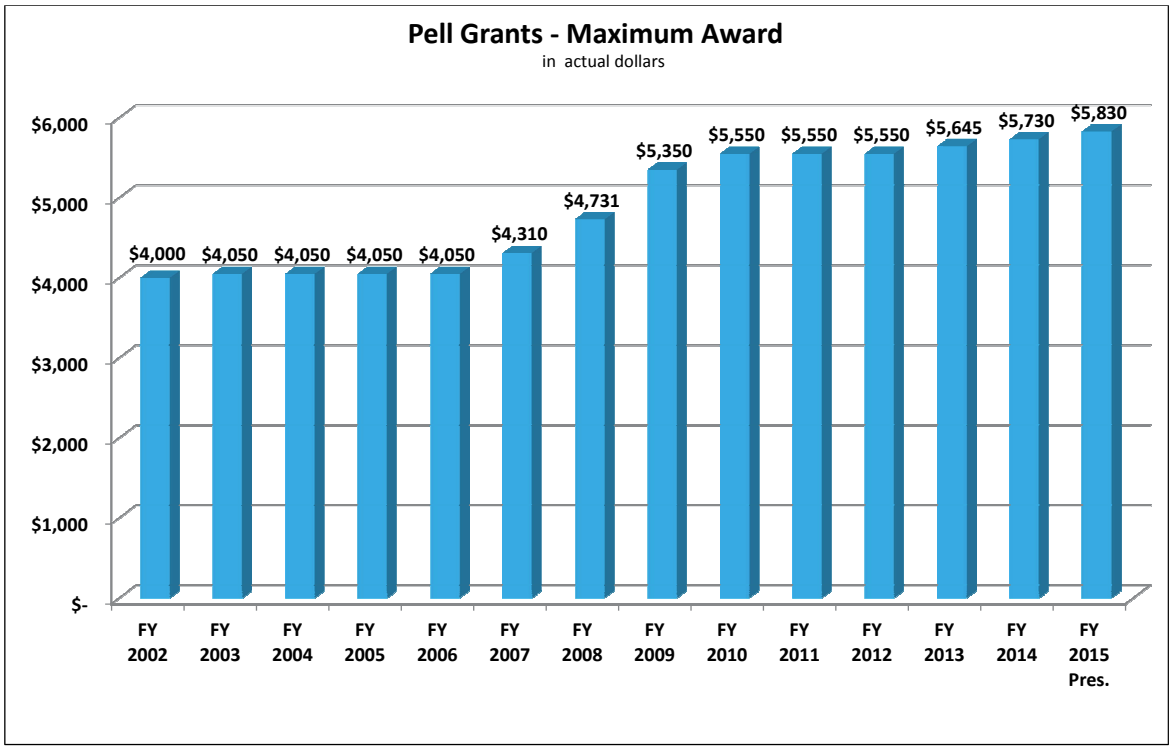
Pell Grant funding was exempted from the sequestration process for FY 2013 and received sufficient funding in FY 2014 to maintain the scheduled maximum award amount. Pell Grants will face serious challenges from the lower overall caps in future years. Due to the unique nature of Pell Grant funding, cuts to appropriated funding can result in additional significant cuts in mandatory funding, severely harming students.

Program Need

Over 9 million students rely on Pell Grants to afford and attend college. Students and institutions depend on the federal government to maintain consistent support so they can budget and plan for higher education. Therefore, it is critical to provide sufficient appropriated funding in FY 2015 to maintain the discretionary portion of the maximum award at $4,860. Reductions below that level will have the additional effect of reducing the already funded mandatory increases, resulting in a double cut to students. Changes to the Pell funding formula in FY 2012 appropriations resulted in hundreds of thousands of students losing their eligibility or seeing their award levels reduced.



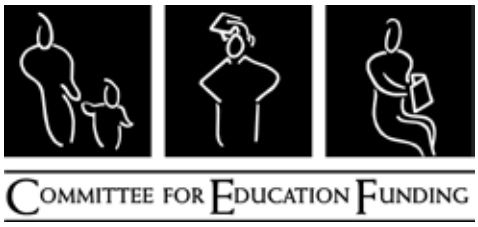
In addition to these discretionary levels, the Pell Grants program has had varying levels of mandatory funding since FY 2008. The president's budget inlcudes $6.397 billion. The Pell Grant program was exempt from sequestration in FY 2013.



Absent changes by Congress the maximum will automatically increase to a projected $5,830 in FY 2015 based on mandatory funds provided by the SAFRA funding formula.

Contact Information

Jon Fansmith
American Council on Education
(202) 939-9355 • jfansmith@acenet.edu



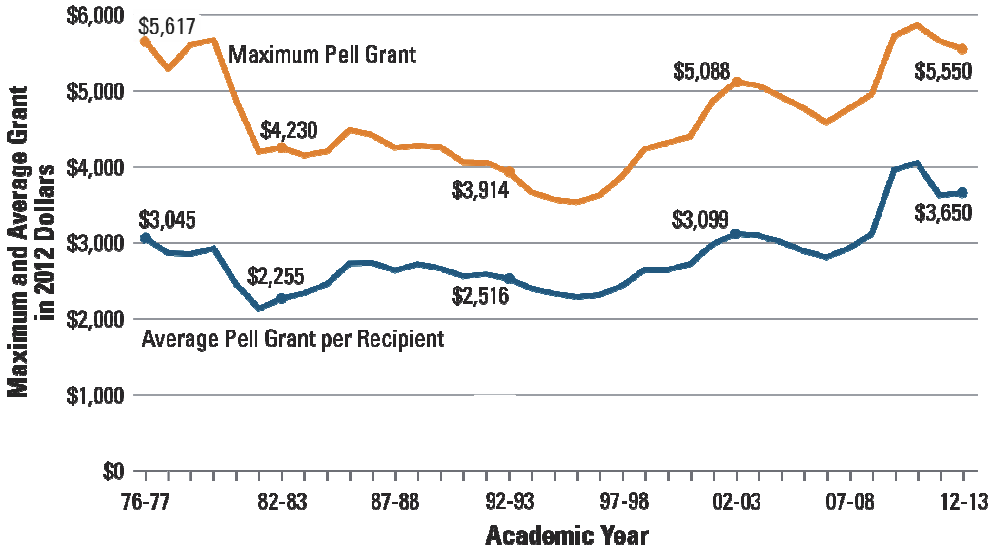
Pell Grant Savings Enacted

(in millions of $)

POLICY CHANGE	FISCAL IMPACT
Enacted in the Department Of Defense And Full-Year Continuing Appropriations Act, 2011: Public Law 112–10	
1. Eliminate summer Pell/year-round Pell effective July 1, 2011.	
a. discretionary savings (FY 2012-21)	-32,099
b. mandatory savings (FY 2012-21)	-8,258
Enacted in the Consolidated Appropriations Act, 2012: Public Law No: 112-74	
2. Effective July 1, 2012, set the level at which a student qualifies for an EFC to a formula with a base of $23,000 for and inflated for future years.	
a. discretionary savings (FY 2012-21)	-3,041
b. mandatory savings (FY 2012-21)	-183
3. Effective July 1, 2012, raise the minimum eligibility level from 5 percent to 10 percent of the maximum award.	
a. discretionary savings (FY 2012-21)	-382
b. mandatory savings (FY 2012-21)	-94
4. Effective July 1, 2012, limit students to receiving the equivalent of 6 years/12 semesters full-time enrollment.	
a. discretionary savings (FY 2012-21)	-5,586
b. mandatory savings (FY 2012-21)	-1,375
5. Effective July 1, 2012, amend the requirements related to ability to benefit so that students without a high school degree or GED are only eligible for student aid if they completed secondary school in a homesetting, except that students enrolled prior to July 1, 2012, would continue to be eligible for aid.	
a. discretionary savings (FY 2012-21)	-2,499
b. mandatory savings (FY 2012-21)	-637
Interactions of #2-5 on Discretionary	+459
Interactions of #2-5 on Mandatory	+116
TOTAL	**-53,579**

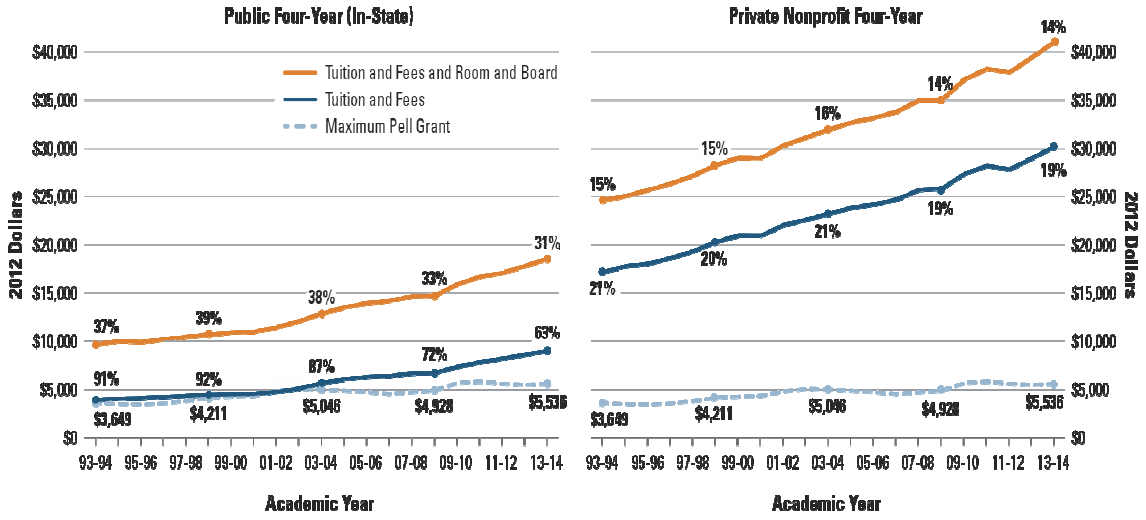
Sources for all numbers are CBO cost estimates

Maximum and Average Pell Grant in 2012 Dollars, 1976-1977 to 2012-2013



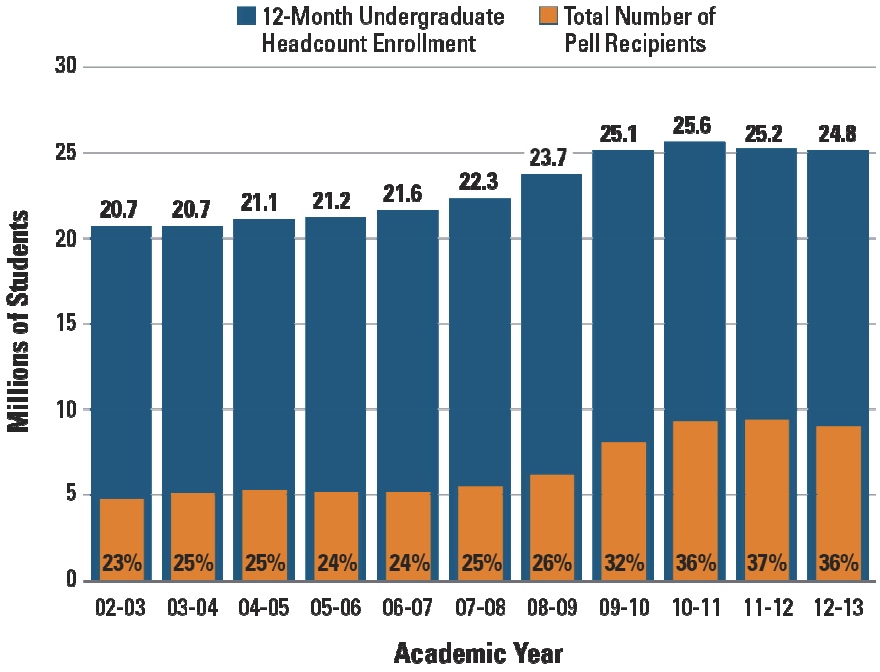
SOURCE: The College Board, *Trends in Student Aid 2013*, Figure 13B.

Inflation-Adjusted Maximum Pell Grant, Tuition and Fees (TF), Tuition and Fees and Room and Board (TFRB), and Maximum Pell Grant as a Percentage of TF and TFRB, 1993-1994 to 2013-2014



SOURCE: The College Board, *Trends in Student Aid 2013*, Figure 14B.

Total Undergraduate Enrollment and Percentage of Students Receiving Pell Grants, 2002-2003 to 2012-2013



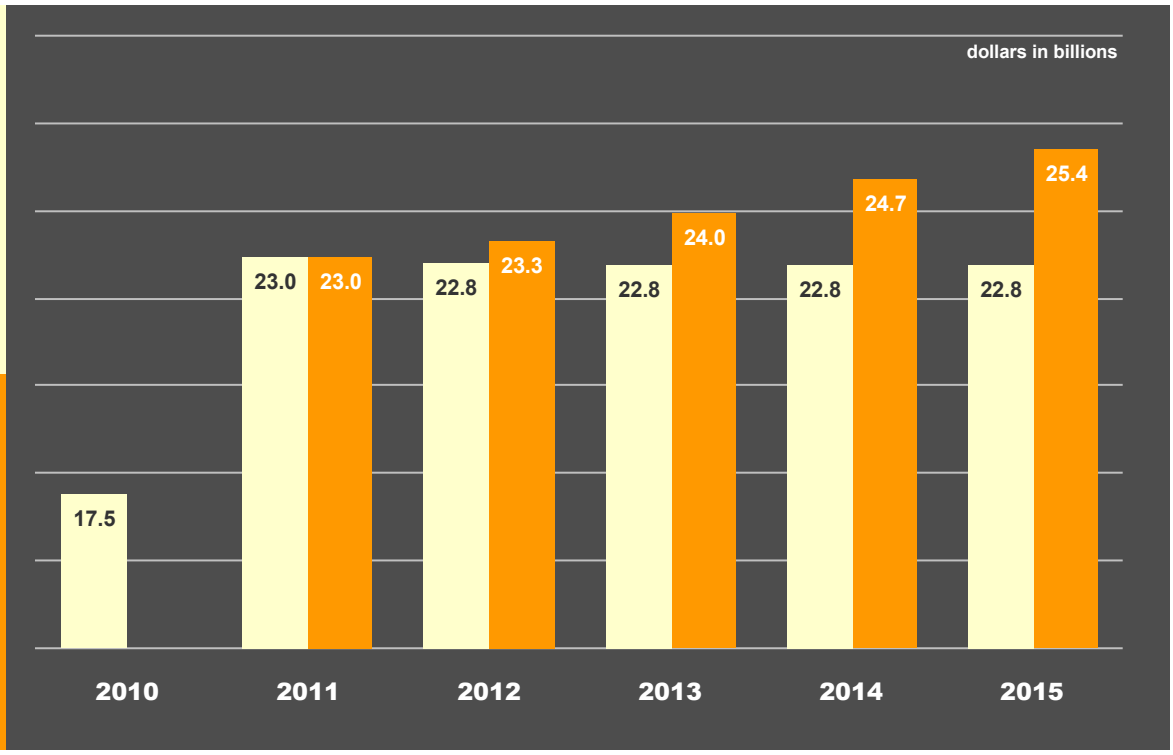
SOURCE: The College Board, *Trends in Student Aid 2013*, Figure 14A.

Federal Pell Grants (HEA Title IV-A-1): Discretionary Funding Only

President's FY 2015 Budget Request

BUDGET
Represents actual appropriations through fiscal year 2014 and the President's budget request for fiscal year 2015

BASELINE
Represents the actual appropriation for fiscal year 2011 adjusted each year thereafter for inflation and enrollment



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2013 Appropriation	
	$22,778	**+$0**	**+0.0%**	**+$0**	**+0.0%**

FY 2015 Budget Request

The Pell Grant program is supported by a request of $22.8 billion in discretionary funds as well as $6.4 billion in mandatory funds. Total funding of $29.2 billion would provide Pell Grant awards to nearly 8.9 million students during the 2015-2016 award year, while increasing the maximum Pell Grant award to an expected $5,830. In addition to fully funding the Pell program in fiscal year 2015, the Budget proposes making a down payment toward addressing the long-term Pell funding gap by reforming and expanding the Perkins Loan program. The savings associated with this proposal would help offset the growing costs of the Pell Grant program in future years, while still ensuring that aid is available to the neediest college students. In addition, the Budget would make changes to Pell Grant eligibility provisions by strengthening academic progress requirements to encourage students to complete their studies on time. The Budget would also provide Pell Grant eligibility to students who are co-enrolled in adult and postsecondary education as part of a career pathway program to allow adults without a high school diploma to gain the knowledge and skills they need to secure a good job.

	FY 2013	FY 2014	FY 2015 Request
Budget authority (in millions):			
Discretionary budget authority	$22,778.4	$22,778.4	$22,778.4
Mandatory budget authority	4,854.2	5,579.0	6,397.0
Definite mandatory funding	7,587.4	588.0	---
Total	**$35,219.5**	**$28,945.4**	**$29,175.4**
Program costs (in millions)	$32,396.0	$33,002.0	$33,921.0
Maximum grant (in whole dollars)			
Discretionary base	4,860	4,860	4,860
Mandatory add-on	785	870	970
Total	**5,645**	**5,730**	**5,830**
Recipients (in thousands)	8,861	8,711	8,854

Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

Federal Supplemental Educational Opportunity Grant Program (SEOG)

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

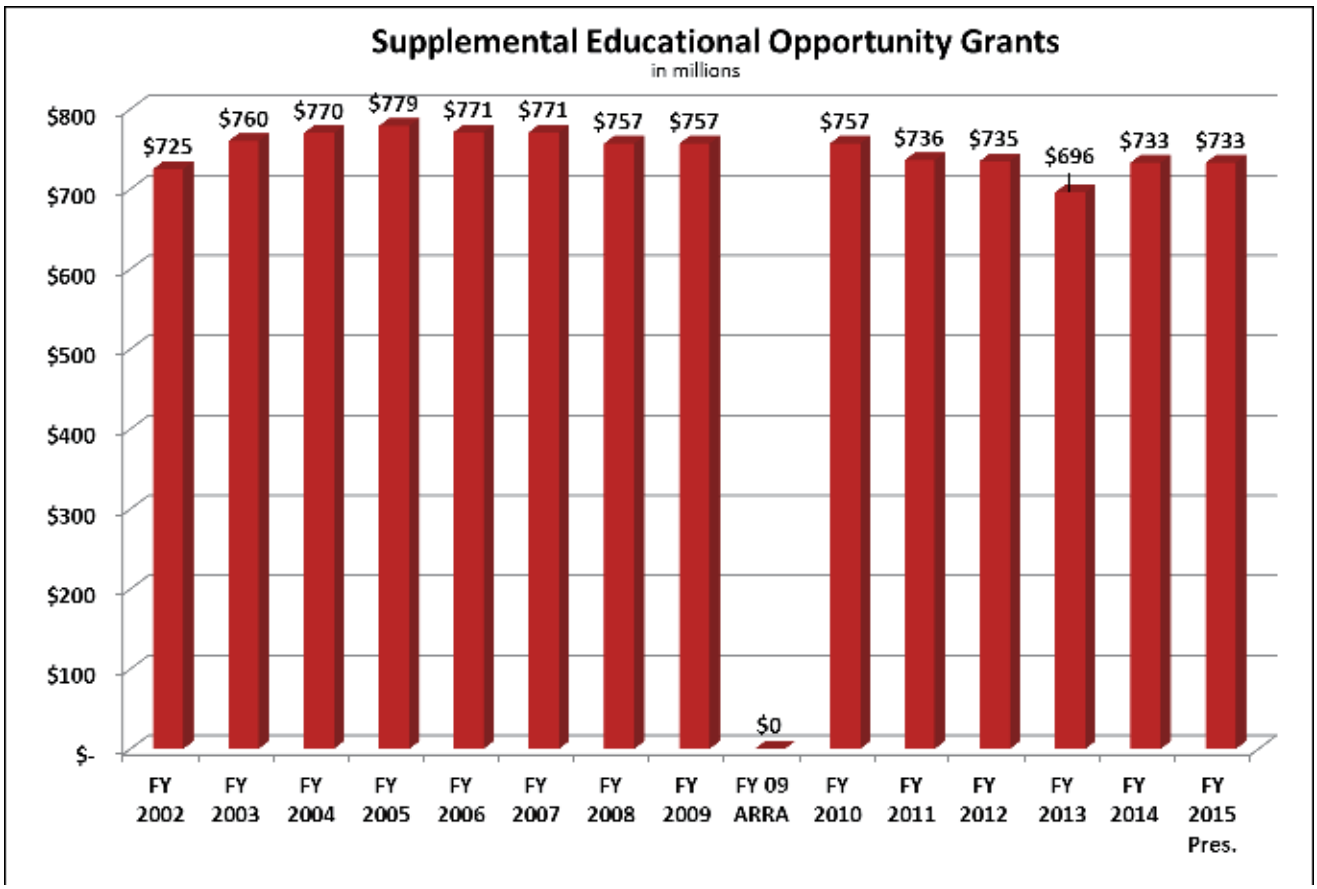
Rene Payan is a senior graduating in May from the Georgetown University School of Foreign Service. He grew up in Los Angeles where gang culture permeated the landscape, and worked hard to study and earn some money for his family while trying to rise above his surroundings. After participating in the Upward Bound program, Rene applied to Georgetown University, never thinking he could be accepted. He received his acceptance and has been able to attend Georgetown because of the Supplemental Education Opportunity Grant (SEOG) program, plus Pell Grants, Federal Work- Study and generous Georgetown scholarships. The additional SEOG investment really bolstered Rene's financial aid package, making this life altering opportunity possible. Rene has engaged in community service, tutoring in DC Schools and organizing drives to collect funds, clothing, toys, and books. For his high school back home, he has organized email efforts to encourage students to attend college just as he has. The time at Georgetown has been so beneficial to Rene, and he has already been offered a position with Teach for America. Whatever career he decides to pursue, Rene will continue working with students at his high school to stay away from gangs and to improve their lives by attending college.

Description

SEOG provides up to $4,000 in additional grant aid targeted for exceptionally needy students. SEOG expands college choices for low-income students and is a critical component of the federal student aid package. SEOG is a campus-based aid program with a required 25 percent institutional match that gives financial aid officers the flexibility to help students when their financial circumstances drastically change. SEOG assists the neediest students with average family incomes of $19,000 or less at 3,800 institutions.

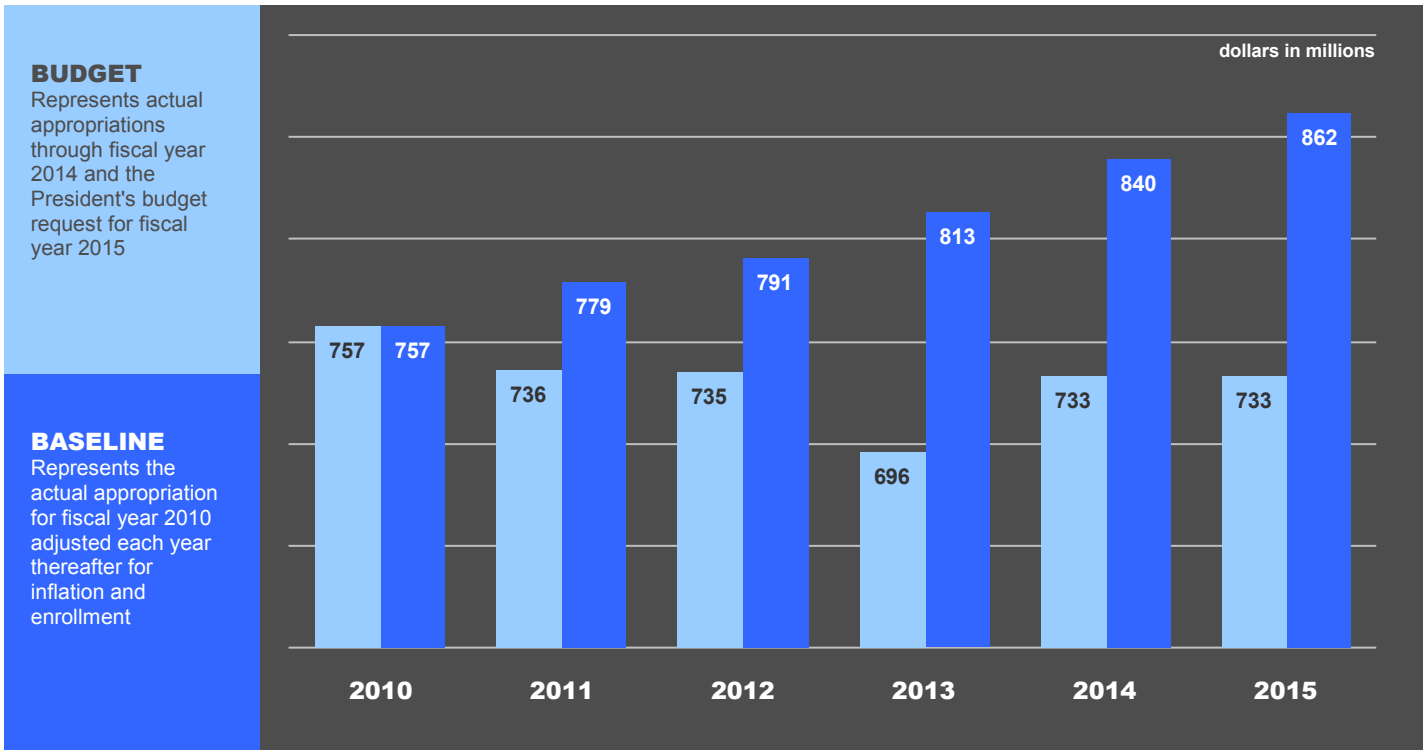
Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$734.60	$696.18	$733.13	$733.13



Federal Supplemental Educational Opportunity Grants (HEA IV-A-3)

President's FY 2015 Budget Request



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2012 (pre-sequester)	
	$733.1	**+$0**	**+0.0%**	**-$1.5**	**-0.2%**

FY 2015 Budget Request

The request reflects the Administration's view that antiquated formulas with stringent hold-harmless provisions have resulted in institutions receiving allocations distorted in ways that reward schools for high tuition prices, bear little reflection to the population of Pell-eligible students attending the institutions, and fail to consider whether institutions are a good value for students. The request would reform the institutional allocation formula to direct funding toward institutions that enroll and graduate higher numbers of Pell-eligible students, and offer an affordable and quality education such that graduates can repay their educational debt.

Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

Impact of President's Budget

The president's proposed FY 2015 budget freezes funds for the SEOG program at $733 million. SEOG awards go to the neediest Pell-eligible students. While the FY 2014 appropriation restored most of the FY 2013 sequester cut, the erosion of funding for SEOG since FY 2011 has spread grant aid thinner at a time of increased need.

The president's budget calls for campus-based aid reform measures which would link college affordability, quality, and completion rates of low-income students as requirements to maintain campus-based aid institutional eligibility. These proposed policy changes would require amendment of the Higher Education Act through congressional action.

Impact of Sequestration

In FY 2013, the sequester imposed a 5 percent cut of $38.4 million on SEOG. SEOG funding was almost completely returned to FY 2012 levels in the FY 2014 omnibus bill. However, SEOG levels have not been restored back to pre-sequestration levels. Students were impacted in FY 2014-15 because the FY 2013 sequestration cuts reduced their grants or resulted in their not being able to receive SEOG funding at all. Sequestration cuts, combined with a freeze in funding, affect SEOG grants to the neediest students, the most vulnerable group of college attendees.

Program Need

SEOG should be increased, given the growth in the number of students eligible for need-based aid. Additional funding would allow more institutions to participate in the program and provide more grant aid to students. Grant aid is more effective than loans in keeping low-income students in college and persisting to completion.

Contact Information

Cyndy Littlefield
Association of Jesuit Colleges and Universities
(202) 862-9893 • cyndylit@aol.com

Stephanie Giesecke
National Association of Independent Colleges and Universities
(202) 785-8866 • stephanie@naicu.edu

Federal Work-Study Program (FWS)

Title IV, Part C, Higher Education Act

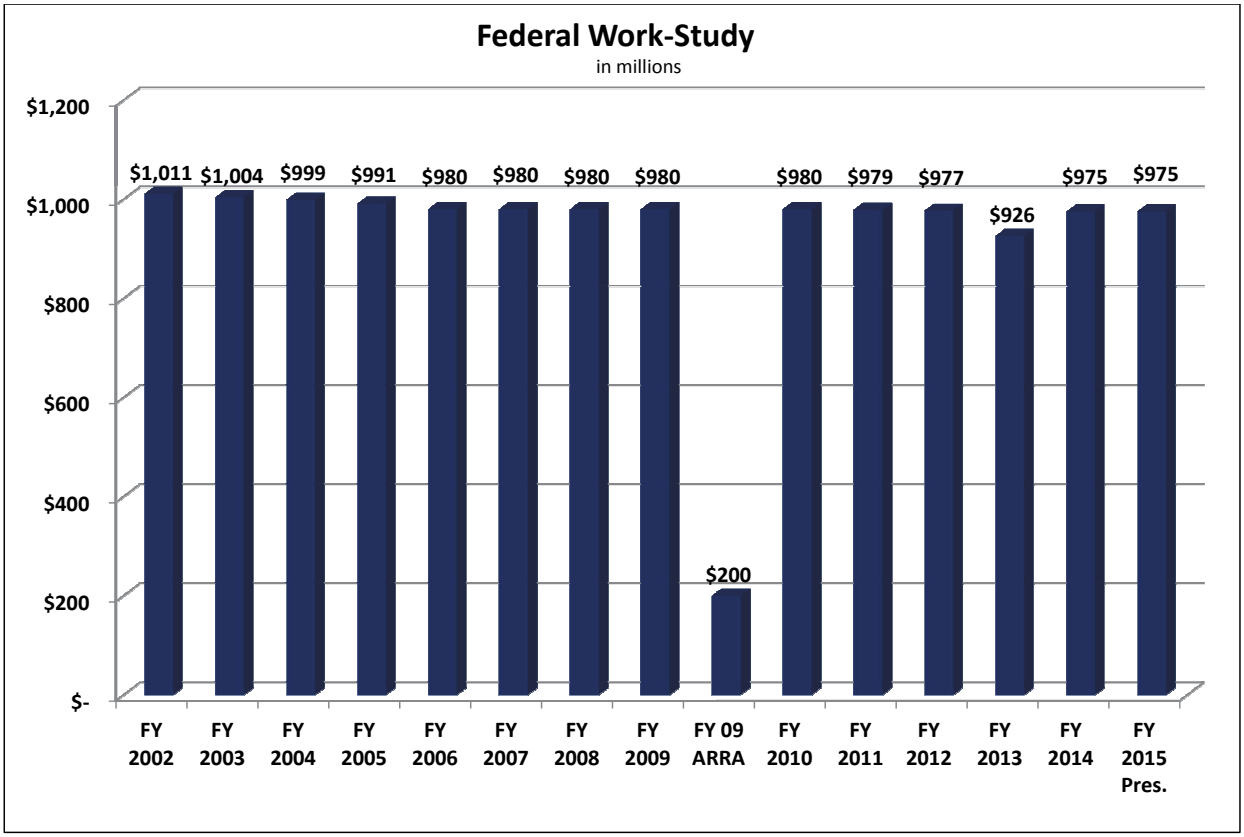
Very often, FWS work experience relates directly to a student's field of study or community service — both of which are valuable to the student, the institution, and the surrounding community. For example, a student who attended a large four-year public institution majored in elementary education. She held an FWS job through the local community's America Reads program throughout her undergraduate career, and this experience was a key factor in getting hired as a third grade teacher upon graduation. Many FWS opportunities provide students the chance to find employment in areas of interest and relevance to their major, giving them practical real world work experience.

Description

The Federal Work-Study (FWS) program provides funds, matched by institutions, for awards to needy students for part-time employment that assists in financing college costs. Students can receive FWS funds at approximately 3,400 participating postsecondary institutions. The work-study program is cost-effective because institutions and employers generally contribute funds. The program provides students with much needed funding and work opportunities, helping to integrate students into college life and persist to graduation. In addition, institutions must use at least 7 percent of their FWS allocation to employ students in community service jobs. Employing FWS students in these positions serves the needs of the community and gives students enriching and rewarding experiences. 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 for students.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$976.68	$925.60	$974.73	$974.73



Impact of President's Budget

The Obama Administration's FY 2015 budget request freezes FWS funding at the FY 2014 level. The FY 2015 request only partially restores FWS to pre-sequester levels. However, the funding freeze requested in the budget would allow campuses to continue to regain work-study positions and dollars that were lost in FY 2013.

Impact of Sequestration

Sequestration imposed a 5 percent across the board cut to funding for the FWS program, reducing program funds from $976 million in FY 2012 to $926 million in FY 2013. FWS saw a near complete restoration of its funds through the final FY 2014 appropriations bill and in the FY 2015 request, but funding has still not been restored to pre-sequester levels. Students first felt this impact beginning in award year 2013-14 and will continue to feel the impact throughout award years 2014-15 and 2015-16. Decreased funding has resulted in a reduction in the number of jobs available through the program and, even more important, in the number of students able to participate. The FWS program provides a necessary means of income for our nation's lowest-income students, and the reduction in funding from sequestration will have a negative and lasting impact.

Program Need

It is imperative the FWS program receive the funding level requested by the president. This funding ensures availability of job opportunities to help students complete their degrees in a timely manner. Any cut to the program would hinder students' ability to fund their education, likely resulting in higher debt burdens. In addition to earning money to help pay their postsecondary expenses, students gain valuable work experience through FWS.

Contact Information

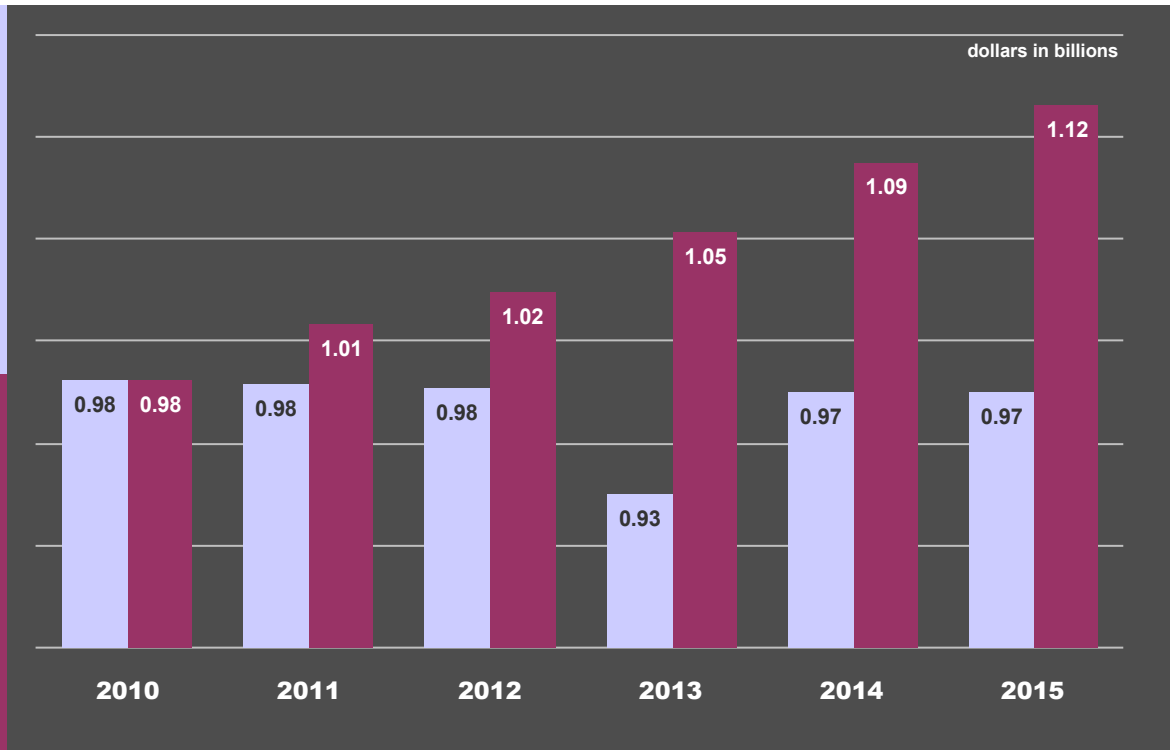
Megan McClean
National Association of Student Financial Aid Administrators
(202) 785-6942 • mccleanm@nasfaa.org

Federal Work-Study (HEA IV-C)

President's FY 2015 Budget Request

BUDGET
Represents actual appropriations through fiscal year 2014 and the President's budget request for fiscal year 2015

BASELINE
Represents the actual appropriation for fiscal year 2010 adjusted each year thereafter for inflation and enrollment



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2012 (pre-sequester)	
	$974.7	**+$0**	**+0.0%**	**-$2.0**	**-0.2%**

FY 2015 Budget Request

The request reflects the Administration's view that antiquated formulas with stringent hold-harmless provisions have resulted in institutions receiving allocations distorted in ways that reward schools for high tuition prices, bear little reflection to the population of Pell-eligible students attending the institutions, and fail to consider whether institutions are a good value for students. The request would reform the institutional allocation formula to direct funding toward institutions that enroll and graduate higher numbers of Pell-eligible students, and offer an affordable and quality education such that graduates can repay their educational debt.

Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

Federal Perkins Loan Program

Title IV, Part E, Higher Education Act

"I am a college graduate who benefited from the Federal Perkins Loan program. My freshman year of college was a difficult time for my family. My father recently had been laid off, and my mother took a minimum wage job to help support us. Because of their experiences, my parents always stressed the importance of education. As I attended the University of Illinois at Chicago, I relied on several forms of financial aid, one being the Federal Perkins Loan. My parents' credit scores were too low for a Federal PLUS or private loan. Without the Federal Perkins Loan program I may not have had the funds to finance my education."

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 the loans, and they create a revolving fund to provide loans to future students. The federal government is authorized to add capital contributions every year, and colleges match a third or more which stretches federal dollars. Federal funds are required by law to reimburse the Perkins Loan Revolving Funds at schools that meet their obligation to cancel loans for borrowers who work in statutorily determined public service fields such as teaching, nursing, law enforcement, firefighting, the Peace Corps, child care, libraries, and the military.

Funding History *(in millions)*

	FY 2012	FY 2013	FY 2014	FY 2015 President's Request
Federal Capital Contributions	**$0**	**$0**	**$0**	**$0**
Cancellations	**$0**	**$0**	**$0**	**$0**

** The president proposes to create a new Unsubsidized Perkins Loans as a direct loan program serviced by government contractors instead of funding the existing program.*

Impact of President's Budget

The Administration proposes to freeze and in the future eliminate the current campus-operated Perkins Loan program. Instead they propose to create a new $8.5 billion Unsubsidized Perkins Loan Program with the goal of incorporating additional institutions into the program and expanding loan availability. The current program offers better student benefits, such as an interest rate of 5 percent (versus 6.8 percent), does not charge interest during the in-school and grace periods, and contains more helpful cancellation options for many public service jobs. Institutions have been servicing Perkins Loans since the program was created in 1958. Title IV contractors would service Unsubsidized Perkins Loans as a relatively small part of their Direct Loan servicing contracts. This proposal would require congressional action. The Department of Education announced in 2011 that the current program is, like most federal student aid programs, authorized at least until October 1, 2015, unless Congress acts before then. For now, Congress should fund capital contributions so institutions can provide loans to more low-income students in these tough economic times and meet its federal responsibility to reimburse institutions for loan cancellations.

Impact of Sequestration

With more than $350 million already owed to participating colleges and universities for Perkins Loan cancellations, sequestration will only make matters worse. Congress did not tell students to stop going into the public service professions designated for cancellation. Instead more professions were opened to cancellation in the last Higher Education Act reauthorization, cancellations that are now taking effect. Rather than impose additional cuts to education through sequestration, Congress should take action and meet its obligation to reimburse campus Perkins Loan Funds for cancellations.

Program Need

To fund expected cancellations and as a down payment to cover part of past shortfalls as required by law, $150 million is needed. Ideally Congress would reimburse campus Perkins funds for all of the unreimbursed cancellations owed, now totaling more than $350 million, including funds institutions themselves contributed to the Perkins Loan Program. This down payment is desperately needed. The Federal Capital Contribution, authorized at $300 million per year, also must be funded for FY 2015. With institutional matching funds, this would make available $400 million for new loans, helping thousands of additional students. The Perkins program provides low-cost loans to students who cannot borrow or afford more expensive private student loans and is a key part of making higher education accessible and affordable. Loans allow schools to fill gaps for students to continue to their education. 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.

Contact Information

Harrison Wadsworth
Coalition of Higher Education Assistance Organizations
(202) 289-3910 • hwadsworth@wpllc.net

Wes Huffman
Coalition of Higher Education Assistance Organizations
(202) 289-3910 • whuffman@wpllc.net

Federal-State Matching Partnership Programs: CACG and LEAP

College Access Challenge Grants (CACG)
Title VII, Part E, Higher Education Act

Leveraging Educational Assistance Partnerships (LEAP)
Title IV, Part A, Subpart 4, Higher Education Act

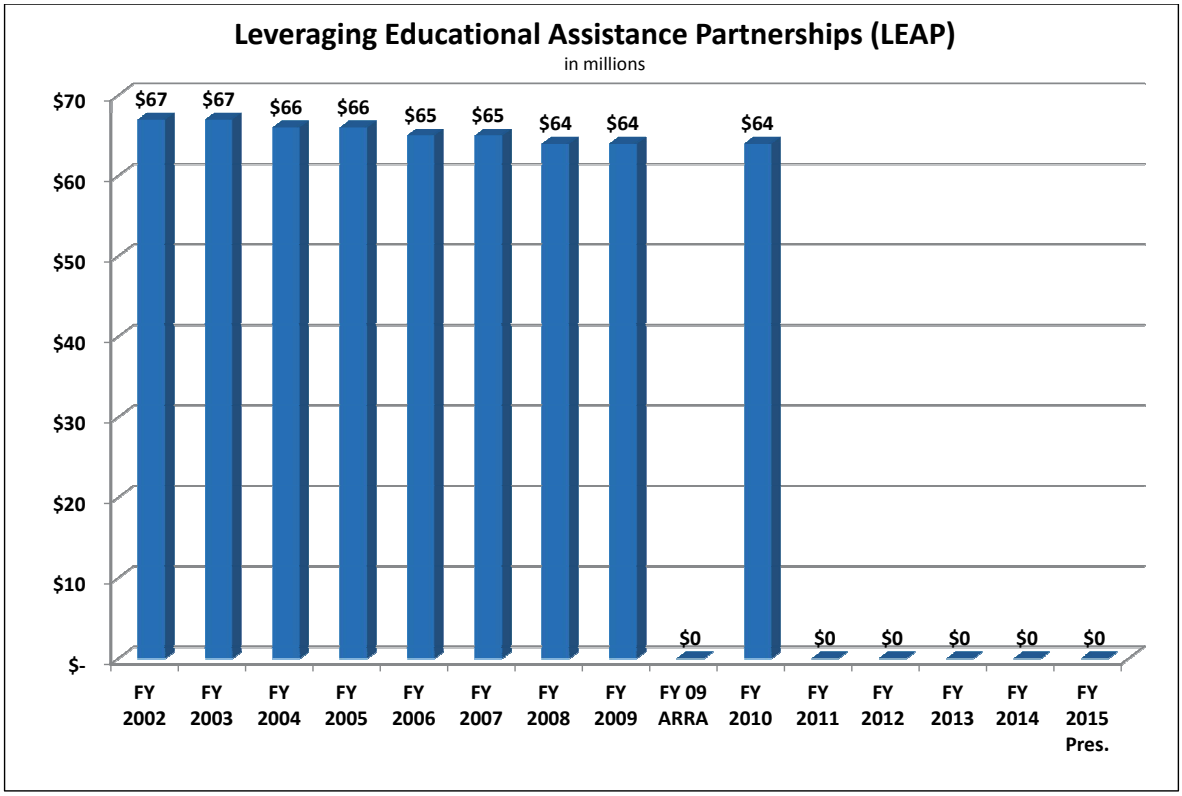
Luan began his senior year of high school in 2011 knowing he wanted a good career, but unsure of what direction to take. He was introduced to the Alaska College & Career Advising Corps, a CACG-funded program, and to Nathaniel, his school's College & Career Guide. They used tools like the Alaska Career Information System to explore Luan's interests and skills, which led Luan to Air Traffic Control. With Nathaniel's assistance, Luan researched a variety of institutions. After Luan selected the University of Alaska Anchorage's Associates degree program, Nathaniel helped him navigate the process of completing applications and meeting requirements for admission, financial aid, and on-campus housing. In August 2012 Luan became the first in his family to go to college. He kept in touch with Nathaniel as he persisted through his program with a strong determination to succeed. Luan is set to graduate in spring 2014 and is well on his way to his goal of a career in air traffic control.

Description

CACG fosters partnerships among federal, State, and local governments and philanthropic organizations through matching challenge grants that are aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. Programs include FAFSA completion, campus visits, and counseling addressing financial literacy, high school preparation, and career planning. LEAP makes incentive grants to States to encourage the retention and expansion of need-based State grant programs. States must match LEAP funding, which is subject to maintenance of effort requirements.

Funding History *(in millions)*

	FY 2012	FY 2013	FY 2014	FY 2015 President's Request
CACG	**$150.00**	**$142.35**	**$139.20**	**$0**
LEAP	**$0**	**$0**	**$0**	**$0**



Impact of President's Budget

Amid the calls for a strengthened State investment in higher education, the president's proposed budget includes a State Higher Education Performance Fund (SHEP). This would be a welcome development. We strongly encourage Congress to approve and invest in this initiative. However, until SHEP is funded, the need for CACG and LEAP remains strong.

Mandatory funding for CACG expired with FY 2014. However, the need for the program continues, as do the revenues from student loan reform that provided the CACG mandatory funding. Further, CACG was funded at $66 million annually prior to the stepped up mandatory levels of the past five years, making elimination of the program funding all the more surprising.

LEAP has not been funded since FY 2010, and the president's FY 2015 budget proposal does not seek to reinstate the program. This is unacceptable, especially given the continuing challenges students and their families are facing. The traditional funding level of approximately $64 million generated over $1 billion in matching aid from State grant agencies to low-income college students. Many potential LEAP recipients will not be able to consider college if LEAP grants of $1,000-$2,000 are not provided to fill funding gaps.

Program Need

CACG has helped hundreds of thousands of low-income students better prepare for college, giving them a greater chance to succeed, graduate, and help build the American economy. The successful partnerships fostered among federal, State, and local organizations enable communities to have locally customized services that best meet the needs of their students.

Since its inception in 1972, the LEAP program served millions of students. In the most recent year, more than half of LEAP recipients came from families with incomes of less than $20,000. The program's maintenance of effort requirements ensured continued State funding even in difficult budget times. Ending federal matching funds may have led many States that established State grant programs explicitly because of the federal seed money to terminate or reduce funding for those programs. Because students receiving LEAP grants tend to come from lower income families, it is unlikely alternative sources of funds for college are available to them. This may result in many students having to leave college, depriving the U.S. economy of thousands of workers with the skills for 21st century jobs. Maintaining the financial aid partnership between the federal and State governments will ensure hundreds of thousands of students can continue their college education.

Contact Information

Frank Ballmann
National Association of State Student Grant and Aid Programs
(202) 721-1186 • frank@nassgap.org

William D. Ford Federal Direct Loan Program

Title IV, Part D, Higher Education Act

The Direct Loan program helps millions of students achieve their postsecondary goals every year. At one four-year public institution, a high achieving low-income student was admitted to the prestigious College of Business. The student was eligible for a full Pell Grant. However, the Pell Grant did not cover the cost of attendance, leaving the student with unmet need. The Direct Loan program made the difference in this student's ability to attend college. The student was able to borrow the remaining amount needed and had a successful college career.

Description

The Department of Education administers the William D. Ford Federal Direct Loan Program (DL). 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 other benefits such as loan forgiveness, income-based repayment, and borrower protections that 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 July 2013 lawmakers passed a long awaited bipartisan compromise bill that ties student loan interest rates to pending market rates. 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 bill included caps: 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 subsidy on federal loans. In addition, college students without a high school diploma or GED are no longer eligible for any type of federal student aid, including federal student loans.

A new student loan repayment program, Pay As You Earn (PAYE), was launched in December 2012. The program caps payments for federal Direct Loans at 10 percent of discretionary income for eligible borrowers, down from 15 percent under the existing income-based repayment program. The Department estimates as many as 1.6 million Direct Loan borrowers could reduce their monthly payments with this plan. The plan also forgives the balance of their debt after 20 years of payments, down from the current 25 years. This past year the Obama Administration launched an enrollment campaign with the goal of enrolling more students in the program.

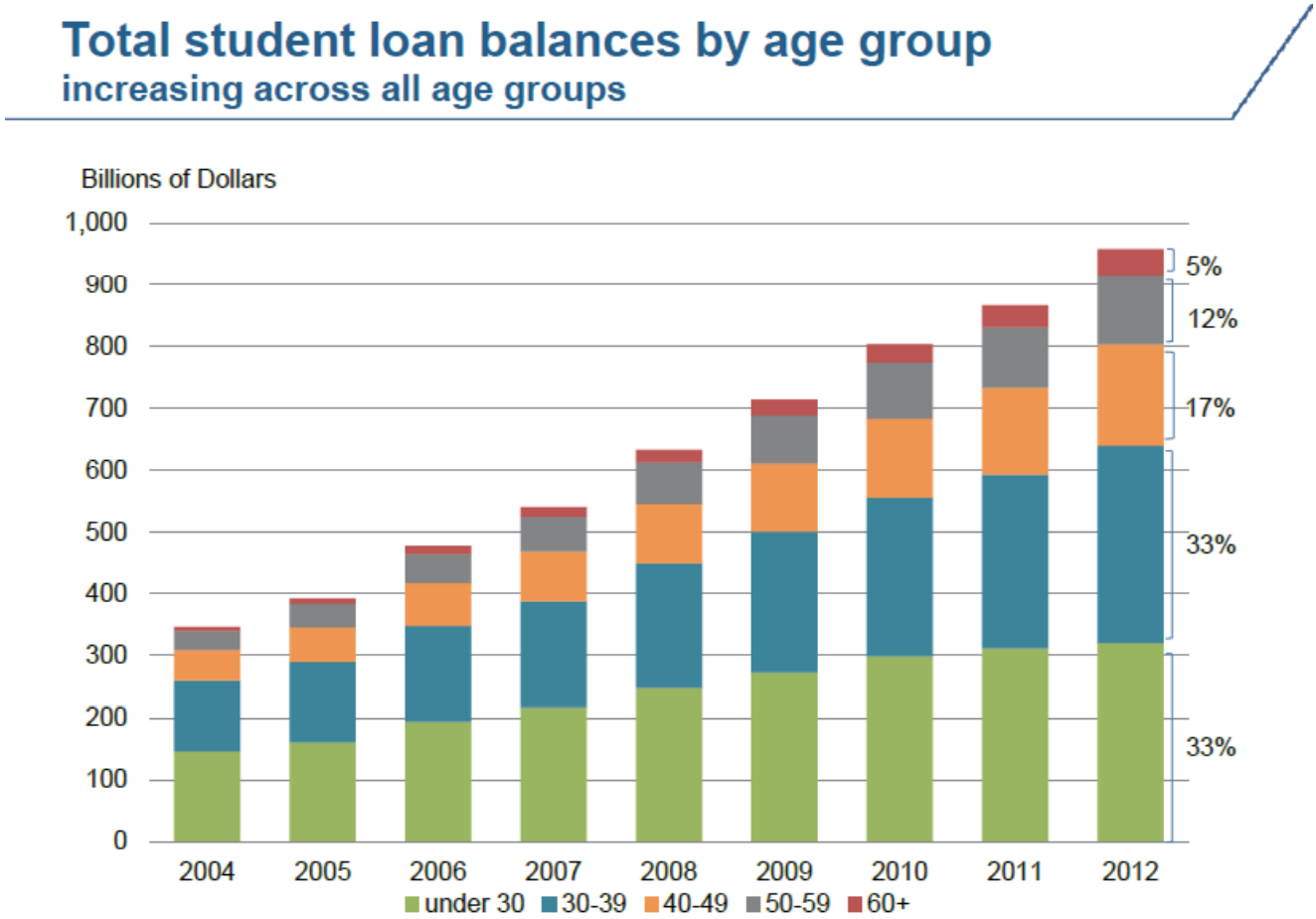
Impact of President's Budget

The president's request called for expansion of the current PAYE repayment plan to all student borrowers, past, present and future. PAYE, a form of Income Contingent Repayment (ICR) currently available to only a certain pool of borrowers, ensures loan payments do not exceed 10 percent of borrowers' discretionary income and provides loan forgiveness after 20 years. In addition, to simplify borrowers' experience PAYE would become the only income driven repayment option for borrowers who originate their first loan on or after July 1, 2015, allowing for easier selection of a repayment plan.

The budget proposes the following offsets to pay for the expansion of PAYE:

- Eliminating the standard payment cap under PAYE so high-income, high-balance borrowers pay an equitable share of their earnings as their income rises.
- Calculating payments for married borrowers filing separately on the combined household Adjusted Gross Income.
- Capping Public Service Loan Forgiveness (PSLF) at the aggregate loan limit for independent undergraduate students to protect against institutional practices that may further increase student indebtedness, while ensuring the program provides sufficient relief for students committed to public service.
- Establishing a 25-year forgiveness period for borrowers with balances above the aggregate loan limit for independent undergraduate students.
- Preventing payments made under non-income driven repayment plans from being applied toward PSLF to ensure loan forgiveness is targeted to students with the greatest need.

In addition, the budget proposal would cap the amount of interest that can accrue when a borrower's monthly payment is insufficient to cover interest costs, thus avoiding ballooning loan balances.



Source: FRBNY Consumer Credit Panel / Equifax

Impact of Sequestration

Sequestration reduced mandatory as well as discretionary spending. Reduced mandatory funds meant that federal student loan origination fees went up. Beginning October 1, 2013, the loan fee for Direct Subsidized Loans and Direct Unsubsidized Loans was increased from 1 percent to 1.072 percent and the loan fee for Direct PLUS Loans was increased from 4 percent to 4.208 percent. These fees will increase again on October 1, 2014.

Contact Information

Megan McClean
National Association of Student Financial Aid Administrators
(202) 785-6942 • mccleanm@nasfaa.org

Teacher Education Assistance for College and Higher Education Grant Program

Title IV, Part A, Higher Education Act

Over the last five years, 1,075 students at the University of Northern Iowa (UNI) have received TEACH Grants. Teacher candidates are pursuing careers in high need fields including math, sciences, foreign languages, TESOL (Teachers of English to Speakers of Other Languages), technology education, and special education. The TEACH Grant is also one of the primary contributing factors for the university's 7.6 percent reduction in student loan debt upon graduation. According to Brooke Reed, a UNI TEACH grant recipient, "Receiving this grant has been a tremendous help throughout my undergraduate program as well as the graduate program that I am currently enrolled in. I have been able to focus on my program and career goals while at UNI, feeling confident about my career in education rather than concerned with paying back the hefty loans that normally go along with a college education."

Description

TEACH is a mandatory spending program providing up to $4,000 a year, for a maximum of $16,000, in grant aid to undergraduate and post-baccalaureate students who plan to become teachers. In addition, current teachers or retirees from high need fields are eligible for $4,000 per year, for a maximum of $8,000, to pursue Master's degrees. Within eight years of finishing the program, grant recipients must fulfill a four-year teaching obligation in high need subjects (mathematics, science, special education, a foreign language, bilingual education, and reading) in schools receiving Title I funds. If the service obligation is not fulfilled, the grants convert to unsubsidized loans repaid with interest. In the 2011-12 school year, more than $117 million were disbursed to TEACH grant recipients.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$34.48	**$14.78**	**$18.39**	**$17.91**

Impact of President's Budget

The president's FY 2015 budget allows for an increase in the number of TEACH Grant recipients, while retaining the $4000 maximum individual grant. This will lead to a $2 million increase in the total aid available under this program.

Impact of Sequestration

For grants first disbursed after March 1, 2013, and before October 1, 2013, the award amount was reduced by 6 percent below the amount for which a recipient would otherwise have been eligible. For grants first disbursed on or after October 1, 2013, and before October 1, 2014, the award amount must be reduced by 0.89 percent from the award amount for which a recipient would otherwise have been eligible.

Program Need

Over the last five years, grants have been awarded to more than 100,000 teacher candidates who maintain at least a 3.25 GPA and commit to four-year service obligations with high need students. With the nation in the midst of severe teacher shortages in many high need subject areas and schools, federal investments in recruitment and retention of high quality teachers are essential. The TEACH Grant program has been successful in attracting teachers to work in the most challenging classrooms. The top three subject areas taught by TEACH recipients are math, science, and special education.

Contact Information

Sarah Pinsky
American Association of Colleges for Teacher Education
(202) 478-4596 • spinsky@aacte.org

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

Section 418A, Higher Education Act

Concepción has blossomed from a shy college freshman to an outgoing engineer. She served as president of the New Mexico State University's Concrete Canoe Team and served as a CAMP Learning Community Leader for two years, mentoring CAMP freshmen living on campus. Concepción has interned at the Texas Department of Transportation for the past two summers, and now she has offers from nine different corporations in the United States, Canada, and Mexico eager to bring her on board after she graduates in May.

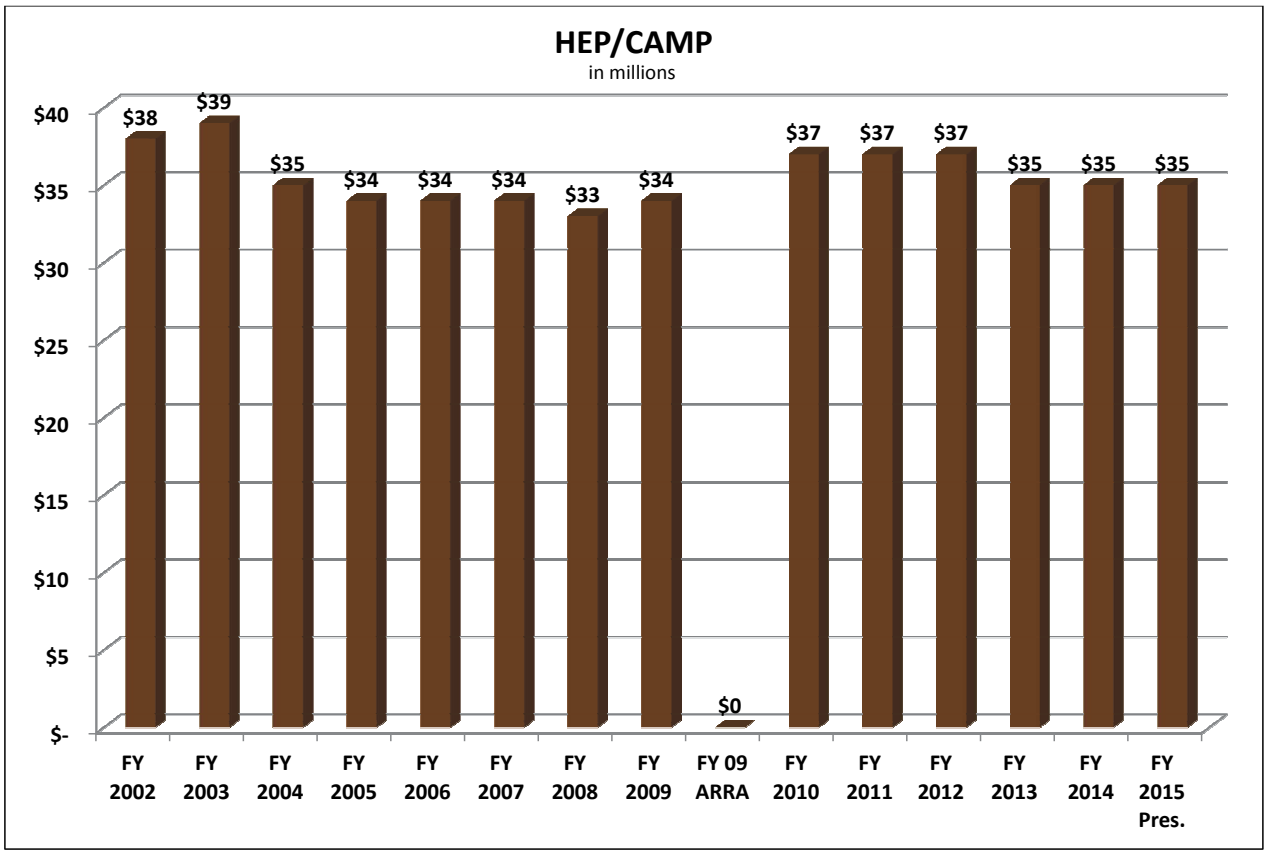
"The CAMP program has allowed the calluses on my hands to heal and my mind to grow."
- Concepción Mendoza, Civil Engineering Technology, New Mexico State University CAMP

Description

Farm worker migrant and seasonal worker students are among the most disadvantaged and at risk of all students. Their dropout rate is among the highest, and they encounter tremendous obstacles in completing high school and pursuing higher education. For over three decades, the High School Equivalency (HEP) and College Assistance Migrant Program (CAMP) initiatives have been successful in helping to close the access and completion gaps for many low-income farm worker migrant and seasonal worker students. The HEP/CAMP program is the only federal program targeting these students to provide them with educational opportunities and support to get a GED and pursue and succeed in higher education. The HEP helps students who have dropped out of high school earn a GED. The CAMP assists these students in their first year of college with academic and personal counseling, stipends, and other support services.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$36.53	$34.62	$34.62	$34.62



Impact of President's Budget

The president's FY 2015 budget provides $34.62 million for HEP/CAMP, a freeze in funding for these important programs. The FY 2015 request would support outreach, technical assistance, and professional development activities. Currently there are 82 HEP/CAMP programs at institutions of higher education throughout the United States. These services are in high demand, and much greater funding is required to meet the needs of farm worker migrant students across the country to ensure they have access to educational and job opportunities.

Impact of Sequestration

The FY 2014 omnibus appropriations bill did not restore the funds that were cut as a result of sequestration in FY 2013. The cut of $2 million will have a significant impact on the HEP/CAMP programs for the remainder of FY 2014. It will result in the elimination of five programs which could deny hundreds of children of farmworkers the opportunity to pursue higher levels of education and secure higher paying employment.

Program Need

The Higher Education Opportunity Act of 2008 recognized the importance of the HEP/CAMP program 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.

Contact Information

Irene Bueno
NVG, LLC
(202) 540-1070 • ibueno@nvgllc.com

Federal TRIO Programs

Title IV, Part A, Subpart 2, Chapter 1, Higher Education Act

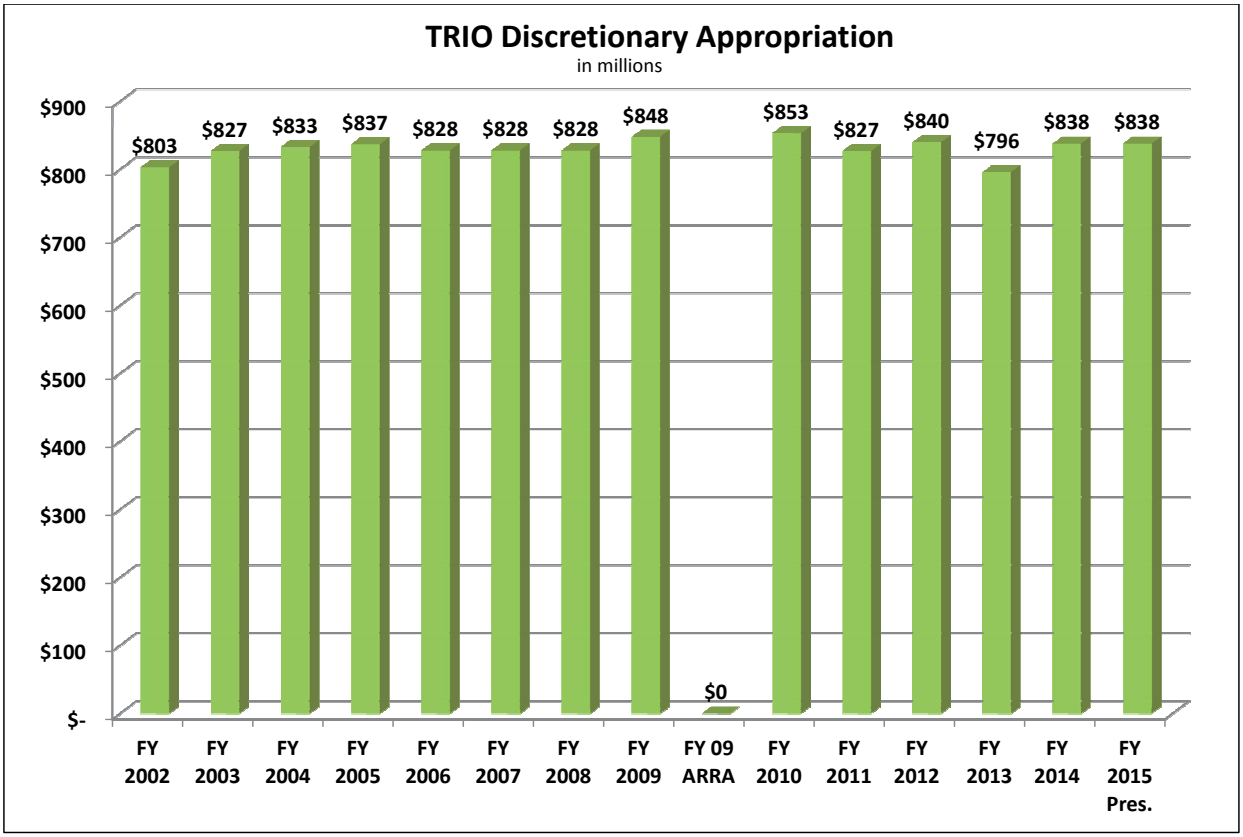
"Growing up as a ward of the state, my first introduction to the TRIO programs occurred during my sophomore year of high school. My TRIO counselor took me under his wing as he did with many of the youth that walked through his door. He began to lecture me on the educational opportunities that were at my disposal and began to steer me in the direction of colleges and universities. He was the first individual to inform me that you had to take the ACT or SAT to get into college. Through TRIO, I was afforded the opportunity to visit colleges and universities across the State, participate in summer youth programs, and gain an understanding of what college was all about before ever stepping foot on a campus as a student."

Description

The TRIO programs provide a pipeline of educational outreach and supportive services to approximately 760,000 low-income students ranging from sixth graders to doctoral candidates, including military veterans, 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 individuals from families with incomes below 150 percent of the poverty level and in which neither parent has graduated from college. With nearly 3,000 projects across the country, TRIO operates in virtually every congressional district in the United States and several independent territories.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$839.93	**$796.00**	**$838.25**	**$838.25**



Between FY 2008 and FY 2011 mandatory funding of $57 million was provided each year for TRIO.

Impact of President's Budget

By proposing to freeze TRIO funding, the president's budget fails to help recover the loss of nearly 89,000 students' access to TRIO services in the past decade, many since 2009. These losses are due to stagnant funding and increased program costs.

Impact of Sequestration

As a result of sequestration, TRIO lost $43.68 million in funding which eliminated access to educational support services for more than 31,000 students in FY 2013. This came on top of a net loss of $70.3 million and 89,000 students during the preceding years.

Program Need

An additional $52 million in TRIO funding for FY 2015 would allow 43,000 more students to benefit from the academic, financial, and cultural supports provided by the Student Support Services program. Student Support Services, which will hold a competition for new grant awards in FY 2015, is a campus-based retention, transfer, and completion program designed to ensure low-income, first generation college goers earn baccalaureate degrees. It is the natural complement to the federal investment in financial aid programs such as the Pell Grant. Such funds would also help send more veterans back into the classroom through Veterans Upward Bound, steer more out of work and underemployed adults into education programs through Educational Opportunity Centers, and preserve opportunities for underrepresented students to pursue doctoral degrees through McNair Postbaccalaureate Achievement. In addition, TRIO programs will prepare young minds for the rigors of college through the Talent Search, Upward Bound, and Upward Bound Math-Science programs.

Contact Information

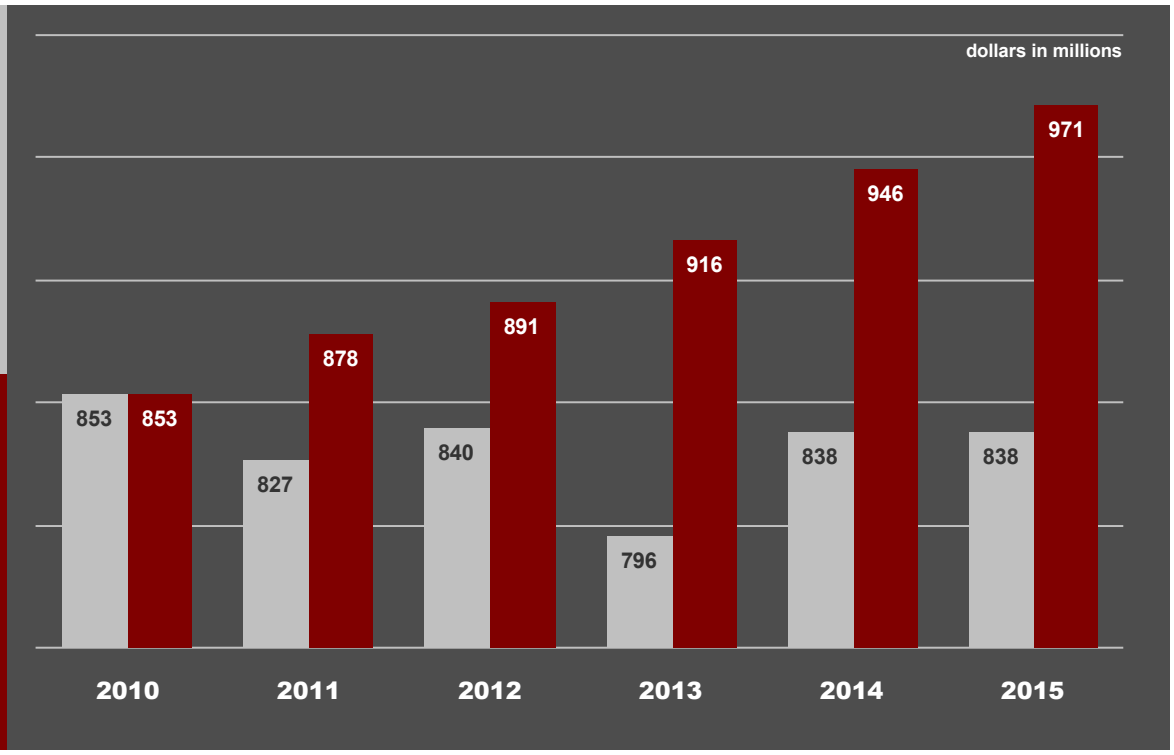
Kimberly Jones
Council for Opportunity in Education
202/347-7430 • kimberly.jones@coenet.us

Federal TRIO Programs (HEA IV-A-2, Chapter 1)

President's FY 2015 Budget Request

BUDGET
Represents actual appropriations through fiscal year 2014 and the President's budget request for fiscal year 2015

BASELINE
Represents the actual appropriation for fiscal year 2010 adjusted each year thereafter for inflation and enrollment



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2012 (pre-sequester)	
	$838.3	**+$0**	**+0.0%**	**-$1.7**	**-0.2%**

FY 2015 Budget Request

The Administration would use approximately $286.9 million to support a new Student Support Services competition that would further align this program with the Administration's higher education reform agenda. Most of the remaining funds would be used to support continuation awards to grantees that were successful in the 2010 Student Support Services competition, the 2011 Talent Search and Educational Opportunity Centers competitions, the 2012 Upward Bound, Upward Bound Math-Science, Veterans Upward Bound, and McNair competitions, and the 2014 Staff Training competition. The requested level would enable the Department to maintain approximately the same number of TRIO projects in fiscal year 2015 as in previous years. It would also continue the Department's efforts in the 2012 Upward Bound competition to place a greater emphasis on increasing productivity by having projects make inroads into serving and transforming the lowest-performing schools. These reforms will help expand the reach of TRIO projects and expand their effects on the schools that need the greatest help in sending more students on to postsecondary education. The request also includes $1.7 million to support the ongoing Upward Bound evaluation and $3.7 million to maintain Administrative Support for the TRIO programs, including the costs of collecting and analyzing grantee performance data.

Sources: Budget data from the U.S. Department of Education Budget Service. Baseline data from NEA calculations using data from the U.S. Department of Education Budget Service and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget Summary and Background Information, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

nea NATIONAL EDUCATION ASSOCIATION nea.org
Great Public Schools for Every Student

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

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

"GEAR UP changed my life. It was truly my yellow brick road from homelessness to being the first in my family to earn an undergraduate and graduate degree. GEAR UP not only changed my life, but my family's life as well. GEAR UP's parent engagement component helped my single mother learn how she could support her children in their pursuit of higher education. My younger sister graduated from UCLA and is currently in her first year studying at California State University, Long Beach's counseling and higher education program, and my younger brother is graduating this year from UC San Diego. It is only because of GEAR UP that my family was able to discover that extreme poverty and adversities cannot limit success. GEAR UP empowered my family with knowledge, support and access to education, and I know it is my destiny to continue to contribute to my community and underrepresented students by helping to empower them through education as well."

- Leslie Jimenez, GEAR UP, Anaheim High School, Class of 2005, Anaheim, CA;
Master of Education in Higher Education, University of North Texas, Class of 2014

Description

GEAR UP, a competitive grant program that increases the number of low-income, minority, and first generation students prepared to enter and succeed in postsecondary education and beyond, provides services at high poverty middle and high schools. The program serves at least one entire grade level of students (cohort), beginning no later than the 7th grade, following them through high school graduation and into their first year of college. GEAR UP provides critical early college awareness and readiness support activities – tutoring, mentoring, academic preparation, financial education, and college scholarships – to improve access to higher education for students and their families. The program also supports State and local education reform initiatives, fostering sustained systemic change in middle and high schools. GEAR UP fosters cooperation among K-12 schools, institutions of higher education, local and State education departments, businesses, and community-based organizations. These dynamic partnerships are required to leverage local resources to match federal funding dollar for dollar, effectively doubling the community's investment in supporting youth on their way to college readiness and completion.

Funding History *(in millions)*

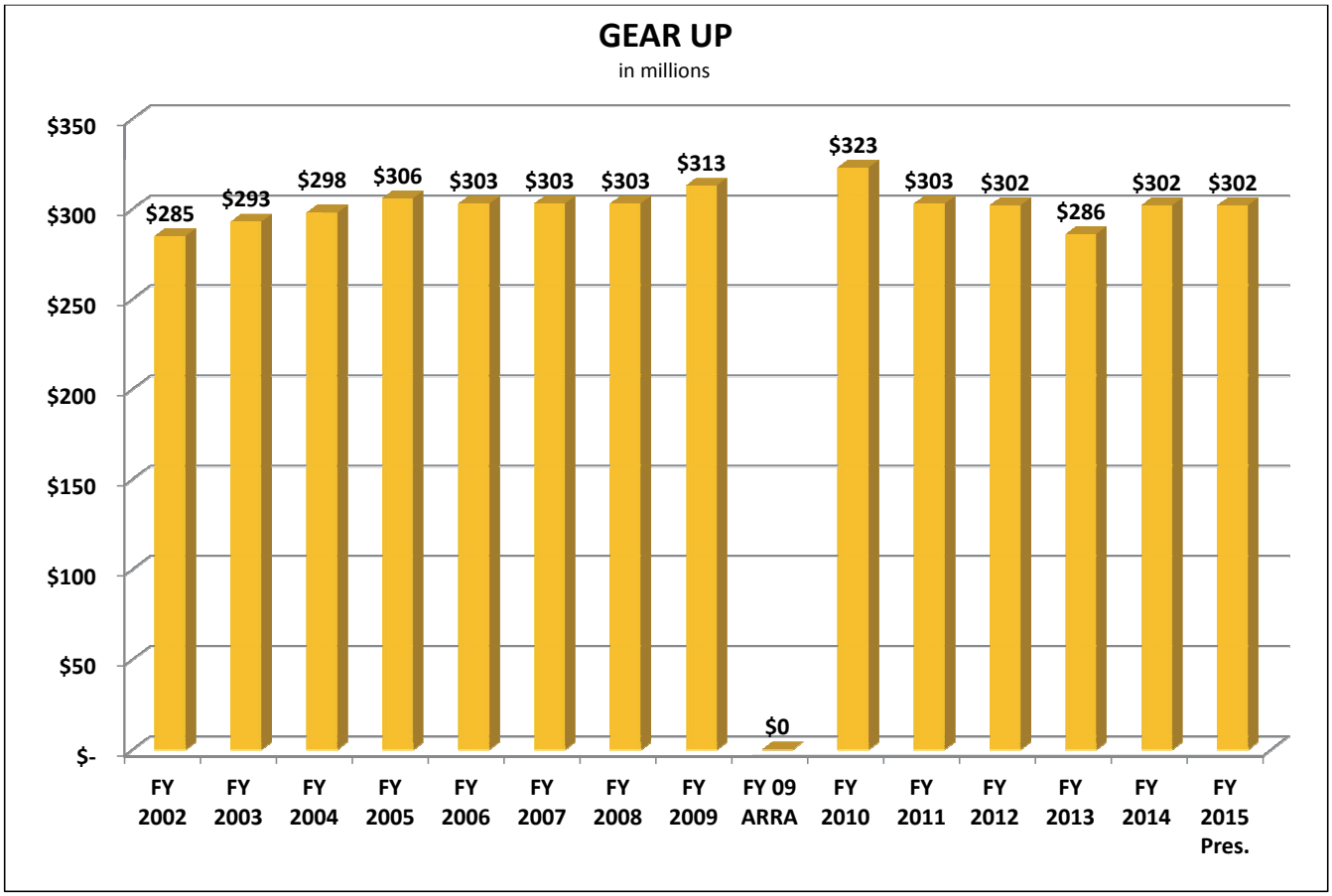
FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$302.24	**$286.44**	**$301.64**	**$301.64**

Impact of President's Budget

Partially restoring funding near pre-sequestration levels to $301.64 million (pre-sequester, $302.24 million) would allow the U.S. Department of Education to fund continuation awards for State and Partnership GEAR UP grantees. With no additional funding, the Department would not have the resources to host a competition for new awards in FY 2015 and therefore would not be able to increase the number of students served in communities and/or States in need of GEAR UP services.

Impact of Sequestration

The sequester cut GEAR UP funding by $15.81 million in FY 2013, effectively reducing the program's capacity to serve 30,000 students. If sequestration remains in place, it would impact continuation awards and eliminate the possibility of future competitions for new awards. This would negatively impact the total number of grants serving students and their families across the country, putting the program's sustainability in a precarious situation. Furthermore, approximately 100 education professionals could lose their jobs as a direct consequence of sequestration.



Program Need

Despite GEAR UP's demonstrated success in increasing high school graduation and college enrollment rates and in improving college awareness and readiness for low-income, minority, and first generation students, only a fraction of eligible students and communities benefit from the program. In an independent study by the New America Foundation titled, *Rebalancing Resources and Incentives in Federal Student Aid*, GEAR UP is cited 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.

Contact Information

Daniel Bremer-Wirtig
National Council for Community and Education Partnerships
(202) 530-1135, Ext. 110 • daniel_bremer@edpartnerships.org

Title III and Title V: Institutional Aid

Titles III and V, Higher Education Act

Description

Titles III and V of the Higher Education Act provide direct grants to institutions of higher education serving a disproportionate number of minority, low-income, and first generation college students. The institutions, which must demonstrate lower than average per-student expenditures, rely on these highly competitive awards to improve educational programs and related services for low-income and historically underrepresented populations. Eligible entities include institutions of higher education with specific programs for Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, Alaska Native and Native Hawaiian-Serving Institutions, Predominantly Black Institutions, Asian American and Native American Pacific Islander-Serving Institutions, Native American-Serving Nontribal Institutions, and Hispanic-Serving Institutions.

Funding History *(in millions)*

	FY 2012	FY 2013	FY 2014	FY 2015 President's Request
Title III (discretionary)	**$431.10**	**$408.55**	**$422.84**	**$422.84**
(mandatory)	**$166.50***	**$158.01***	**$154.51***	**$155.00***
Total	**$597.60**	**$566.56**	**$577.35**	**$577.84**
Title V (discretionary)	**$109.44**	**$103.72**	**$107.43**	**$107.43**
(mandatory)	**$111.50***	**$105.81***	**$103.47***	**$100.00***
Total	**$220.94**	**$209.53**	**$210.90**	**$207.43**

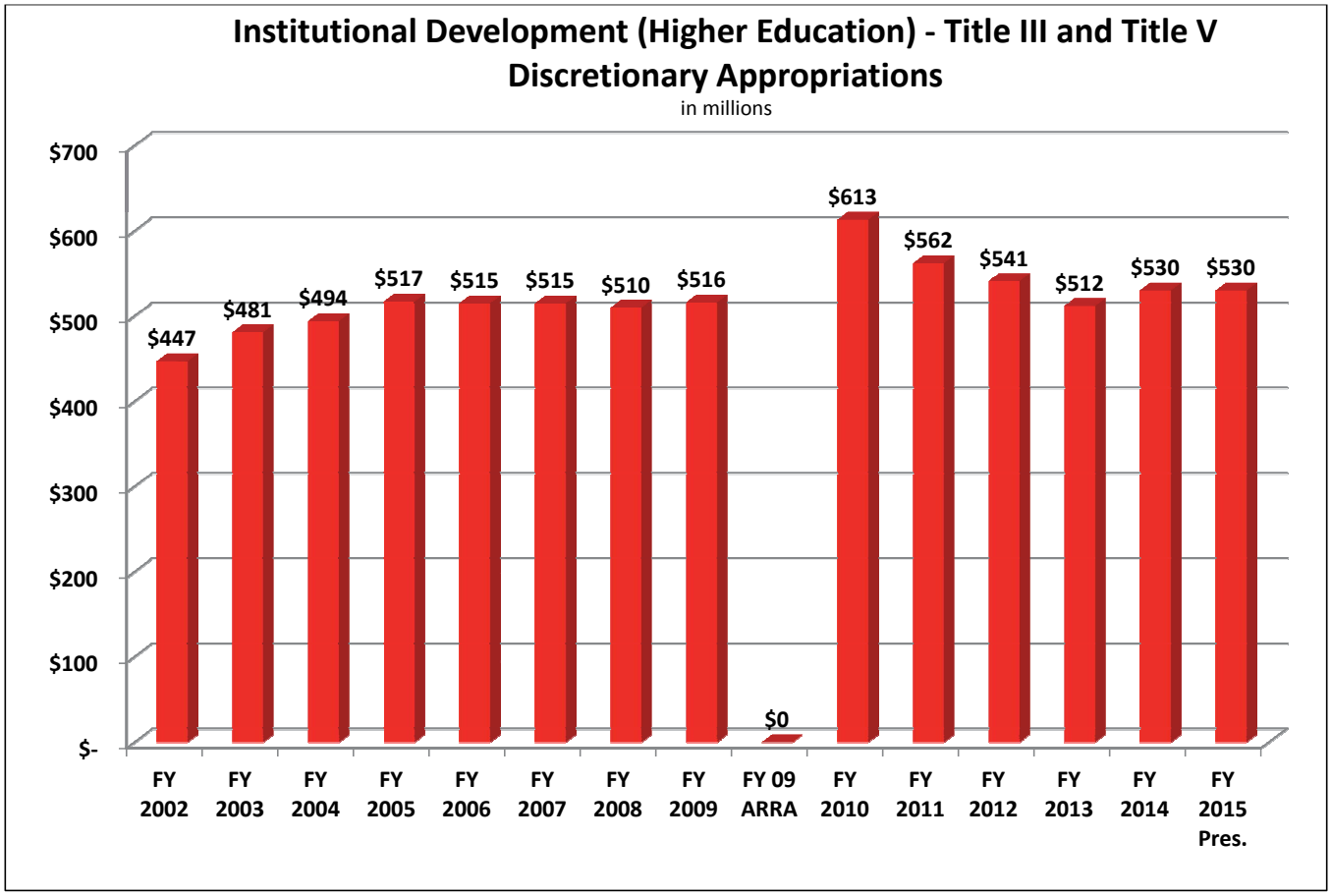
** Mandatory totals include funds provided by the Student Aid and Fiscal Responsibility Act (SAFRA) within the Health Care and Education Reconciliation Act of 2010 (P.L. 111-152), as well as mandatory appropriations provided under Title VIII, Part AA, Sections 897 and 898 of the HEA.*

Impact of President's Budget

The Administration proposes to freeze discretionary funding for these programs. Funding for the Title III and Title V programs provides much needed resources to colleges serving the majority of disadvantaged and minority students, precisely the students who will comprise the majority of tomorrow's workforce. Significant funding is needed to ensure these institutions can maintain programs and expand their capacity to serve the growing numbers in this student population.

Impact of Sequestration

If across the board cuts are required in discretionary programs, either fewer awards will be provided under the Title III and Title V programs or the size of awards will have to be reduced. Sequestration continues to erode mandatory funding for both Title III and Title V, further reducing the total funds available for these critical programs.



Since FY 2008, there has also been mandatory funding provided for Institutional Development. For FY 2015, $255 million is included. This mandatory funding has been subject to sequester cuts in FY 2013 and FY 2014 and will continue to be subject to sequestration.

Program Need

Strengthening institutional grants enables colleges to better serve large percentages of 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.

Contact Information

Jim Hermes
American Association of Community Colleges
(202) 728-0200 • jhermes@aacc.nche.edu

Laurie Quarles
American Association of Community Colleges
(202) 728-0200 • lquarles@aacc.nche.edu

International Education Programs and Foreign Language Studies

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

Description

Title VI 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. These programs also enable university collaborations on international issues with federal, State, and local agencies, business and industry, and the military. The Title VI-Fulbright Hays programs support overseas study and research opportunities for American students and faculty.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$74.04	**$70.16**	**$72.16**	**$76.16**

Impact of President's Budget

The president's proposal would add $4 million to Title VI above last year's level. Roughly $2 million of this amount would fund the "Undergraduate International Studies and Foreign Language Program" for expanded access and opportunity to world studies programs and foreign language training at undergraduate institutions of higher education, particularly minority-serving institutions and community colleges. The remaining $2 million increase would support a new program for "Institutional Mobility Grants" to foster international collaborations with institutions in Southeast Asia and Sub-Saharan Africa.

Impact of Sequestration

The FY 2015 increases are proposed for new initiatives. They do not offset the impact of the sequester cut in FY 2013 or the 44 percent cut Title VI suffered in FY 2011. Without adequate restoration and expansion of Title VI funds, the international knowledge and expertise that has been developed under these programs are at risk.

Program Need

An increased federal investment in Title VI is necessary to expand the nation's capacity in international education, research, and foreign language studies, especially in the less commonly taught languages of U.S. strategic interest. In an increasingly global economy, additional Title VI funds are needed to ensure a steady pipeline of individuals with global understanding and language proficiency across professions, address the severe shortage of American citizens who can speak less commonly taught languages, and strengthen our nation's competitive advantage.

Contact Information

Carolyn Henrich
University of California
(202) 974-6308 • carolyn.henrich@ucd.edu

Graduate Education

Title VII, Higher Education Act

Description

The primary federal scholarship assistance for graduate students is provided through the Graduate Assistance in the Areas of National Need (GAANN) Program. Through competitive awards to institutions, GAANN provides fellowships to graduate students of superior academic ability who also demonstrate financial need. Institutions receiving funds must seek talented students from underrepresented backgrounds, and their scholarship must be in academic fields deemed to be in areas of "national need."

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$30.91	$29.29	$29.29	$29.29

Impact of President's Budget

The president's budget proposes $29.30 million for GAANN. This is $1.6 million below the FY 2012 appropriation of $30.9, essentially the same annual funding level the program has received since FY 2000. The impact this erosion has had on federal support for graduate education is heightened. In addition, in FY 2011, the $10 million annual appropriation was lost for the Jacob K. Javits Program, which awarded fellowships to students pursuing graduate degrees in the social sciences and the arts and humanities. Further, the purchasing power of the GAANN awards has fallen significantly, as noted in the Department of Education's estimates for anticipated awards. The FY 2015 budget request states the $29.29 million would support approximately 579 fellows, while the FY 2001 budget estimated support for 1,199 GAANN fellowships.

Impact of Sequestration

The $1.6 million cut in GAANN in FY 2013 as a result of sequestration is significant. That cut is exacerbated by the loss of Javits funding. Further, the demonstrated need for GAANN far exceeds the funds available. Federal support for talented graduate students is a key element in driving excellence and innovation in business, academia, and government, and in contributing to our nation's renewed economic well-being.

Program Need

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.

Contact Information

Carolyn Henrich
University of California
(202) 974-6308 • carolyn.henrich@ucd.edu

Child Care Access Means Parents in School (CCAMPIS)

Title IV, Higher Education Act

Parents who are college students face many obstacles, one of the greatest of which is finding safe and affordable childcare. The Child Care Means Parents in School (CCAMPIS) program directly impacts and assists Pell-eligible college students attending St. Louis Community College (STLCC) by providing financial support for their child care needs. STLCC's CCAMPIS program also provides educational workshops on financial management, literacy, educational play and child development, success strategies for college students who are parents of young children, and children's physical and mental health. Over 400 students have participated in the CCAMPIS program since 2009, and, when surveyed, over 95 percent indicated that they would recommend the CCAMPIS program to other students. STLCC has kept the cost of student tuition the same for over four years and has utilized a sliding scale fee for campus childcare services, maintaining a low campus care hourly rate.

Description

Created by 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 before- and after-school care for older children and parenting classes.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$15.97	$15.13	$15.13	$15.13

Impact of President's Budget

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 childcare helps increase access to higher education for low-income students and increases retention, especially for single parents.

Impact of Sequestration

If automatic cuts were imposed on discretionary programs, hundreds of low-income students with dependent children currently enrolled in campus-based childcare programs would have to pay more for child care, reduce their course loads, or withdraw from college.

Program Need

The president's proposal freezes funding for the program at $15.13 million. While this funding level will support approximately 148 continuation awards, more is needed to meet the demand. Without an increased investment, thousands of low-income students across the country continue to lack access to quality childcare. This directly impacts college enrollment for students with young children and is often cited as the reason why they withdraw prior to completing a certificate or degree.

Contact Information

Laurie Quarles
American Association of Community Colleges
(202) 728-0200 • lquarles@aacc.nche.edu

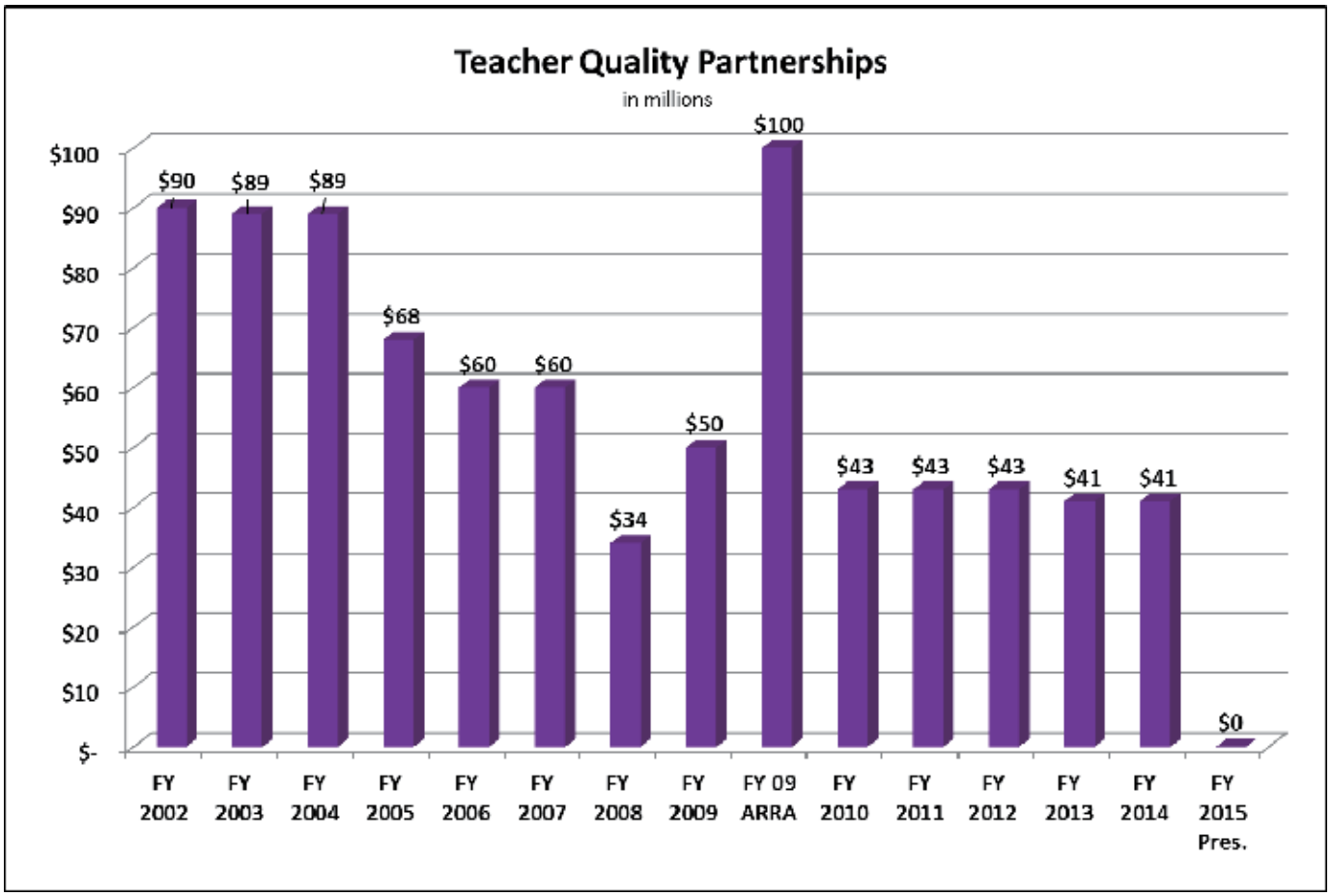
Teacher Quality Partnership Grants

Title II, Higher Education Act

After a short time in an unsatisfying corporate sales career, Erin Blinck returned to school to fulfill her dream of being a mathematics teacher. She completed a teacher residency through Georgia State University's NET-Q program, funded by the Teacher Quality Partnership Grant Program. As a NET-Q teacher resident, she served full time in the classroom under the supervision of a master teacher for an entire school year while she also completed her master's coursework. The NET-Q program prepared Ms. Blinck to move into a classroom at a Title I school with the knowledge and skills she needs to effectively foster student learning.

Description

The Teacher Quality Partnership (TQP) grant program is a competitive program partnering institutions of higher education with high need local school districts to reform teacher preparation. At the heart of the TQP program is the reorientation of teacher preparation around clinical practice and teacher residencies, the implementation of a more authentic integration of education curriculum with the arts and sciences, and the development of 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.



Prior to FY 2008, funds were provided under the antecedent Teacher Quality Enhancement program.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$42.83	$40.59	$40.59	$0*

**Funding for the program would be subsumed under the proposed "Effective Teachers and Leaders State Grants."*

Impact of President's Budget

The president's budget would eliminate this program. This action would end the federal government's only investment in the reform of higher education-based teacher preparation, which trains nearly 90 percent of all teachers. The budget proposes a new program, the Effective Teachers and Leaders State Grants, which will include a general set-aside for the preparation of teachers and leaders. However, there is no dedicated investment for clinical and teacher residency preparation. This is particularly troubling in light of recommendations calling for an increase in clinical residencies in teacher preparation programs from the profession and from national organizations, including the Council of Chief State School Officers, American Federation of Teachers, National Association of State Boards of Education, National Council for Accreditation of Teacher Education, and the National Education Association.

Impact of Sequestration

In FY 2013, sequestration cut $2 million from TQP grants. This forced grantees to limit the number of students benefiting from this rigorous training. Many of the over 500 high need schools in partnerships with grant recipients will not get the teachers they need. It meant significant reductions in professional development opportunities for teachers in high need schools, fewer induction and mentoring programs for new teachers, and limited implementation of curriculum reforms in teacher preparation programs. Although Congress restored many education programs to pre-sequester funding levels in the FY 2014 omnibus, it did not restore funding for this program.

Program Need

Institutions of higher education prepare nearly 90 percent of all new teachers. Preparation programs must ensure teachers have the content knowledge and pedagogical skills to be successful in the classroom. Funding should be increased to support the development of programs that include extensive clinical and induction components. Research shows both factors are key elements of teacher quality and retention. Grants can be used to strengthen clinical components of pre-baccalaureate teacher preparation and develop one-year master's level teaching residency programs geared toward preparing career changers to teach in high need subject areas and schools. As unemployment persists, this program is ideal to help individuals who are seeking a stable, rewarding new career. The first grants for this newly authorized program were awarded in September 2009 and a second round in March 2010. New grants will be awarded as a result of funding allocated to the program in the FY 2014 Omnibus. It is critical Congress continues to invest in this program so new grantees have a full 5-year grant cycle to reform their educator preparation programs.

Contact Information

Sarah Pinsky
American Association of Colleges for Teacher Education
(202) 478-4596 • spinsky@aacte.org

Community College Job-Driven Training Fund

Proposed Legislation

Description

As part of its Opportunity, Growth and Security Initiative, the Administration proposes to create the Community College Job-Driven Training Fund that builds on the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant program. The new program is designed to foster partnerships between colleges and businesses to develop curricula and launch training programs and to jointly develop and disseminate common credentials and skills assessments. The fund would provide $6 billion over four years. A reformulation of the previously proposed Community College to Career Fund, this new program would place a significant emphasis on apprenticeships. One-third of funds ($500 million in FY 2015) would be designated for an Apprenticeship Training Fund, which aims to double the number of registered apprenticeships across the country in five years through a combination of formula grants to States and competitive grants to partnerships.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
--	--	--	**$1,500.00***

**The program would be funded under the proposed Opportunity, Growth and Security Initiative.*

Impact of President's Budget

Given the current skills gap for those who are unemployed and the job openings for highly skilled workers, the Administration wants to provide community colleges with the resources to train thousands of Americans for good paying jobs. The fund would begin providing resources in FY 2015, the year after TAACCCT Grant funding expires.

Program Need

With tight State and local budgets, community colleges need additional resources to meet the tremendous demand for training services.

Contact Information

James Hermes
American Association of Community Colleges
(202) 728-0200 • jhermes@aacc.nche.edu

Laurie Quarles
American Association of Community Colleges
(202) 728-0200 • lquarles@aacc.nche.edu

First in the World

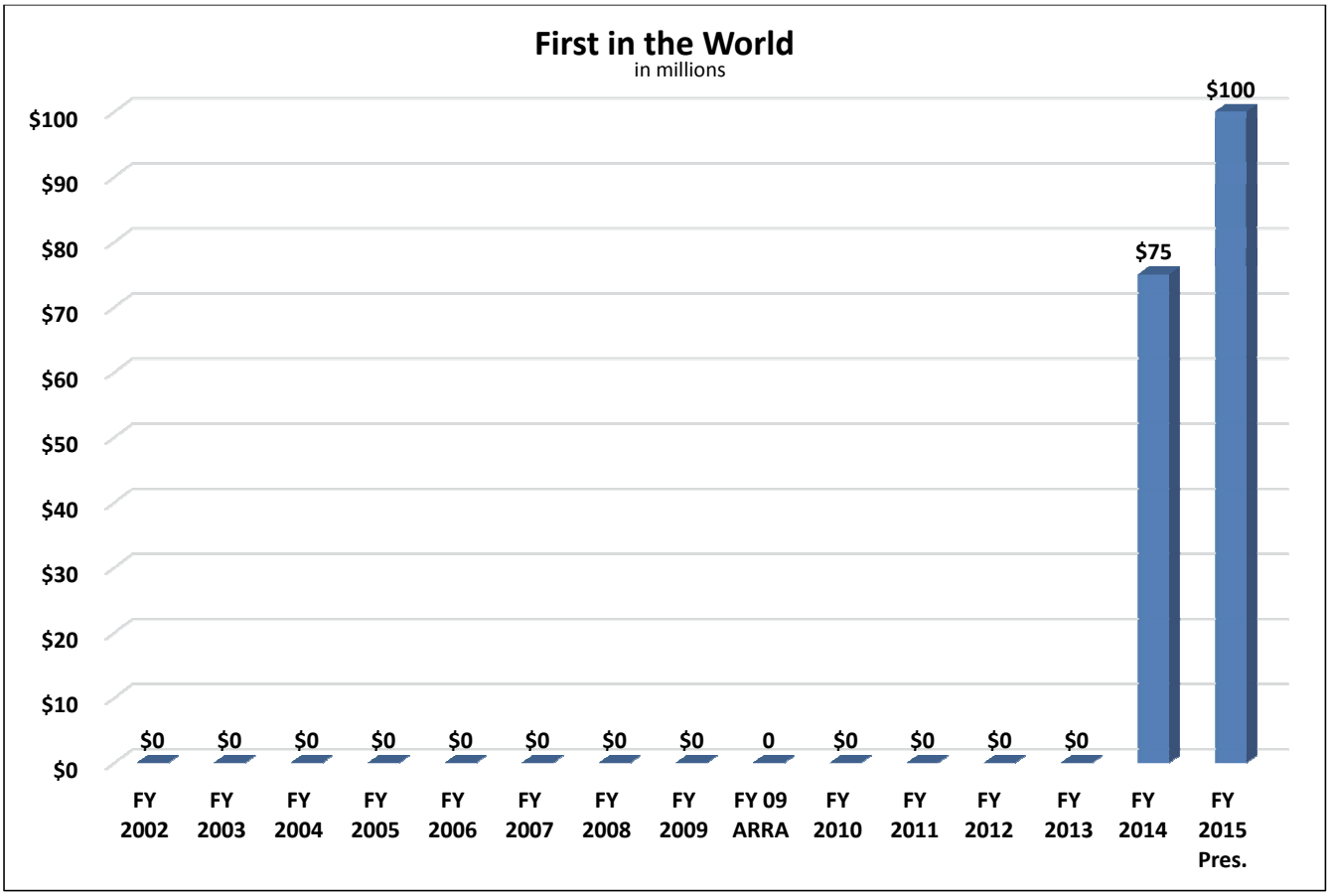
Title VII, Part B, Higher Education Act

Description

The president's budget proposes the Department of Education use its discretionary grant authority under the Fund for the Improvement of Postsecondary Education (FIPSE) to continue to fund the First in the World (FITW) competition to improve the long-term productivity in higher education. First funded in FY 2014, the FITW competition would use a tiered evidence framework modeled on the Investing in Innovation program, which identifies, validates, and brings to scale innovative and effective practices. Grants would focus on increasing student learning and the number of students completing college within 100 percent of expected time or transferring from a two-year to a four-year institution, closing gaps in completion rates between different populations, reducing the net price paid by students, or achieving other results that help improve postsecondary attainment.

Funding History *(in millions)*

	FY 2012	FY 2013	FY 2014	FY 2015 President's Request
FIPSE grants	$3.49	$3.31	$79.40	$175.00
FITW grants	--	--	$75.00	$100.00



Impact of President's Budget

Of the total amount of FIPSE funding, $100 million would be used for the second year of the First in the World (FITW) fund. FITW provides funding for institutions of higher education to develop and test innovative strategies and practices that improve college completion rates and make college more affordable, particularly for low-income students. The remaining $75 million of the amount requested for FIPSE would be used to support College Success Grants for Minority-Serving Institutions (MSIs) to assist MSIs in developing sustainable strategies to reduce costs and improve student outcomes.

Program Need

The FITW competition is part of the federal effort to drive innovation at the institutional level and fund promising projects that, after rigorous evaluation, might be successfully replicated and brought to scale. For example, FITW will provide funds to improve enrollment, including at selective institutions, and college completion for low-income students. FITW will support the president's goal for the nation to lead the world in college attainment by 2020. The College Success Grants for Minority-Serving Institutions will help ensure that MSIs are able to innovate and improve completion.

Contact Information

Megan McClean
National Association of Student Financial Aid Administrators
(202) 785-6942 • mccleanm@nasfaa.org

College Success Grants for Minority-Serving Institutions

Description

The president's budget proposes the Department of Education use its discretionary grant authority under the Fund for the Improvement of Postsecondary Education (FIPSE) to initiate a new College Success Grants for Minority-Serving Institutions (MSIs) program. This program would assist MSIs in developing sustainable strategies to reduce costs and improve student outcomes. The competitive grants would support institutions designated under Title III or Title V of the Higher Education Act as a Historically Black College or University or Minority-Serving Institution. This includes Hispanic Serving Institutions, Predominately Black Institutions, Tribally Controlled Colleges and Universities, Asian American and Native American Pacific Islander-Serving Institutions, Native American-Serving Nontribal Institutions, and Alaska Native and Native Hawaiian Institutions.

Funded activities could include partnering with school districts and schools to provide college recruitment, awareness, and preparation activities; establishing high quality dual enrollment programs that allow students to earn college credit while still in high school; providing comprehensive student support services; and, reducing the need for remedial education.

Funding History *(in millions)*

	FY 2012	FY 2013	FY 2014	FY 2015 President's Request
FIPSE grants	**$3.49**	**$3.31**	**$79.40**	**$175.00**
College Success Grants	**--**	**--**	**--**	**$75.00**

Impact of President's Budget

Of the total FIPSE amount, $100 million is designated for the First in the World program, which would build on the 2014 competition and continue to support strategies and practices shown to be effective in improving educational outcomes and making college more affordable. An additional $75 million would support College Success Grants for MSIs to support implementation of sustainable strategies, processes and tools, including those based on technology upgrades, to reduce costs and improve outcomes for students.

Program Need

The College Success Grants for MSIs initiative is part of the Administration's effort to drive innovation and help more low-income, minority students get to and through college. This program provides incentives for MSIs to develop, expand, and highlight critical best practices that eventually can be scaled and replicated throughout the country. College Success Grants for MSIs directly align with the president's goal for the nation to lead the world in college attainment by 2020, and we hope Congress will follow his leadership and fully fund this program at $75 million in any final FY 2015 appropriations bill.

Contact Information

Fred Jones
United Negro College Fund
(202) 810-0212 • Fred.Jones@uncf.org

Federally Funded Research

Federally funded research helps save and improve lives every day. When Mary Jo was diagnosed with stage IV non-small cell lung cancer, she felt like she had received "a punch in the gut." But she was lucky enough to live near the University of Michigan and the Karmanos Cancer Institute. Her oncologist enrolled her in an aggressive six-month clinical trial of Avastin and two other drugs that shrank the tumor on her lung and eliminated all cancer in her lymph nodes. Avastin has been examined in more than 30 National Institutes of Health (NIH) funded clinical trials to fight various cancers. For two years Mary Jo continued with biweekly doses of the drug. Today tests reveal no evidence of disease, and she takes the medication only every three weeks with few side effects.

Description

From our nation's founding, the federal government has played a critical role in supporting science and research. Since World War II, American leaders have generally agreed we must invest in science and research at our universities to keep the country 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 NIH, the National Science Foundation (NSF), and the Departments of Defense, Energy, Commerce, Agriculture, Interior, Homeland Security, Transportation, and Education, as well as the National Aeronautics and Space Administration (NASA) and the National Endowment for the Humanities. In addition to spurring discoveries, these research investments are central to educating graduate students. Thus they play a significant role in workforce preparation in the various science and research fields.

Funding History *(in billions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$63.36	**$61.85**	**$64.47**	**$64.72**

Impact of President's Budget

The president's proposed FY 2015 budget would provide a very small increase of 0.4 percent to the research accounts taken together. Some programs would see significant increases, such as the Department of Energy's Advanced Research Projects Agency for Energy (+16 percent), while some would be cut, such as NASA's Science Mission and Aeronautics Research Directorates (-3.5 percent and -2.6 percent respectively). Others would stagnate at the FY 2014 levels or with increases less than the rate of inflation, which is expected to reach 1.7 percent this year. The president's proposed Opportunity, Growth, and Security Initiative includes an additional $5.3 billion in research and development which is not reflected in the numbers above and would require expanding the budget caps.

Impact of Sequestration

If the sequester cuts continue, federal research funding which is all contained in the discretionary part of the budget would likely continue to languish. 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, endangering our role as world innovation leader.

Program Need

Federal funding for research is an investment that should be bolstered every year and not allowed to decay, even in tight budget circumstances. As an investment with a proven track record, federal funding for research is closely tied to our nation's economic health. Cutting back on this investment will have deleterious impacts on our 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. Specifically considering two agencies, in FY 2015 the NSF should be funded at least at $7.5 billion, and the NIH should be funded at $32 billion.

Contact Information

Jennifer Poulakidas
Association of Public and Land-grant Universities
(202) 478.6053 • jpoulakidas@aplu.org

State Higher Education Performance Fund

Proposed Legislation

Description

The president's budget proposal includes a new State Higher Education Performance Fund (SHEP) for States to support, reform, and improve the performance of public higher education. The initiative calls on States to make college more affordable while increasing college access and success. To be eligible for funding, States would be required to:

- Have strong credit transfer agreements.
- Offer seamless transitions and career pathways programs for high school students and working adults.
- Award State financial aid primarily based on need.
- Improve transparency for students and families researching return on college investment.

State higher education initiatives already provide a laboratory to demonstrate and evaluate pilot programs before rolling them out on a national scale. Among other initiatives, State grant programs currently are experimenting with approaches to better prepare students for college level study and provide incentives for students to take full course loads and graduate on time. State programs also are working with students and families to provide outcomes data to help students better anticipate potential returns on their educational investment.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
--	--	--	**$4,000.00**

Impact of President's Budget

Amid the calls for a strengthened State investment in higher education, the president's proposal for a State Higher Education Performance Fund is a welcome development. We strongly encourage Congress to approve and invest in this initiative.

Program Need

The federal education budget has disinvested recently in funding for federal/State partnership programs such as Leveraging Educational Assistance Partnerships (LEAP). The need for a coordinated federal/State partnership to achieve our nation's higher education goals and to provide employees with the skills required by 21st century jobs remains greater than ever. The SHEP Fund will fill this need.

Contact Information

Frank Ballmann
National Association of State Student Grant and Aid Programs
(202) /721-1186 • frank@nassgap.org

College Opportunity and Graduation Bonus Grants

Proposed Legislation

"Today, more young people are earning college degrees than ever before. That's a great thing. But we still need to do more to help rein in the rising cost of tuition. We need to do more to help Americans who feel trapped by student loan debt - because no striving, hardworking, ambitious, young American should ever be denied a college education just because they can't afford it – nobody. Unfortunately, there are still a lot of young people all across the country who say the cost of college is holding them back. Some of you may have sat around the kitchen table with your parents wondering about whether you'll be able to afford it."

- President Barack Obama, remarks at Coral Reef Senior High School, Miami, Florida

Description

The College Opportunity and Graduation Bonus is a proposal to reward institutions successful at enrolling and graduating low-income students and provide incentives for additional improvements to institutional performance. Grants would be awarded annually to institutions equal to their number of on-time Pell graduates multiplied by $1,000 for four-year institutions, $700 for two-year institutions, and $350 for less-than-two-year institutions. An additional bonus (full details not available) would be offered to institutions where Pell recipients comprise a significant share of the graduating class, while also looking at graduation and student loan default rates at the institution.

The College Opportunity and Graduation Bonus is proposed as a mandatory program with a projected cost of $7 billion over 10 years.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
--	--	--	**$647.00**

Impact of President's Budget

By rewarding institutional performance, this program would drive the adoption of best practices to further increase college access and success, particularly for low-income students. Fostering investment in technology and innovative learning models will additionally establish a strong foundation for eligible institutions to continue to serve this critical constituency while reducing their costs.

Impact of Sequestration

As a proposed mandatory spending program, it is expected the College Opportunity and Graduation Bonus would be subject to sequestration at the start of each fiscal year.

Program Need

Incentives to encourage States and institutions to make investments and improvements in higher education are welcome, as is a continued focus on supporting low-income students. Awards made under this program could go to support additional need-based financial aid, providing enhancements to student support services, and finding ways to reduce costs while improving student learning outcomes.

Contact Information

Jesse O'Connell
National Association of Student Financial Aid Administrators
(202) 785-6948 • oconnellj@nasfaa.org

Part IV: Forging Success – Educational Research, Statistics and Improvement

The Institute of Education Sciences

Title I, Education Science 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 2012	FY 2013	FY 2014	FY 2015 President's Request
$593.66	$562.61	$576.94	$637.18

Impact of President's Budget

The Administration's request for FY 2015 would enable IES to award at least $10.4 million in new research and development grants in early learning and elementary, secondary, and postsecondary education. The National Center for Education Statistics would receive an additional $20 million to support two specific projects: (1) participation in a pilot program of the Program for International Student Assessment (PISA) which would allow participating States to benchmark against international standards; and, (2) increasing the collection of National Postsecondary Student Aid Survey data from every four years to two, providing policymakers more insight into tuition costs and more relevant and timely information. In addition, the Statewide Data Systems program would receive an additional $35.5 million for initiatives to improve information on students as they move from high school to postsecondary education and the workforce and for new grant awards. Special Education Studies and Evaluations would receive an increase of $2.6 million which would sustain work on over-sampling students with disabilities in the Middle Grades Longitudinal Study, gathering information on the transition of middle school students with disabilities to high school. The request also would continue the Administration's commitment to supporting the Regional Educational Laboratories, while reducing funding for the Assessment program by $7 million.

Impact of Sequestration

State and local school improvement efforts have called attention to the need for a more robust research platform to support education innovation. While the president's budget request acknowledges the need for increased quality research to support innovation, the impact of sequestration would represent a serious setback in the federal government's attempt to provide adequate investment to support a broad range of research, development, and evaluation activities demanded by educators and policymakers.

Program Need

The president's proposed increase would support investments in research, development, and evaluation to build a rich evidence base on what works and make this evidence more accessible to practitioners and policymakers. Despite decades of education research, including the recent growth in research explicitly addressing improving learning in subjects such as reading and mathematics, there continue to be many unanswered questions about how children and adults learn in these areas and how best to support that learning. Continued investment in the long term programs of research is necessary to accumulate empirical knowledge and develop theories that will ultimately result in improved academic achievement.

Contact Information

John Waters
Knowledge Alliance
(202) 507-6277 • waters@knowledgeall.net

Regional Educational Laboratories

Title I, Education Science Reform Act

REL West helped Washoe County School District (WCSD) in Nevada develop a five-year plan to improve student learning opportunities, so that more students graduate high school ready to handle college-level coursework. To identify possible early warning indicators for WCSD at risk students, REL West collaborated with the district to analyze student data from the district's longitudinal administrative databases. Having a picture of high school students' enrollment patterns enabled the district to design effective dropout prevention programs, including credit recovery options. Over the two-year period in which WCSD focused on improving graduation rates, with the support of REL West's quality research and data summaries, WCSD's graduation rate rose from 56 to 70 percent.

Description

Housed at the Institute of Education Sciences, the Regional Educational Laboratories (REL) serve as a necessary bridge between the research community and States and local school districts. They conduct applied research and development projects and widely disseminate these results within the region, along with other high quality research. A new feature under the current REL contract is the establishment and leadership of research alliances at the district, State, or regional level focused on addressing current problems of practice. As these research alliances begin to implement their research agendas, increased funding for RELs would ensure they have the funds necessary to act in a timely way on the State, local, and regional research needs identified by the stakeholders closest to the challenges.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$57.43	$54.42	$54.42	$54.42

Impact of President's Budget

Funds under the president's budget request would be used to support the fourth year of the five-year REL contracts and would continue the important work of the RELs in providing a bridge between education research and practice. 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.

Impact of Sequestration

Additional reductions in the REL budget would seriously constrain the ability to complete studies currently underway, in addition to reducing the scope of work that could be undertaken in future years.

Program Need

Districts and schools throughout the nation are under intense pressure to raise student achievement and close achievement gaps. Education policymakers and other decision makers have never been more in need of trustworthy education research, as well as guidance in how to use it. The RELs serve as a critical bridge between education research and practice, with an emphasis on providing technical assistance in performing data analysis, evaluating programs, and using data from State longitudinal data systems for research and evaluation that address important issues of policy and practice.

Contact Information

John Waters
Knowledge Alliance
(202) 507-6277 • waters@knowledgeall.net

Education Research, Development and Dissemination

Title I, Education Science Reform Act

Description

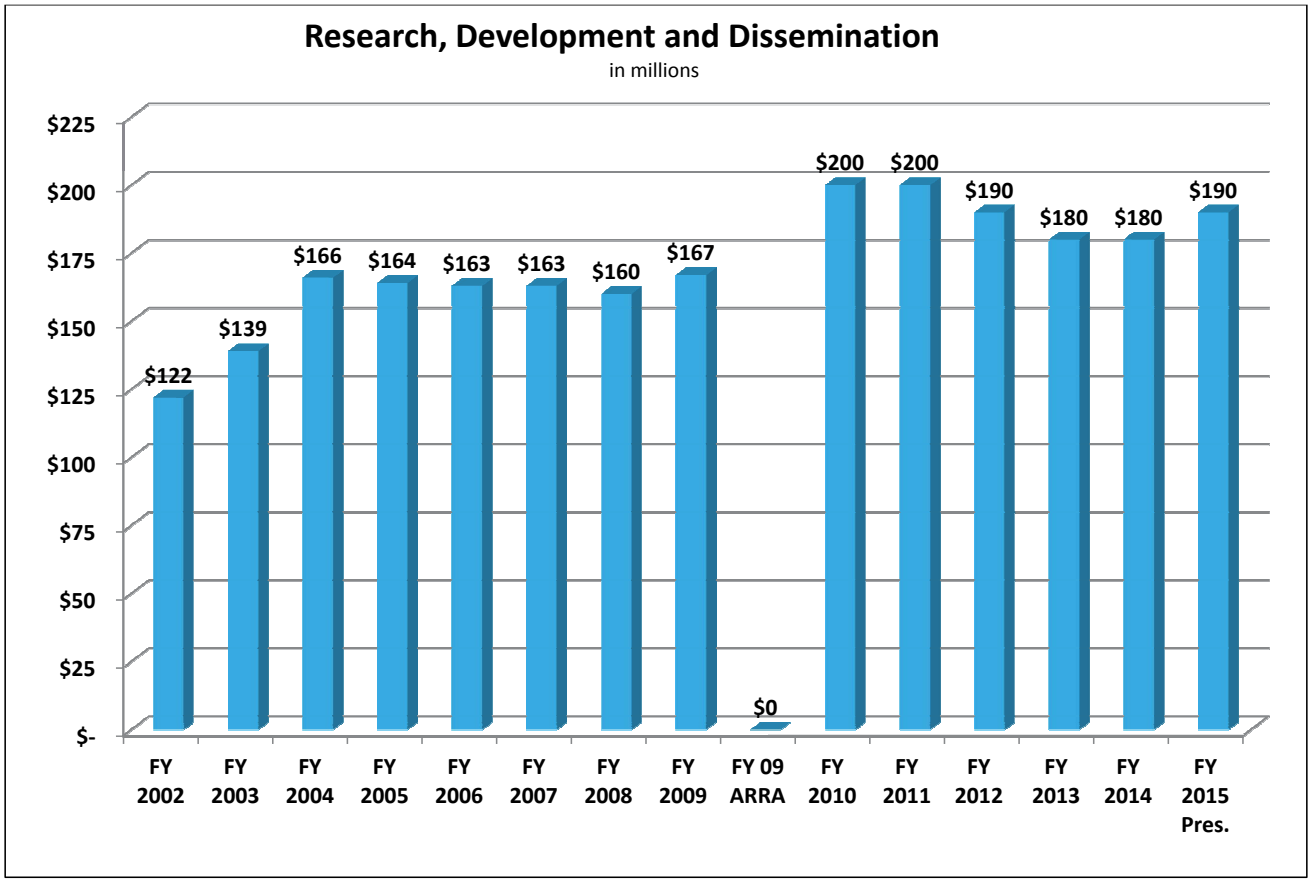
This budget line provides support for the Department's core education research programs. It includes the National Research and Development Centers that address specific topics such as early childhood development and learning, testing and assessment, and reading comprehension. These funds also support the What Works Clearinghouse, the Education Research Information Clearinghouse, and impact studies.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$189.79	$179.86	$179.86	$190.27

Impact of President's Budget

The president's request for FY 2015 includes an increase of $10.4 million over the FY 2014 level. These funds would enable IES to sustain efforts to develop and identify interventions and approaches that are effective for improving student learning and achievement from early childhood through postsecondary and adult education. The Administration's FY 2015 request would also restore this program to its FY 2012 funding level, which is critical to maintaining a regular cycle of research grants. Those 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.



Impact of Sequestration

The federal investment in education R&D, even with the proposed $10.4 million increase, continues to be among the smallest across all federal research agencies. It is simply inadequate to support development and assessment of the evidence-based programs demanded by educators and policymakers. Further reducing this investment through the mechanism of sequestration would eliminate the possibility of any new grants under existing research and development programs.

Program Need

While the programs within IES provide a structure and leadership for research, development, and dissemination, all three activities suffer due to inadequate resources. Additional support to investigate issues of scaling up and diffusion of knowledge are critical to achieving school reform.

Contact Information

John Waters
Knowledge Alliance
(202) 507-6277 • waters@knowledgeall.net

National Center for Education Statistics

Title I, Education Science Reform Act

Description

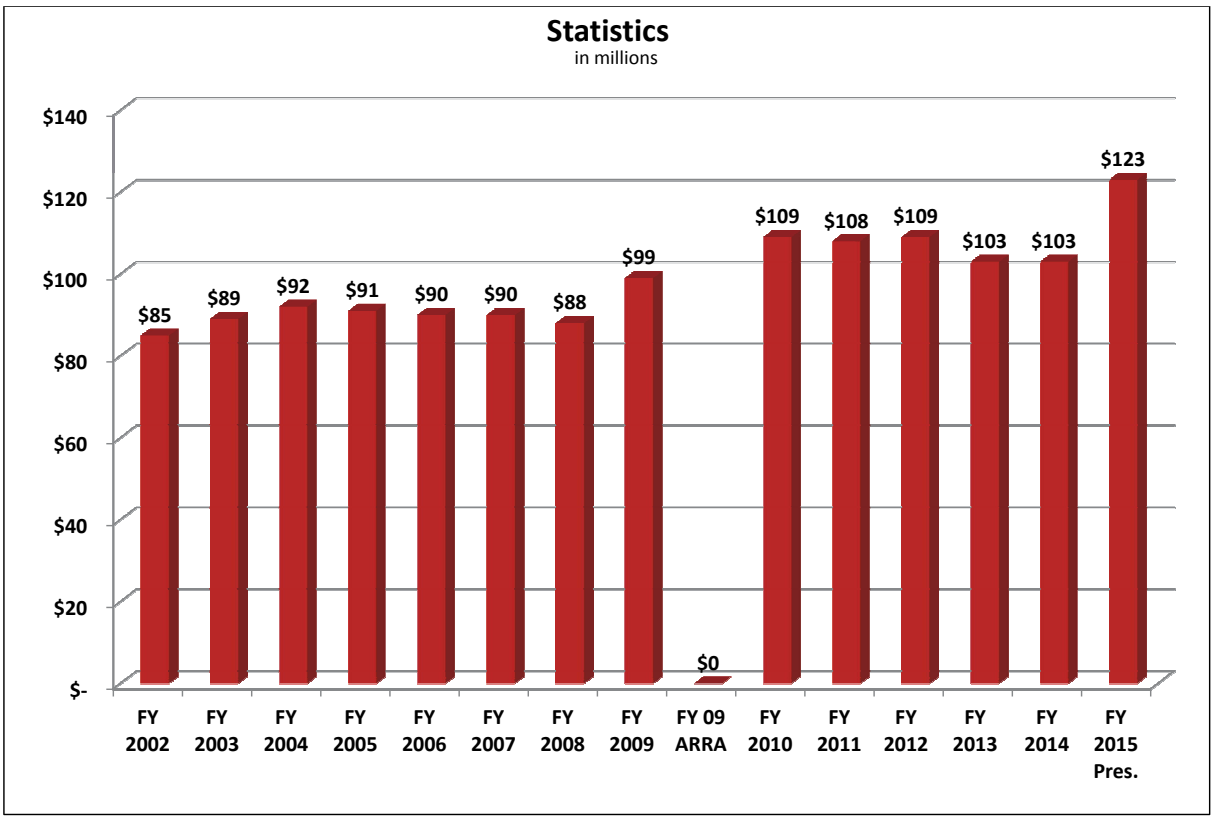
The National Center for Education Statistics (NCES) provides objective and scientifically based statistical reports on the condition of education in the United States. NCES collects and synthesizes statistics for an integrated set of longitudinal studies invaluable to policymakers and analysts in appraising a range of education topics. Additionally, NCES works collaboratively with States to develop systems to meet the education data needs of the future. Data from the statistics and student assessment programs, both domestic and international, help policymakers set curriculum, instruction, and student performance standards.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$108.75	$103.06	$103.06	$122.75

Impact of President's Budget

The president proposes a $20 million increase for NCES to support two specific projects: (1) participation in a pilot program of the Program for International Student Assessment (PISA) which would allow participating States to benchmark against international standards; and, (2) increasing the collection of National Postsecondary Student Aid Survey data from every four years to two, providing policymakers more insight into tuition costs and more relevant and timely information. Additional funds would also repair some of the damage to the collection of surveys and other core activities resulting from sequester cuts.



Impact of Sequestration

The mission of the Department of Education at its founding in 1876 was "the collection of such facts and statistics as shall show the condition and progress of education." Reductions in the NCES budget have both immediate and long range negative consequences for the accomplishment of this nearly 140-year-old mission. In the short term, efforts to assist States in developing their improved data systems will be scaled back. In the longer term, the amount of the proposed sequestration will preclude NCES from undertaking new surveys to meet information needs of policymakers.

Program Need

In addition to maintaining and expanding its current databases and surveys, NCES needs to move forward aggressively with strategies that will meet the data needs of the future: increasing the capacity of States to develop and utilize new databases; exploring new technologies for gathering data; focusing on education achievement in institutions of higher education; and, advancing training in new techniques, data development, and analysis.

Contact Information

Gerald Sroufe
American Educational Research Association
(202) 238-3200 • jsroufe@aera.net

Christy Talbot
American Educational Research Association
(202) 238-3200 • ctalbot@aera.net

National Assessment of Educational Progress

Title I, Education Science Reform Act

Description

The National Assessment of Education Progress (NAEP) is the only representative and continuing assessment of American students' achievement. NAEP "report cards" report on the educational achievement of students at specific grade levels and subjects and can be augmented to provide information about special subpopulations (e.g., minorities, urban schools). It provides an objective national standard for appraising State developed achievement standards and makes objective information on student performance available to policymakers, educators, parents, and the public.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$129.62	$122.84	$132.00	$124.62

Impact of President's Budget

President Obama proposes to reduce funding for national assessment by $7 million below the FY 2014 level. The Administration suggests that even with this reduced funding the agency will be able to meet its mandated assessment schedule, but no evidence of the agency's ability to meet the congressionally mandated schedule of regular assessments or the mandated special assessments is provided to support its assertion.

Impact of Sequestration

The frequency of assessments is established by statute, and the NAEP assessment schedule will be maintained even under sequestration. However, additional assessment activities that have proven beneficial to policymakers, such as assessments of urban school districts, would be reduced substantially. The growing interest in application of NAEP to assessment of college- and career-readiness will be thwarted.

Program Need

National and State school reform efforts depend on objective and comprehensive measures of student achievement. NAEP provides the gold standard of student assessments, but it measures only a few subjects on a regular basis and needs to expand its portfolio of subjects to provide policymakers with more comprehensive information. Additionally, NAEP must reassess its role in light of the growing number of State level consortia and new assessment procedures.

Contact Information

Gerald Sroufe
American Educational Research Association
(202) 238-3200 • jsroufe@aera.net

Christy Talbot
American Educational Research Association
(202) 238-3200 • ctalbot@aera.net

Research in Special Education/Special Education Studies and Evaluation

Title I, Education Science Reform Act

Description

This account 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. Special Education Studies and Evaluation funds 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 2012	FY 2013	FY 2014	FY 2015 President's Request
Research in Special Education	**$49.91**	**$47.30**	**$54.00**	**$54.00**
Studies and Evaluation	**$11.42**	**$10.82**	**$10.82**	**$13.42**

Impact of President's Budget

The president's budget proposes $54 million in FY 2015 for Research in Special Education, frozen at the FY 2014 level, and $13.42 million for Special Education Studies and Evaluation, a slight increase over FY 2014. This proposal would support new programs of research on families of children with disabilities and technology for special education, as well as ongoing programs including research to improve the developmental outcomes and school readiness of infants, toddlers, and young children with disabilities.

Impact of Sequestration

The capacity of the field to conduct rigorous and relevant research on topics specific to the education of children and youth with disabilities is still developing. While the sequester will likely have a smaller impact in FY 2015, it will have a more long term impact in subsequent years by decimating IES's ability to support a broad range of research, development, and evaluation activities necessary for building a scientific enterprise that can provide solutions to the nation's special education challenges.

Program Need

Research in special education provides knowledge beneficial to understanding ways to improve the education for all children, not just the target population. However, these understandings are difficult to achieve, and much more research and development is required to meet the educational needs of children with disabilities.

Contact Information

Augustus Mays
WestEd
(202) 429-9728 • amays@wested.org

Statewide Data Systems

Title I, Education Science Reform Act

Description

The Statewide Data Systems 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. Data systems developed through these grants should help improve data quality, promote linkages across States, promote the generation and accurate and timely use of data for reporting and improving student outcomes, and facilitate research to further improve student outcomes.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$38.08	**$36.09**	**$34.54**	**$70.00**

Impact of President's Budget

The president's budget requests $70 million for statewide data systems in FY 2015, an increase of $35.5 million over FY 2014. The proposed increase would provide support to States to improve the availability and use of data on student learning, teacher performance, and college- and career-readiness through the development of enhanced data systems linking data on student progress over time and across multiple educational environments.

Impact of Sequestration

States are discovering that implementation and use of longitudinal data systems are considerably more complex than many originally envisioned. In addition to technical issues related to actual data system development and implementation, States are encountering challenges such as declining State resources to support the sharing of data across agencies. While States are doing a better job of collecting and using data to improve student outcomes, the impact of sequestration would all but eliminate States' internal capacity to collect, analyze, and use data to further improve student outcomes.

Program Need

America can no longer afford an education system that fails to use data effectively to guide decision-making. The education sector is facing ever increasing demands to improve student outcomes, reduce burden, increase efficiency, and improve transparency. These demands cannot be met without a high quality longitudinal data system that includes data elements necessary to inform decision-making at all levels of education. States continue to need national support to link data across the P-20 systems and to build capacity for using those data.

Contact Information

Augustus Mays
WestEd
(202) 429-9728 • amays@wested.org

Part V: Education-Related Programs – Meeting the Human Needs of America's Children

Head Start

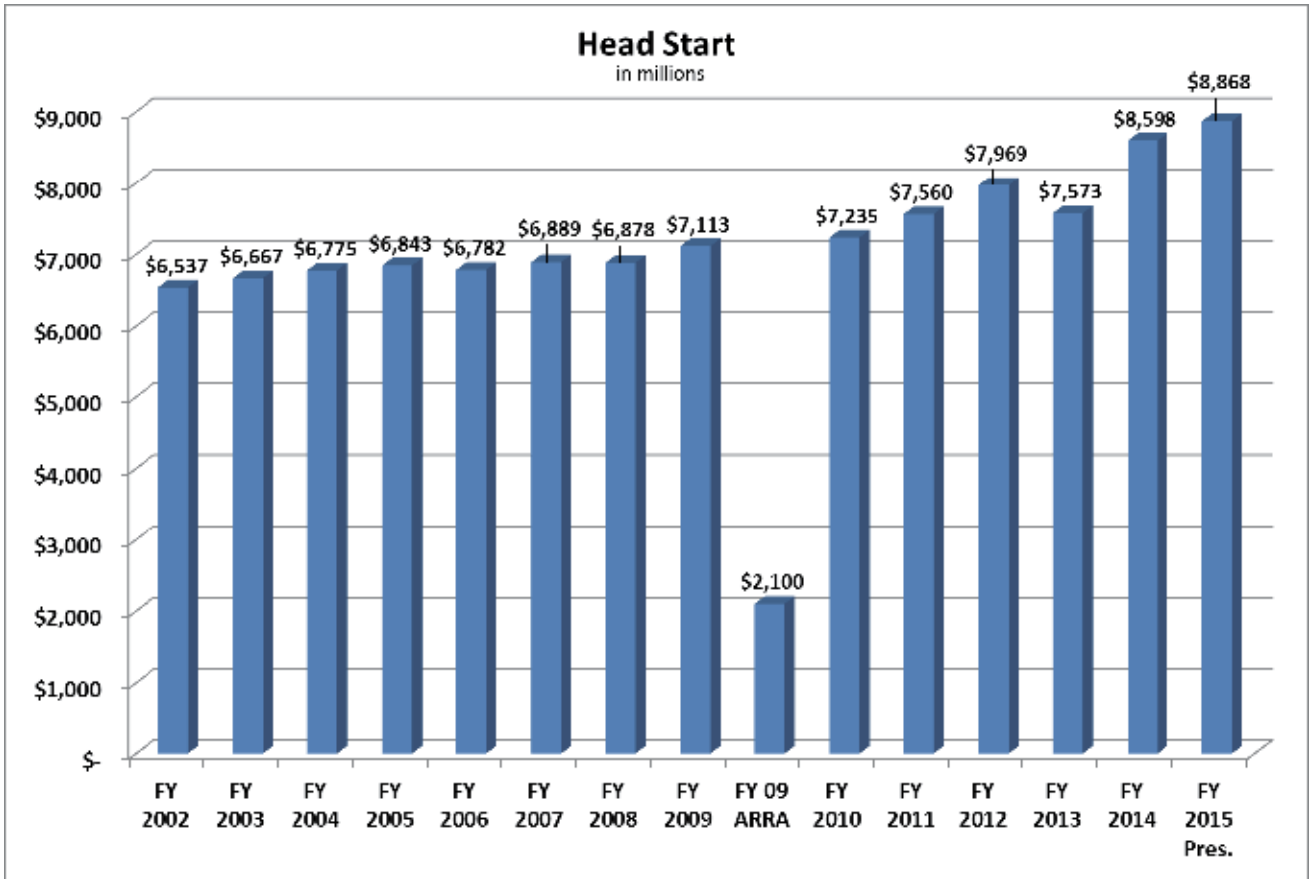
Economic Opportunity Act of 1964

"I've had a 40-year journey since riding the yellow bus to and from Head Start at age 5. The excitement of riding the bus to Head Start is something I will never forget. At Head Start, I can recall identifying colors, reciting and learning the alphabet, and learning to share with others, which was reinforced at home. The fundamentals of sharing and taking turns are examples of some core elements that began in Head Start and have been expanded upon in adulthood. This is a difficult question as I'm mindful that each experience I've had since Head Start has shaped me professionally and socially. Having been a product of Head Start, all three of my children have been enrolled in preschool. Learning continues to be advanced as a differentiator within my family. My parents valued education and made certain that I attended Head Start. Although my journey in education has been atypical, I believe the fundamentals from the experience have contributed to my continuing to value learning, which has manifested into completion of both the Bachelor's and Master's degree."

-- Kenneth Abrahms – Miamisburg, Ohio
Defense Logistics Agency Land & Maritime Supply Chain – Retired Naval Supply Officer
Provided by the First Five Years Fund

Description

Head Start, administered by the U.S. Department of Health and Human Services, provides grants to schools and community organizations to help prepare economically disadvantaged children for school and provide them with immunizations, health checkups, and nutritious meals. Head Start promotes the social, emotional, and cognitive development of children by providing educational, health, nutritional, social, and other services to enrolled children and families. Head Start also places a strong emphasis on engaging parents in their children's learning. The Early Head Start program provides similar services to families with infants and toddlers aged birth to three, years critical to child development.



In FY 2014 within the total for Head Start, $500 million is for expanding Early Head Start (EHS), including EHS-Child Care Partnerships. The president's budget includes $650 million in FY 2015 for Early Head Start-Child Care Partnerships. An additional $800 million to further expand EHS-Child Care Partnerships would be available under the Opportunity, Growth, and Security Initiative.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$7,968.54	$7,573.10	$8,598.10	$8,868.39*

**The president's budget also includes an additional $800 million through the Opportunity, Growth, and Security Initiative for Early Head Start-Child Care Partnerships.*

Impact of President's Budget

The president's budget proposes a strong investment in Head Start, including a renewed commitment to insuring infants and toddlers aged zero to three have access to Early Head Start. In addition to increasing the number of available seats, the budget proposal also focuses on increasing quality among Head Start grantees and increasing the number of educators with advanced degrees.

Impact of Sequestration

The sequestration cuts to Head Start were restored by the FY 2014 Consolidated Appropriations Act, along with an additional $600 million increase in funding. However, this restoration was too late for the nearly 70,000 low-income children that lost services in 2013.

In FY 2015 and beyond, sequestration will result in lowered discretionary spending caps as part of the Budget Control Act instead of the across the board cuts made in FY2013. While it is unclear exactly how individual programs will be affected, a smaller pot of money would likely result in many programs seeing additional funding cuts.

Program Need

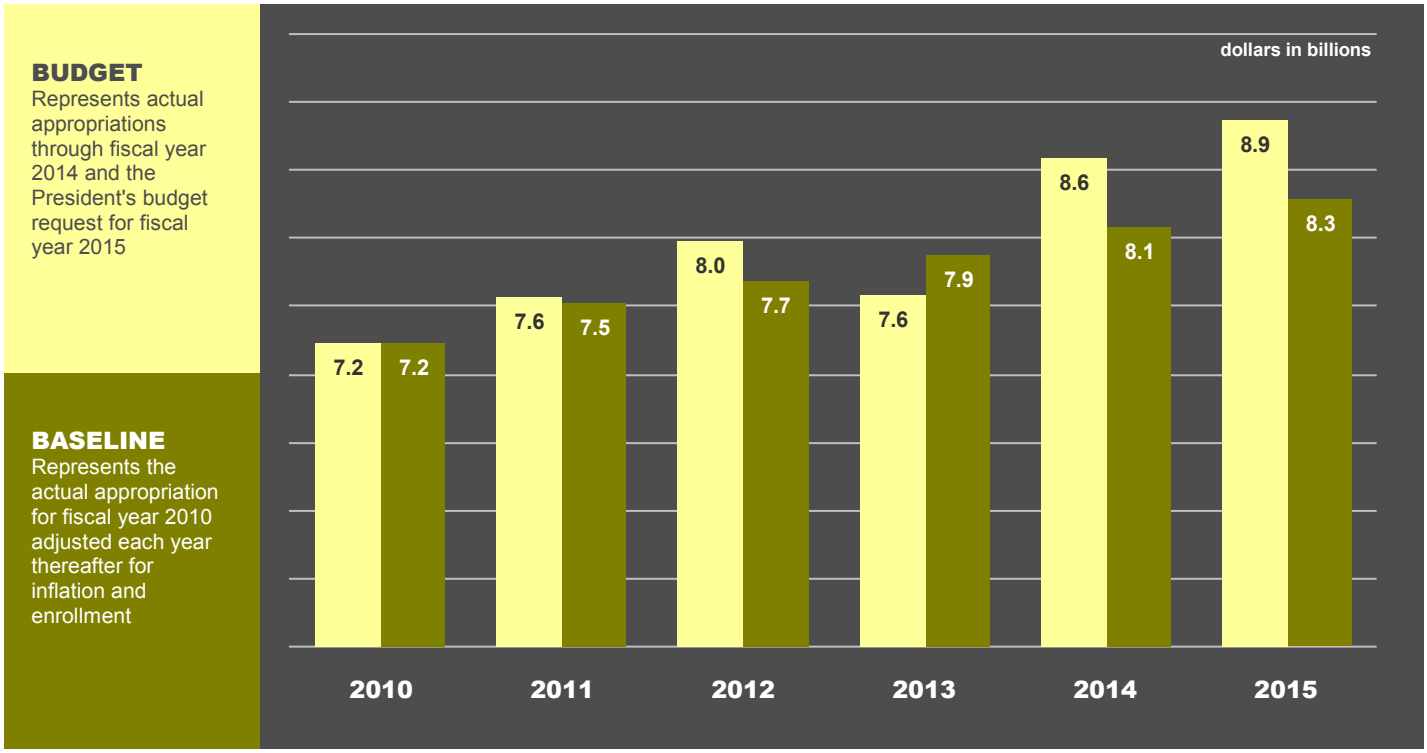
Research has shown funding early childhood education is one of the most cost-effective investments to close the achievement gap and prepare children for success in school and life. According to Nobel Laureate economist James Heckman, high quality early learning opportunities provide nearly a $7 return for every $1 spent. Even with recent increases, funding levels still are insufficient to cover the existing need. Only a small percentage of eligible children are enrolled in Early Head Start, and many eligible preschool-age children do not participate in Head Start, missing out on the comprehensive education, health, and social service benefits.

Contact Information

Jared Solomon
First Focus Campaign for Children
(202) 657-0670 • jareds@firstfocus.net

Head Start (HSA section 639)

President's FY 2015 Budget Request



in millions	FY 2015 Budget Request	vs. FY 2014 Appropriation		vs. FY 2012 (pre-sequester)	
	$8,868	**+$270**	**+3.1%**	**+$900**	**+11.3%**

FY 2015 Budget Request

The Budget requests $650 million, an increase of $150 million above FY 2014, to support and expand Early Head Start – Child Care Partnerships. This funding will assist communities in increasing access to early learning programs that meet the highest standards of quality for infants and toddlers. Building off of initial funding provided in FY 2014, funds will be competitively awarded to new and existing Early Head Start programs that partner with child care providers that serve lower-income children, especially those receiving federal child care subsidies. Through these partnerships, Early Head Start programs and child care providers will work together to provide high quality full day services that offer comprehensive supports to meet the needs of working families, and prepare children for preschool, in a variety of settings.

In addition to expanding Early Head Start-Child Care Partnerships, the FY 2015 request includes an additional $120 million to strengthen services for children by Head Start. In FY 2015, the Administration for Children and Families will continue to require grantees who do not meet rigorous quality benchmarks to compete for ongoing federal funding. The Budget includes $25 million, the same as FY 2014, to support the transition between incumbent and new grantees through this process, minimizing the potential for service disruptions for children.

The Budget includes a separate $56 billion governmentwide Opportunity, Growth, and Security initiative to support both domestic and security expenditures that reflect the President's priorities to grow the economy and create opportunities. Resources for the initiative would be offset with a balanced package of spending reductions and the closing of tax loopholes. Head Start would benefit from the initiative. The President has asked Congress to further expand Early Head Start – Child Care Partnerships by $800 million bringing total funding for Early Head Start – Child Care Partnerships to $1.5 billion in FY 2015 and provide access to high quality infant and toddler care to more than 100,000 children. Additional resources are also provided in this initiative to support Head Start grantees that are expanding program duration and investing in teacher quality.

Sources: Budget data from the U.S. Department of Health and Human Services (HHS) Office of Budget. Baseline data from NEA calculations using data from the HHS Office of Budget and Projections of Education Statistics to 2022, U.S. Department of Education, National Center for Education Statistics. Description of the FY 2015 budget request from Fiscal Year 2015 Budget in Brief, U.S. Department of Health and Human Services. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. | March 4, 2014

Education Policy & Practice Department
CENTER FOR GREAT PUBLIC SCHOOLS

nea NATIONAL EDUCATION ASSOCIATION nea.org
Great Public Schools for Every Student

Child Nutrition Programs

National School Lunch Act and the Child Nutrition Act

"I never knew about [WIC] until I had my son three years ago. As a new mother, I needed all the help and advice possible. The WIC program has been very helpful to my family. The classes provided at Jackson County Health Department are invaluable. I learn something new every time which helps me and my child to live a healthier, and ultimately, happier life. I am thankful each time I use the coupons and especially the ones for the Farmers' Market. My son looks forward to the market each week."

-WIC Participant (Courtesy of the National WIC Association)

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 are well fed, and students are able to focus on academic success. For example, the National School Lunch program operates in public and nonprofit private schools providing nutritionally balanced low cost or free lunches to children each school day. All of these initiatives were reauthorized through the Healthy, Hunger-Free Kids Act of 2010.

Funding History *(in billions)*

	FY 2012	FY 2013	FY 2014	FY 2015 President's Request
Child Nutrition	**$18.57**	**$20.16**	**$19.47**	**$20.72**
WIC	**$ 6.62**	**$ 6.52**	**$ 6.72**	**$ 6.82**

Impact of President's Budget

The president's budget estimates the mandatory and discretionary costs for programs in order to provide benefits to eligible children. These costs cover support payments for all eligible meals and food. Although President Obama made significant cuts in some areas in this year's budget, child nutrition initiatives once again were fully supported. Additional funding is provided to cover caseloads and food costs to serve all eligible participants. The president's budget also accounts for programmatic improvements and increased need. The request anticipates 30.4 million children will participate daily in the National School Lunch Program and 14 million children in the School Breakfast Program in FY 2015.

The president's budget funds WIC above FY 2014 levels. This funding level is expected to maintain the projected caseload of 8.7 million participants. The budget also provides for investments in the Fresh Fruit and Vegetable Program, an effort that gives schools in low-income areas the resources to provide fresh produce to elementary age children. Again this year the president proposes $35 million for competitive grants to fund school meal equipment and resources needed for the implementation of the school meal standards. In addition, the budget provides $30 million for Summer Electronic Benefit Transfer for Children projects. According to preliminary research by USDA these projects are effective in reducing child hunger during the summer months.

Impact of Sequestration

Despite sequestration, WIC was able to maintain the current caseload and assist all eligible participants' needs due to a higher funding allocation in FY2014 and access to contingency funds. Although current participation rates were met, State WIC offices needed to conserve their resources due to sequestration and the October 2013 government shutdown. WIC was not able to perform standard outreach to all eligible participants and needed to deplete its contingency fund to operate. The president's budget fully restores this contingency fund. This is important as WIC could face future increases in caseloads or higher food costs and would again have to rely on contingency funds. In addition, many WIC agencies prepared for cuts by eliminating staff positions or not filling open positions. If faced with future cuts, State agencies likely would not have the funds to rehire all staff, and this could lead to inadequate outreach and higher administrative burden for agencies and participants.

In FY 2015 and beyond, sequestration will result in lowered discretionary spending caps as part of the Budget Control Act instead of the across the board cuts made in FY 2013. While it is unclear exactly how individual programs will be affected, a smaller pot of money would likely result in additional funding cuts.

Program Need

Numerous studies document that hunger and inadequate nutrition have negative effects on school attendance, learning, behavior, and productivity. The federal investment in child nutrition plays a critical role in addressing these conditions. As the economy recovers from the recession, it is more important than ever that these initiatives reach and assist all eligible children, as many programs have been faced with higher than normal requests for assistance due to families' economic conditions.

Contact Information

Meghan McHugh
First Focus
(202) 657-0670 • meghanm@firstfocus.net

Medicaid: Early and Periodic Screening, Diagnosis and Treatment Programs

Title XIX, Social Security Act

"My son has been a recipient of Medicaid. He suffers from seizures and food allergies. My husband is currently in graduate school to become a physical therapist and I'm a stay at home mom. Because of Medicaid, we have been able to get my son the help that he needs through doctors and speech therapists. Medicaid is an important program and our children need it!"

- Kamille, Arizona Medicaid Enrollee (Courtesy of MomsRising)

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 make up nearly half of all Medicaid recipients but are only 20 percent of the cost. Many schools participate in the Medicaid program in order to address child health problems that often have detrimental effects on academic performance. Most of the medical services reimbursed to schools under Medicaid are provided to children with disabilities.

Funding History *(in billions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$250.53	$266.59	$308.83	$331.45*

** FY 2015 outlay estimated.*

Impact of President's Budget

The president's FY 2015 budget estimates 30.8 million children will receive Medicaid services, nearly half of all individuals served in the Medicaid program. The number of Medicaid beneficiaries is projected to grow considerably in FY 2015, with provisions of the Affordable Care Act that extend Medicaid eligibility to all individuals in every State with family incomes up to 133 percent of the federal poverty level. The federal government will pay 100 percent of the costs for these newly eligible individuals for three years and at least 90 percent thereafter. Though the Supreme Court in July 2012 ruled States are not required to participate in this expansion, 25 states and the District of Columbia have chosen to do so. For school-based services, the lifting of previously restrictive regulations has allowed school districts to continue to receive critical reimbursements for Medicaid eligible services provided to eligible students at school sites. Additionally, the president's budget calls for a permanent extension of Express Lane Eligibility for Children, which allows States to use data from other safety net programs to streamline enrollment for Medicaid. The proposed budget also includes a demonstration project that will limit the use of psychotropic medication for children in foster care.

Impact of Sequestration

The Medicaid Program specifically is exempted under the Budget Control Act of 2011 from the across the board sequestration of funds.

Program Need

More than one in three children in America have health coverage because of Medicaid. It makes health care affordable for families so children can get the services they need to stay healthy, avoiding more costly emergency care down the road. Medicaid is an essential back stop for children with special health care needs, ensuring families are not bankrupted when a child is born with or develops a life-threatening condition. In addition to medical treatment, it also covers in home support, rehabilitative services, long term care, and transportation services for children with special health care needs. In recent years, actions taken by the Obama Administration will allow schools to provide services to eligible students and receive federal reimbursements. Since school health personnel are often among the few health professionals to whom low-income children have access, maintaining an effective school-based Medicaid program is critical to the nation's medically underserved children.

Contact Information

Jared Solomon
First Focus Campaign for Children
(202) 657-0670 • jareds@firstfocus.netet

Children's Health Insurance Program (CHIP)

Title XXI, Social Security Act

Kimberly, a single mother, and her two children live in Central Iowa. Her kids have been on CHIP since 2003. The best thing about CHIP is the money it saves their family. These savings go toward living a modest life; a home, a dependable car, and paying the bills is achieved without risking the children's health. If a serious medical need would arise, there is peace of mind their family's livelihood would remain intact.

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 set to expire in 2019; however, additional funding for the program will be required after FY 2015.

Funding History *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$9,065.00	**$9.897.00**	**$10,189.00**	**$10,861.00**

Impact of President's Budget

The FY 2015 budget provides funding to improve health care access and insurance coverage for low-income children, with a particular focus on enrolling those children who are already eligible for Medicaid or CHIP. The goal is to improve the availability and accessibility of health coverage by increasing enrollment in CHIP and Medicaid. CMS's FY 2015 target is to increase children's enrollment in coverage by 25 percent over the FY 2008 baseline (for total Medicaid/CHIP enrollment of 47.6 million children).

Impact of Sequestration

CHIP is exempt from sequestration.

Program Need

According to the CMS Actuary, in 2013, 8.5 million individuals received health insurance funded through CHIP, an increase of approximately 2 percent over 2012. Currently, there are 7.2 million children in the United States who are uninsured, including approximately 4 million who are eligible but not enrolled in CHIP or Medicaid. In 2009 Congress reauthorized CHIP (P.L. 111-3) from April 2009 through September 2013, providing $44 billion through 2013 to maintain State programs and insure more children. In 2010 the Affordable Care Act (P.L. 111-148) extended funding for CHIP through FY 2015, providing an additional $28.8 billion in budget authority over the baseline.

Contact Information

Lisa Shapiro
First Focus
(202) 657-0675 • lisas@firstfocus.net

Child Care and Development Fund

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

Nan, a single mother in Washington State with two kids under age 3 who is a full-time student and working, said this about CCDBG: "I have to tell whoever is willing to listen that the daycare subsidy I receive has saved my life. I'm able to go back to school to get the kind of job that will help me afford to support the three of us on my own, and I'm secure in the knowledge that my children are well cared for and developmentally stimulated while I can't be with them. They will be ready for school right when I finish and together I see us accomplishing great things. None of this would be possible without that subsidy. It is our lifeline and I thank God for it every day."

- Nan, Washington (Courtesy of MomsRising)

Description

The Child Care and Development Fund (CCDF) is the major source of federal child care assistance for children ages zero to 13 in low- and moderate-income families. It provides access to high quality environments and allows parents to work, with the comfort 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. At least four percent of CCDF funds may be used to increase the quality of care. CCDF is funded through both discretionary and mandatory appropriations.

Funding History* *(in millions)*

FY 2012	FY 2013	FY 2014	FY 2015 President's Request
$5,200.00	**$5,123.00**	**$5,277.00**	**$6,084.00**

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

Impact of President's Budget

Under the president's budget request for FY 2015, CCDBG would receive an increase of $807 million, $750 million in mandatory funding and $57 million in discretionary funding. This is expected to serve 1.4 million children, including an additional 74,000 children. Of total discretionary funding, $200 million would be a formula grant to States to increase quality.

Impact of Sequestration

The sequestration cuts to the discretionary portion of CCDF were restored by the FY 2014 Consolidated Appropriations Act, along with an additional $81 million increase in funding. In FY 2015 and beyond, sequestration will result in lowered discretionary spending caps as part of the Budget Control Act instead of the across the board cuts made in FY 2013. While it is unclear exactly how individual programs will be affected, a smaller pot of money would likely result in many programs seeing additional funding cuts.

Program Need

High quality child care is necessary to promote the safety and healthy development of children while their parents are at work and allow those parents the peace of mind their children are being cared for in a high quality environment. Unfortunately only a small portion of eligible children receive assistance, and many States have waiting lists for child care support. In an era where a majority of mothers with young children work, it is imperative Congress expand funding for this critical program in order to serve a greater number of eligible children and assist States in their efforts to improve child care quality.

Contact Information

Kevin Lindsey
First Focus
(202) 657-068 • kevinl@firstfocus.net

NOTES

NOTES

NOTES

Committee for Education Funding

1640 Rhode Island Ave., NW | Suite 600 | Washington, DC 20036
TEL: (202) 383-0083 | FAX: (202) 463-4803
www.cef.org | jpacker@cef.org
edfunding

PRESCHOOL

ELEMENTARY

SECONDARY

POSTSECONDARY

GIVING A "THUMBS UP" FOR EDUCATION