



EDUCATION MATTERS!

*The Need to Invest
in America's Future*

**FISCAL YEAR
2027 BUDGET
ANALYSIS**



June 2026



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Introduction

About CEF

The Committee for Education Funding (CEF), the nation’s oldest and largest education coalition, is a nonpartisan and nonprofit organization focused on the common goal of ensuring adequate federal financial support for education. CEF’s more than 110 member organizations and institutions represent the continuum of education—early childhood education, elementary and secondary education, higher education, adult and career and technical education and workforce training, education research, and out-of-school time education programs such as libraries, museums, and afterschool services. Members include students and families, teachers and faculty, administrators, specialized instructional support personnel and other school employees, school board members, librarians, and education-related organizations.

CEF provides its members, the public, the U.S. Congress, the Executive Branch, and the media with information in support of federal investments in education. CEF’s “[Don’t Flunk the Future](#)” advocacy campaign highlights the public’s support for investments in education and the need to increase federal education funding, which has failed to keep pace with both inflation and the growing need for services over the last 15 years. Its [#HearOurEdStories](#) social media campaign lets teachers, students, parents, and others tell their members of Congress why federal education funding is so important.

CEF is managed by ACG Advocacy and is governed by its membership, with a 16-member Board of Directors, including four officers and eight other Board members elected by the membership. CEF publishes timely updates, sponsors briefings on current funding and policy issues led by recognized experts, and holds weekly meetings of its membership that provide a forum for information exchange and policy discussions. CEF provides information and assistance to members of Congress and the Administration on education funding issues and holds numerous policy meetings with congressional staff and Administration officials. CEF also shares information and advocacy on [Instagram](#), [Threads](#), [X \(@edfunding\)](#), [Facebook \(Cmte4edfunding\)](#) and [LinkedIn](#). At its annual fall Gala, CEF honors outstanding advocates of federal education investment.

You can find a list of CEF members at the end of this book and online at <https://cef.org/about/cef-members/>. CEF’s website (www.cef.org) also has fact sheets, funding tables, and charts on education funding and the importance of federal investments. CEF invites inquiries regarding CEF membership or its publications.

Downloadable versions of the charts in this analysis are available on the CEF website. The site includes additional charts on the need for increased federal investments in education, educational outcomes, public opinion, and education funding at the state and federal level. For questions or additional information, please contact CEF’s Executive Director Jared Bass at bass@cef.org or CEF’s 2026 acting president Steve Voytek of Advance CTE at svoytek@careertech.org.

1800 M Street, NW, Suite 570 South
Washington, DC 20036
(202) 327-8100
www.cef.org
Social media [@edfunding](#)

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MANAGING EDITOR

Myrna Mandlawitz, MRM Associates, LLC

CONTRIBUTING EDITORS BY SECTOR FOR FUNDED AND ELIMINATED PROGRAMS:

Elementary and Secondary Education

Maria Cornell, National Association of School Psychologists

Lina Lenis, UnidosUS

Heather Zellers, Rural Schools Association of New York

Education, Careers, and Lifelong Learning

Kevin Maher, American Library Association

Higher Education

Tammy Barlet, Student Veterans of America

Nalia Medina, National Association of Student Financial Aid Administrators

Educational Research and Statistics

Christy Talbot, American Educational Research Association

Education-Related Programs in Other Federal Agencies

Myrna Mandlawitz, Council of Administrators of Special Education

Charts and Graphs

Sarah Abernathy, Committee for Education Funding

Book Design and Interactive Layout

Karen Seidman, Seidman Says! Communications

COMMITTEE FOR EDUCATION FUNDING STAFF

Jared Bass, Executive Director

Sheryl Cohen, Senior Advisor

Jamie Panarites, Associate

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CEF Position Statement

President's Fiscal Year 2027 Education Budget

The Committee for Education Funding (CEF), the nation's oldest and largest education coalition, is a nonprofit, nonpartisan coalition of more than 110 member organizations and institutions that represent the continuum of education—early childhood, elementary and secondary education, higher education, adult and workforce education, and the out-of-school time educational services that increase student achievement—including students, teachers and faculty, parents, administrators, specialized instructional support personnel, librarians, other school personnel, and school board members.

The president's fiscal year (FY) 2027 discretionary budget request is at odds with what most Americans need and want: The public [supports more education funding and does not want to eliminate the Department of Education](#). Despite that, funding for Department of Education programs has been cut since FY 2023 to a level that, in inflation-adjusted dollars, is \$22 billion less than what was provided for education 15 years ago. The Administration's FY 2027 budget slashes more than \$14 billion of those investments, imposing harmful cuts that will affect preschoolers, students in elementary and secondary school, teachers and school leaders, adults who seek education and job training, and Americans who rely on federal aid to go to college, among others. Under this budget, only 16 federal education programs with national scope would remain; the budget eliminates more than 50 programs that currently support needed services for millions of students.

These devastating cuts exacerbate the impacts of the Administration's unilateral actions in the last year and a half to withhold or cancel funding authorized and enacted by Congress. The Administration has also fired many federal employees who oversee education programs, with the stated goal of eliminating education and education-related agencies entirely. As part of that effort, the Department of Education has transferred the management of most of its programs to other, non-education-focused federal agencies in the last year.

The Administration's proposed levels of investment are inadequate to meet the nation's current and future needs. The budget's net cut to discretionary funding obscures the much deeper underlying cuts because the proposal changes the way \$10.5 billion is provided for Pell grants, moving it to the discretionary budget with no actual increase in funding for the grants. The budget eliminates huge categories of support, including every program that provides training for educators and school leaders, all student aid grants except for Pell grants, most institutional aid, and targeted aid for high-need populations including homeless students, English language learners, and adults who lack the basic literacy skills needed to succeed. About three quarters of the gross funding cut is to elementary and secondary education programs. The president's budget also cuts funding for workforce development in the Department of Labor along with education-related programs in other agencies.

Federal investments in education fuel learning across all stages in life and are essential to our nation's continued success, yet those funds account for only about 2 percent of the federal budget. Investments in education are among the most important and profitable that the nation can make. The proposed cuts will make it harder for our students to achieve the American dream, hurt local communities, and leave our national economy less prepared to thrive in the future. CEF urges Congress to reject the president's harmful education cuts and instead to increase the federal education investment to maximize opportunities for students and their families, schools, and our nation.

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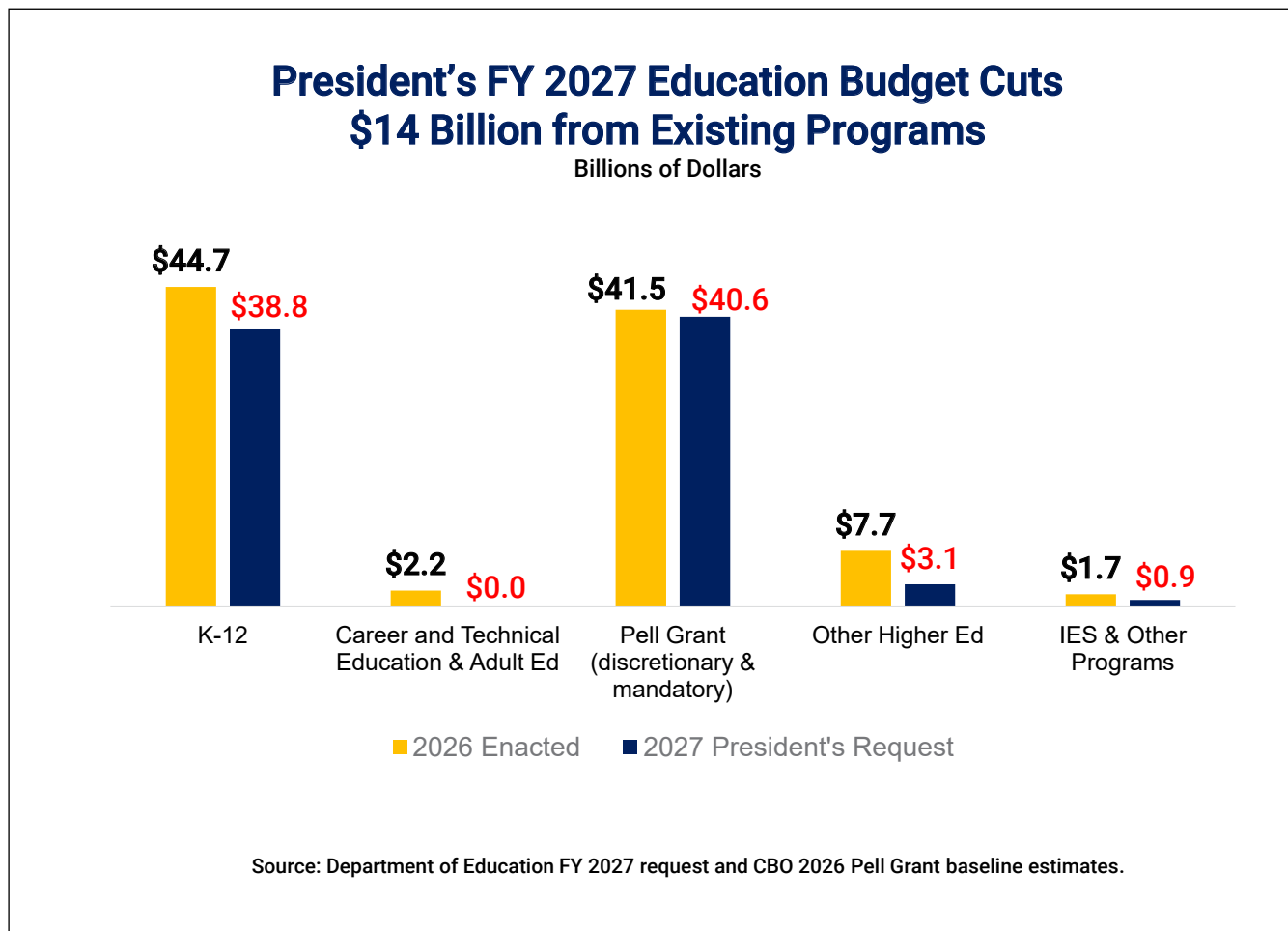
Summary & Analysis

President's Fiscal Year 2027 Budget for Education

May 2026

OVERVIEW

President Trump's fiscal year (FY) 2027 discretionary budget slashes support for education, with harmful cuts that would affect preschoolers, students in elementary and secondary school, teachers and school leaders, adults who seek education and job training, Americans who rely on federal aid to go to college, and much more. This disinvestment in education will not provide sufficient resources to support critical state and local educational priorities. Current funding for the Department of Education is, in inflation-adjusted dollars, \$22 billion less than what was provided 15 years ago; the president's budget cuts current funding by another \$14 billion after accounting for Pell Grant funding moved from one category of the budget to another without any increase in the level provided. The president's budget also cuts education-related funding in other agencies.



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These proposed funding cuts come after a year of chaos and uncertainty about federal education funding during which the Department of Education made drastic cuts to its staff, cancelled and shifted FY 2025 funding for many programs, and announced Interagency Agreements (IAAs) to transfer management and responsibilities for making grants for many of its programs to five other non-education federal agencies. As of mid-April, there were ten agreements with five other agencies—the Departments of Labor, Health and Human Services, Interior, State, and Treasury—to manage more than 60 education programs. The ongoing uncertainty about the status and management of education funding will result in schools, institutions, and grantees cutting back their current budgets. The articles and tables in this book note which programs are now being managed by other agencies.

Information about FY 2025 program levels: Up until the release of the FY 2027 budget, the Department of Education had not clarified how it had moved around—or not released—FY 2025 funding for many programs. The president’s new budget request finally shows the FY 2025 funding levels. This book contains a table showing which programs got more and which got less funding than the levels provided in the FY 2025 continuing resolution which again froze funding at FY 2024 levels. One shocking item that the budget makes clear: The Department of Education has not distributed (i.e., spent) more than a quarter billion dollars congressionally enacted for the Institute of Education Sciences programs for FY 2025 that has been withheld for education research, data, assessment, and technical assistance. By cutting funds for some programs and transferring funds to others, the Department of Education more than doubled funding for three programs: American history and civics academies and national activities received a \$140 million (608 percent) increase over FY 2024, Strengthening Historically Black Colleges and Universities received a \$438 million (109 percent) increase, and Strengthening Tribally Controlled Colleges and Universities received a \$57 million (109 percent) increase. Funding was eliminated or all but eliminated for three teacher preparation programs, Aid to Hispanic-serving Institutions, and other minority-serving institutions, among other K-12 and higher education programs.

No information about FY 2026 program levels: Although the president signed FY 2026 education appropriations into law in February, the Department of Education’s FY 2027 budget request does not include FY 2026 levels for most programs. Instead, the budget compares the FY 2027 request to the Department’s FY 2025 operating plan, which for some programs is different from what Congress enacted. The FY 2026 levels in this book come from Congress’s funding table in the Statement of Managers accompanying the FY 2026 Labor-HHS-Education appropriations bill.

No information about student loans or higher education tax credits: The Administration has not provided any information regarding mandatory spending or tax changes for FY 2027 as of the time this book was written, so there may be additional cuts and changes for student loans, institutional support, and tax credits for education. The steep cuts to the Department of Education are similar to what the president proposed last year and that Congress rejected when it essentially held education funding flat.

Where the funding cuts are: The funding tables in this book detail the levels for individual programs and for categories of programs and, in most tables, the shading on the left of the tables signifies if programs are now being managed by another agency. The budget eliminates more than 50 programs while increasing funding for just three existing national programs (Pell grant discretionary funding is increased, but mandatory grant funding decreases by the same amount). The budget creates a new block grant for elementary and secondary education, eliminating 17 current education programs and funding the block grant at a fraction of the current aggregate total for the eliminated programs. It eliminates all student aid grants except Pell grants and most institutional aid. There are likewise big cuts to job training programs, museums, libraries, and preschool in other agencies.

Public opposes cuts to education funding: The requested cuts do not reflect what Americans say they want and need. Americans support greater investments in education, not less. Historically, education funding has averaged only about 2 percent of the federal budget, yet that funding is crucial in filling gaps in state and local funding, providing services for disadvantaged and at-risk students, and helping ensure all students have access to postsecondary education or workforce training leading to productive lives. The president’s budget jeopardizes our nation’s future by eliminating entire programs and by cutting funding for the neediest populations.

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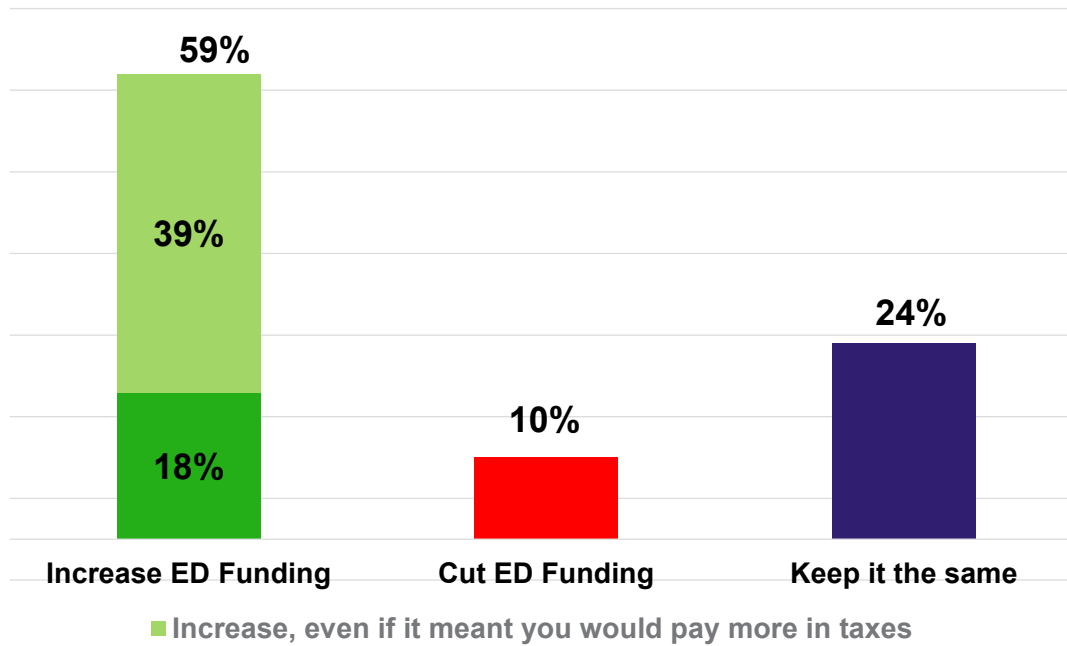
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Majority of Voters Want to Increase Federal Education Funding



Source: [All4Edpoll conducted Oct. 30-Nov. 5, 2024](https://all4ed.org/publication/voters-views-on-education-in-2024/) <https://all4ed.org/publication/voters-views-on-education-in-2024/>

The biggest funding cuts: This book’s table, “Funding Changes in the President’s FY 2027 Education Budget,” lists the programs by size of the funding cut or increase. Among the biggest eliminations are three K-12 education programs whose purposes are folded into a new block grant funded at \$2 billion—a cut of \$4.5 billion (69 percent) below the sum of the FY 2026 funding. The biggest programs consolidated into the new, smaller block grant are:

- Title II – Supporting Effective Instruction State grants, funded at \$2.2 billion in FY 2026; funding for this program peaked 17 years ago at \$2.9 billion for FY 2009.
- Title IV-A – Student Support and Academic Enrichment grants, funded at \$1.4 billion in FY 2026.
- Nita M. Lowey 21st Century Community Learning Centers, funded at \$1.3 billion in FY 2026.

Several other large programs providing support for some of the students who most need help are specifically eliminated and not rolled into other programs. The largest eliminated programs in this category are:

- TRIO programs, funded at \$1.2 billion in FY 2026.
- Supplemental Educational Opportunity Grants, funded at \$910 million in FY 2026.
- English Language Acquisition, funded at \$890 million in FY 2026.
- All adult education programs, funded at \$729 million in FY 2026 (the Education budget materials say this program is part of the Department of Labor budget, which eliminates funding).

Fundamental changes to K-12 program funding: The budget changes the format for special education and for many other K-12 programs.

- **Rolls most special education funding into the main formula grant** – The budget folds most current funding for special education into the main state grant program, even though several of the existing programs, including preschool special education, currently fund different activities than the main state grant.

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- **New consolidated “Make Education Great Again”** – As mentioned above, the budget consolidates 17 K-12 programs into a new block grant funded at \$2 billion—a cut of \$4.5 billion (69 percent).

Other notable changes in the president’s budget proposal:

- **Freezes the main Title I grant funding and eliminates all other Title I programs** – The budget freezes funding for the main Title I grant and eliminates funding for the other Title I programs that support literacy and migrant students. Total funding for Title I programs is cut by \$701 million.
- **Eliminates all programs for training teachers and school leaders.**
- **Cuts more than half the funding for Institute of Education Sciences (IES) programs** – As noted, the Department of Education has not distributed more than a quarter billion dollars of FY 2025 funding for IES programs and laid off most IES staff last spring. Congress maintained funding for FY 2026, yet the FY 2027 budget makes deep cuts again, reducing IES funding by \$503 million (65.8 percent), providing a total of \$261 million to conduct required national assessments and meet other statutory requirements.
- **Eliminates many student aid and institutional support programs** – While the budget changes the way some Pell grant funding is provided, it freezes the maximum award for the fifth consecutive year. The maximum Pell grant covers less than one third of the average cost of college. The budget cuts funding for Federal Work Study by \$1.1 billion (90.2 percent) and eliminates funding for many programs that support access to higher education.
- **Increases funding for charter schools and special education** – The budget increases funding for just three education programs.
 - **Special Education State Grants** – after accounting for eliminating most special education programs and moving their funding into the main state grant, net funding is increased by \$489 million.
 - **Special Education Grants for Infants and Families** – increased by \$50 million (9.3%).
 - **Charter Schools** – increased by \$60 million (13.6 percent), although Congress allowed the Department to potentially increase FY 2026 levels by \$60 million using some unobligated funds, which would make the FY 2027 a freeze at that higher FY 2026 level.

The budget also cuts funding for some education-related programs in other agencies, including:

- **Eliminates Preschool Development Grants** – The budget eliminates this \$315 million program in the Department of Health and Human Services.
- **Eliminates Library Services Technology Act and Museum Services programs** – The budget eliminates \$269 million in funding for these programs and shuts the Office of Museum Services.
- **Cuts Department of Labor workforce development by \$3.4 billion (29 percent)** – The budget moves the Department of Education’s adult education and career and technical education (CTE) funding to the Department of Labor budget, which then eliminates adult education funding and cuts CTE funding by \$2.2 million (18.3 percent). It cuts funding for Title I of the Workforce Innovation and Opportunity Act programs by \$2 billion (36 percent), including cuts of \$1.6 billion (90 percent) to Job Corps and \$461 million (11.9 percent) to the other workforce programs rolled into a new “Make America Skilled Again” block grant. The combination of those steep cuts and the elimination of adult education funding and much of student aid in the Department of Education leaves virtually no options for low-income people hoping for job training or more education.

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CEF BUDGET BOOK

This book provides a comprehensive picture of the national education programs in the president’s budget, including several not in the Department of Education and several not funded by annual discretionary appropriations. There are also charts illustrating overall funding levels, as well as the funding history of each program for the past 15 years. Most articles include a real-world example of how the program’s funding makes a difference in access to high-quality education and educational achievement.

Articles that include a video icon have an accompanying video vignette that is posted on CEF’s website (www.cef.org). Articles about Department of Education programs that are being managed by other federal agencies under an Interagency Agreement have an icon designating that agency. The articles describe each program’s purpose, detail the funding history, and demonstrate the impact of the president’s FY 2027 budget. The articles are written by CEF members, and their contact information is provided for those who have more questions.



The table on page 14, “President’s FY 2027 Funding for Selected Education and Related Programs,” shows the funding status in the president’s request, with red signifying the many programs where funding is eliminated or cut below the FY 2026 level, black for programs where the president’s budget freezes funding, and blue for the program areas where funding is above the FY 2026 level. The table organizes programs according to the federal agencies currently managing the programs under Interagency Agreements, with the color along the left margin designating various agencies.

The table on page 21 lists the few national education programs that would remain funded under the FY 2027 request, and another table on page 20 lists the programs where the Department of Education changed the FY 2025 funding level from what Congress enacted.

MORE INFORMATION ON CEF’S WEBSITE

All the charts in this book, along with the video vignettes, are available at CEF’s website at <https://cef.org/cef-budget-book/>. Further information on the president’s budget, education charts, fact sheets, and descriptive and advocacy materials are also on CEF’s website at www.cef.org.

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President's FY 2027 Funding for Selected Department of Education and Related Programs

Discretionary Dollars in Billions

	2022	2023	2024	2025 ED Plan**	2026	2027 President	2027 Pres +/- 2026	% change v 2026
Colors along left column show programs that are part of interagency agreements to be managed by other federal agencies. Grey shading is 17 K-12 programs consolidated into one grant with funding cut by 69%.								
Department of Labor Interagency Agreement: Programs								
Title I, Education for the Disadvantaged								
Title I grants to local educational agencies.....	17.537	18.387	18.407	18.407	18.427	18.427	0.000	0.0%
Comprehensive literacy development grants (previously striving readers)	0.192	0.194	0.194	0.199	0.194	0.000	-0.194	-100.0%
Innovative approaches to literacy	0.029	0.030	0.030	0.025	0.030	0.000	-0.030	-100.0%
State agency program: Migrant.....	0.376	0.376	0.376	0.376	0.376	0.000	-0.376	-100.0%
State agency: Neglected & delinquent	0.048	0.049	0.049	0.049	0.049	0.000	-0.049	-100.0%
Special programs for migrant students (HEP/CAMP)	0.048	0.052	0.052	0.052	0.052	0.000	-0.052	-100.0%
Impact Aid	1.557	1.618	1.625	1.625	1.630	1.630	0.000	0.0%
School Improvement Programs								
Title II - Supporting effective instruction state grants	2.170	2.190	2.190	2.190	2.190	0.000	-2.190	-100.0%
Nita M. Lowey 21st century community learning centers	1.290	1.330	1.330	1.330	1.330	0.000	-1.330	-100.0%
State assessments	0.390	0.390	0.380	0.380	0.380	0.000	-0.380	-100.0%
Education for homeless children and youths	0.114	0.129	0.129	0.129	0.129	0.000	-0.129	-100.0%
Rural education	0.195	0.215	0.220	0.220	0.225	0.000	-0.225	-100.0%
Title IV-A - Student support and academic enrichment grants	1.280	1.380	1.380	1.380	1.380	0.000	-1.380	-100.0%
Innovation and Improvement								
Teacher and school leader incentive grants (ED withdrew most FY 2025 funding).....	0.173	0.173	0.060	0.010	0.060	0.000	-0.060	-100.0%
American history and civics academies and national activities	0.008	0.023	0.023	0.163	0.023	0.000	-0.023	-100.0%
Supporting effective educator development (SEED)(ED withdrew FY 2025 funding).....	0.085	0.090	0.090	0.000	0.090	0.000	-0.090	-100.0%
Charter schools grants****.....	0.440	0.440	0.440	0.500	0.440	0.500	0.060	13.6%
Magnet schools assistance	0.124	0.139	0.139	0.125	0.139	0.000	-0.139	-100.0%
Arts in education	0.037	0.037	0.037	0.034	0.037	0.000	-0.037	-100.0%
English Language Acquisition	0.831	0.890	0.890	0.890	0.890	0.000	-0.890	-100.0%
Postsecondary education								
Aid for institutional development:								
Strengthening institutions	0.110	0.122	0.112	0.112	0.102	0.000	-0.102	-100.0%
Strengthening Alaska Native & Native Hawaiian-serving institutions	0.021	0.024	0.025	0.000	0.025	0.000	-0.025	-100.0%
Strengthening HBCUs	0.363	0.396	0.401	0.839	0.406	0.406	0.000	0.0%
Strengthening historically black graduate institutions	0.093	0.101	0.101	0.101	0.103	0.103	0.000	0.0%
Strengthening HBCU masters programs			0.020	0.020	0.020	0.020	0.000	0.0%
Strengthening predominantly black institutions	0.018	0.022	0.022	0.000	0.023	0.000	-0.023	-100.0%
Strengthening Asian American- & Native American Pacific Islander-serving insts. ...	0.011	0.019	0.019	0.000	0.019	0.000	-0.019	-100.0%
Minority science and engineering improvement	0.015	0.016	0.016	0.000	0.016	0.000	-0.016	-100.0%
Aid for Hispanic-serving institutions (Title V, Parts A & B).....	0.203	0.255	0.256	0.0003	0.259	0.000	-0.259	-100.0%
Transition programs for students with intellectual disabilities	0.014	0.014	0.014	0.014	0.014	0.014	0.000	0.0%
Assistance for students:								
Federal TRIO programs	1.137	1.191	1.191	1.191	1.191	0.000	-1.191	-100.0%
Gaining early awareness & readiness for undergrad programs (GEAR UP).....	0.378	0.388	0.388	0.388	0.388	0.000	-0.388	-100.0%
Graduate assistance in areas of national need	0.024	0.024	0.024	0.024	0.020	0.000	-0.020	-100.0%
Fund for the Improvement of Postsecondary Education (FIPSE) (non-earmark)	0.068	0.184	0.171	0.171	0.136	0.000	-0.136	-100.0%
Community Project Funding within FIPSE	0.249	0.430	0.202	0.000	0.224	0.000	-0.224	-100.0%
Hawkins Centers of Excellence	0.008	0.015	0.015	0.015	0.015	0.000	-0.015	-100.0%
Teacher quality partnerships (ED withdrew most FY 2025 funding)	0.059	0.070	0.070	0.011	0.070	0.000	-0.070	-100.0%
(Other non-national programs CEF doesn't track)								

FY 2027 Funding for Selected Programs, continued

Colors along left column show programs that are part of interagency agreements to be managed by other federal agencies. Grey shading is 17 K-12 programs consolidated into one grant with funding cut by 69%.

	2022	2023	2024	2025 ED Plan**	2026	2027 President	2027 Pres +/- 2026	% change v 2026
Career and technical education (requested in DOL budget for FY 2027)								
State grants.....	1.380	1.430	1.440	1.440	1.440	in DOL at same level		
National programs.....	0.007	0.032	0.012	0.012	0.012	in DOL at 0.010		
Adult education (in DOL budget, not ED, for FY 2027)								
Adult basic and literacy state grants.....	0.690	0.715	0.715	0.715	0.715	0.000	-0.715	-100.0%
National leadership activities.....	0.014	0.014	0.014	0.014	0.014	0.000	-0.014	-100.0%
Total, Adult and Career and Technical Education in ED.....	2.091	2.191	2.181	2.181	2.181	0.000	-2.181	-100.0%
Department of Interior Interagency Agreement: Programs								
Indian Education	0.189	0.195	0.195	0.195	0.197	0.197	0.000	0.0%
Other K-12 education								
Native Hawaiian education	0.039	0.046	0.046	0.046	0.046	0.000	-0.046	-100.0%
Alaska Native education	0.038	0.045	0.045	0.045	0.045	0.000	-0.045	-100.0%
Postsecondary education								
Strengthening tribally controlled colleges and universities	0.044	0.052	0.052	0.108	0.054	0.054	0.000	0.0%
Tribally controlled postsecondary career & technical institutions	0.011	0.012	0.012	0.012	0.014	0.014	0.000	0.0%
Strengthening Native American-serving nontribal institutions	0.008	0.011	0.011	0.000	0.012	0.000	-0.012	-100.0%
Department of Health and Human Services Interagency Agreement								
Child care access means parents in school	0.065	0.075	0.075	0.075	0.075	0.000	-0.075	-100.0%
Ready to learn programming (ED withdrew FY 2025 funding)	0.031	0.031	0.031	0.000	0.031	0.000	-0.031	-100.0%
Statewide family engagement centers	0.015	0.020	0.020	0.017	0.020	0.000	-0.020	-100.0%
Safe Schools and Citizenship Education								
School safety national activities.....	0.201	0.216	0.216	0.216	0.190	0.000	-0.190	-100.0%
Full-service community schools	0.075	0.150	0.150	0.150	0.150	0.000	-0.150	-100.0%
Promise neighborhoods	0.085	0.091	0.091	0.091	0.091	0.000	-0.091	-100.0%
Department of State Interagency Agreement: Programs								
International education and foreign language studies	0.082	0.086	0.086	0.000	0.081	0.000	-0.081	-100.0%
Oversight of Section 117 - foreign funding for institutions of higher education								
Programs Remaining at Department of Education								
President 2027 - "Make Education Great Again" grant replacing 17 K-12 programs shaded in grey.....					6.468	2.000	-4.468	-69.1%
School Improvement Programs								
Training and advisory services	0.007	0.007	0.007	0.007	0.007	0.000	-0.007	-100.0%
Comprehensive centers	0.054	0.055	0.050	0.050	0.050	0.000	-0.050	-100.0%
Innovation and Improvement								
Education innovation and research	0.234	0.284	0.259	0.259	0.235	0.000	-0.235	-100.0%
Javits gifted and talented students.....	0.015	0.017	0.017	0.008	0.017	0.000	-0.017	-100.0%
Community Project Funding/Congressionally Directed Spending	0.140	0.200	0.088	0.000	0.100	0.000	-0.100	-100.0%
Special Education (Individuals with Disabilities Education Act)								
State grants:								
Grants to States (President's FY 2027 budget consolidates 7 IDEA programs shaded in light green into a revised state grant)	13.344	14.194	14.214	14.214	14.234	15.401	1.167	8.2%
Preschool grants	0.410	0.420	0.420	0.420	0.420	0.000	-0.420	-100.0%
Grants for infants and families	0.496	0.540	0.540	0.540	0.540	0.590	0.050	9.3%
Subtotal, State grants	14.250	15.154	15.174	15.174	15.194	15.991	0.797	5.2%
State personnel development	0.039	0.039	0.039	0.039	0.039	0.000	-0.039	-100.0%
Technical assistance and dissemination	0.044	0.045	0.039	0.039	0.039	0.000	-0.039	-100.0%
Special Olympics education	0.031	0.036	0.036	0.036	0.038	0.038	0.000	0.0%
Personnel preparation	0.095	0.115	0.115	0.115	0.115	0.000	-0.115	-100.0%
Parent information centers	0.030	0.033	0.033	0.033	0.033	0.000	-0.033	-100.0%
Educational technology, media, and materials	0.030	0.031	0.031	0.031	0.032	0.000	-0.032	-100.0%
Total, Appropriation.....	14.519	15.453	15.467	15.467	15.490	16.029	0.539	3.5%

FY 2027 Funding for Selected Programs, continued

Colors along left column show programs that are part of interagency agreements to be managed by other federal agencies. Grey shading is 17 K-12 programs consolidated into one grant with funding cut by 69%.

	2022	2023	2024	2025 ED Plan**	2026	2027 President	2027 Pres +/- 2026	% change v 2026
Postsecondary education								
Discretionary Pell grants	22.475	22.475	22.475	22.475	22.475	33.023	10.548	46.9%
<i>Maximum grant including mandatory-funded portion, in actual dollars</i>	\$ 6,895	\$ 7,395	\$ 7,395	\$ 7,395	\$ 7,395	\$ 7,395	0.000	0.0%
Campus-based programs:								
Federal supplemental educational opportunity grants (SEOG)	0.895	0.910	0.910	0.910	0.910	0.000	-0.910	-100.0%
Federal work-study	1.210	1.230	1.230	1.230	1.230	0.120	-1.110	-90.2%
Institute of Education Sciences (in March 2025, ED fired almost all IES staff)								
Undistributed IES funding FY 2025 (funds Congress appropriated but ED is not spending)***				0.464				
Research, development, and dissemination	0.205	0.245	0.245	0.079	0.245	0.040	-0.205	-83.8%
Statistics	0.112	0.122	0.122	0.041	0.122	0.042	-0.079	-65.3%
Regional educational laboratories	0.059	0.059	0.054	0.007	0.054	0.000	-0.054	-100.0%
Assessment	0.188	0.193	0.193	0.113	0.193	0.137	-0.056	-29.0%
Research in special education	0.060	0.064	0.064	0.045	0.064	0.010	-0.054	-84.4%
Statewide longitudinal data systems	0.034	0.039	0.029	0.003	0.029	0.000	-0.029	-100.0%
Special education studies and evaluations	0.013	0.013	0.013	0.001	0.013	0.002	-0.011	-85.0%
Program administration (net of \$25 million rescission for FY 2026).....	0.067	0.074	0.074	0.040	0.045	0.030	-0.015	-33.3%
Total for IES***	0.737	0.808	0.793	0.793	0.765	0.261	-0.503	-65.8%
Program Administration	0.395	0.427	0.420	0.420	0.399	0.100	-0.299	-75.0%
Student Aid Administration	2.034	2.034	2.059	2.059	2.059	2.059	0.000	0.0%
Office for Civil Rights	0.136	0.140	0.140	0.140	0.140	0.091	-0.049	-35.0%
DISCRETIONARY APPROPRIATION	*75.374	*79.233	79.052	78.762	78.794	75.743	-3.051	-3.9%
Other related programs, not in the Department of Education								
Head Start, including Early Head Start	11.037	11.997	12.272	12.272	12.357	12.357	0.000	0.0%
Child Care and Development Block Grant	6.165	8.021	8.746	8.746	8.831	8.831	0.000	0.0%
Preschool Development Grants	0.290	0.315	0.315	0.315	0.315	0.000	-0.315	-100.0%
Library Services Technology Act (Executive Order of 3/14/25 eliminates IMLS)	0.197	0.211	0.211	0.211	0.212	0.000	-0.212	-100.0%
Museum Services Act & museum grants (Executive Order of 3/14/25 eliminates IMLS)	0.048	0.055	0.055	0.055	0.055	0.000	-0.055	-100.0%

* FY 2022 and 2023 ED discretionary totals reflect rescissions of previously appropriated funding for Pell Grants.

** FY 2025 levels are from ED's operating plan; Congress had maintained FY 2024 levels except for earmarks, but ED shifted funds among programs and withheld some funds (increases shown in blue, cuts in red).

*** FY 2025: OMB apportionment data from February show ED has not distributed \$289 million of IES funding, but ED did not update its official budget.

**** FY 2026 rescinds \$160 million and allows another \$60 million to be transferred to charter schools from any unobligated balances in ED's "Nonrecurring Expenses Fund."

Funding Changes in the President's FY 2027 Education Budget - Discretionary

Dollars in Billions

Sorted by size of funding change

	2024	2025 ED Plan**	2026	2027 President	2027 Pres vs 2026	% Change vs 2026
Colors along the left column show programs that are part of interagency agreements to be managed by other federal agencies. Grey shading is 17 K-12 programs consolidated into one grant with funding cut by 69%.						
Programs authorized at the Department of Education (color in left margin indicates programs managed elsewhere per interagency agreements)						
Programs with increases over ED's 2025 operating plan level						
Charter schools grants****	0.440	0.500	0.440	0.500	0.060	13.6%
IDEA: Grants to States (President's FY 2027 budget consolidates 7 IDEA programs shaded in light green into a revised state grant)	14.214	14.214	14.234	15.401	1.167	8.2%
IDEA: Grants for infants and families	0.540	0.540	0.540	0.590	0.050	9.3%
Programs with funding frozen at the FY 2026 level						
Discretionary Pell grants*	22.475	22.475	22.475	33.023	10.548	46.9%
<i>Maximum grant including mandatory-funded portion, in actual dollars</i>	\$ 7,395	\$ 7,395	\$ 7,395	\$ 7,395	0.000	0.0%
Title I grants to local educational agencies	18.407	18.407	18.427	18.427	0.000	0.0%
Student Aid Administration	2.059	2.059	2.059	2.059	0.000	0.0%
Impact Aid	1.625	1.625	1.630	1.630	0.000	0.0%
Career and technical education state grants (requested in DOL budget for FY 2027)	1.440	1.440	1.440	1.440	0.000	0.0%
Strengthening HBCUs	0.401	0.839	0.406	0.406	0.000	0.0%
Indian Education	0.195	0.195	0.197	0.197	0.000	0.0%
Strengthening historically black graduate institutions	0.101	0.101	0.103	0.103	0.000	0.0%
Strengthening tribally controlled colleges and universities	0.052	0.108	0.054	0.054	0.000	0.0%
Special Olympics education	0.036	0.036	0.038	0.038	0.000	0.0%
Strengthening HBCU masters programs	0.020	0.020	0.020	0.020	0.000	0.0%
Tribally controlled postsecondary career & technical institutions	0.012	0.012	0.014	0.014	0.000	0.0%
Transition programs for students with intellectual disabilities	0.014	0.014	0.014	0.014	0.000	0.0%
Programs with funding cut below the FY 2026 level						
President 2027 - "Make Education Great Again" grant replacing 17 K-12 programs shaded in grey.....			6.468	2.000	-4.468	-69.1%
Federal work-study	1.230	1.230	1.230	0.120	-1.110	-90.2%
Program Administration	0.420	0.420	0.399	0.100	-0.299	-75.0%
IES: Research, development, and dissemination	0.245	0.079	0.245	0.040	-0.205	-83.8%
IES: Statistics	0.122	0.041	0.122	0.042	-0.079	-65.3%
IES: Assessment	0.193	0.113	0.193	0.137	-0.056	-29.0%
IES: Research in special education	0.064	0.045	0.064	0.010	-0.054	-84.4%
Office for Civil Rights	0.140	0.140	0.140	0.091	-0.049	-35.0%
IES: Program administration (net of \$25 million rescission for FY 2026)	0.074	0.040	0.045	0.030	-0.015	-33.3%
IES: Special education studies and evaluations	0.013	0.001	0.013	0.002	-0.011	-85.0%
CTE national programs (requested in DOL budget for FY 2027)	0.012	0.012	0.012	0.010	-0.002	-19.5%
IES: Undistributed FY 2025 funding (funds Congress appropriated but ED is not spending)***		0.464				
Programs that are eliminated						
Title II - Supporting effective instruction state grants	2.190	2.190	2.190	0.000	-2.190	-100.0%
Title IV-A - Student support and academic enrichment grants	1.380	1.380	1.380	0.000	-1.380	-100.0%
Nita M. Lowey 21st century community learning centers	1.330	1.330	1.330	0.000	-1.330	-100.0%
Federal TRIO programs	1.191	1.191	1.191	0.000	-1.191	-100.0%
Federal supplemental educational opportunity grants (SEOG)	0.910	0.910	0.910	0.000	-0.910	-100.0%
English Language Acquisition	0.890	0.890	0.890	0.000	-0.890	-100.0%
Adult education basic and literacy state grants	0.715	0.715	0.715	0.000	-0.715	-100.0%
IDEA: Preschool grants	0.420	0.420	0.420	0.000	-0.420	-100.0%

Changes in the FY 2027 Education Budget, continued

	2025 ED		2026	2027 President	2027 Pres vs 2026	% Change vs 2026
	2024	Plan**				
Programs authorized at the Department of Education (color in left margin indicates programs managed elsewhere per interagency agreements)						
Gaining early awareness & readiness for undergrad programs (GEAR UP).....	0.388	0.388	0.388	0.000	-0.388	-100.0%
State assessments	0.380	0.380	0.380	0.000	-0.380	-100.0%
Title I: State agency program: Migrant.....	0.376	0.376	0.376	0.000	-0.376	-100.0%
Aid for Hispanic-serving institutions (Title V, Parts A & B).....	0.256	0.0003	0.259	0.000	-0.259	-100.0%
Education innovation and research	0.259	0.259	0.235	0.000	-0.235	-100.0%
Rural education	0.220	0.220	0.225	0.000	-0.225	-100.0%
Community Project Funding within FIPSE	0.202	0.000	0.224	0.000	-0.224	-100.0%
Title I: Comprehensive literacy development grants (previously striving readers) ..	0.194	0.199	0.194	0.000	-0.194	-100.0%
School safety national activities.....	0.216	0.216	0.190	0.000	-0.190	-100.0%
Full-service community schools	0.150	0.150	0.150	0.000	-0.150	-100.0%
Magnet schools assistance	0.139	0.125	0.139	0.000	-0.139	-100.0%
Fund for the Improvement of Postsecondary Education (FIPSE) (non-earmark)	0.171	0.171	0.136	0.000	-0.136	-100.0%
Education for homeless children and youth	0.129	0.129	0.129	0.000	-0.129	-100.0%
IDEA: Personnel preparation	0.115	0.115	0.115	0.000	-0.115	-100.0%
Strengthening institutions	0.112	0.112	0.102	0.000	-0.102	-100.0%
Community Project Funding/Congress Directed Spending	0.088	0.000	0.100	0.000	-0.100	-100.0%
Promise neighborhoods	0.091	0.091	0.091	0.000	-0.091	-100.0%
Supporting effective educator development (SEED) (ED withdrew FY 2025 funding) ..	0.090	0.000	0.090	0.000	-0.090	-100.0%
International education and foreign language studies	0.086	0.000	0.081	0.000	-0.081	-100.0%
Child care access means parents in school	0.075	0.075	0.075	0.000	-0.075	-100.0%
Teacher quality partnerships (ED withdrew most FY 2025 funding)	0.070	0.011	0.070	0.000	-0.070	-100.0%
Teacher and school leader incentive grants (ED withdrew most FY 2025 funding)...	0.060	0.010	0.060	0.000	-0.060	-100.0%
IES: Regional educational laboratories	0.054	0.007	0.054	0.000	-0.054	-100.0%
Title I: Special programs for migrant students (HEP/CAMP)	0.052	0.052	0.052	0.000	-0.052	-100.0%
Comprehensive centers	0.050	0.050	0.050	0.000	-0.050	-100.0%
Title I: State agency: Neglected & delinquent	0.049	0.049	0.049	0.000	-0.049	-100.0%
Native Hawaiian education	0.046	0.046	0.046	0.000	-0.046	-100.0%
Alaska Native education	0.045	0.045	0.045	0.000	-0.045	-100.0%
IDEA: Technical assistance and dissemination	0.039	0.039	0.039	0.000	-0.039	-100.0%
IDEA: State personnel development	0.039	0.039	0.039	0.000	-0.039	-100.0%
Arts in education	0.037	0.034	0.037	0.000	-0.037	-100.0%
IDEA: Parent information centers	0.033	0.033	0.033	0.000	-0.033	-100.0%
IDEA: Educational technology, media, and materials	0.031	0.031	0.032	0.000	-0.032	-100.0%
Ready to learn programming (ED withdrew FY 2025 funding)	0.031	0.000	0.031	0.000	-0.031	-100.0%
Title I: Innovative approaches to literacy	0.030	0.025	0.030	0.000	-0.030	-100.0%
IES: Statewide longitudinal data systems	0.029	0.003	0.029	0.000	-0.029	-100.0%
Strengthening Alaska Native & Native Hawaiian-serving institutions	0.025	0.000	0.025	0.000	-0.025	-100.0%
American history and civics academies and national activities	0.023	0.163	0.023	0.000	-0.023	-100.0%
Strengthening predominantly black institutions	0.022	0.000	0.023	0.000	-0.023	-100.0%
Statewide family engagement centers	0.020	0.017	0.020	0.000	-0.020	-100.0%

Changes in the FY 2027 Education Budget, continued

Colors along the left column show programs that are part of interagency agreements to be managed by other federal agencies. Grey shading is 17 K-12 programs consolidated into one grant with funding cut by 69%.						
	2024	2025 ED Plan**	2026	2027 President	2027 Pres vs 2026	% Change vs 2026
Programs authorized at the Department of Education (color in left margin indicates programs managed elsewhere per interagency agreements)						
Graduate assistance in areas of national need	0.024	0.024	0.020	0.000	-0.020	-100.0%
Strengthening Asian American- & Native American Pacific Islander-serving insts.	0.019	0.000	0.019	0.000	-0.019	-100.0%
Javits gifted and talented students.....	0.017	0.008	0.017	0.000	-0.017	-100.0%
Minority science and engineering improvement	0.016	0.000	0.016	0.000	-0.016	-100.0%
Hawkins Centers of Excellence	0.015	0.015	0.015	0.000	-0.015	-100.0%
Adult education national leadership activities.....	0.014	0.014	0.014	0.000	-0.014	-100.0%
Strengthening Native American-serving nontribal institutions	0.011	0.000	0.012	0.000	-0.012	-100.0%
Training and advisory services	0.007	0.007	0.007	0.000	-0.007	-100.0%
Department of Labor Interagency Agreement programs						
Department of Interior Interagency Agreement programs						
Department of Health and Human Services Interagency Agreement programs						
Department of State Interagency Agreement programs programs						
Education-related programs not in the Department of Education						
Head Start, including Early Head Start	12.272	12.272	12.357	12.357	0.000	0.0%
Child Care and Development Block Grant	8.746	8.746	8.831	8.831	0.000	0.0%
Preschool Development Grants	0.315	0.315	0.315	0.000	-0.315	-100.0%
Library Services Technology Act (Executive Order of 3/14/25 eliminates IMLS).....	0.211		0.212	0.000	-0.212	-100.0%
Museum Services Act & museum grants (Executive Order of 3/14/25 eliminates IMLS)...	0.055		0.055	0.000	-0.055	-100.0%

* Only the source of funding, and not the amount provided for Pell grants or the maximum award, changes from 2026 to 2027. In 2026, Pell grants got an extra \$10.5 billion in mandatory funding that the president's FY 2027 request provides with discretionary funding.

** FY 2025 levels are from ED's operating plan; Congress had maintained FY 2024 levels except for earmarks, but ED shifted funds among programs and withheld some funds (increases shown in blue, cuts in red).

*** FY 2025: OMB apportionment data from February show ED has not distributed \$289 million of IES funding, but ED did not update its official budget.

**** FY 2026 allows another \$60 million to be transferred to charter schools from any unobligated balances in ED's "Nonrecurring Expenses Fund."

Programs Where the Department of Education Changed Funding from What Congress Enacted for FY 2025

Dollars in Billions

	2022	2023	2024	2025 ED Plan*	2026	2027 President	2025 ED v 2024	% change v 2024
Colors on left show programs that are part of interagency agreements to be managed by other federal agencies.								
Department of Labor Interagency Agreement: Programs								
Comprehensive literacy development grants (previously striving readers)	0.192	0.194	0.194	0.199	0.194	0.000	0.005	2.3%
Innovative approaches to literacy	0.029	0.030	0.030	0.025	0.030	0.000	-0.005	-15.0%
Teacher and school leader incentive grants (ED withdrew most FY 2025 funding)..	0.173	0.173	0.060	0.010	0.060	0.000	-0.050	-83.3%
American history and civics academies and national activities	0.008	0.023	0.023	0.163	0.023	0.000	0.140	608.3%
Supporting effective educator development (SEED) (ED withdrew FY25 funding) .	0.085	0.090	0.090	0.000	0.090	0.000	-0.090	-100.0%
Charter schools grants**.....	0.440	0.440	0.440	0.500	0.440	0.500	0.060	13.6%
Magnet schools assistance	0.124	0.139	0.139	0.125	0.139	0.000	-0.014	-10.3%
Arts in education	0.037	0.037	0.037	0.034	0.037	0.000	-0.003	-7.7%
Strengthening Alaska Native & Native Hawaiian-serving institutions	0.021	0.024	0.025	0.000	0.025	0.000	-0.025	-100.0%
Strengthening HBCUs	0.363	0.396	0.401	0.839	0.406	0.406	0.438	109.2%
Strengthening predominantly black institutions	0.018	0.022	0.022	0.000	0.023	0.000	-0.022	-100.0%
Strengthening Asian American- & Native American Pacific Islander-serving insts.	0.011	0.019	0.019	0.000	0.019	0.000	-0.019	-100.0%
Minority science and engineering improvement	0.015	0.016	0.016	0.000	0.016	0.000	-0.016	-100.0%
Aid for Hispanic-serving institutions (Title V, Parts A & B).....	0.203	0.255	0.256	0.0003	0.259	0.000	-0.256	-99.9%
Teacher quality partnerships (ED withdrew most FY 2025 funding).....	0.059	0.070	0.070	0.011	0.070	0.000	-0.060	-85.0%
Department of Interior Interagency Agreement: Programs								
Strengthening tribally controlled colleges and universities	0.044	0.052	0.052	0.108	0.054	0.054	0.057	109.0%
Strengthening Native American-serving nontribal institutions	0.008	0.011	0.011	0.000	0.012	0.000	-0.011	-100.0%
Department of Health and Human Services Interagency Agreement								
Ready to learn programming (ED withdrew FY 2025 funding)	0.031	0.031	0.031	0.000	0.031	0.000	-0.031	-100.0%
Statewide family engagement centers	0.015	0.020	0.020	0.017	0.020	0.000	-0.003	-17.0%
Department of State Interagency Agreement: Programs								
International education and foreign language studies	0.082	0.086	0.086	0.000	0.081	0.000	-0.086	-100.0%
Programs Remaining at Department of Education								
Javits gifted and talented students.....	0.015	0.017	0.017	0.008	0.017	0.000	-0.009	-52.1%
Institute of Education Sciences (in March 2025, ED fired almost all IES staff)								
Research, development, and dissemination	0.205	0.245	0.245	0.079	0.245	0.040	-0.166	-67.7%
Statistics	0.112	0.122	0.122	0.041	0.122	0.042	-0.080	-66.0%
Regional educational laboratories	0.059	0.059	0.054	0.007	0.054	0.000	-0.047	-87.8%
Assessment	0.188	0.193	0.193	0.113	0.193	0.137	-0.080	-41.5%
Research in special education	0.060	0.064	0.064	0.045	0.064	0.010	-0.019	-29.4%
Statewide longitudinal data systems	0.034	0.039	0.029	0.003	0.029	0.000	-0.026	-90.8%
Special education studies and evaluations	0.013	0.013	0.013	0.001	0.013	0.002	-0.012	-92.5%
Program administration (net of \$25 million rescission for FY 2026).....	0.067	0.074	0.074	0.040	0.045	0.030	-0.034	-46.0%
IES TOTAL Undistributed IES funding FY 2025 (funds Congress appropriated but ED is not spending).....							-0.464	

* FY 2025 levels are from ED's operating plan; Congress had maintained FY 2024 levels except for earmarks, but ED shifted funds among programs and withheld some funds (increases shown in blue, cuts in red).

** FY 2026 rescinds \$160 million and allows another \$60 million to be transferred to charter schools from any unobligated balances in ED's "Nonrecurring Expenses Fund."

*** FY 2025: OMB apportionment data from February show ED has not distributed \$289 million of IES funding, but ED did not update its official budget.

The Only National Programs Funded in the President's FY 2027 Discretionary Request for the Department of Education

Programs Still Managed at Department of Education
Dollars in Billions

	2023	2024	2025 ED Plan**	2026	2027 President	2027 Pres +/- 2026	% change v 2026
Special Education (Individuals with Disabilities Education Act)							
State grants:							
Grants to States (President's FY 2027 budget consolidates 7 existing IDEA programs into a revised state grant)	14.194	14.214	14.214	14.234	15.401	1.167	8.2%
Grants for infants and families	0.540	0.540	0.540	0.540	0.590	0.050	9.3%
Subtotal, State grants	15.154	15.174	15.174	15.194	15.991	0.797	5.2%
Special Olympics education	0.036	0.036	0.036	0.038	0.038	0.000	0.0%
Total, Appropriation.....	15.453	15.467	15.467	15.491	16.029	0.538	3.5%
Discretionary Pell grants	22.475	22.475	22.475	22.475	33.023	10.548	46.9%
Maximum grant including mandatory-funded portion, in actual dollars	\$ 7,395	\$ 7,395	\$ 7,395	\$ 7,395	\$ 7,395	0.000	0.0%
Federal work-study	1.230	1.230	1.230	1.230	0.120	-1.110	-90.2%
2027 Proposal - "Make Education Great Again" grant replaces 17 current K-12 programs.....				6.488	2.000	-4.488	-69.2%
Institute of Education Sciences (in March 2025, ED fired almost all IES staff)							
Undistributed IES funding for FY 2025 (funds Congress appropriated but ED is not spending).....			0.464				
Research, development, and dissemination	0.245	0.245	0.079	0.245	0.040	-0.205	-83.8%
Statistics	0.122	0.122	0.041	0.122	0.042	-0.079	-65.3%
Assessment	0.193	0.193	0.113	0.193	0.137	-0.056	-29.0%
Research in special education	0.064	0.064	0.045	0.064	0.010	-0.054	-84.4%
Special education studies and evaluations	0.013	0.013	0.001	0.013	0.002	-0.011	-85.0%
Program administration (net of \$25 million rescission for FY 2026).....	0.074	0.074	0.040	0.045	0.030	-0.015	-33.3%
Total for IES***	0.808	0.793	0.793	0.765	0.261	-0.503	-65.8%
Program Administration	0.427	0.420	0.420	0.399	0.100	-0.299	-75.0%
Student Aid Administration (some at Treasury under Interagency Agreement) .	2.034	2.059	2.059	2.059	2.059	0.000	0.0%
Office for Civil Rights	0.140	0.140	0.140	0.140	0.091	-0.049	-35.0%
Department of Labor Interagency Agreement: Programs							
K-12 education							
Title I grants to local educational agencies.....	18.387	18.407	18.407	18.427	18.427	0.000	0.0%
Impact Aid	1.618	1.625	1.625	1.630	1.630	0.000	0.0%
Charter schools grants****	0.440	0.440	0.500	0.440	0.500	0.060	13.6%
Postsecondary education							
Aid for institutional development:							
Strengthening HBCUs	0.396	0.401	0.839	0.406	0.406	0.000	0.0%
Strengthening historically black graduate institutions	0.101	0.101	0.101	0.103	0.103	0.000	0.0%
Strengthening HBCU masters programs		0.020	0.020	0.020	0.020	0.000	0.0%
Transition programs for students with intellectual disabilities	0.014	0.014	0.014	0.014	0.014	0.000	0.0%
Department of Interior Interagency Agreement: Programs							
Indian Education	0.195	0.195	0.195	0.197	0.197	0.000	0.0%
Strengthening tribally controlled colleges and universities	0.052	0.052	0.108	0.054	0.054	0.000	0.0%
Tribally controlled postsecondary career & technical institutions	0.012	0.012	0.012	0.014	0.014	0.000	0.0%
DISCRETIONARY TOTAL (includes other programs funded for 2022-2026)	*79.233	79.052	78.762	78.794	75.743	-3.051	-3.9%

* FY 2023 ED discretionary total reflects a rescission of previously appropriated funding for Pell Grants.

** FY 2025 levels are from ED's operating plan; Congress had maintained FY 2024 levels except for earmarks, but ED shifted funds among programs and withheld some funds (increases shown in blue, cuts in red).

*** FY 2025: OMB apportionment data from February show ED has not distributed \$289 million of IES funding, but ED did not update its official budget.

**** FY 2026 rescinds \$160 million and allows another \$60 million to be transferred to charter schools from unobligated balances in ED's "Nonrecurring Expenses Fund."

President's FY 2027 Department of Education Discretionary Request under Each Interagency Agreement (IAA)

Dollars in Billions

		2025 ED		2027 Pres		2027 Pres	% Change
		2024	Plan*	2026	Request	+/- 2026	+/- 2026
K-12, including special education		44.721	44.633	44.738	38.783	-5.956	-13.31%
Labor	Education for the Disadvantaged	19.108	19.108	19.128	20.427	1.299	6.79%
	Impact Aid	1.625	1.625	1.630	1.630	0.000	0.00%
	School Improvement Programs	5.776	5.776	5.781	0.000	-5.781	-100.00%
	Innovation and Improvement	1.203	1.115	1.191	0.500	-0.691	-58.02%
	English Language Acquisition	0.890	0.890	0.890	0.000	-0.890	-100.00%
Interior	Indian Education	0.195	0.195	0.197	0.197	0.000	0.00%
HHS	Safe Schools and Citizenship Education	0.457	0.457	0.431	0.000	-0.431	-100.00%
ED	Special Education	15.467	15.467	15.490	16.029	0.539	3.48%
Career, Technical, and Adult Education		2.181	2.181	2.181	0.000	-2.181	-100.00%
Labor	Career and Technical Education	1.452	1.452	1.452	0.000	-1.452	-100.00%
	Adult Education	0.729	0.729	0.729	0.000	-0.729	-100.00%
Post-Secondary Education		30.283	30.081	30.215	36.090	5.876	19.45%
ED	Student Financial Assistance	24.615	24.615	24.615	33.146	8.531	34.66%
ED/Treasury	Student Aid Administration	2.059	2.059	2.059	2.059	0.000	0.00%
DOL/DOI	Higher Education	3.283	3.081	3.266	0.610	-2.655	-81.32%
ED	Howard University	0.304	0.304	0.254	0.254	0.000	0.00%
ED	College Housing & Academic Facilities Loan Program	0.0003	0.0003	0.0003	0.0003	0.000	0.00%
ED	HBCU Financing	0.0207	0.0207	0.0207	0.0207	0.000	0.00%
Other		1.867	1.867	1.659	0.870	-0.789	-47.57%
ED	Vocational Rehabilitation - discretionary	0.143	0.143	0.144	0.053	-0.091	-63.03%
ED	Special Institutions for Persons w/ Disabilities	0.303	0.303	0.303	0.303	0.000	0.00%
ED	Institute of Education Sciences**	0.793	0.793**	0.765	0.261	-0.503	-65.83%
ED	Departmental Management	0.420	0.420	0.399	0.100	-0.299	-74.94%
ED	OIG and OCR	0.208	0.208	0.208	0.152	-0.056	-26.87%
	Rescission of nonrecurring funds			-0.160			
Total		79.052	78.762*	78.794	75.743	-3.052	-3.87%

FY 2027 Education Funding per Agency under Interagency Agreements:	
Department of Labor IAA (not counting CTE funding in DOL budget)	23.099
Department of Interior IAA	0.265
ED (counts all student aid administration)	52.379
Department of State IAA	0.000
Department of Health and Human Services IAA	0.000
Department of Treasury IAA (unspecified funding level for student aid administration)	0.000

* 2025 levels are from ED's operating plan; Congress had maintained FY 2024 levels except for earmarks, but ED shifted funds among programs and withheld some funds.

**OMB apportionment data from February show \$289 million of undistributed 2025 IES funding, but ED did not update its budget.

Red indicates a funding cut below the prior year, blue indicates a funding increase.

CHARTS & GRAPHS

The Need to Invest in Education



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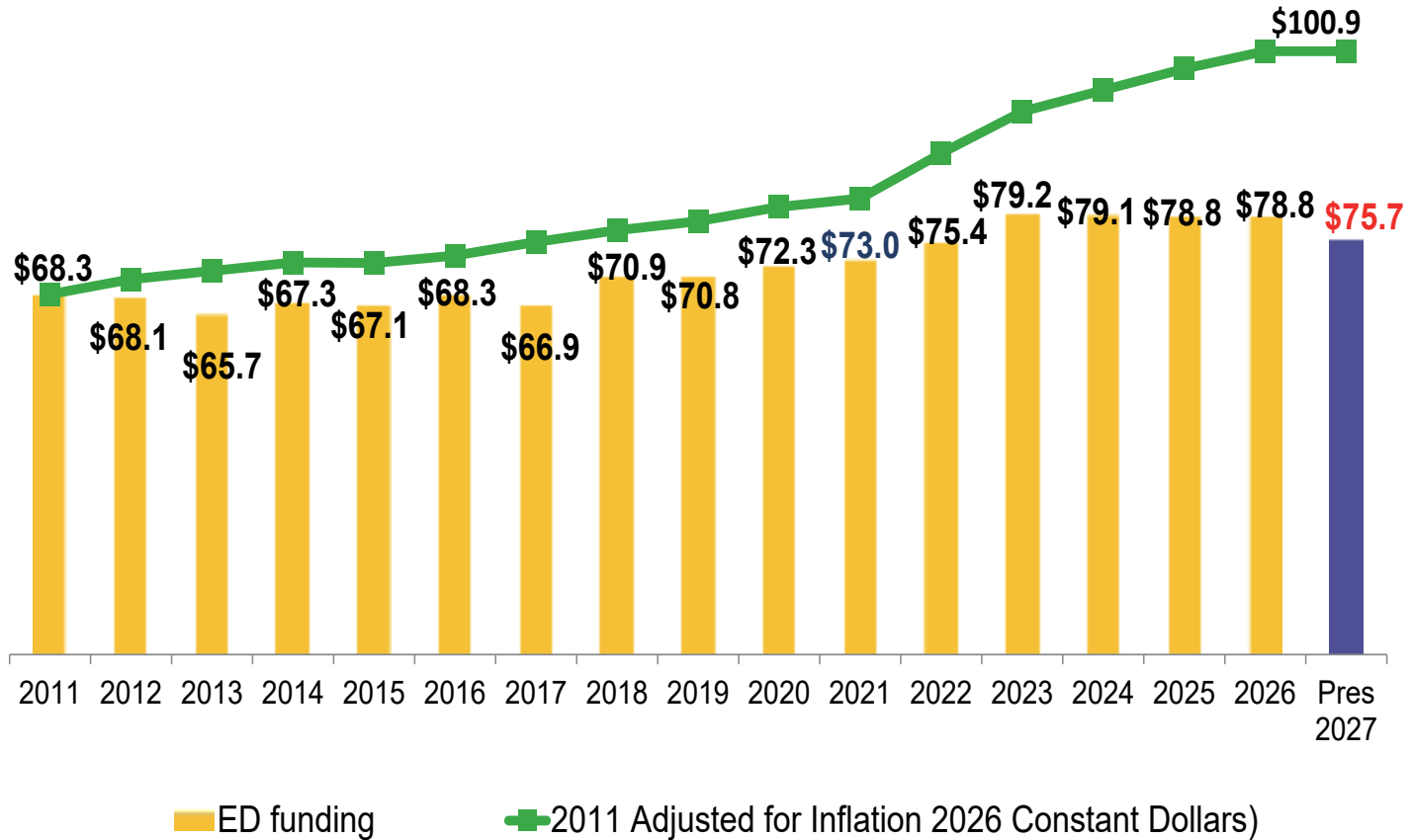
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President's FY 2027 Budget Cuts Education: Funding Already Failed to Keep Pace with Need or Inflation

Department of Education Discretionary Funding in Billions of Dollars

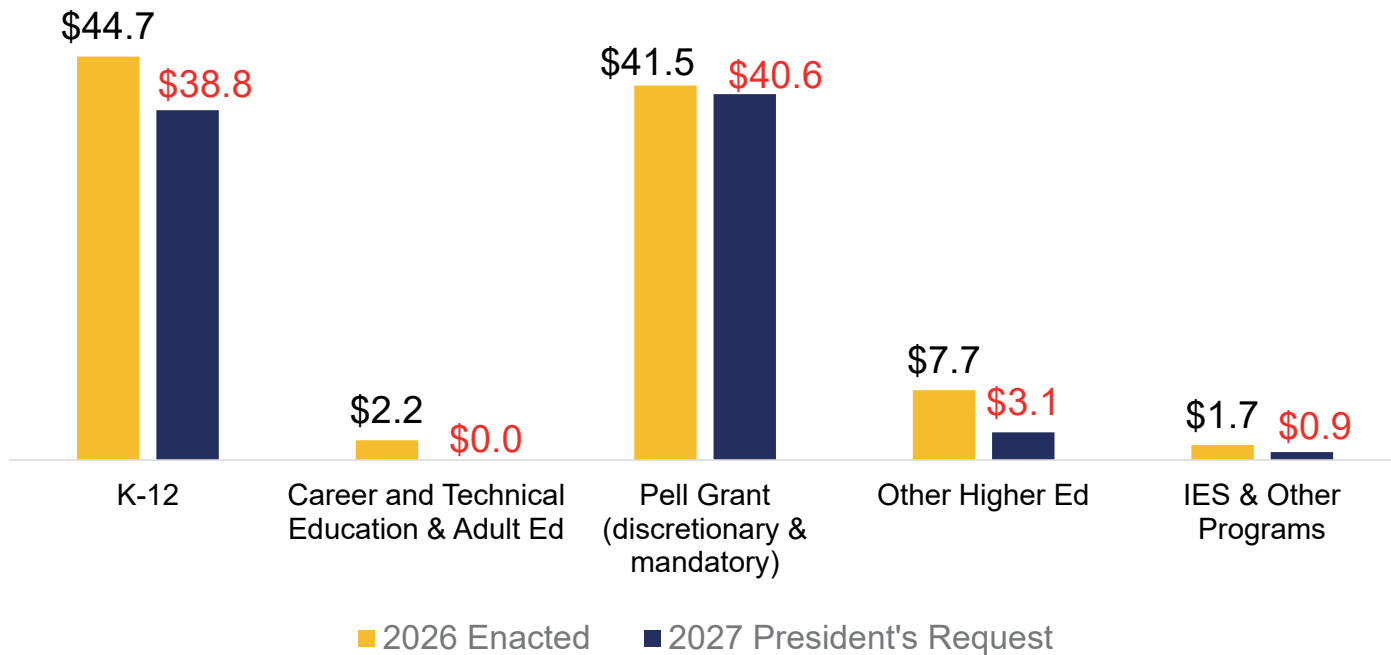


2017, 2019, 2020, 2021, 2022, & 2023 totals reflect rescissions of previously appropriated ED funding

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President's FY 2027 Education Budget Cuts \$14 Billion from Existing Programs

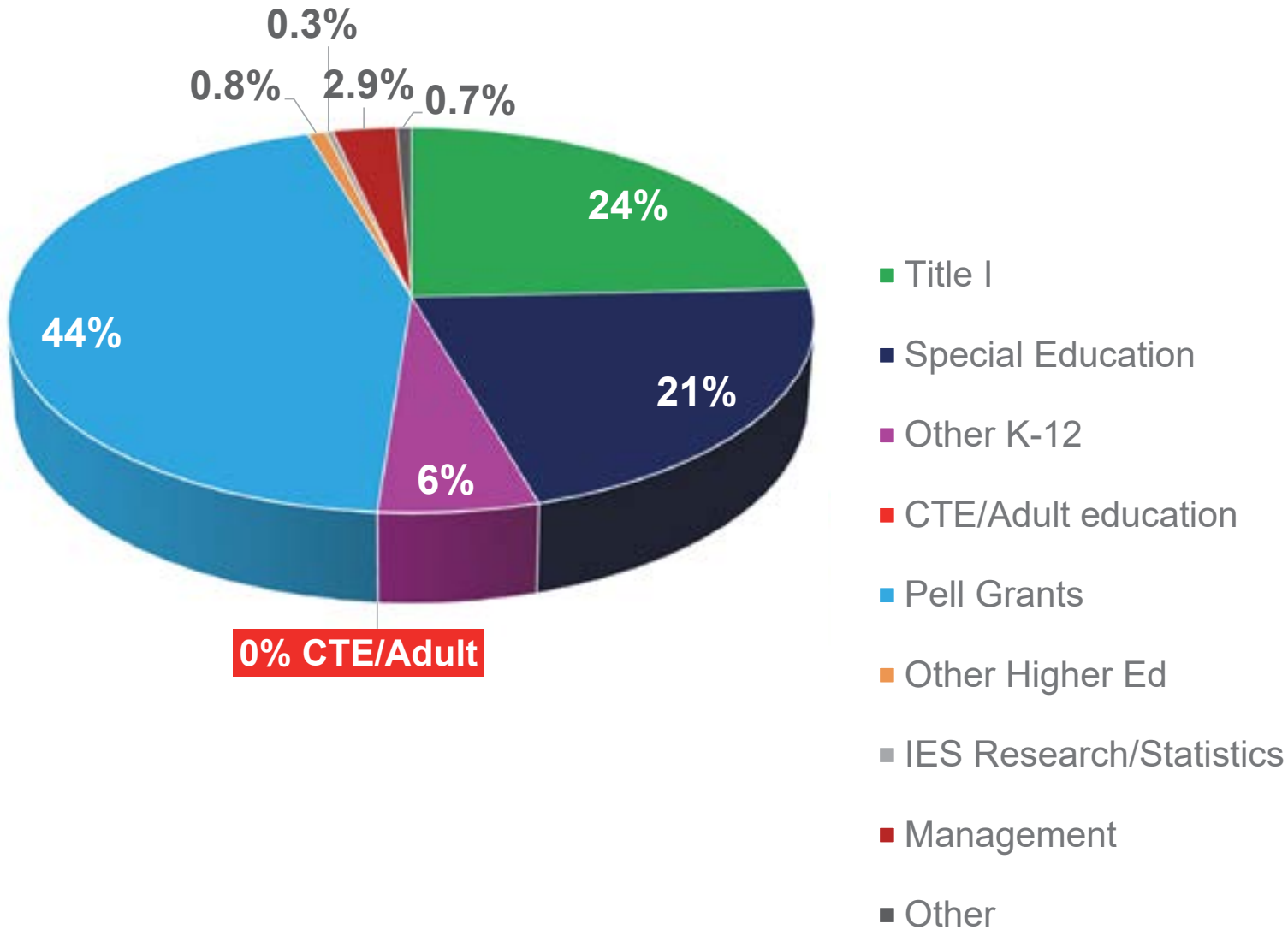
Billions of Dollars



Source: Department of Education FY 2027 request and CBO 2026 Pell Grant baseline estimates

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Pell Grants, Title I, and Special Education Account for Almost 90% of President's FY 2027 Education Department Request

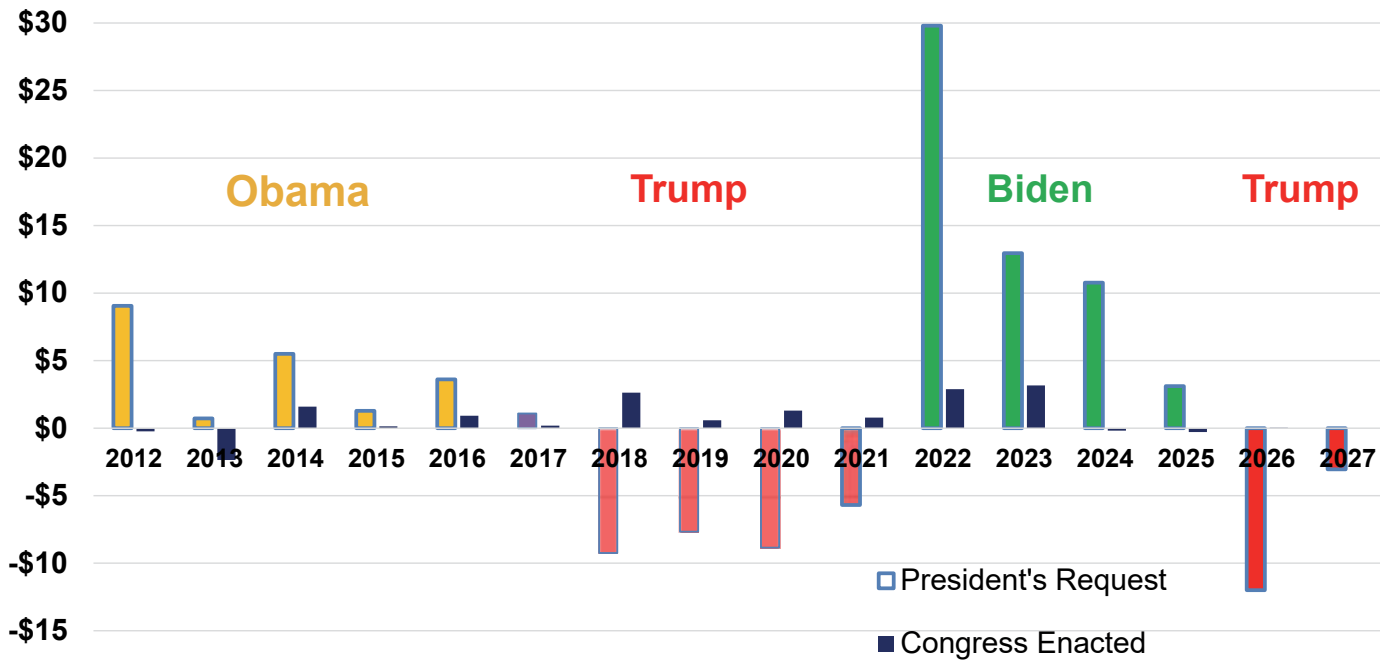


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SOURCE: CEF based on Education Department budget request

Department of Education Funding: President's Requested Change and Enacted Change

Billions of Discretionary Dollars, Change vs Prior Year



SOURCE: Department of Education FY 2027 request and budget history tables

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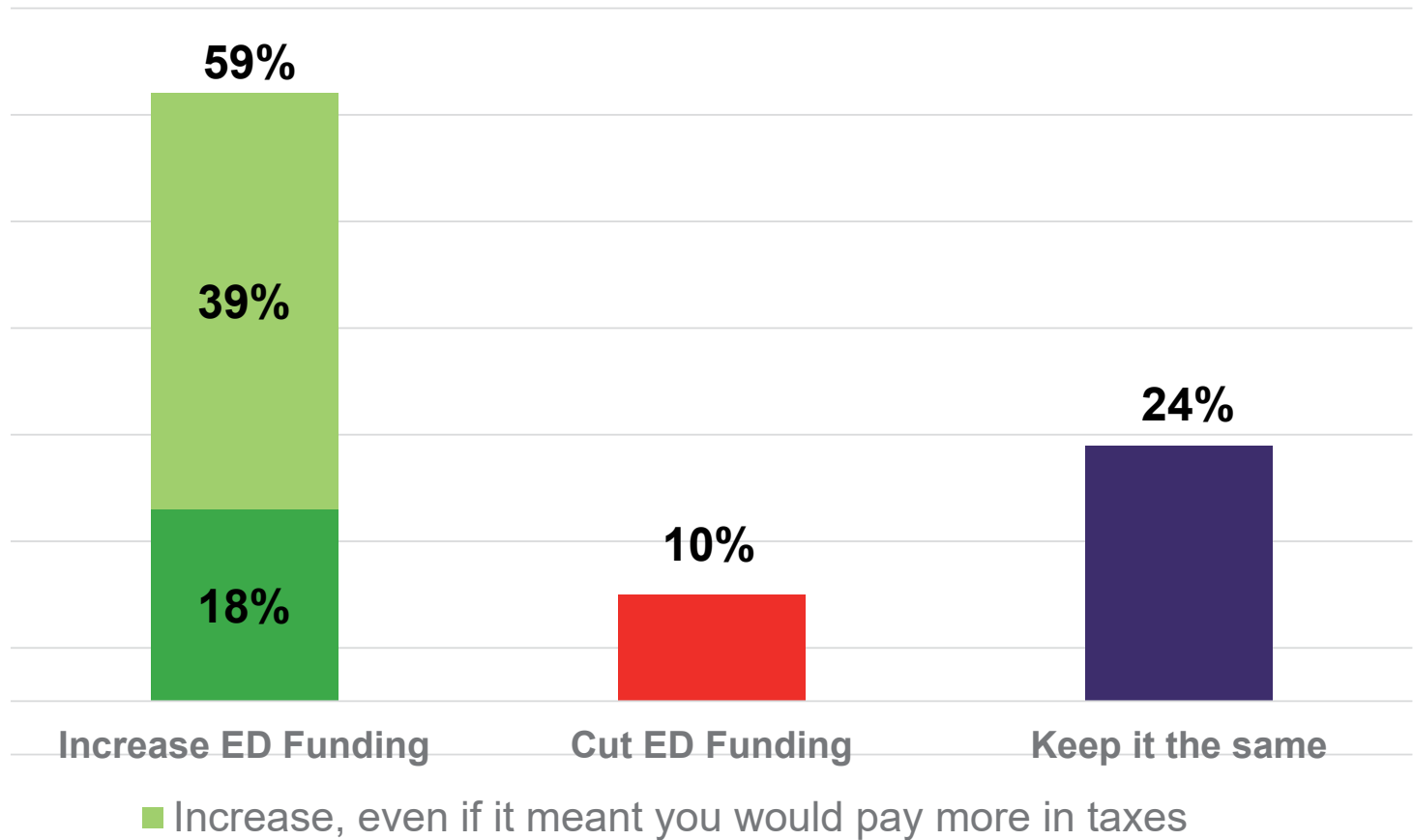
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Majority of Voters Want to Increase Federal Education Funding



SOURCE: [All4Edpoll](#) conducted Oct. 30-Nov. 5, 2024

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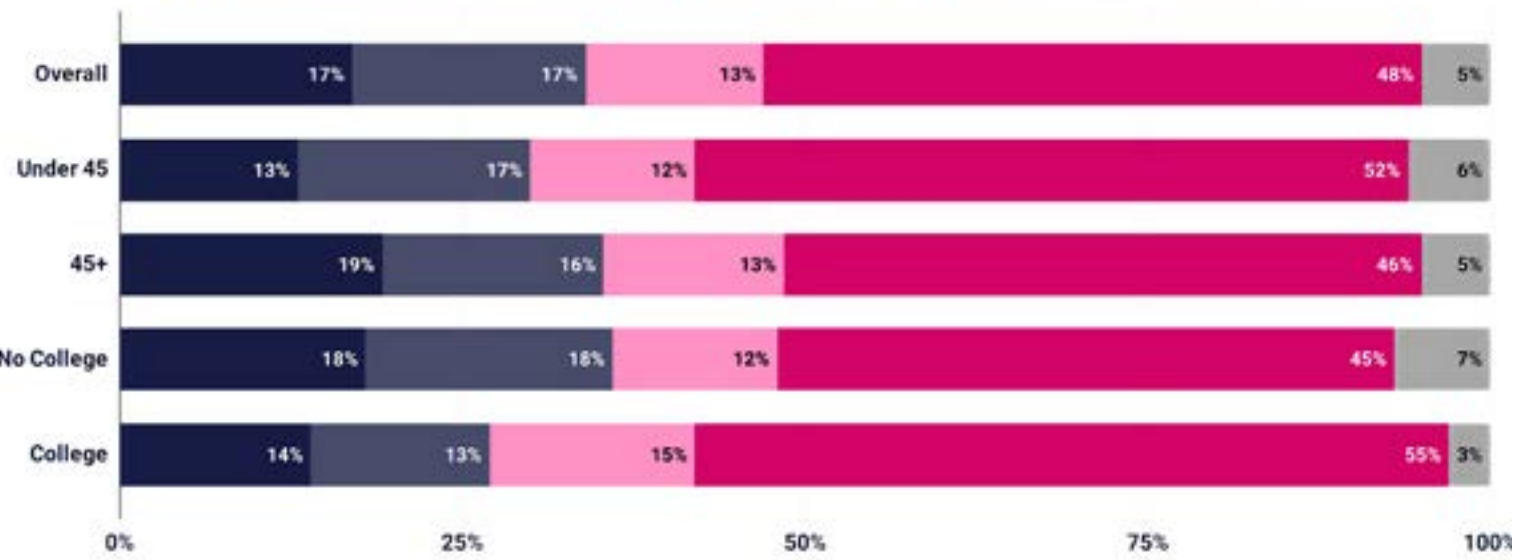
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A Majority of Voters Across Age and Education Lines Oppose an Executive Action to Abolish the U.S. Department of Education

■ Strongly Support
 ■ Somewhat Support
 ■ Somewhat Oppose
 ■ Strongly Oppose
 ■ Don't Know



January 31 to February 2, 2025 survey of 1,294 U.S. likely voters.



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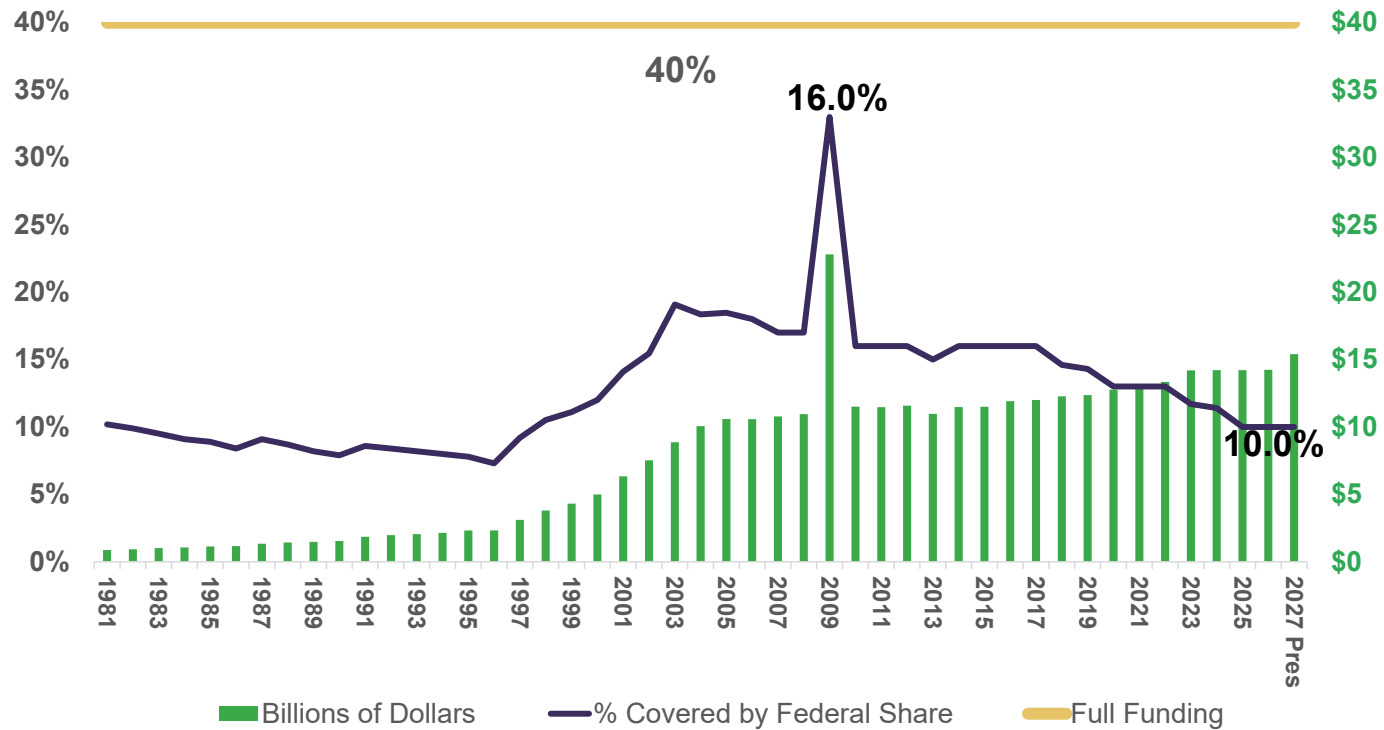
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Special Education: Federal Share at 1/4 of “Full Funding,” Leaving Cost Burden to State and Local Budgets

Federal “Full Funding” would cover 40% of excess cost of educating children with disabilities



SOURCE: CRS and ED funding history

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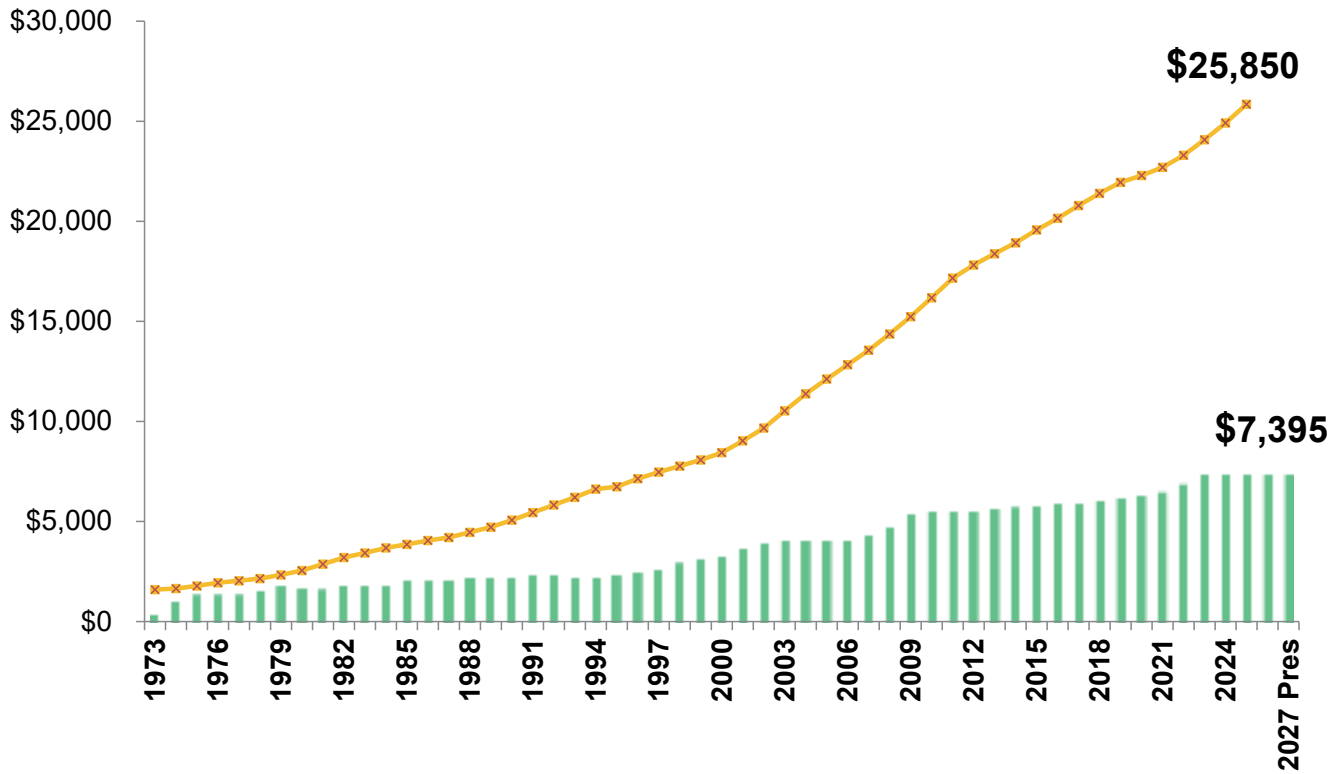
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Maximum Pell Grant Frozen for Five Years, Now Covers Less than 1/3 of Average Cost of College



SOURCE: The College Board "Trends in College Pricing 2024" and ED

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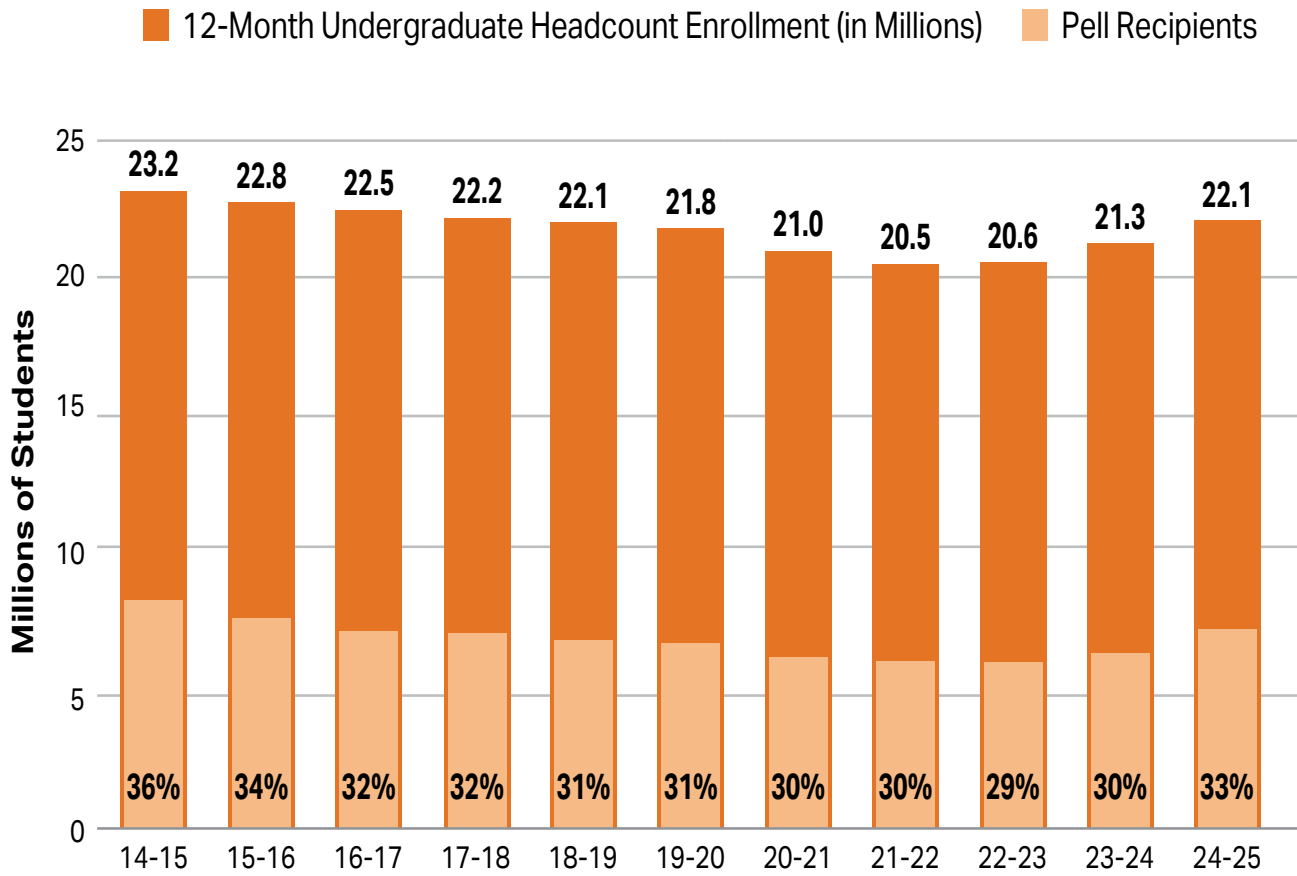
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One-Third of Undergraduates Rely on Pell Grants



SOURCE: The College Board, Trends in College Pricing and Student Aid 2025, Figure SA- 17A

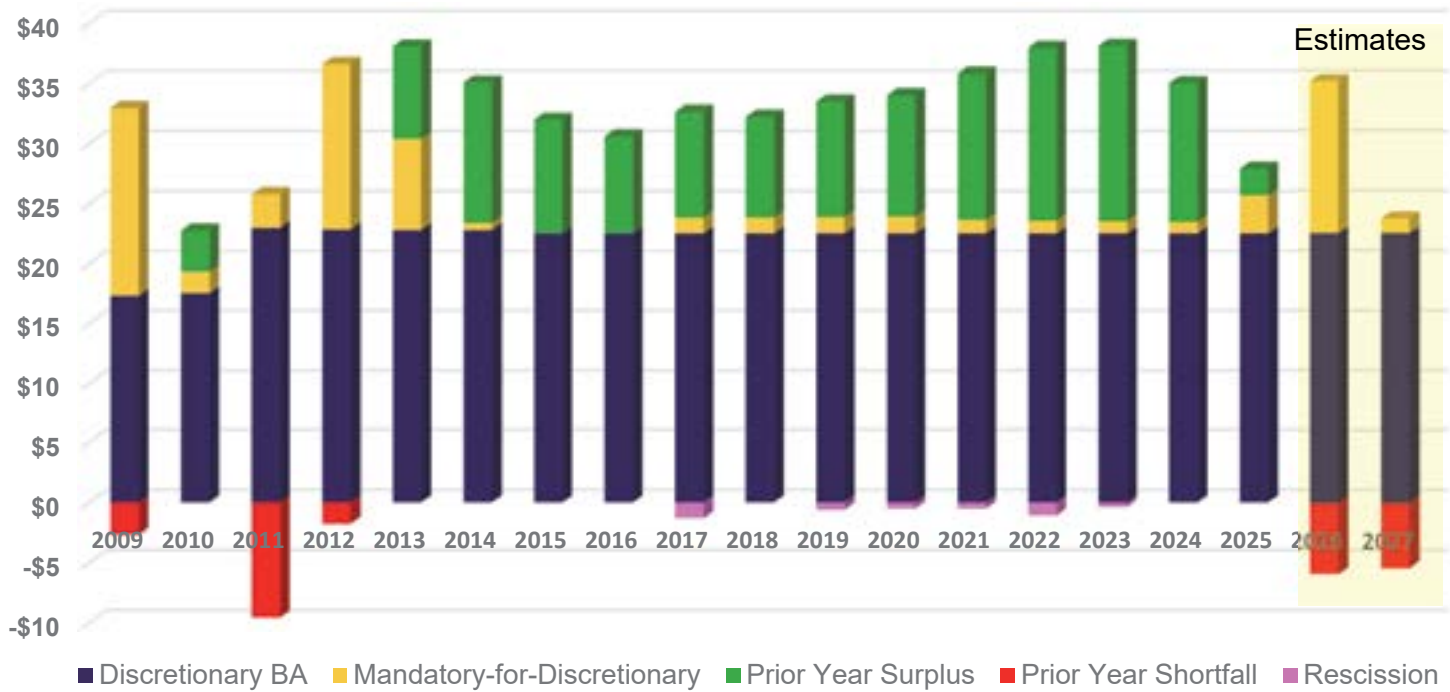
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- OTHER FED PROGS.

Pell Grant Funding Sources: Discretionary Grant Only

Department of Education Discretionary Funding in Billions of Dollars

in billions

Billions of dollars provided, rescinded, or shortfall created. 2026-2031 are based on CBO estimates assuming discretionary maximum grant is frozen, no eligibility changes, and Congress keeps appropriating same amount it has since 2015



Sources: Congressional Budget Office baseline data

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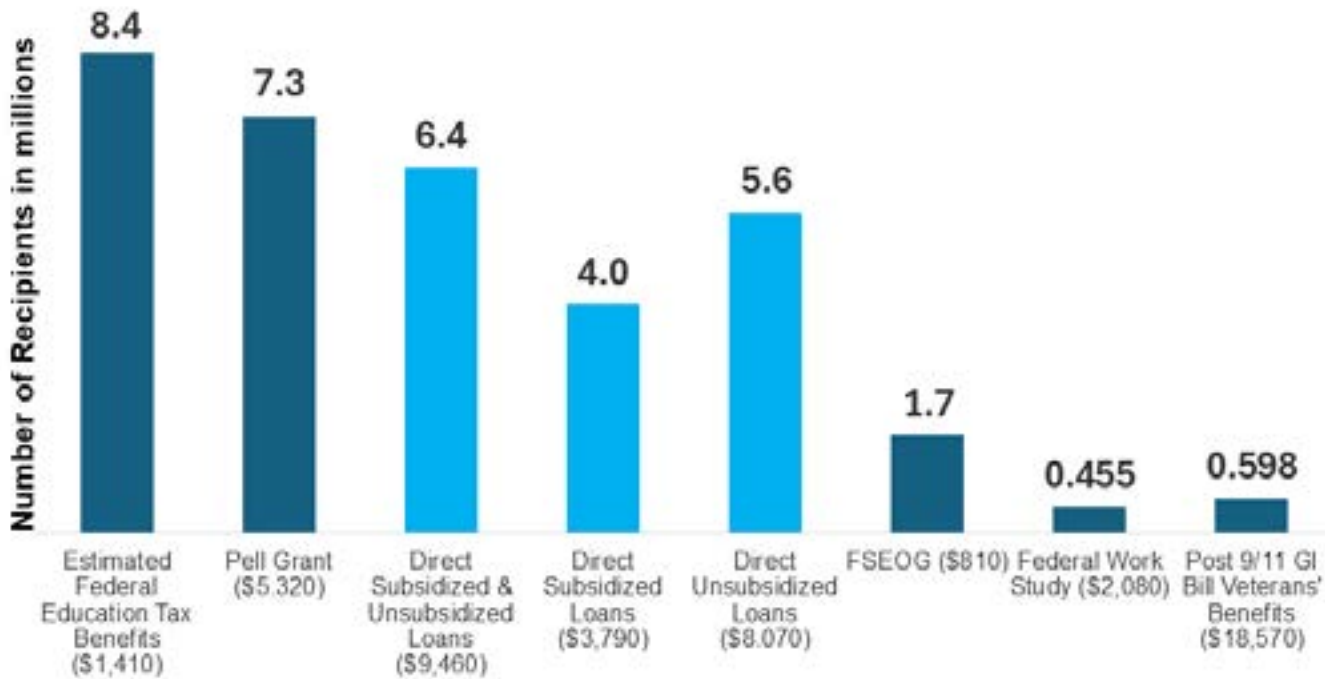
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Millions of Recipients by Federal Aid Program (with Average Aid Received)

2024-25



SOURCE: The College Board, Trends in College Pricing and Student Aid 2024, Figure SA- 7.

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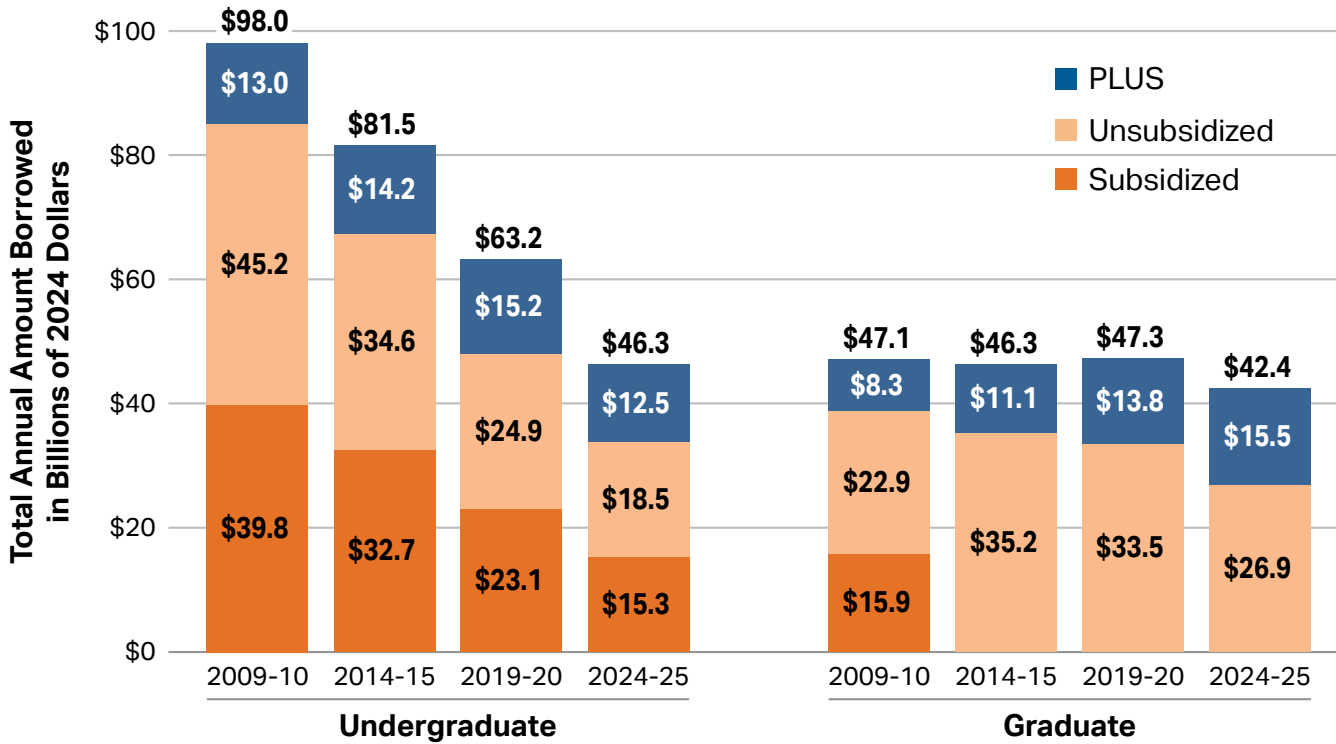
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Loan Levels Fall for All Types of Federal Student Loans Except for Graduate PLUS Loans



SOURCE: The College Board, Trends in College Pricing and Student Aid 2025, Figure SA- 9A.

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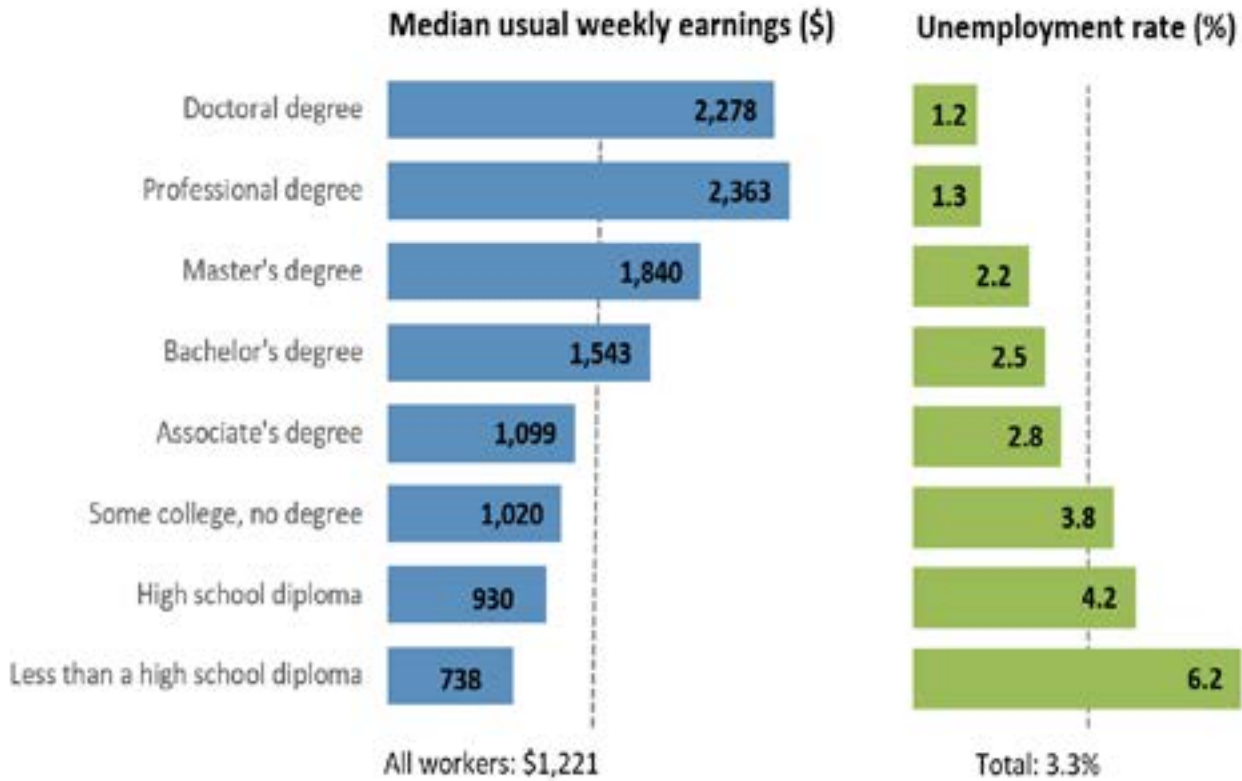
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EDUCATION PAYS: More Education Leads to Higher Wages and Employment

Earnings and unemployment rates by education attainment

2025



NOTE: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

SOURCE: U.S. Bureau of Labor Statistics. Current Population Survey.

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PART 1:

Eliminated/ Not Funded Programs in FY 2027 Budget



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Part I: Eliminated Programs in the FY 2027 Budget

Section Overview:

Early Childhood, Elementary & Secondary Education

President Trump’s FY 2027 discretionary education budget eliminates most elementary and secondary education programs, with \$9.1 billion cut from existing elementary and secondary education programs—almost two thirds of the \$14 billion in gross cuts to Department of Education funding. Net K-12 education funding is cut by \$6 billion, after accounting for some programs that are consolidated into other programs. The budget eliminates six special education programs and puts their funding into Part B grants to states; total funding for special education increases by \$539 million (3.5 percent). The budget eliminates Preschool Development Grants in the Department of Health and Human Services, accounting for another \$315 million funding cut. In total, the budget eliminates 35 preK-12 education programs.

The Administration’s budget materials are almost entirely silent about the Department of Education’s Interagency Agreements made in the last year that moved management of more than 50 education programs to five other non-education federal agencies. In fact, despite having already moved management of some programs to the Departments of Labor, Health and Human Services, and Interior, this budget now consolidates many of them into one block grant to be managed by the Department of Education—a decision that seems to undermine the argument that those programs have different missions targeted to different populations and are best served by other non-education federal agencies. An icon is included in this book’s articles denoting the agencies designated to manage education programs under these Interagency Agreements.

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Early Childhood Education, Elementary and Secondary Education Funding

(in billions of dollars)

	2024	2025 ED plan*	2026	2027 President	2027 Pres +/- 2026	% change
Early Childhood Education in HHS	21.333	21.333	21.503	21.188	-0.315	-1.5%
Head Start, including Early Head Start	12.272	12.272	12.357	12.357	0.000	0.0%
Child Care and Development Block Grant (discretionary)	8.746	8.746	8.831	8.831	0.000	0.0%
Preschool Development Grants	0.315	0.315	0.315	0.000	-0.315	-100.0%
K-12 Education	44.721	44.633	44.738	38.783	-5.956	-13.3%
Education for the Disadvantaged**	19.108	19.108	19.128	20.427	1.299	6.8%
Impact Aid	1.625	1.625	1.630	1.630	0.000	0.0%
School Improvement Programs	5.776	5.776	5.781	0.000	-5.781	-100.0%
Indian Education	0.195	0.195	0.197	0.197	0.000	0.0%
Innovation and Improvement	1.203	1.115	1.191	0.500	-0.691	-58.0%
Safe Schools and Citizenship Education	0.457	0.457	0.431	0.000	-0.431	-100.0%
English Language Acquisition	0.890	0.890	0.890	0.000	-0.890	-100.0%
Special Education	15.467	15.467	15.490	16.029	0.539	3.5%

*2025 levels for ED are from its operating plan; Congress had maintained FY 2024 levels except for earmarks, but ED shifted funds among programs and withheld some funds.

** 2027 Education for the Disadvantaged includes funding for a "Make Education Great Again" grant that consolidates & cuts 17 other K-12 programs. The request for existing Title I programs is \$18.427 billion, a cut of \$701 million below the FY 2026 level.

Part II of this book discusses the few PreK–12 education programs that continue to be funded in the president’s budget, which include just the following seven K-12 education programs:

- Title I grants to local educational agencies
- Special Education grants to states
- Special Education grants for infants and families
- Special Olympics
- Impact Aid
- Charter Schools
- Indian Education

Special education and charter schools get funding increases, while funding for the other programs is frozen at the FY 2026 level.

The articles in this section provide details for each of the eliminated preK-12 education programs, including a real-world example of what the program is accomplishing and the impact of the president’s proposal to eliminate the program. The budget request has two categories of eliminated K-12 education programs: those whose purposes could be covered by a proposed much smaller block grant, and 11 programs whose purposes are not intended to be funded.

Seventeen eliminated programs moved into a new, much smaller “Make Education Great Again” grant – The budget eliminates 17 elementary and secondary education programs, consolidates their purposes in a new “Make Education Great Again” grant, and cuts the total funding by \$4.5 billion (69.1 percent) below the FY 2026 level. The new block grant includes most of the School Improvement Programs, Safe Schools and Citizenship Education, half of the Innovation and Improvement programs, and three of the Title I programs. Most of the programs are under the Interagency Agreement with the Department of Labor, which will manage the programs and distribute the federal funding through Labor’s funding platform. However, three of the programs are under a different Interagency Agreement with the Department of Health and Human Services, and one is under an Interagency Agreement to be managed by the Department of Interior. The 17 programs are listed by size in the following table.

17 K-12 programs eliminated, purposes moved to a "Make Education Great Again" grant with total funding cut by \$4.5 billion (69.1%)	Eliminated funding
	(\$ billions)
Title II - Supporting effective instruction state grants	-2.190
Title IV-A - Student support and academic enrichment grants	-1.380
Nita M. Lowey 21st century community learning centers	-1.330
State assessments	-0.380
Rural education	-0.225
School safety national activities.....	-0.190
Title I: Comprehensive literacy development grants (previously striving readers)	-0.194
Magnet schools assistance	-0.139
Education for homeless children and youths	-0.129
Promise neighborhoods	-0.091
Title I: State agency: Neglected & delinquent	-0.049
Alaska Native education	-0.045
Arts in education	-0.037
Title I: Innovative approaches to literacy	-0.030
American history and civics academies and national activities	-0.023
Statewide family engagement centers	-0.020
Javits gifted and talented students.....	-0.017

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Eleven K-12 programs and one early education program outright eliminated – The budget outright eliminates the 11 elementary and secondary education programs listed in the following table, noting for many that “States and localities, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government.”

The budget eliminates all funding for teacher preparation, folding the large teacher and school leader state grant program into the K-12 block grant and eliminating the two competitive grants for teacher preparation. The Department had drastically cut or eliminated these programs’ FY 2025 funding, but Congress restored FY 2026 funding for both. As rationale for cutting FY 2025 appropriated funding, the Department stated, “Elimination of this program is part of the Administration’s overall effort to return education to the States by reducing the Federal role in education and restoring fiscal discipline to Federal education spending.” (Note: The budget also eliminates two higher education teacher development programs—the Teacher Quality Partnership Grants and the Augustus F. Hawkins Centers of Excellence.)

Eliminations include three programs for migrant students and those who need to learn English, abandoning the federal government’s services to students likely to be most in need of educational support. [Under federal civil rights law](#), schools are required to provide equal access to education while students learn English. If federal funding for this purpose is eliminated, states and localities will have to add that cost to their own education budgets.

President’s 2027 budget eliminates 11 K-12 programs, leaving all funding responsibility (currently funded at \$1.9 billion) to states and localities	Eliminated funding (\$ billions)
English Language Acquisition	-0.890
Title I: State agency program: Migrant.....	-0.376
Education innovation and research	-0.235
Full-service community schools	-0.150
Supporting effective educator development (SEED)	-0.090
Teacher and school leader incentive grants	-0.060
Title I: Special programs for migrant students (HEP/CAMP)	-0.052
Comprehensive centers	-0.050
Native Hawaiian education.....	-0.046
Ready to learn programming	-0.031
Training and advisory services	-0.007

Six special education programs eliminated; funding moved to the main state grant – The budget eliminates six special education formula and competitive grant programs and puts their funding into the big Part B state grant. The Part B grants are not set up to provide the types of services currently funded by the other programs. In total, the budget increases special education funding by \$539 million (3.5 percent) but removes the ability to provide and target \$678 million currently provided for the programs listed below.

Six special education programs eliminated, purposes and funding now in the Part B state grant	Eliminated funding (\$ billions)
Special education preschool grants	-0.420
Special education personnel preparation	-0.115
Special education technical assistance and dissemination	-0.039
Special education state personnel development	-0.039
Special education parent information centers	-0.033
Special education educational technology, media, and materials	-0.031

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



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

In Maryland, the LEARN grants helped advance literacy skills for students from birth through grade 12. Activities supported by LEARN include English language proficiency, services for students with disabilities, and pre-literacy skills attainment. Maryland recognizes literacy skills are an important part of academic discipline, requiring an expanded and integrated approach that meets students' individual needs. For students to be fully prepared for the challenges and expectations of college and career, it is critical they develop literacy skills in all content areas.

DESCRIPTION

The "Literacy Education for All, Results for the Nation" (LEARN) provides competitive grants to states to help local school districts develop comprehensive, evidence-based literacy instruction and intervention plans for children and youth, birth through grade 12, who are struggling to reach literacy proficiency. Grants also support critical professional development to improve literacy instruction for struggling readers and writers. Per terms of an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program.

At least 95 percent of grant funds must be distributed to local school districts with priority to those serving the greatest number and percentage of disadvantaged students in low-performing schools. Grantee states must allocate not less than 15 percent of funds for children from birth through kindergarten entry, 40 percent for students in kindergarten through grade 5, and 40 percent for students in grades 6 through 12. CLSD supports literacy-rich learning beginning in early childhood, vitally essential to improving student rates of readiness, high school graduation, college access and completion, and workforce readiness.

The 2024 National Center for Education Statistics reading assessment illustrates the urgent need for literacy skills development. The Assessment showed that at fourth grade the average reading score was lower than all previous assessment years going back to 2005 and was not significantly different in comparison to 1992. At eighth grade, the average reading score was lower compared to all previous assessment years going back to 1998 and was not significantly different compared to 1992. In 2024, fourth and eighth grade reading scores declined for most states and jurisdictions compared to 2019.

LEARN first provided grants in 2011 to six states (GA, LA, MT, NV, PA, and TX). In fall 2017, grants were awarded to 11 states (GA, KS, KY, LA, MD, MN, MT, NM, ND, OH, and OK), the Bureau of Indian Education, and four territories. In 2019, an additional 13 grantees (AK, AR, CA, GA, HI, KY, LA, MN, MT, ND, NM, OH, and RI) received LEARN awards. Grantees are now implementing their comprehensive literacy plans and gathering information about the results for participating students and educators.

FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST*
\$194.00	\$198.51	\$194.00	\$0.00

* The FY 2027 budget eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.

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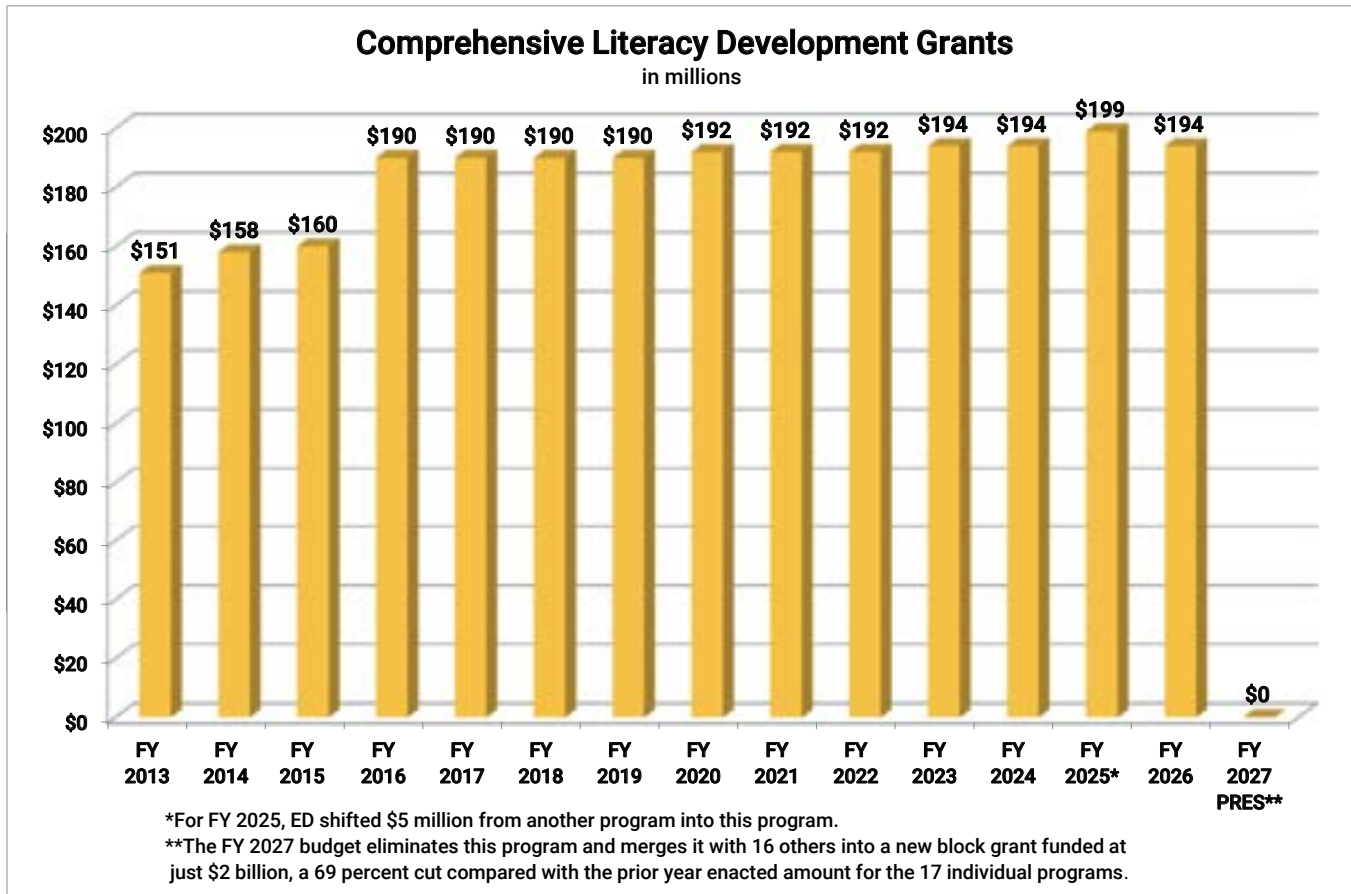
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IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget eliminates the CLSD program. This comes at a time when states and educators across the country struggle with a lack of dedicated resources to update and implement comprehensive literacy plans, provide professional development on effective literacy, and provide students with targeted supports to improve their reading and writing skills. Congress should reject the Administration’s request and provide necessary resources to address lagging literacy skills across the nation, including research and evaluation which will improve the program. It is essential the program receives no less than \$500 million in FY 2027 as part of an effort to expand the grants to all 50 states and change the trajectory of literacy proficiency for all students.

CONTACT INFO

Kevin Maher
 American Library Association
 (703) 860-7292 | kmaher@alawash.org

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Innovative Approaches to Literacy



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

The school library is the heart of the school, and every student needs to have access to an effective school library. This is no more apparent than at the Middlesboro Independent Schools of Kentucky. IAL has funded several programs and increased reading opportunities for the district. Book vending machines were purchased for elementary and high school. In addition, students received one free book from the recent Scholastic Book Fairs, paid for by grant funds. The primary goal of the Middleboro grant is to get books into the hands of all children and into their homes so they can read as a family, while at the same time improving the district’s reading and math scores.

DESCRIPTION

Recognizing an urgent need to address struggling early literacy and support the work of school librarians, Senator Jack Reed (D-RI) and the late Senator Thad Cochran (R-MS) introduced legislation in 2012 creating the Innovative Approaches to Literacy (IAL) discretionary grant program. Expanding on the original Improving Literacy through School Libraries program, IAL relies on the exceptional work being done by school libraries and nonprofit organizations. At least half of grant funding is reserved for the work of school librarian educators—the only federal funds specifically for this purpose. IAL targets high-need communities with literacy support for schools that develop and enhance innovative and effective school library programs and provide early literacy services, nonprint services and materials, and high-quality, grade level appropriate books for children. IAL grants provide models for school libraries and national nonprofits of how to create effective literacy programs. Per terms of an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program.

The National Center for Education Statistics 2024 reading assessment illustrates the urgent need for early literacy skills development offered by school librarians. The Assessment showed that at fourth grade the average reading score was lower than all previous assessment years going back to 2005 and was not significantly different in comparison to 1992. At eighth grade, the average reading score was lower compared to all previous assessment years going back to 1998 and not significantly different compared to 1992. In 2024, fourth- and eighth-grade reading scores declined for most states and jurisdictions compared to 2019. The Stanford Graduate School of Education provided additional evidence of the pandemic’s impact on early learning. Results from a reading assessment given to first through fourth graders showed an alarming decline in oral reading fluency after the pandemic forced school closures in March 2020, declines which schools are still working to reverse.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST*</u>
\$30.00	\$25.49	\$30.00	\$0.00

* The FY 2027 budget eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.

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IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget eliminates IAL—exactly the wrong direction to address falling literacy scores! Congress must reject this elimination and continue to provide critical resources to address lagging literacy trends. The American Academy of Pediatrics reports children introduced to early reading and literacy support through programs like IAL tend to read earlier and excel in school compared to children who lack the same access to books and literacy activities. Children introduced to literacy at an early age also are more likely to become lifelong readers, graduate high school, and enroll in college. Early literacy mastery is a strong indicator of future success in school and in life. However, more than one in three American children start kindergarten lacking basic literacy skills, and many have no books in their homes. IAL provides funds to nonprofit organizations and school libraries to support targeted literacy guidance and distribution of books to young children. These critical functions must continue with federal support dedicated to school libraries and nonprofits. Boosting investment in effective school library programs through the IAL program will help meet more states’ needs.

IAL must receive at least \$50 million in FY 2027, so all students have access to 21st century school libraries and literacy programs. The Department of Education must also have resources to evaluate and research programs such as IAL to ensure improvements for literacy development in the future. School librarians as educators, along with nonprofits, provide equitable physical and intellectual access to the resources and tools required for literacy and learning in a warm, stimulating, and safe environment. Congress must reject the elimination of IAL and ensure all students have the necessary literacy skills and comprehension to be successful in school and in life.

CONTACT INFO

Kevin Maher

American Library Association

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(202) 628-8410 | kmaher@alawash.org

Supporting Effective Instruction State Grants

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



In recent years, California and Texas, which educate nearly 1 in 4 students in the nation, have made significant state investments in high-quality teacher residencies. These educator preparation programs are district-university partnerships in which residents teach alongside an expert mentor teacher for a full year while completing coursework tightly integrated with their clinical practice. Research on teacher residencies shows graduates are not only more effective in improving student outcomes, but also more likely to stay in the profession. For example, nationally, residency graduates are retained at rates of 80–90 percent after three years and 70–80 percent after five years, significantly higher than teachers entering through other pathways.

Districts participating in California's and Texas's residency programs have drawn on Title II, Part A, to build on these state investments. California has allocated more than \$740 million to teacher residencies since 2018. California districts serving high concentrations of low-income students and students of color have reported using Title II, Part A, funds to support teacher residencies, including residency components like early career mentoring and induction. Meanwhile, Texas enacted the PREP Preservice Residency Program in June 2025, extending the state's earlier \$91 million investment of ESSER funds in residency infrastructure. Some Texas districts are using Title II, Part A, funds to support their residency programs, and state guidance explicitly affirms that districts may use these funds to supplement the state's PREP investments for professional development, certification-related expenses, and mentorship activities.

Research on Texas residencies shows that students of residency-prepared teachers have, on average, 2.5 months of additional learning gains in math and 3 additional months in reading compared to students taught by an average new teacher in the state. Research consistently shows the importance of high-quality preparation and continued growth in teachers' effectiveness as they gain experience and access ongoing professional learning, making Title II, Part A, an important source of funding to support the sustained professional development of educators.

DESCRIPTION

The Supporting Effective Instruction State Grant program is a formula grant to states and local school districts. Per terms of an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program. The program focuses on improving student academic achievement by strengthening skills and expertise of teachers, principals, and other educators through high-quality professional development, preservice preparation, and supports for new educators, including induction and mentoring programs. Federal reports on Title II, Part A, indicate the majority of grant funds are spent on teacher and school leader professional learning, a key strategy to increase the quality and effectiveness of educators. Research consistently shows professional learning activities, as defined and required in the Elementary and Secondary Education Act, which are sustained, intensive, job-embedded, data-driven, and classroom-focused, and that foster collaboration, build expertise, improve teaching practices, raise student achievement, and offer opportunities for career advancement. A GAO analysis of recent studies on the impacts of professional development concluded such activities are generally associated with higher student test scores. Some of the studies found collaboration, coaching, subject-matter focus, and curriculum-aligned professional development were positively associated with student achievement.

States and districts are making effective use of Title II, Part A, grant funds to increase the number of teachers and principals entering the professions through preparation pathways that have higher retention rates and produce effective educators. Examples include teacher and leader residency programs and promising approaches such as Grow Your Own programs that enhance effectiveness of the workforce. The program can also help support educators in earning advanced credentials in high need areas. The grant program allows flexibility in the use of funds to support teaching and learning, and states also may reserve up to 3 percent of funds solely for leadership development activities. At least 95 percent of Title II, Part A, funding is distributed by formula to local school districts from state grants.

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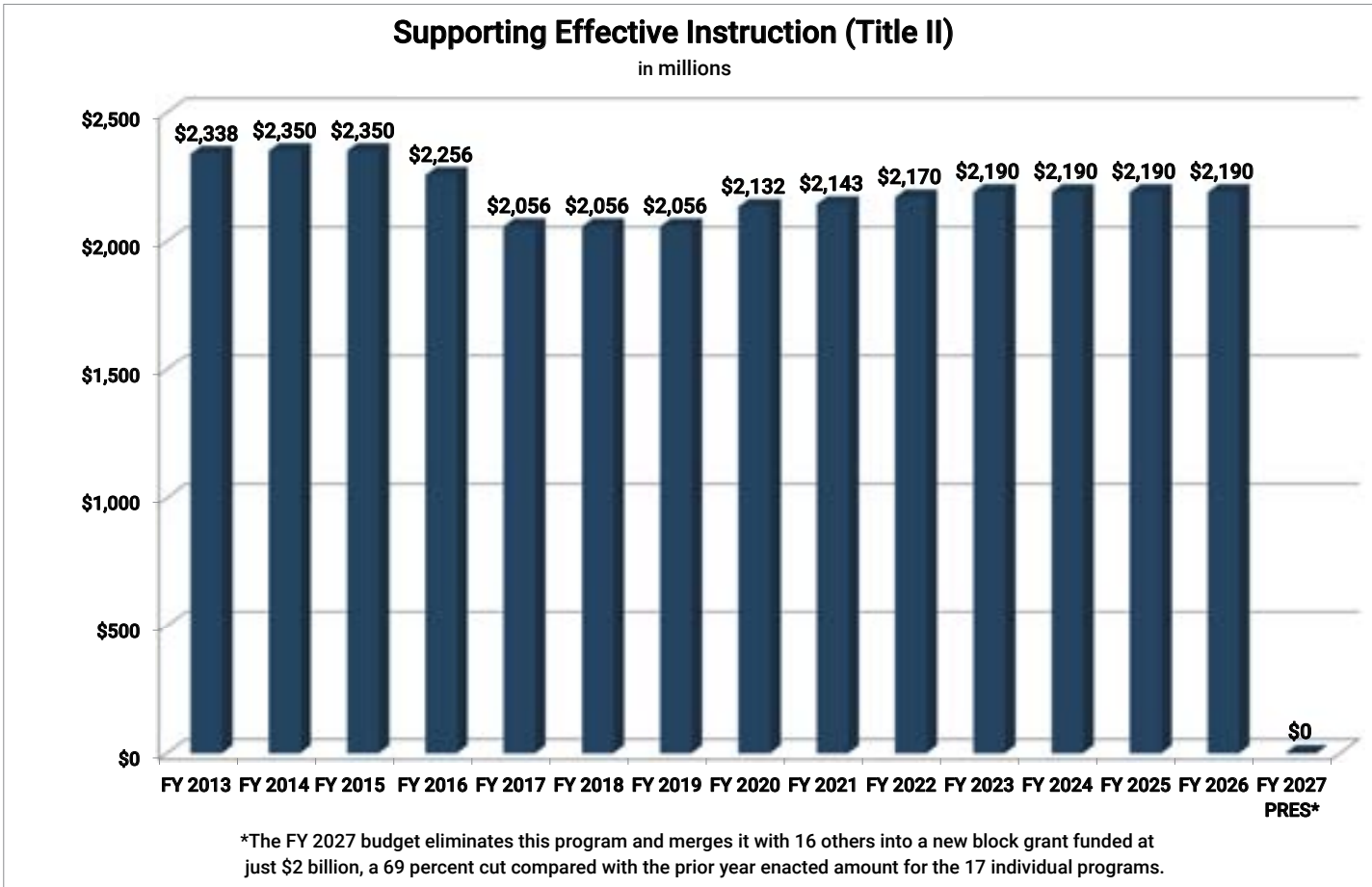
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This program was funded for FY 2026 by Congress within the Department of Education and is statutorily authorized in that department. However, in January 2026, the Department announced an Interagency Agreement with the Department of Labor under which the receiving agency will in essence run the program, including providing technical guidance and distributing funding through its funding system. The Department of Education will technically maintain statutory responsibilities and provide oversight.



FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$2,190.08	\$2,190.08	\$2,190.08	\$0.00*

* The FY 2027 budget eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.

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IMPACT OF PRESIDENT'S BUDGET

As part of the drastic \$14.8 billion cut to Department of Education funding, the president's FY 2027 budget eliminates Title II, Part A, Supporting Effective Instruction State grants despite consistent research showing strong teachers and principals are the most important in-school factors for student learning. Elimination of Title II, Part A, will make it harder for schools and districts to address educator shortages and reverse recent national test score declines. The program is currently about \$2.2 billion short of its 2010 inflation-adjusted value of \$4.4 billion. Funding should be increased in FY 2027 to meet these pressing needs.

A recent nationwide scan showed more than 410,000 teaching positions were either unfilled or filled by underqualified teachers, about 1 in 8 positions. U.S. Department of Education data for the 2024–25 school year show teacher shortages span all 50 states in multiple subject areas and are particularly concentrated in special education, math, and science. In addition, newly reported national data show principal turnover rates remain high, with 20 percent of principals moving schools or leaving the profession in the most recent school year where data were available. Elimination of Title II, Part A, funds will further exacerbate these educator shortages.

Eliminating Title II, Part A, funds will limit schools' and districts' resources to recruit, prepare, and retain high-quality educators. Research shows high-quality preparation supports retention and effectiveness: Teachers who receive comprehensive, high-quality preparation are less than half as likely to leave teaching compared to those without this level of training. Additionally, eliminating Title II, Part A, funds will heavily restrict access to evidence-based professional development that provides teachers with instructional strategies and content knowledge to meet student learning needs. This professional development includes evidence-based reading and math instruction, the effective use of technology, differentiated instruction strategies, and practices to support the learning of all students, including students with disabilities. School leaders will also lose critical access to professional learning opportunities, even as evidence demonstrates the importance of ongoing professional development to hone skills in instructional leadership. Strong instructional leadership, including skills to monitor instruction, influence curricula, and assess student learning, has been shown to improve student learning and can also positively influence teacher retention—a key part of addressing teacher shortages.

Given the importance of high-quality preparation and development to teacher retention, the elimination of this program will likely add costs for local school districts. Evidence shows educator turnover and shortages are not only harmful to student learning and achievement but are also financially costly to district budgets—costing up to \$25,000 to replace each teacher who leaves.

Title II, Part A funding supports activities and programs that research shows are effective at reducing educator turnover, alleviating shortages, and ultimately helping increase access to the most important in-school resources to learning—educators. Because of the great need and the demonstrated effectiveness of Title II, Part A, Congress should significantly increase funding for this program in FY 2027.

CONTACT INFO

Wesley Wei

Learning Policy Institute
(650) 352-8592 | wwei@learningpolicyinstitute.org

Gregory Waples

National Association of Secondary School Principals
(703) 860-7236 | waplesg@nassp.org

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Nita M. Lowey 21st Century Community Learning Centers

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

The Ignite 21st Century Community Learning Center at University Place Elementary in Tuscaloosa, Alabama, is a high-quality afterschool and summer learning program offering academic enrichment, fostering creativity, and building connections beyond the classroom. Through funding from the Nita M. Lowey 21st CCLC federal grant, Ignite provides a safe, enriching, and joyful space where students explore, grow, and thrive. Serving more than 110 students after school during the school year and providing more than 150 students with free summer learning, the program focuses on literacy; science, technology, engineering, and mathematics (STEM); wellness; and durable skill development. The typical day at Ignite begins right after school dismissal, with students receiving a healthy snack provided through Tuscaloosa Public Schools Child Nutrition Program. After snack, students are escorted to their assigned groups to begin the afternoon rotations. The program is divided into grade levels, allowing tailored support and enrichment activities to meet students' developmental and academic needs.

Each afternoon includes academic support, such as homework help and small-group tutoring, aligned with students' school-day instruction. Students then rotate through targeted enrichment activities with reading, math, and STEM that are hands-on and standards-based; followed by creative exploration activities such as dance, art, robotics, gardening, and leadership building. Teachers and program staff work collaboratively to ensure activities are both fun and support literacy, science, technology, engineering, arts and mathematics (STEAM) learning, and the development of real-world skills. Some rotations are led by certified teachers, while others include community partners or enrichment instructors, allowing students to explore a wide range of interests while connecting with caring adults. The program also offers family engagement events for parents, such as monthly family nights, STEAM collaborations with local organizations, cultural events, art showcases, and family literacy celebrations. Student voice and choice are integrated into the program with opportunities for students to engage in leadership positions.

DESCRIPTION

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) is a formula grant program awarded to state departments of education that enables them to provide financial support through a competitive grant process to local communities for afterschool, before-school, and summer learning programs serving preK-12 students and family members in low-performing schools. Per terms of an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program. Afterschool and summer programs are supported by three- to five-year grants awarded directly to nonprofit and faith-based organizations, public libraries, museums, colleges and universities, parks and recreation departments, private providers, school districts, and charter schools. Local programs work with an average of six school and community partners to keep children and teenagers safe and engaged during the hours when school is out, inspire young people to learn, and give parents peace of mind. Services include academic supports to help students meet state and local education standards combined with enrichment and other activities to complement the regular academic program, such as hands-on experiential learning, counseling programs, youth workforce development, skill development, art, music, financial literacy, environmental education, STEM activities, physical activity, and nutrition education. Programs funded through 21st CCLC also engage parents of the students served, which may include offering GED, English as a Second Language, and financial literacy classes. Per the terms of an interagency agreement announced in 2025, the Department of Labor is now managing the funding for this Department of Education program.

During the 2022-23 school year (the most recent data available), 21st CCLC served 1.8 million children, youth, and parents in 9,985 school-based and community-based centers. Statewide evaluations of 21st CCLC programs have found a positive impact on student engagement, motivation in school, on-time grade promotion, and graduation rates. The most recent national 21st CCLC annual performance report found that students participating in funded programs experienced improvements in their engagement in learning, GPAs, and reading and math state assessments. Participation is also associated with decreases in chronic absenteeism and in-school suspensions.

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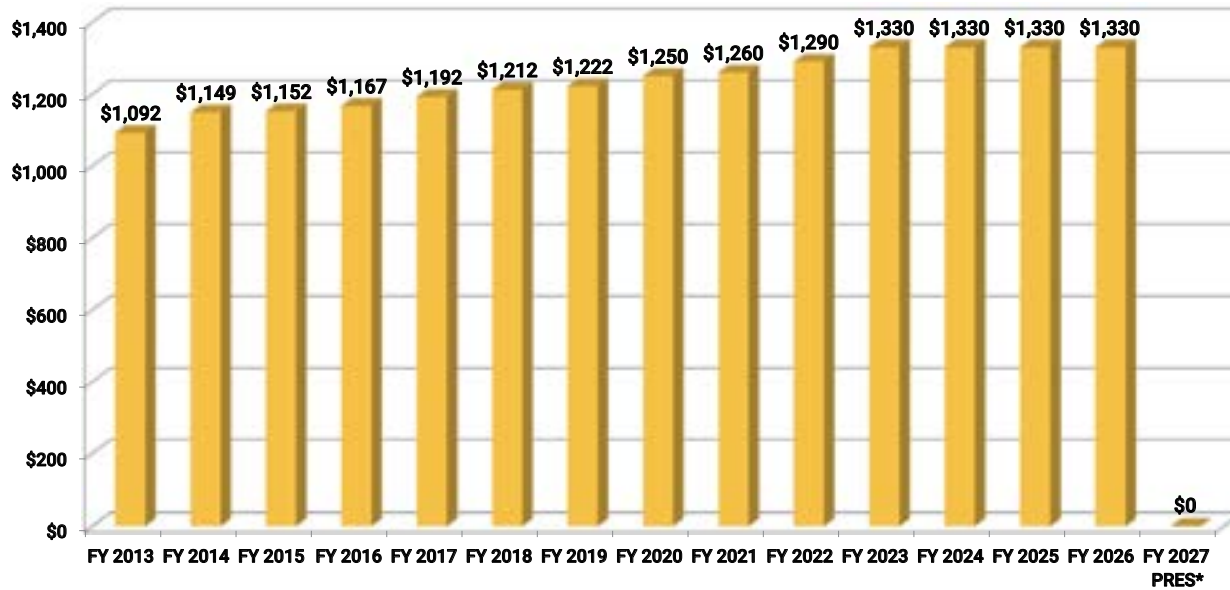
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Nita M. Lowey 21st Century Community Learning Centers

in millions



*The FY 2027 budget eliminates this program and merges it with 16 others into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.

FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
\$1,329.67	\$1,329.67	\$1,329.67	\$0.00*

* The FY 2027 budget eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2027 budget eliminates the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC). Instead, the budget collapses 21st CCLC together with 16 other Department of Education formula and discretionary grants into a new Make Education Great Again (MEGA) grant directed to state and local education agencies. The new block grant reflects a 69 percent funding cut compared to the current allocation for the 17 existing programs. States would be left with far fewer resources to divide among many priorities, effectively terminating dedicated funding for local afterschool and summer program grants through 21st CCLC.

Without 21st CCLC as a dedicated federal funding stream, 1.4 million students and more than 420,000 parents could lose access to quality afterschool and summer programs. Students would lose out on the outcomes associated with 21st CCLC programs: Students who attend 21st CCLC programs make significant improvements in classroom behavior, homework completion, and class participation. Nearly three in five 21st CCLC students who were chronically absent the previous school year improved their school-day attendance. Students also made gains in math and English language arts.

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Under the proposed block grant to schools, afterschool programs offered by trusted community partners, including nonprofits, faith-based organizations, universities, parks and recreation departments, libraries, museums, and other non-school providers would likely be locked out of securing any funding. We already have staggering levels of unmet demand for afterschool programs—3 in 4 children whose parents want them in a program are missing out. Young people from low- and middle-income families are more likely to go without these kinds of programs compared to their high-income peers. Additional investment, not consolidation or elimination of the program, is needed to help all young people access programs and meet the needs of our families, schools, and communities.

CONTACT INFO

Erik Peterson

Afterschool Alliance

(202) 347-2030 ext. 1005 | epeterson@afterschoolalliance.org

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Grants for State Assessment

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



Elmhurst School District 205 in Illinois illustrates the value of state assessments for supporting meaningful learning. The district, serving approximately 8,500 students, uses state assessment data to set and monitor improvement goals for student achievement. The federally funded Illinois Assessment of Readiness provides a critical data point to identify learning gaps, inform school improvement plans, and track student growth over time—delivering timely, actionable information for local leaders, educators, and families. Through consistent analysis of disaggregated assessment data, district leadership has strengthened continuous improvement efforts and supported meaningful gains across student groups, contributing to achievement outcomes that now surpass pre-pandemic levels in both English Language Arts and math.

DESCRIPTION

Grants for State Assessment encourage and support state efforts to develop and implement high-quality assessments aligned with challenging state academic standards to measure the academic achievement of all students. This program provides formula and, when appropriations levels permit, competitive funds to develop and implement assessments required under the Elementary and Secondary Education Act (ESEA). The State Assessments program, as authorized under Title I of ESEA, made the administration of state assessments conditional on a minimum annual appropriation, or trigger amount, of \$369.1 million for formula grants to states. When Congress appropriates funds above \$369.1 million, the ESEA requires the U.S. Department of Education to award funds competitively to states to support improved and innovative state assessment practices—the sole federal funding stream dedicated to this purpose. Per terms of an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program.

In prior years, competitive Grants for State Assessments have supported states in efforts including developing curriculum-relevant, through-year assessments, classroom-based assessment systems, improved state assessments of English Learners, and initiatives focused on increasing educator assessment literacy and improving data reporting systems. States continue to leverage federal funding to build innovative, curriculum-embedded performance assessment systems that increase the usefulness of summative results for diverse stakeholders. Federal dollars also support states in prioritizing accessibility for students with disabilities and multilingual learners, ensuring assessments accurately reflect what all students know and can do.

Annual statewide assessments, aligned to the state’s academic content standards in reading/language arts and mathematics, provide critical information about student achievement and progress to parents and educators, which can be used to help identify where additional instructional and other supports are needed. More specifically, as part of the statewide accountability and improvement systems required by ESEA, the results of annual assessments in reading and mathematics must be used as a factor in determining whether states, school districts, and schools are meeting long-term goals and interim measures of progress and to differentiate annually and meaningfully the performance of all schools. State assessments provide an invaluable tool to determine whether schools are meeting the needs of all students and inform state and local decisions regarding resource allocation and support.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$380.00	\$380.00	\$380.00	\$0.00*

* The FY 2027 budget eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.

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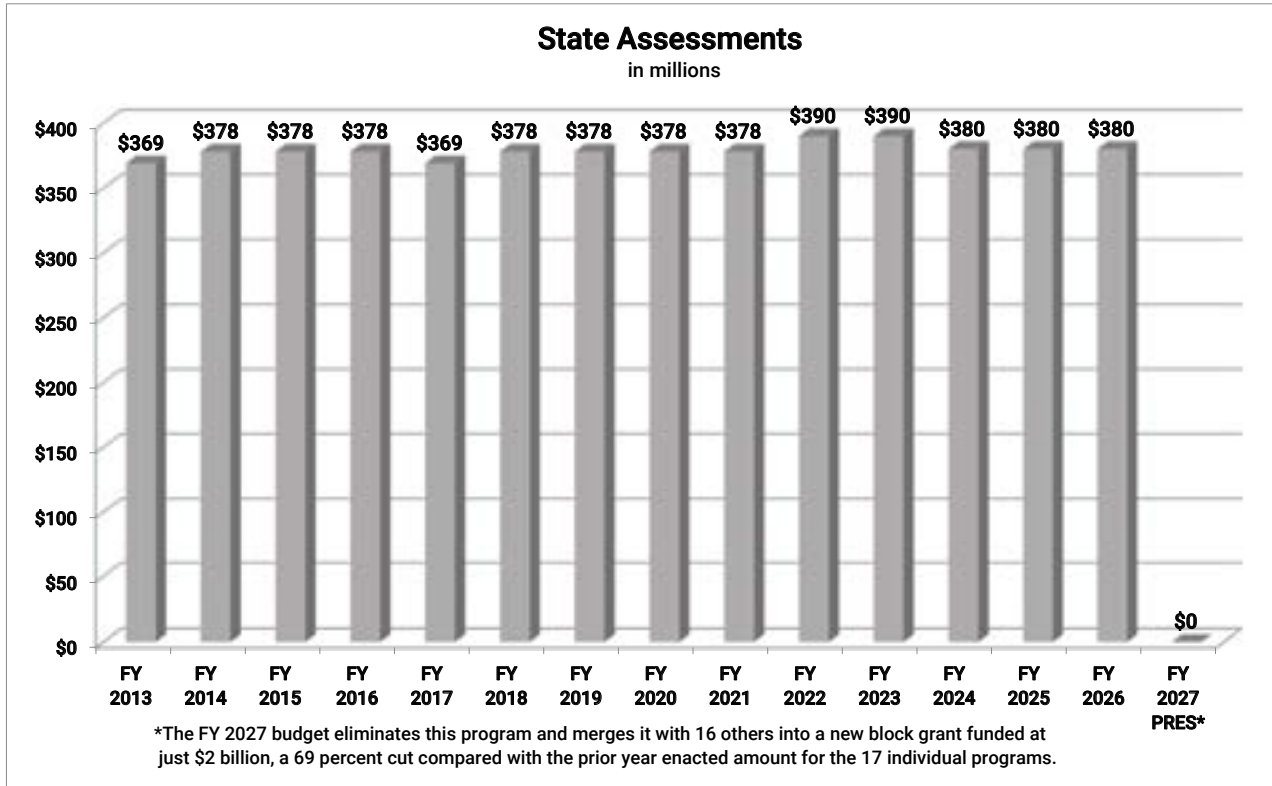
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IMPACT OF PRESIDENT’S BUDGET

The president’s budget eliminates State Assessment Grants and Competitive Assessment Grants and merges the program into the new Make Education Great Again (MEGA) grant, which would be funded at significantly less than the total FY 2026 funding levels of programs proposed for consolidation. If state assessments are forced to compete with other education priorities for funding, assessment quality may suffer. In addition, the president’s budget proposes the repeal of the ESEA provision that conditions ESEA state assessment requirements upon appropriations for State Assessment Grants. This would require appropriators to override existing requirements in the authorizing statute.

CONTACT INFO

Peter Zamora
 Council of Chief State School Officers
 (202) 336-7003 | peter.zamora@ccsso.org

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Education for Homeless Children and Youth

Title VII-B, McKinney-Vento Homeless Assistance Act

A student sat restlessly in the main office of a West Virginia high school, talking animatedly to anyone who passed by. He had just been dropped off at the school by a friend's parent, though he wasn't enrolled there. That's when the school district's homeless education liaison met him. What unfolded next reveals just how vital McKinney-Vento support is for students experiencing homelessness—especially those navigating it alone.

The liaison learned that the young man, just turned 18, was a former foster youth who had aged out of eligibility for state support. In recent months, he had been sleeping on couches and staying with friends. On that day, he had nowhere left to go and was planning to spend that night under a bridge. Everything he owned was in his backpack. The liaison immediately began calling every resource available—shelters, housing programs, local service providers. At first, there were no openings but with the help of a neighboring school district's McKinney-Vento liaison, they identified temporary housing. The team also coordinated his official school transfer and organized transportation through the district's bus depot.

The next day he arrived by school bus at the correct school. When he arrived, he was given clean clothes and a school-issued iPad with internet access and was assigned a dedicated in-school tutor to help him catch up. As a senior, he had only five high school credits, but the McKinney-Vento team had already enrolled him in an alternative pathway program to help him graduate on time. He was also given paperwork to help obtain a birth certificate and driver's license and a cell phone to begin applying for jobs.

From that point on, the district's homeless education team walked alongside him—removing barriers, coordinating services, and never letting go of the belief that he could succeed. They helped him complete the FAFSA, secured his cap and gown, and ensured his housing remained stable through graduation and beyond. By the end of the year, this young man, who just months before had planned to sleep under a bridge, graduated high school. Today, he is enrolled in a local career center, has moved to a new city, and is pursuing a future he once believed was out of reach. Reflecting on the year, he shared, "You've given me a future I never saw possible for myself."

This story is one of hundreds from school districts across the country, a testament to the impact of the McKinney-Vento Education for Homeless Children and Youth program. In this West Virginia district alone, over 1,200 students were identified as experiencing homelessness last year, more than

Five percent of the district's total enrollment. McKinney-Vento funding allows school districts to identify students experiencing homelessness, provide immediate support, and ensure they have access to education, even in the most urgent and heartbreaking circumstances. Every federal dollar invested in McKinney-Vento brings hope, stability, and opportunity to students who have been left behind by nearly every other system, sometimes even their own families. To invest in the EHCY program is to invest in young people who, given the chance, can thrive.

DESCRIPTION

In the 2023-24 school year, more than 1.5 million students nationwide were identified as homeless by public schools, the highest number since national reporting began in 2004. The number increased by 12.6 percent over the previous school year, by 28.5 percent over the past two school years, and by 11.6 percent since the 2018-19 school year. The Education for Homeless Children and Youth (EHCY) Program, the education subtitle of the McKinney-Vento Homeless Assistance Act, is the only federal education program that removes barriers caused by homelessness. These barriers include being unable to meet enrollment requirements; high mobility resulting in lack of continuity and absenteeism; lack of transportation; lack of supplies; hunger, fatigue, and poor health; and emotional crises and mental health issues. Per terms of an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program.

Homelessness has a negative impact on academic achievement over and above poverty: The 2022-23 national average graduation rate for homeless students was 69.1 percent, 12.8 percentage points below other low-income students

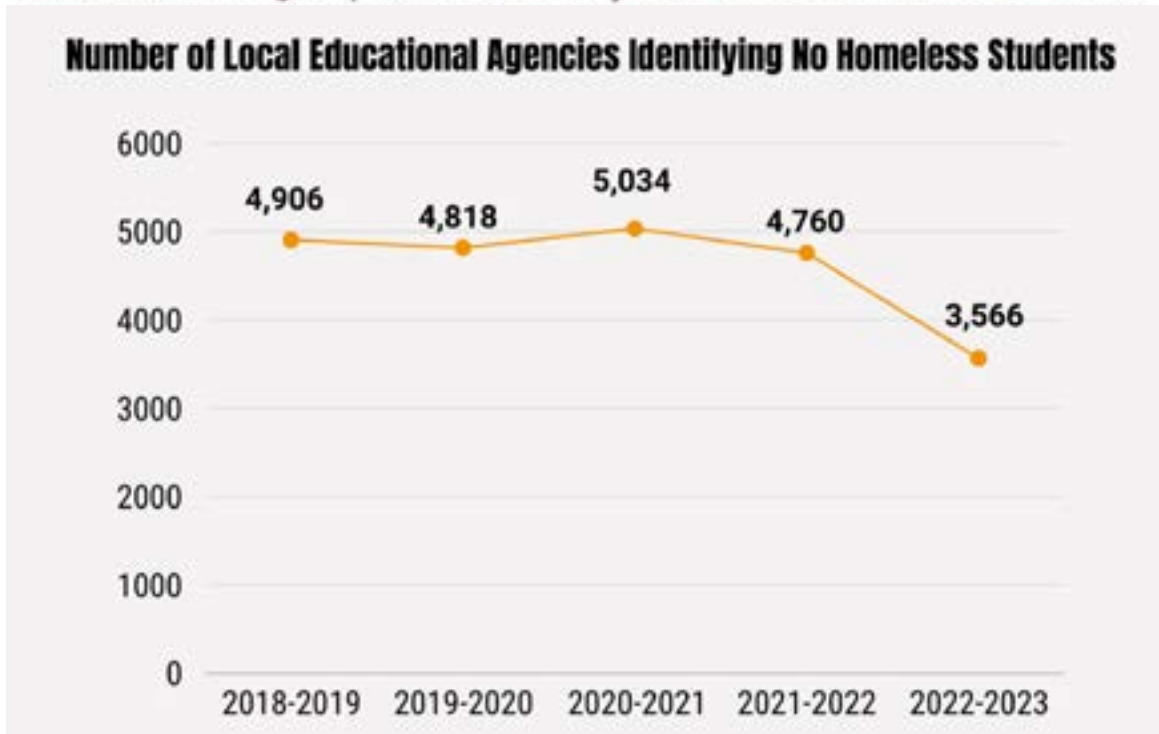
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and nearly 17.6 percent below all students. During the 2023-24 school year, 47.7 percent of students experiencing homelessness were chronically absent, a rate significantly higher than other low-income students. Students who experience homelessness also face multiple learning challenges and are disproportionately identified as students with disabilities (20 percent of all homeless students, compared to 15 percent of the overall student population).

Under the EHCY program, every school district must designate a liaison to help identify children and youth experiencing homelessness, ensure school access and stability, provide direct services, and coordinate with community agencies to meet basic needs. EHCY subgrants are used for outreach and identification, enrollment assistance, transportation, school records transfer, immunization referrals, tutoring, counseling, school supplies, professional development for educators and community organizations, housing and service navigators, early childhood support, and assistance transitioning to postsecondary education. No other federal program has the responsibility for and expertise in finding, engaging, stabilizing, and serving students who experience homelessness.

Natural disasters can create lasting homelessness for families and youth. Also during economic downturns and housing crises, homelessness often spikes. The EHCY program provides a safety net to ensure children and youth remain in school during these times of upheaval.

Increased Funding Helps Schools Identify More Homeless Children and Youth



The EHCY program also has a long history of bipartisan support. Over the past three decades, it has received funding increases regardless of congressional majority. Nevertheless, the EHCY program also suffers from being extremely small relative to the scale of homelessness, which continues to grow due to housing, addiction, and mental health crises. Ensuring access to EHCY support is an important part of creating a school system that meets the needs of all our nation’s children and youth.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$129.00	\$129.00	\$129.00	\$0.00*

* The FY 2027 budget eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.

IMPACT OF PRESIDENT’S BUDGET

President Trump’s FY 2027 budget eliminates funding for the McKinney-Vento Act’s Education for Homeless Children and Youth program. The proposal claims schools could choose to use funds from a new block grant to serve homeless students, but there would be no requirement to do so. As with previous pandemic recovery funding, states and school districts typically do not direct resources toward homeless students unless there is dedicated funding for this purpose. Eliminating funding for the EHCY program would undermine critical protections that allow homeless students, including those displaced by natural disasters, to remain in their original school, even after moving outside attendance boundaries; receive transportation assistance to ensure consistent school attendance; enroll in school without typically required documentation, often lost or unavailable due to frequent moves; and access help from school district homeless liaisons.

At the current funding level, only 21 percent of school districts receive EHCY subgrants due to lack of funding, limiting schools’ ability to identify homeless students and ensure access to school. The likelihood of under-identification is much higher in districts without dedicated homeless education funding. Of the 3,566 districts that identified no homeless students in the 2022-23 school year, 94.5 percent did not receive EHCY funds. However, 25 percent fewer districts identified no homeless students in 2022-23 compared to 2021-22, likely as the result of receiving ARP-HCY funds. In addition to under-identification challenges, many children and youth experiencing homelessness attend schools that receive no dedicated support to meet their unique needs.

Eliminating EHCY funding also would prevent homeless children and youth from accessing early childhood and postsecondary education. School district homeless liaisons play a vital role in ensuring enrollment in Head Start, Early Head Start, early intervention services under Part C of IDEA, and local preschool programs. Homeless liaisons also make determinations for purposes of FAFSA eligibility, allowing homeless youth to qualify as independent students for financial aid.

Congress must maintain the EHCY program as a distinct federal education program and appropriate \$200 million for the EHCY program in FY 2027.

CONTACT INFO

Barbara Duffield

SchoolHouse Connection
 (202) 364-7392 | barbara@schoolhouseconnection.org

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Rural Education Achievement Program

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



Fort Ransom Elementary School in Fort Ransom, North Dakota, is exactly the kind of school the Rural Education Achievement Program was designed to serve. Small, remote, and operating with limited administrative capacity, the district relied on its annual Small Rural School Achievement (SRSA) allocation to make the staffing and program commitments that kept it viable. When the standard timeline for REAP notifications broke down in FY 2025, Fort Ransom received its \$28,400 allocation weeks late, well after the spring hiring window had closed. Unable to make a timely commitment, the district lost a key staff member to a neighboring district that could offer certainty sooner. That loss was one of the factors that set Fort Ransom on a path toward reorganization and consolidation with a neighboring district. A \$28,400 federal allocation that arrived too late to matter did not save money. It cost a school. Dr. Steven L. Johnson, Superintendent of Fort Ransom Elementary, commented on the impact of this change: “For years, REAP operated with a predictable and reliable timeline. Districts received estimated allocations in February, followed by a federal webinar and application process aligned with spring planning. The question we are now asking is why this has become a problem when the program has functioned effectively and predictably since its inception.”

Northwood School District in Northwood, New Hampshire, serves 600 students in the southeast region of the state. By aligning SRSA funds with its core mission, Northwood built a coherent instructional and safety infrastructure that most districts of its size could not otherwise sustain. The district implemented a specialized platform supporting its Multi-Tiered System of Supports, enabling staff to centralize progress monitoring and shift from reactive responses to proactive, data-informed interventions for every student functioning below grade level. REAP funds also supported high-quality academic materials and technology resources, paired with targeted professional development so teachers could deploy them effectively. A critical portion of funding went toward emergency preparedness including modernizing response systems and updating training to create a secure learning environment. The result is a district where student achievement, staff capacity, and school safety function as a coherent, interconnected system rather than competing budget priorities. That is only possible because REAP gives rural districts the flexibility to invest strategically rather than simply comply with categorical requirements.

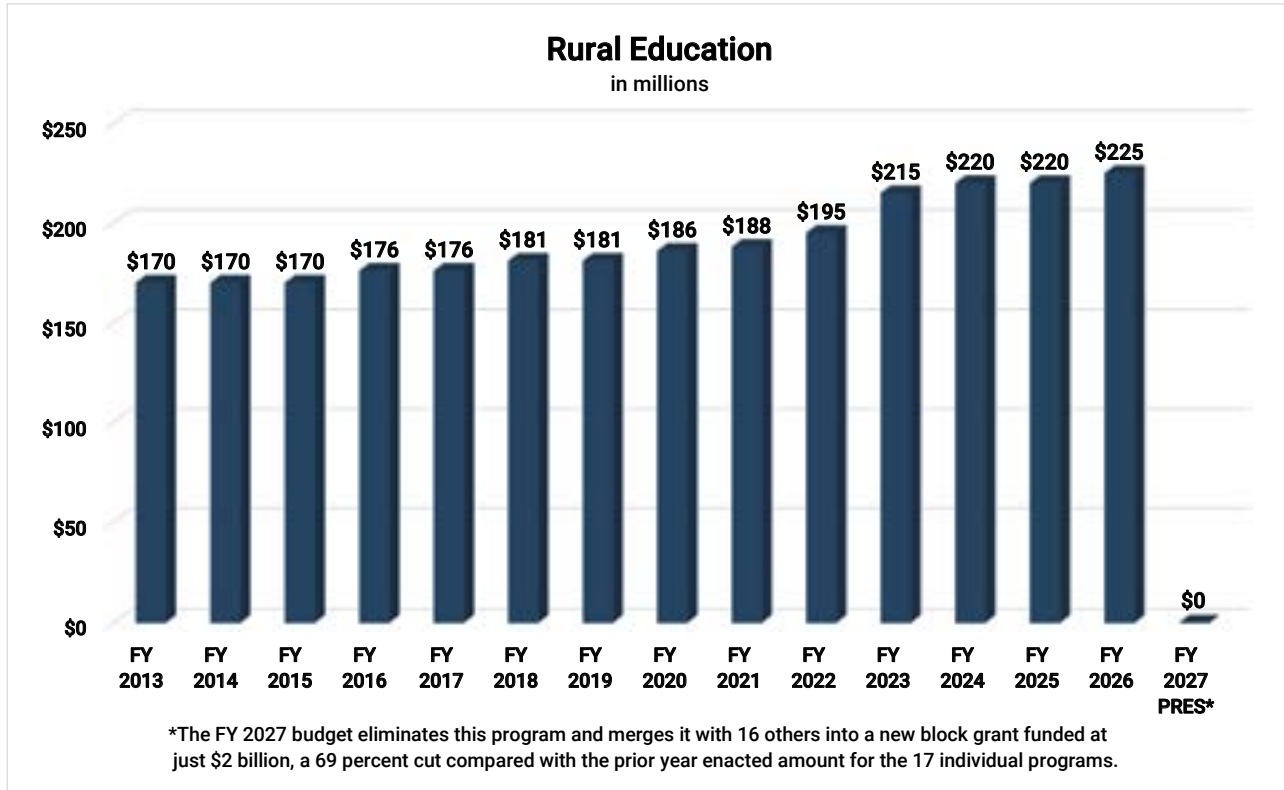
DESCRIPTION

The Rural Education Achievement Program (REAP) is the only federal formula grant program specifically designed to address the structural disadvantages rural school districts face in the federal education funding system. REAP is divided into two programs: the Small Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program. SRSA targets the smallest rural school districts, those with low enrollment and geographic separation from urban areas, providing flexible formula funds. Critically, SRSA also provides Alternative Fund Use Authority (AFUA), which allows eligible districts to consolidate multiple small federal allocations into a single, flexible funding stream that can be deployed at a meaningful scale. Without AFUA, a rural district receiving a few thousand dollars across several programs faces compliance costs that can equal or exceed the awards themselves. REAP solves this problem by trusting rural leaders to direct resources toward what their students actually need. SRSA is the only K-12 formula grant program that does not pass through states. SRSA districts work directly with the U.S. Department of Education to apply for and receive their funding.

RLIS targets rural districts serving high concentrations of low-income students, supporting Title I, Title II, Title III, and Title IV-eligible activities tailored to rural conditions. Together, SRSA and RLIS serve thousands of rural districts across the country, districts educating more than one in five public school students. In North Dakota alone, approximately 125 of 168 public school districts—nearly three-fourths of all districts in the state—receive REAP funding, most serving 600 students or fewer. This pattern repeats itself across every rural state: small, geographically isolated systems operating with limited staff, limited capacity, and fixed costs that do not shrink with enrollment. REAP is the only federal education program that acknowledges this reality directly. It does not ask rural districts to compete for funding they lack the capacity to pursue. It delivers resources to the districts that need them most and gives those districts the latitude to use them effectively.

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This program was funded for FY 2026 by Congress within the Department of Education and is statutorily authorized in that department. However, in November 2025, the Department announced an interagency agreement with the Department of Labor which is now managing funding for this program. The Department of Labor will manage competitions, provide technical guidance, and distribute funding through its funding system. The Department of Education will technically maintain statutory responsibilities and provide oversight.



FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$220.00	\$220.00	\$225.00	\$0.00*

* The FY 2027 budget eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.

IMPACT OF PRESIDENT'S BUDGET

The FY 2027 budget eliminates the Rural Education Achievement Program, folding it into a broad block grant to states with 16 other programs. This proposal would eliminate REAP's dedicated rural funding stream, extinguish the SRSA Alternative Fund Use Authority, and remove any federal guarantee that rural school districts receive a share of education funding commensurate with the students they serve. Block grants to states do not protect rural districts. Rural communities represent a minority within state education systems, and without dedicated federal rural funding streams, rural districts consistently lose ground in state allocation decisions to larger urban and suburban systems. The proposal does not reform rural education funding, instead dismantling the only federal structure that treats rural schools as a distinct population deserving direct investment.

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Beyond the threat of elimination, rural superintendents have raised urgent concerns about REAP's current program administration. For FY 2025 and FY 2026, the Department of Education significantly delayed the release of the Master Eligibility Spreadsheet, estimated allocations, and application guidance. In prior years, districts received this information in February, aligned with spring hiring and budgeting timelines. When that information instead arrived in April or May, rural districts located 70 or more miles from larger population centers faced an impossible choice: make hiring commitments without knowing their federal resources, or wait and lose candidates to districts that could offer certainty sooner. Fort Ransom, North Dakota made that choice and lost a staff member. The program was funded, but the problem was delivery. The Department must restore the reliable February timeline for REAP eligibility and allocation information that has allowed the program to function as designed over the last two decades. Rural students deserve a federal education funding system that works the way it was designed to work, not one that arrives too late to matter.

CONTACT INFO

Tara Thomas

AASA: The School Superintendents Association
(703) 303-2551 | tthomas@aasa.org

Melissa Sadorf

National Rural Education Association
(520) 266-0081 | melissa@nrea.net

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Comprehensive Centers

Title II, Sec. 203, Educational Technical Assistance Act



CEF VIDEO

The Oregon Department of Education (ODE) has partnered with the Region 11 Comprehensive Center (CC) to support initiatives around their expanded learning ecosystem. In a state with one of the shortest school years in the country, ODE relies on summer and afterschool learning opportunities to reclaim every instructional minute for their students. ODE partners with the Region 11 CC to advance a coordinated support system around this initiative, including the development of accessible legislative briefs with research on the positive impacts of summer and afterschool learning, the creation of an Expanded Learning Workgroup, and the collection of data to develop a grant evaluation framework for expanded learning programs. These efforts contributed to a broader state investment, including a commitment of \$35 million each summer for the 2025-27 biennium to strengthen and scale summer learning opportunities statewide, reaching nearly 30,000 students each year and supporting improvements in literacy outcomes and credit recovery.

DESCRIPTION

Comprehensive Centers provide capacity building and implementation support to help state departments of education implement the Elementary and Secondary Education Act (ESEA) and other federal K-12 education programs. The Centers provide high-quality technical assistance, facilitate strategic planning, and offer practical support to help states and districts close achievement gaps and improve instruction. CCs' scope of work is driven by the priorities of the states they serve and informed by a diverse advisory board, including the chief state school officer or designee and stakeholder groups such as educators, policymakers, researchers, and business and other community leaders.

The Comprehensive Centers program is a competitive grant program that operates in five-year cooperative agreement cycles. The most recent competition occurred in 2024 and included one National Comprehensive Center, 14 Regional Centers, and 4 Content Centers. The National Comprehensive Center provides high-quality universal and targeted capacity building services to the regional centers and states. The four Content Centers support states, districts, and schools to address areas of national need, with the current cycle focused on the following areas: English learners and multilingualism, early school success, fiscal equity, and supporting and strengthening the educator workforce. The most recent CC projects were directed to assist states on issues including math and literacy improvement, school improvement, and teacher retention. In February 2025, the Department of Education abruptly cancelled the grants for all but two of the Comprehensive Centers, halting the important progress and support the Centers were providing to states. In September 2025, the CCs were reinstated. In March 2026, the Department of Education released a Notice of Proposed Priorities for an upcoming CC competition. CCs have not been part of any interagency agreements between the Department of Education and other agencies.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$50.00	\$50.00	\$50.00	\$0.00

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IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget eliminates funding for the Comprehensive Centers. Given the recent disappointing NAEP scores and the urgency for states and districts to improve student outcomes and close achievement gaps, failing to invest in the Comprehensive Centers will leave educators, district, and state leaders without essential technical assistance to learn and apply evidence-based practices and improve student outcomes at a critical time.

CONTACT INFO

Rachel Dinkes

Knowledge Alliance

(202) 695-4191 | rdinkes@knowledgeall.net**ELEM./
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Student Support and Academic Enrichment Grants



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

What District Leaders Are Saying:

"We use Title IV-A funds to provide digital tools and instructional technology that ensure equitable access to learning and professional development for teachers to integrate these resources effectively. We also invest in programs that promote student wellness and school safety, essential to maintaining a positive and supportive learning environment. If these funds were eliminated, we would struggle to maintain these critical supports. Students would lose access to some of the technology tools and resources they rely on daily, and our capacity to provide professional learning and mental health supports would be significantly reduced. Title IV-A helps us keep our focus on educating the whole child, not just meeting academic benchmarks." - Arkansas

"Title IV-A funding is critically important, as it provides flexible resources to directly support student well-being and success. Funds allow investment in programs and initiatives that promote well-rounded education, support safe and healthy learning environments, and improve effective use of technology. Through Title IV-A, we've expanded access to enrichment in the arts, STEM, and physical education; provided a Parent Center with learning resources; enhanced digital learning through technology integration and educator training; provided Academic Learning Coach, supporting both student and teachers; and provided translation services and an Environmental Science Specialist. In many cases, these supports would not be possible without Title IV-A funding. Grant flexibility enables us to address local priorities and emerging student needs in a responsive and equitable way. It is vital to our ongoing efforts to ensure all students have access to a high-quality, holistic education." - Florida

"Title IV-A funding is essential because it allows us to provide students with well-rounded learning opportunities extending beyond core instruction. Funds support programs such as STEM, arts, career-focused courses, and technology integration that enrich student engagement and achievement. Without Title IV-A, many of these opportunities would be significantly reduced or eliminated, limiting our ability to meet the diverse needs of our students and community." - Indiana

"Title IV-A funding is especially important to rural school districts in Louisiana because it helps provide opportunities to which students might not otherwise have access. In larger or more urban areas, families have a variety of community programs, enrichment activities, and resources available outside of school. In small rural communities, schools often are the central hub for learning, growth, and even social support. Title IV-A funding helps fill those gaps. Funds allow districts to invest in programs that support the whole child: safe and healthy learning environments, well-rounded educational opportunities like music, art, STEM, and technology, and professional development teachers need to bring engaging, high-quality instruction into their classrooms. For rural schools, every dollar stretches far and impacts many areas at once." - Louisiana

"Title IV-A funding is essential because it allows us to provide students with well-rounded learning opportunities extending beyond core instruction. Funds support programs such as STEM, arts, career-focused courses, and technology integration that enrich student engagement and achievement. Without Title IV-A, many of these opportunities would be significantly reduced or eliminated, limiting our ability to meet the diverse needs of our students and community." - Mississippi

"Title IV-A funds help us provide well-rounded education programs during afterschool hours. These funds allow us to serve students by providing enrichment opportunities, including STEM-related programs, civics education, English/language arts enhancement, and social-emotional learning activities. It is vital that all students, including those students with gifts and talents, receive enriching learning experiences." - Tennessee

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“Title IV-A funding is vitally important because it allows us to implement impactful initiatives for students, parents, staff, and the community. If Title IV-A is not adequately funded, we will lose our mentoring program that has helped over 50 students graduate on time with their cohort or in the immediate summer. Our summer STEM and Fine Arts camps will shut down since there are no local or other grant funds to sustain these wonderful summer student experiences. Without Title IV-A funds we will have to delay professional development for technology in the classroom, and this will put our teachers and students further behind in a growing digital world.” - Texas

“Without continued [Title IV-A] funding, we risk losing the Behavior Specialist position, an essential role that supports social-emotional learning and provides critical professional development to staff on trauma-informed decision-making strategies. Losing this role would significantly impact our ability to maintain a safe, supportive, and healthy learning environment for all students. This staff member has been instrumental in equipping educators to recognize and respond to trauma-impacted behaviors, fostering a responsive, inclusive, equitable school culture. This would not only affect our students’ emotional and behavioral well-being but also hinder their academic and personal growth. Continued funding is crucial to sustain the progress we’ve made and ensure our students and staff receive the support they need to thrive.” - Virginia

DESCRIPTION

The Student Support and Academic Enrichment grant is a formula grant program authorized at \$1.6 billion under Title IV-A of ESSA. Title IV-A authorizes activities in three broad areas: (1) safe and healthy students, (2) well-rounded education, and (3) effective use of technology. Funds are allocated to every district through the ESSA Title I formula. If a district grant is more than \$30,000, 20 percent of those funds must be spent on supporting safe and healthy students, 20 percent on well-rounded education, and the remaining amount across all three areas.

Focused on locally determined use of funds, the grant ensures a large number of geographically and socioeconomically diverse districts have resources they can direct in a manner that best addresses their particular needs. In the Title IV-A Coalition’s 2025 survey of over 1,000 districts nationwide, the data continuously show district leaders appreciate the program’s flexibility above all else. When asked about how districts invested in the many allowable uses, districts selected a wide range of activities including, but not limited to: STEM and computer science, music and the arts, social studies, literacy, environmental education, International Baccalaureate and Advanced Placement courses, physical education, health and wellness, professional development on uses of educational technology, violence prevention, and behavioral and mental health supports.

Survey data also reveal expansion of existing and creation of new programs would not be possible without Title IV-A, making the funding amount of utmost importance to districts. This federal investment is absolutely critical to supporting comprehensive student needs, ensuring a safe and healthy school environment, and increasing access to a well-rounded education necessary for students to thrive in a modern society and workforce.

This program was funded for FY 2026 by Congress within the Department of Education and is statutorily authorized in that department. However, in November the Department announced an Interagency Agreement with the Department of Labor under which the receiving agency will in essence run the program—managing competitions, providing technical guidance, and distributing funding through its funding system. The Department of Education will technically maintain statutory responsibilities and provide oversight.

FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT’S REQUEST
\$1,380.00	\$1,380.00	\$1,380.00	\$0.00*

* The FY 2027 budget request eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for 17 individual programs.

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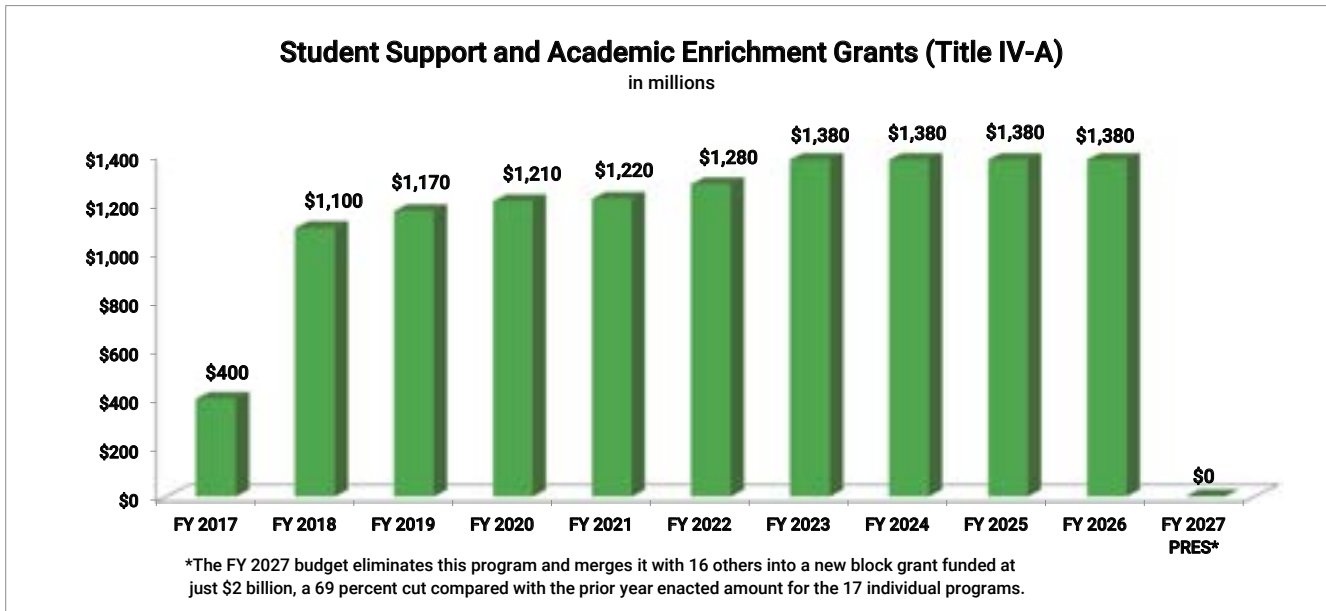
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IMPACT OF PRESIDENT’S BUDGET

Since first authorized, Title IV-A has enjoyed bipartisan congressional support. President Trump’s budget eliminates this successful, locally driven program and creates a larger block grant with less funding. Arbitrarily making unlawful structural changes to the Title IV-A program and other critical K–12 education programs threatens to undermine students’ academic success and well-being in every district nationwide.

In the 2025 Title IV-A Coalition survey of over 1,000 superintendents, 78 percent of district leaders said they strongly support the Title IV-A program due to the ability to drive investments to the unique needs of their districts. Additionally, they call for more funding—not less—to fulfill their central mission of providing students with the programs, resources, and supports they need to thrive and succeed. In contrast, the president’s budget collapses 17 programs funded together at over \$6 billion into what is termed a “more simplified” \$2 billion grant program. This represents a 69 percent cut to carry out the same program functions with significantly less funding.

Eliminating the Title IV-A program would have serious negative consequences for school districts nationwide, particularly those serving high-need student populations and rural areas. Without these flexible dollars, districts would lose critical support for well-rounded education programs, safe and healthy school environments, and effective use of technology—all essential to student success. Loss of Title IV-A funds would result in fewer mental health services, reduced access to music, arts, and STEM learning opportunities, and reduced capacity to close digital divides. Ultimately, districts will be forced to make painful trade-offs, diminishing the return on Congress’s longstanding investment that is positively impacting students, schools, and communities.

CONTACT INFO

Ally Talcott
 Allied for Progress
 (202) 594-1065 | ally.talcott@alliedforprogress.com

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School Safety National Activities



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

The Maine Department of Education partnered with The University of Southern Maine (USM) to improve access to school psychologists and comprehensive mental and behavioral health services in high need rural school districts. Many districts in Maine have longstanding school psychologist vacancies due to workforce shortages. As a result, students in these communities have little to no access to critical school mental and behavioral health services. Funding from the Mental Health Services Professional Demonstration Grant would benefit 1,000 students across at least 10 local school districts and allow hiring of 22 school psychologists. This will improve districts’ ratios of school psychologists to students, increase rural students’ access to mental and behavioral health services, and build capacity for continued workforce development. To date, the grant has supported advanced practicum and internship placements in 10 Maine school districts, providing students with access to services they may not otherwise be able to obtain. This number would expand if the grant continues. This work would not be possible without funding from this federal grant.

Unfortunately on April 29, 2025, USM received a letter of non-continuation from the Department of Education, jeopardizing their progress toward a key priority of the Maine Department of Education—improving access to school psychologists and comprehensive school mental health services for students. USM’s grant is covered under a federal court order and will receive continuation funds through June 1, 2026. Funding for the rest of their grant project period is uncertain.

DESCRIPTION

School Safety National Activities (SSNA) authorizes a wide range of discretionary activities to support school crisis preparedness and response, improve school and student safety, foster safe and supportive learning environments, and improve student well-being. Congress has directed the Department to use SSNA funds to implement two competitive grant programs: the Mental Health Services Professional Demonstration Grant (MHSP) and the School-Based Mental Health Services Grant (SBMH), which are the only federal grant programs explicitly aimed at addressing workforce shortages of school mental health professionals (e.g., school psychologists, school counselors, and school social workers). Established in FY 2019, the MHSP program supports innovative partnerships between institutions of higher education and local school districts or state departments of education to expand the pipeline of fully prepared and properly credentialed school mental health professionals to meet the needs of all students. The SBMH program, established in FY 2020, supports states’ and school districts’ use of innovative strategies to recruit, hire, retain, and re-specialize school mental health professionals and improve school district capacity to provide comprehensive school mental health services to all students. The demand for these investments is overwhelming, and each year the Department has been able to fund less than half of eligible applicants.

Federal investments in the MHSP and SBMH programs are producing measurable, meaningful results. According to available outcomes reporting, to date grantees collectively provided services to more than 1.9 million students who may otherwise not have received necessary support and:

- Trained 2,504 school mental health professionals (MHSP).
- Placed 3,559 supervised graduate students in high-need schools (MHSP).
- Hired 5,995 school mental health professionals in high-need schools (SBMH), and
- Retained 21,762 professionals (SBMH).

Additional outcomes include decreases in student absenteeism and behavioral issues, increases in positive student–staff engagement, and a reduction in suicide risk at high-needs schools.

Despite the clear positive impact these grants are having on student learning and well-being, on April 29, 2025, approximately 200 grantees received a Notice of Non-continuation from the Department of Education because their projects “reflect the prior Administration’s [priorities and policy preferences] and conflict with [those] of the current Administration, in that the

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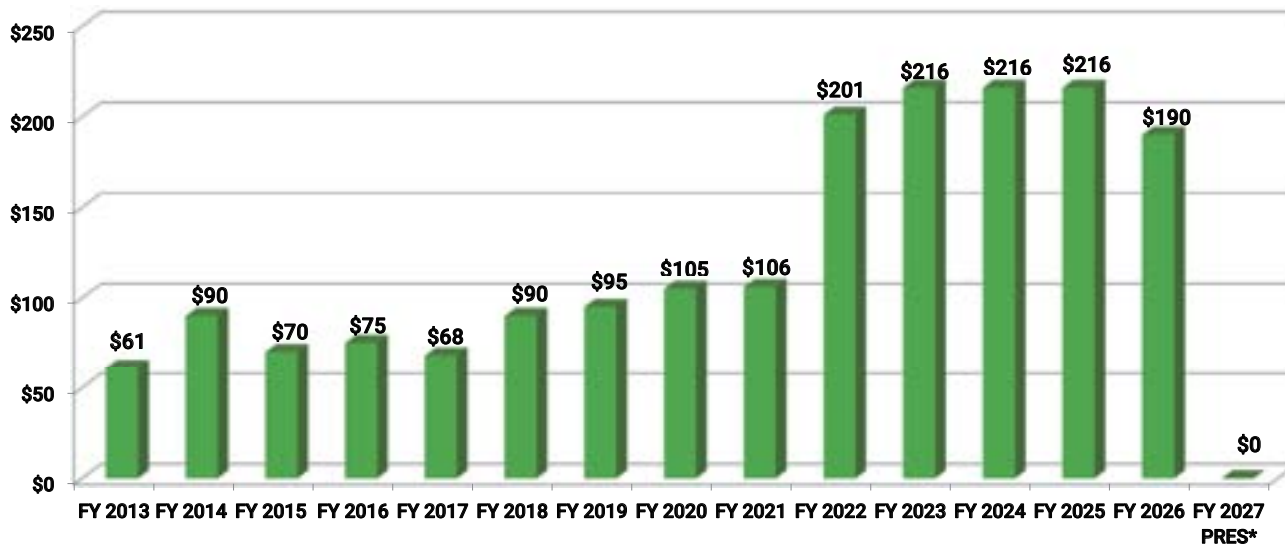
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programs... undermine the well-being of the students these programs are intended to help; or constitute an inappropriate use of federal funds.” Sixteen states joined a lawsuit challenging the legality of this decision and ultimately prevailed in federal court. In the 16 plaintiff states, 138 grantees are covered by this and subsequent court orders related to this lawsuit. The Department issued new priorities for these programs in September 2025, focusing solely on increasing access to school psychologists, contrary to congressional intent.

This program was funded for FY 2026 by Congress within the Department of Education and is statutorily authorized in that department. However, in February, the Department announced an Interagency Agreement with the Department of Health and Human Services under which the receiving agency will in essence run the program—managing competitions, providing technical guidance, and distributing funding through its funding system. The Department of Education will technically maintain statutory responsibilities and provide oversight.

School Safety National Activities
in millions



*The FY 2027 budget eliminates this program and merges it with 16 others into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.

FUNDING HISTORY (in millions)

	<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
School Safety National Activities (Total)	\$216.00	\$216.00	\$190.00	\$0.00***
Mental Health Service Professional Demonstration Grants	\$ 38.00	\$ 47.51**	\$82.00	\$0.00***
School-Based Mental Health Services Grant Program*	\$ 38.00	\$ 47.93**	\$82.00	\$0.00***

* The Bipartisan Safer Communities Act (BSCA) provided an additional \$100M a year for each grant program to be available from FY 2022 through FY 2026.

** In the FY 2027 budget request justification, the Department notes it combined funds from the FY 2025 appropriation for School Safety National Activities with FY 2025 and FY 2026 appropriations under the Bipartisan Safer Communities Act for mental health programs to make new and continuation awards for the MHSP and SBMH programs, including frontloading the full four years of funding for new projects awarded in December 2025.

***The FY 2027 budget eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.

IMPACT OF PRESIDENT’S BUDGET

The president’s budget does not reflect the urgent need to develop the school mental health professional workforce. The proposal disregards data demonstrating the overwhelming success of the MHSP and SBMH programs in expanding the workforce pipeline and providing students with needed supports and services. The critical and pervasive workforce shortage of school mental health professionals limits schools’ ability to effectively support the mental and behavioral health needs of all students. The American School Counselor Association recommends a ratio of one school counselor for every 250 students. The national average is 1:372. The National Association of School Psychologists recommends a ratio of one school psychologist for every 500 students, yet the national average is 1:1,071. As a result, more than half our nation’s school districts cite inadequate access to school mental health professionals as a key factor that limits their ability to address the mental and behavioral health needs of students, which are foundational to student learning and academic success.

The president’s budget eliminates these programs and merges them, along with 16 other programs, into a consolidated block grant with a proposed 69 percent funding cut across all programs. This proposal will roll back efforts to strengthen the pipeline of fully prepared and properly credentialed school mental health professionals. This harm is exacerbated by the abrupt discontinuation of 200 grants in high need communities, the uncertain future of illegally discontinued grant projects covered by ongoing litigation, and concerns regarding the Department’s compliance with federal court orders to restore funding to grantees covered by the aforementioned litigation. If enacted by Congress, the president’s request will further limit, if not eliminate, students’ access to comprehensive school mental health services in countless districts across the country.

CONTACT INFO

Kelly Vaillancourt Strobach

National Association of School Psychologists
 (301) 657-0270 | kvallancourt@naspweb.org

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Promise Neighborhoods

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

In early 2025, Jubilee Park & Community Center in Dallas became one of seven organizations nationwide—and the first in Texas in over a decade—to receive a Promise Neighborhoods grant, securing nearly \$1 million to launch a cradle-to-career initiative in Southeast Dallas. The program aims to address a key challenge: While many students enroll in college, barriers like financial pressure and lack of support prevent them from finishing. Building on nearly 30 years of community impact—including a 64 percent drop in crime since 2007—Jubilee will expand services to support high school and postsecondary success. Leaders say the grant marks a major step in strengthening coordinated, neighborhood-based support systems for long-term economic mobility.

DESCRIPTION

Promise Neighborhoods is a competitive grant program under the U.S. Department of Education aimed at transforming communities experiencing significant economic distress. Grantees work to break cycles of multigenerational poverty by establishing high-quality education systems and comprehensive supports for children and youth from cradle to career. Inspired by the Harlem Children’s Zone, the program allows community-based organizations, local universities, neighborhood associations, faith-based organizations, and community foundations to provide coordinated services—including health, social, community, and educational supports—from birth through postsecondary experiences. Per terms of an interagency agreement announced in 2025, the Department of Health and Human Services is now managing funding for this Department of Education program.

Children residing in communities of concentrated poverty often face barriers such as lack of access to food, health care, and technology that make achieving academic success even more challenging. The Promise Neighborhoods initiative is designed to meet the needs of the whole child with educational, family, and community support to address these barriers in and out of school. Programs are committed to achieving ten key indicators to vitalize their communities: school readiness, academic proficiency, successful transitions, improved high school graduation rates, college and career readiness, healthy students, safe communities, stable communities, supportive communities, and increased access to 21st century learning tools. Grants help meet these indicators through a continuum of educational programs and family and community assistance, including well-designed early learning and out-of-school activities, mental health services, job training, and crime prevention programs.

To date, 46 Promise Neighborhoods have been established across 24 states and the District of Columbia. Thirty-one percent of grantees are in rural areas, and three Native American tribes are grant recipients. In early 2025, seven new early implementation grantees were announced, stretching from California to Maine.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$91.00	\$91.00	\$91.00	\$0.00*

* The FY 2027 budget request eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for 17 individual programs.

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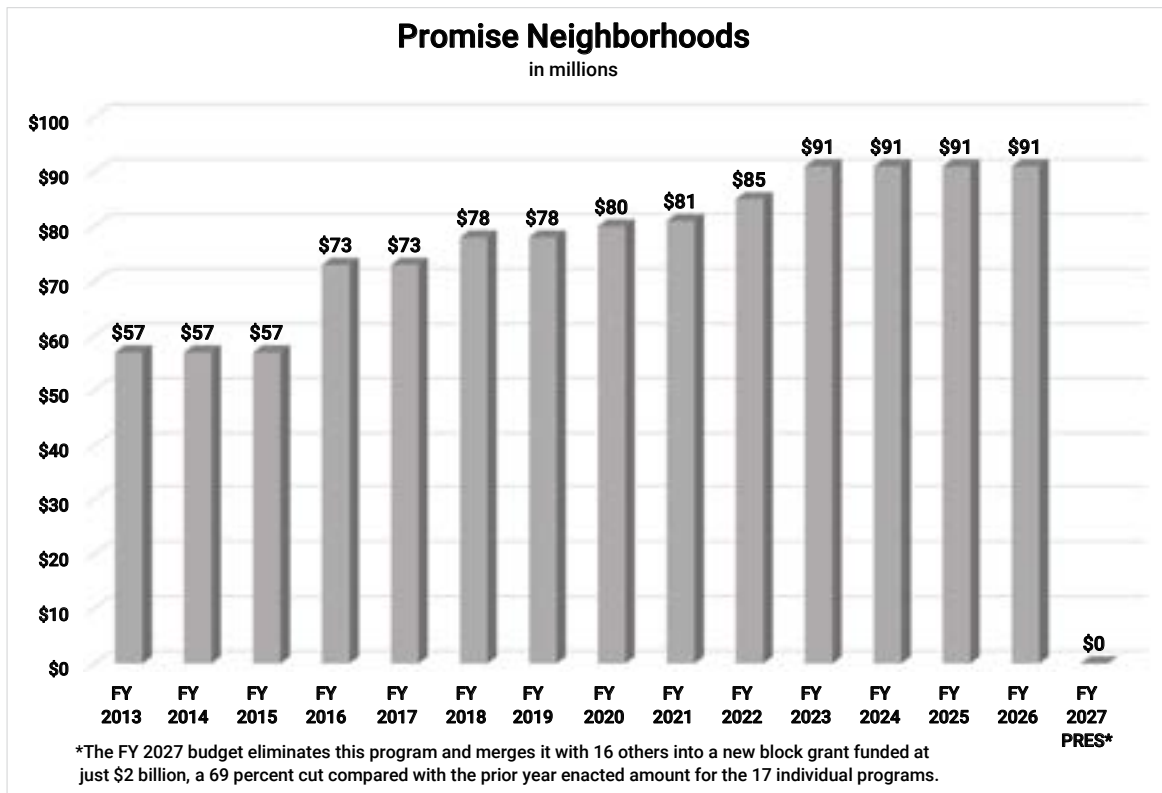
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IMPACT OF PRESIDENT’S BUDGET

President Trump’s FY 2027 budget eliminates all funding for Promise Neighborhoods. This proposal mirrors the president’s FY 2026 request, which also sought to eliminate the program and consolidate it with 17 other programs into a block grant funded at a fraction of the combined prior funding levels. Congress rejected that proposal and maintained full funding at \$91 million for FY 2026.

Eliminating Promise Neighborhoods would devastate communities across the country that depend on these grants to provide comprehensive, cradle-to-career supports for their most vulnerable children and families. Current grantees—including the seven new early implementation sites announced in 2025—would lose the federal investment needed to address chronic absenteeism, community violence, and the educational disparities that worsened during the pandemic. Without continued funding, communities would lose the infrastructure years in the making: backbone organizations that coordinate services, data systems that track student progress, and partnerships among schools, health providers, and community organizations.

There is a compelling need for under-resourced communities to receive grants to implement comprehensive reforms centered on breaking the intergenerational cycle of poverty. Maintaining and increasing this program would help scale and sustain the work of current Promise Neighborhoods grantees and launch new projects, allowing additional communities to benefit from this unique initiative that has proven effective at transforming high-poverty neighborhoods into communities of opportunity.

CONTACT INFO

Robyn Hiestand
 Bose Public Affairs Group
 (202) 487-7550 | rhiestand@bosepublicaffairs.com

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Full-Service Community Schools



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

Across rural Idaho, Full-Service Community Schools (FSCS) funding helps districts deepen partnerships, align resources, and respond directly to the needs of students and families. In 2023, United Way of Treasure Valley—the primary entity supporting the Idaho Coalition for Community Schools—was awarded an FSCS grant to expand the community school strategy across rural communities statewide. Grounded in local priorities and leveraging local assets, Idaho’s community schools are using FSCS funding to strengthen coordination between schools and community partners. In addition, funds help ensure students are supported inside and outside the classroom, including through expanded access to academic supports and college and career pathway and increasing parent and family engagement opportunities. As the work continues to grow, districts are building sustainable systems that connect students, parents, and families to the opportunities and resources they need to thrive.

As an example, the Moscow School District in north Idaho identified a need for more after-school and career-focused opportunities. To meet that need, the district partnered with the local medical center to create hands-on workforce pathways aligned with local demand. What began as an opportunity for job shadowing evolved into an after-school Certified Nursing Assistant (CNA) program, where students can gain real-world experience and earn dual enrollment credits through their community college. With early success and strong community support, the program is expanding to include additional cohorts and new pathways—including forestry, architecture, and engineering—helping students graduate with meaningful credentials while meeting regional workforce needs.

In the 2024-25 school year, community schools across Idaho hosted 179 family engagement events—including science, technology, education and math (STEM) nights, career fairs, and celebrations—engaging more than 6,000 parents and family members. In addition, most of the schools supported by FSCS funding have parent or caregiver representation on advisory councils, ensuring parents and families are not only involved in events, but are actively shaping the community school strategy and helping schools respond to their unique needs.

From expanding out-of-school time programs and workforce development opportunities to deepening parent and family engagement, schools are building systems that are responsive, collaborative, and built to last. The result is stronger, more connected communities and brighter futures for Idaho’s students.

DESCRIPTION

The Full-Service Community Schools (FSCS) program is a competitive grant program that provides dedicated funding to implement community schools, a place-based transformation strategy where educators, local community members, parents and families, and students work together to strengthen conditions for student learning and healthy development. Research shows community schools improve a range of student outcomes—reducing chronic absenteeism, decreasing disciplinary incidents, increasing graduation rates, accelerating learning for historically underserved students, and increasing academic outcomes for all students. Per terms of an interagency agreement announced in 2025, the Department of Health and Human Services is now managing funding for this Department of Education program.

With the support of community school coordinators, full-service community schools serve as hubs for a range of services for students and families that are responsive to the needs of local communities through high levels of family engagement. Schools partner with community agencies and allocate resources to serve the whole child, providing an integrated focus on academics, health and social services, youth and community development, and community engagement. Coordinators organize services for students, parents, and families through partnerships with nonprofit

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and government organizations, including health clinics, food banks, and afterschool programs. Schools offer an enriched curriculum—art, music, science, sports, and hands-on projects and internships—and engage parents and families through participation in school decisions.

Most community schools are in areas where structural forces including poverty shape the experiences of young people and can create challenges to learning and school success. Community schools vary in the programs they offer and the ways they operate, depending on local community context. The four “pillars” of effective community schools are: (1) integrated student supports; (2) expanded and enriched learning time and opportunities; (3) active parent, family, and community engagement; and (4) collaborative leadership and practices. Evidence-based community schools are also guided by principles for equitable whole child practices grounded in the science of learning and development, prioritizing the full scope of children’s development across multiple domains—academic, physical, psychological, cognitive, social, and emotional—and addressing the unique strengths, needs, and interests of students as they engage in learning.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$150.00	\$150.00	\$150.00	\$0.00

IMPACT OF PRESIDENT’S BUDGET

TFSCS is not one of the 17 programs the president’s budget consolidates into the Make Education Great Again grant program. Instead, the president’s budget calls for the elimination of FSCS, along with several other community development programs, including Promise Neighborhoods, Nita M. Lowey 21st Century Community Learning Centers, and Statewide Family Engagement Centers. If FSCS is eliminated, in addition to no new grants being funded, existing grantee funding would be put in jeopardy.

Without FSCS, fewer students will have access to integrated supports such as nutrition, dental care, and counseling which are essential to enabling students to learn. The elimination of FSCS funding would also create instability for the students and families who benefit from academic supports through expanded learning opportunities, such as before- and afterschool enrichment, summer programming, and community-based projects. This would be detrimental for public schools and communities around the country, including rural communities. FSCS is critical to addressing the inequities in educational opportunity and outcomes for children in poverty, based in no small part on funding and resource imbalances.

CONTACT INFO

Roby Chatterji and Tiffany Miller

Learning Policy Institute
 (650) 332-8089 | rchatterji@learningpolicyinstitute.org
 (202) 470-4780 | tmiller@learningpolicyinstitute.org

Deb Koolbeck

National Education Association
 (202) 227-6562 | dkoolbeck@nea.org

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Education Innovation and Research

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

Improving reading comprehension for high-need middle-grade students, particularly those in rural and tribal areas, is the focus of a newly awarded EIR mid-phase project, “Changing Adolescents’ Reading Trajectories: Building Futures with High-Impact Tutoring.” The project will innovate upon an existing high-intensity tutoring (HIT) program, Reading Futures (RF), by integrating structured supports for subject-area reading. The RF model features high-dosage virtual tutoring, with a focus on building and maintaining strong and productive tutor-student relationships. Instruction integrates decades of intervention research on word reading and semantics. Tutoring is provided by a cadre of expert virtual tutors, all certified teachers.

The resulting program, RF+, will be evaluated in a randomized controlled trial (RCT). Results from the RCT will demonstrate whether RF+ improves literacy outcomes for middle-grade students with reading difficulties, and for whom, how, and under what conditions RF+ is most effective. Partnering with the Bureau of Indian Education, the Maine Department of Education, and the New York State Education Department, this EIR project aims to develop findings that will help guide education leaders and policymakers in designing and scaling effective tutoring and in-school interventions for adolescent readers. Successful results will support broader scaling of RF+.

DESCRIPTION

The Education Innovation and Research (EIR) program supports evidence-based, field-initiated innovations to improve student outcomes. EIR is designed to generate solutions to persistent educational challenges and ensure effective interventions to these challenges reach more classrooms to help drive student achievement. The EIR program consists of three types of competitive grants (early, mid-phase, and expansion) that allocate greater investments as the level of evidence increases—an efficient and smart investment of federal funds. EIR grants require an independent evaluation of the effectiveness of grant-funded activities to help identify and increase the number of interventions that work and meet the highest levels of evidence as defined in the Every Student Succeeds Act (ESSA).

Sixteen mid-phase and 8 expansion tier awards were granted in late 2025 for a total of 24 awards. No early-phase awards were made. All awarded projects focus on literacy. Ten of the 24 awards were granted to state education agencies, and 18 of the 24 grantees are new to the EIR program.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$259.00	\$259.00	\$235.00	\$0.00

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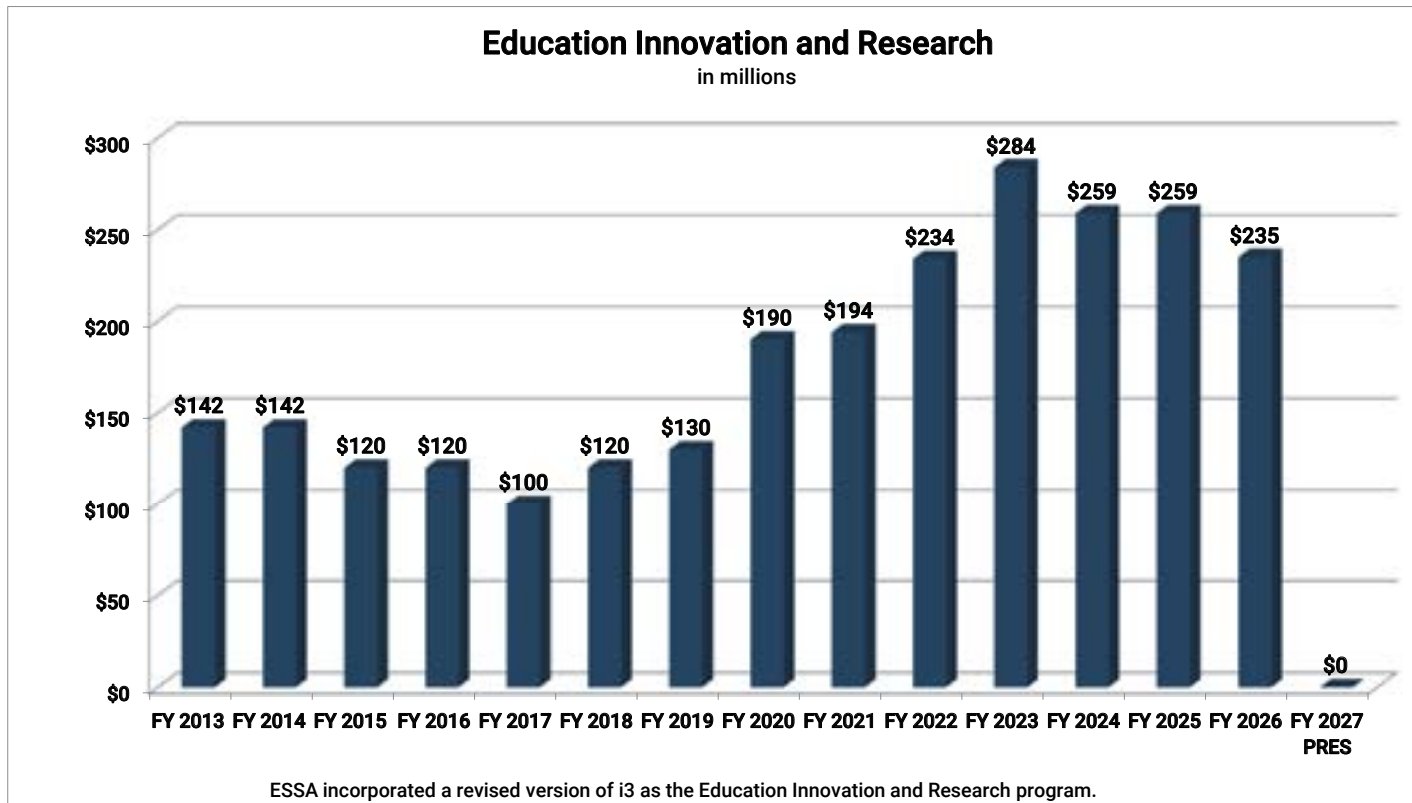
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IMPACT OF PRESIDENT’S BUDGET

The Administration’s FY 2027 budget eliminates funding for EIR. Failing to invest in EIR denies students, educators, districts, and states the opportunity to test, implement, and scale promising, evidence-based innovations to improve student outcomes. Eliminating funding also means states and districts will not have the opportunity to learn about and replicate new, effective practices developed in other districts and states. Hindering states’ and districts’ ability to share what works across the nation ultimately will result in lost creativity. The lack of coordinated federal support for evidence-based, innovative practices will impede improvement in student outcomes and advancements in closing achievement gaps.

CONTACT INFO

Rachel Dinkes

Knowledge Alliance
 (202) 695-4191 | rdinkes@knowledgeall.net

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Teacher and School Leader Incentive Grants



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

A multi-year Teacher and School Leader (TSL) Incentive Program grant has equipped Natchitoches Parish Schools (LA) with the resources to support their 400 educators in a systemwide approach that has positioned the district to achieve growth at a rate three times higher than the state average. Their work is centered on a strategic partnership with the National Institute for Excellence in Teaching (NIET) to implement the TAP System for Teacher and Student Advancement.

When Natchitoches Parish Schools began this partnership, the district was rated as a C, with multiple D and F campuses and 41 ESSA subgroup comprehensive and urgent intervention designations. Today, through the strategic implementation of NIET's TAP system, the support of the TSL grant, and the relentless efforts of teachers and students, the district has experienced remarkable transformation. They are now within just a few points of an A rating, have eliminated all D and F campuses, increased the number of first-time-ever "A" campuses by three, and reduced ESSA subgroup identifications from 41 to just 4. In addition, student proficiency has increased by double digits across the district, and proficiency among students with disabilities has more than doubled. This progress reflects a sustained commitment to instructional excellence and a systemwide focus on supporting both educators and students at the highest levels.

While some districts implement TAP in select schools, Natchitoches Parish has chosen to implement it across all 12 campuses, because they believe all students and teachers should benefit. This initiative promotes meaningful teacher collaboration through weekly cluster meetings and Instructional Leadership Teams (ILT) and establishes a clear career pipeline that includes career teachers, mentor teachers, master teachers, and an executive master teacher. It also incorporates performance-based compensation, helping to attract highly effective educators from surrounding areas and encourages uncertified staff to pursue and attain certification to become eligible for incentive pay.

Through TAP, the district has focused on strengthening instructional practices, building leadership capacity from within, and aligning professional learning to student needs. Teacher leaders facilitate ongoing, job-embedded professional development and guide instructional improvement through regular collaboration, data analysis, and coaching cycles. While the system is sophisticated, it remains grounded in a simple belief: Improving teacher quality leads to improved student outcomes. TAP also supports a refined approach to teacher evaluation and compensation, ensuring educator effectiveness and student growth are recognized and rewarded. This comprehensive approach has created a more stable, empowered, and supported educator workforce while significantly improving student outcomes and school culture across the parish.

The TSL grant has been a success in Natchitoches Parish Schools. Their growth has placed them on both the state and national stage, with NPR, The Boston Globe, and the Education Recovery Scorecard all taking notice of the significant academic gains.

DESCRIPTION

The Teacher and School Leader Incentive (TSL) discretionary grant program supports local efforts to retain effective educators and build the pipeline of school leaders through the development or improvement of human capital management systems or performance-based compensation systems in schools. The program also advances comprehensive evaluation and systemwide supports for all educators including career ladders, peer-to-peer mentoring, and professional development with the goals of strengthening educator effectiveness, raising student academic achievement and growth, supporting workforce readiness and closing academic achievement gaps.

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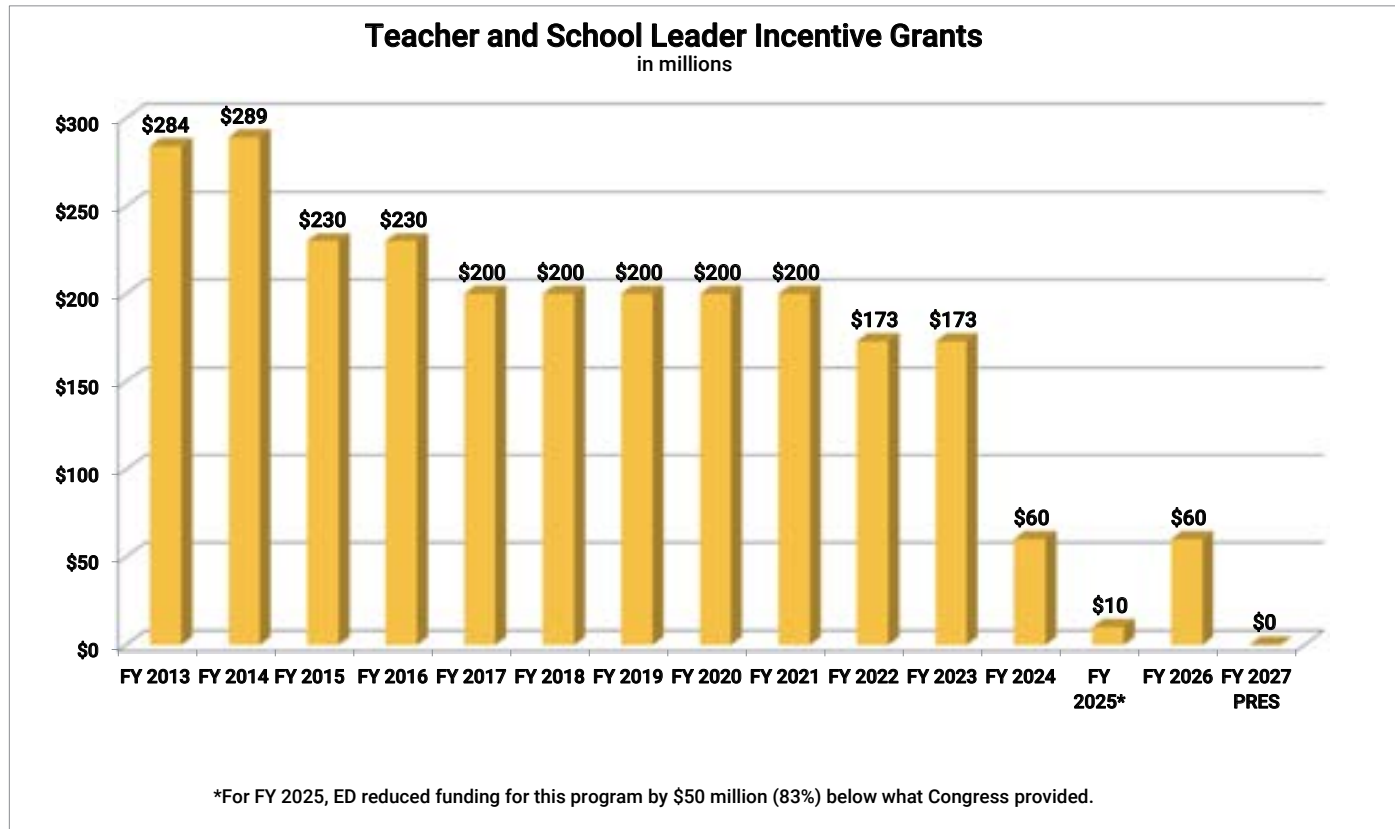
Eligible entities are local school districts, including charter schools that are considered local districts; state departments of education or other designated state agencies; the Bureau of Indian Education (BIE); and, partnerships of school districts, state agencies, and the BIE with nonprofit or for-profit entities. In making grants, the Department is required to give priority to applicants that support teachers, principals, and other school leaders in high need schools and to ensure an equitable geographic distribution of grants, including the distribution of grants between rural and urban areas. A school district, whether individually or as part of a consortium, is permitted to receive a grant under this program only twice.

This program was funded for FY 2026 by Congress within the Department of Education and is statutorily authorized in that department. However, in November 2025, the Department announced an Interagency Agreement with the Department of Labor, under which the Employment and Training Administration will in essence run the program—managing competitions, providing technical guidance, and distributing funding through its funding system. The Department of Education will technically maintain statutory responsibilities and provide oversight.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$60.00	\$10.07	\$60.00	\$0.00

* The Department of Education has withdrawn FY 2024 funding from many grantees.



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IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget eliminates this program, taking away critical opportunities to improve teacher and school leader performance and retention through comprehensive, systemwide approaches that foster long-lasting results. Local education budgets have increasing competing demands placed on them as schools are forced to do more with less. Districts are navigating sustained fiscal pressure driven by rising special education costs, staffing shortages, transportation and construction expenses, and growing student needs. Most districts do not have funding available to support the types of educator-specific investments that TSL makes possible. Without TSL, schools will no longer have the opportunity to make systemic changes to evaluation and compensation systems for educators or provide additional support for educators at a time when educator shortages limit schools' ability to close achievement gaps, particularly in high-need areas such as special education, literacy and mathematics. Federal investments in this area are vital in advancing state and local efforts to improve academic achievement, attract and retain effective educators, and provide a high-quality education to all students.

CONTACT INFO

Tara Thomas

AASA: The School Superintendents Association
 (703) 303-2551 | tthomas@aasa.org

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Supporting Effective Educator Development (SEED) Grants

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

The Center of Excellence for Educator Preparation and Innovation (EPI Center), a nonprofit organization headquartered in South Carolina, works to prepare, support, and advance educators through evidence-based professional learning and educator pipeline initiatives. The Center’s work focuses on strengthening the educator workforce, improving instructional effectiveness, and increasing student achievement, particularly in high-need schools and communities where recruiting and retaining qualified teachers remains a persistent challenge. Funding from the Supporting Effective Educator Development (SEED) grant enabled the Center to provide financial assistance and targeted professional learning opportunities to support educators in successfully earning National Board Certification.

Through a partnership with Voorhees University, the EPI Center implemented a project intended to raise the academic achievement of high-need students by improving educator effectiveness through sustained professional learning, instructional coaching, and the implementation of continuous improvement strategies grounded in the science of school improvement. Over the course of the grant, 88 percent of participating Youth Connection Charter Schools (15 of 17) improved their accountability designation, transitioning from Comprehensive Support to Intensive Support status, indicating measurable progress in school performance and instructional quality. At the beginning of the grant period, the network’s School Quality Rating Policy (SQRP) average was 2.9 across 17 schools, with eight schools in remediation status and nine in good standing. By the conclusion of the grant, all 17 schools achieved Good Standing status, with the network’s average SQRP increasing to 3.5, representing an improvement of 0.60 points over the baseline.

These results demonstrate how targeted SEED investments can strengthen educator practice, support continuous improvement in school systems, and ultimately improve outcomes for students in high-need communities.

DESCRIPTION

The Supporting Effective Educator Development (SEED) grants, a competitive program designed to increase the number of highly effective educators, are awarded to national nonprofit organizations and institutions of higher education (IHEs) with demonstrated success in raising student academic achievement. Funds are used for evidence-based recruitment, training, and professional development activities that serve teachers, principals, and other school leaders in communities most in need. Projects must be national in scope.

This program was funded for FY 2026 by Congress within the Department of Education and is statutorily authorized in that department. However, in November 2025, the Department announced an interagency agreement with the Department of Labor under which that agency will in essence run the program—managing competitions, providing technical guidance, and distributing funding through its grant management system. The Department of Education will technically maintain statutory responsibilities and provide oversight.

FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT’S REQUEST
\$90.00	\$0.00*	\$90.00	\$0.00

* The Department of Education withdrew FY 2025 funding for this program.

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IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget eliminates funding for SEED. Terminating programs that improve teaching quality and invest in a well-prepared educator workforce will exacerbate the nation's declining academic achievement, as indicated by NAEP scores. Furthermore, given that teacher shortages are still persistent in critical subjects like math, science, career and technical education, and special education, it is imperative we ensure every student in America has access to effective teachers. Without SEED program funding, nonprofits and IHEs will have reduced capacity to engage in projects that equip educators with the skills needed to help all students meet their full potential.

CONTACT INFO

Zach Curtis

National Board for Professional Teaching Standards
 (831) 566-3884 | zcurtis@nbpts.org

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Magnet Schools Assistance Program

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



St. Martin Parish School District in Louisiana is using its Magnet Schools Assistance Program (MSAP) grant to transform two former traditional campuses into STEAM-focused magnet schools designed to expand equitable access and innovative learning opportunities. With MSAP support, the district has invested in dedicated STEM labs, arts facilities, and specialized staff such as STEM and arts coordinators, while also funding small class sizes, district-wide transportation, and free afterschool and summer enrichment. Students now participate in programs like coding, robotics, environmental science, music, and theater, integrating academics with hands-on, creative learning.

DESCRIPTION

The Magnet Schools Assistance Program (MSAP) provides multiyear discretionary grants to local school districts to establish magnet schools. It is the only federal education grant designed specifically to promote innovation, choice, and diversity in the classroom. MSAP funds may be used for implementation of specialized curricula and instruction, teacher professional development, and purchases of equipment, technology, and other resources that will enable magnet programs to operate and sustain themselves at a high-performing level.

There are approximately 4,340 magnet schools serving nearly 3.5 million students. These schools provide specialized theme-based curriculum and instruction in subject areas including STEM, career and technical education, fine and performing arts, or International Baccalaureate. Free to attend and accessible to all students, magnet schools enroll a higher proportion of low-income students and are more racially and ethnically diverse than traditional public schools. Furthermore, magnet schools are administered by local school districts, ensuring they are accountable for delivering great results to the communities they serve.

This program was funded for FY 2026 by Congress within the Department of Education and is statutorily authorized in that department. However, in November 2025 the Department announced an interagency agreement with the Department of Labor under which the receiving agency will in essence run the program—managing competitions, providing technical guidance, and distributing funding through its funding system. The Department of Education will technically maintain statutory responsibilities and provide oversight.

FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
\$139.00	\$124.70*	\$139.00	\$0.00**

**The Department of Education acknowledges that \$14.3 million of Magnet Schools funding was reprogrammed to Charter Schools Grants. Three existing grants were canceled.*

***The FY 2027 budget eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.*

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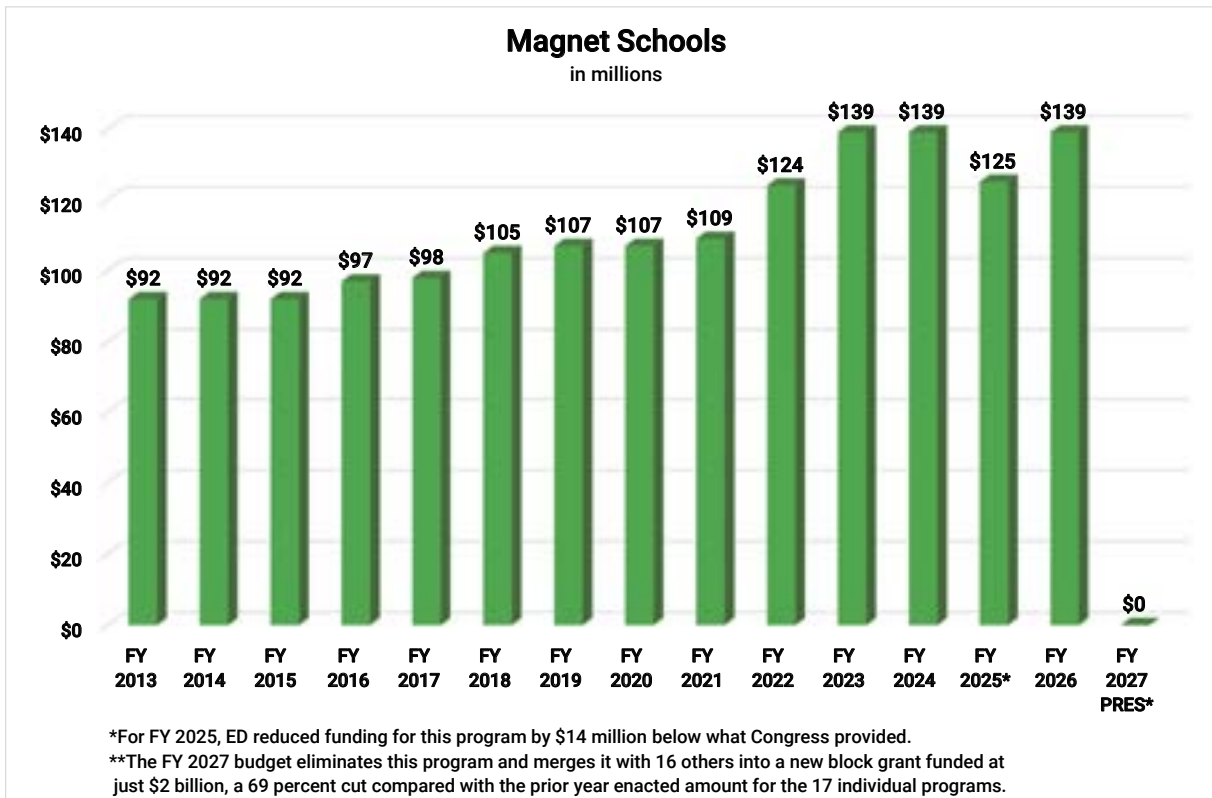
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IMPACT OF PRESIDENT’S BUDGET

MSAP grants are critical for schools to launch magnet programs. The president’s FY 2027 budget eliminates the Magnet Schools Assistance Program and merges funding into the proposed Make Education Great Again block grant. This will have a devastating effect on the creation of new schools of choice. Congress specifically chose to retain MSAP as a separately funded program under the Every Succeeds Act because federal formula funds will never be sufficient to support the creation of whole new schools, as facilitated by MSAP. Congress again funded the program in the FY 2026 appropriations cycle.

Through the MSAP program, schools are afforded the funding, time, and capacity to plan for and open new schools of choice in their districts that serve multiple aims, but foremost the provision of an excellent education in community-relevant themes to all the students who attend. In addition to seriously harming the school districts who already have approved grants and are in the process of opening new magnet schools, eliminating the MSAP program will curtail the Trump Administration’s priority of expanding educational choice options for students and parents.

As policymakers and school districts seek to provide more opportunities for students and more choices for parents, sustaining funding for magnet schools is essential to allow these schools to continue to answer the call for high-quality public education.

CONTACT INFO

Ramin Taheri
 Magnet Schools of America
 (202) 824-0672 | ramin.taheri@magnet.edu



Ready To Learn

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

DESCRIPTION

Ready To Learn (RTL) uses the power of public television’s on-air, online, mobile, and on-the-ground educational content to build the math and reading skills of children between the ages of two and eight, especially those from low-income families. RTL funds competitive grants for the research and development of high-quality, scientifically based, multimedia educational content free for use in homes and classrooms nationwide. RTL grants are a critical part of the development of public television’s groundbreaking educational children’s programming that has been proven to help prepare children for success in school.

RTL leverages national-local partnerships that bring the best educational media content to teachers and caregivers in schools, preschools, and home schools, along with supporting educational content, materials, and training to help incorporate these media resources into a variety of learning settings. RTL content is available on public television, online, in mobile apps, and through in-person engagement.

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

There is continued deep concern about the Department of Education’s refusal to compete and distribute the congressionally appropriated funds provided in FY 2025. Most harmful was the abrupt cancellation of FY 2024 funding in May 2025 during the final phase of the last grant, forcing an immediate stop work order, layoffs of dozens of staff, an immediate scaling back of the creation of educational content and services, and the cancellation of significant local in-person outreach focused on low-income communities performed by stations nationwide, including the immediate termination of several planned summer learning camps and activities upon which families were depending.

Ready To Learn was funded for FY 2026 by Congress within the Department of Education and is statutorily authorized in that department. However, in February 2026 the Department announced an Interagency Agreement with the Department of Health and Human Services under which the receiving agency will in essence run Ready to Learn. The Department of Education will technically maintain statutory responsibilities and provide oversight.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$31.00	\$0.00	\$31.00*	\$0.00

** It is still unclear if a Notice Inviting Applications will be issued for a new grant round using the enacted FY 2026 funding.*

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IMPACT OF PRESIDENT'S BUDGET

The president's budget eliminates funding for Ready To Learn in FY 2027. Without this funding, public television's ability to continue to provide the highest level of proven educational content and resources will be jeopardized. At a minimum, maintaining funding at the FY 2026 level is necessary to support the creation of additional high-quality, proven effective educational media content and on-the-ground community engagement and outreach to ensure these resources reach the children, families, teachers, and schools that need them the most.

In the United States over 50 percent of children ages three and four do not attend preschool. Without that early education, children miss a critical opportunity to ensure they are prepared to learn when they enter K-12 education. There is a compelling need for the high-quality educational media content created by Ready To Learn that ensures children and families all over America—in rural, suburban, and urban communities alike—have free access to educational resources that help children learn at home. PBS KIDS is considered by 90 percent of parents to be a trusted and safe source of television viewing and digital games and apps for their children, making public television a critical educational resource for families across America.

Local public television stations in all 50 States, U.S. territories, and the District of Columbia leveraged RTL resources to provide families and educators with robust educational content to help support learning. That translates to nearly 97 percent of American families with free access to RTL content. Over the course of a year, local public television stations reach more children—including more Hispanic, Black, Asian American, and American Indian children, ages 2-8—and more parents of young children, in low-income homes than any of the children's TV networks.

High-quality educational content is essential for young children's early growth and development, and RTL helps meet that need. Funding for this program has created scientifically researched, award-winning educational programming that is helping to close the opportunity gap.

CONTACT INFO

Daniel Sanchez

America's Public Television Stations
(703) 447-6234 | jkieley@apts.org

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Assistance for Arts Education

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



Arts Every Day's Baltimore Arts Integration Project (BAIP) is a five-year Assistance for Arts Education initiative designed to help Baltimore City educators build their capacity, skills, and confidence in arts integration. Over the course of the project, BAIP has transformed how educators across Baltimore City Public Schools use the arts to spark deeper learning, creativity, and meaningful classroom connection. Grounded in the Brain-Targeted Teaching® model, BAIP brought together teachers, teaching artists, researchers, and district leaders to build a strong ecosystem of curriculum-aligned resources, dynamic professional learning, and hands-on classroom support. Through educator cohorts, immersive workshops, professional learning communities, school residencies, and an expanding digital resource library, the project has reached hundreds of educators and strengthened arts integration across grade levels and content areas. BAIP's impact extends well beyond Baltimore through national conference presentations and thought leadership. Locally, it has increased teacher confidence, boosted student engagement, and expanded equitable access to joyful, meaningful learning experiences. Together, these efforts position BAIP as a scalable, sustainable model for embedding artful teaching into the everyday life of schools.

"This experience has helped me grow professionally by giving me the confidence I need to explain what I'm teaching, why it's important, and how it works for students. It's given me a way to better articulate my thoughts and my perspectives on teaching and learning, as well as a large bank of resources I can pull from to incorporate into my own teaching practice... The Baltimore Arts Integration Project resources empower both teachers and students by taking what they already have inside of them and allowing us to create something beautiful—whether it's through the lessons that we're teaching as teachers or through the product that we're creating as students."

-Kelsey Sellmon, 6th–12th Grade Dance Educator

DESCRIPTION

The Assistance for Arts Education Program is the only dedicated funding source within the U.S. Department of Education focused exclusively on arts education, including dance, media arts, music, theatre, and visual arts. Through competitive grants, the program expands access to arts education for all students—including those who are disadvantaged or have disabilities—by supporting professional development for arts educators and school leaders, disseminating instructional materials and arts-based programming, and fostering partnerships between school districts and community organizations.

In FY 2021, four- and five-year grants were awarded to 27 entities, including nonprofit organizations, school districts, and institutions of higher education. Building on this investment, the U.S. Department of Education launched the Assistance for Arts Education Center in 2024 to provide technical assistance, share resources, and connect grantees with professional learning and funding opportunities. By Fall 2025, however, at least nine of the roughly 22 recipients of the five-year grants had received non-continuation notices.

The program received FY 2026 funding from Congress through the Department of Education's Office of Elementary and Secondary Education and remains statutorily authorized within the department. However, in November 2025, the Department announced an Interagency Agreement with the Department of Labor, under which the receiving agency will effectively administer the program—managing competitions, providing technical guidance, and distributing funds—while the Department of Education retains statutory responsibility and oversight.

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FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$36.50	\$33.71	\$36.50	\$0.00*

* The FY 2027 budget request eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for 17 individual programs.

IMPACT OF PRESIDENT'S BUDGET

Despite proposed reductions at various points in the FY 2026 appropriations process—including a proposal in the president's FY 2026 budget to eliminate funding for the Assistance for Arts Education grant program entirely—lawmakers ultimately maintained a freeze in funding for the program, along with nearly all major K–12 education programs.

In the president's FY 2027 budget request, however, the Assistance for Arts Education Grant Program is once again slated for elimination. Under this proposal, it would be consolidated with 16 other programs into a “Make Education Great Again” block grant funded at just \$2 billion—\$4.6 billion less than the combined funding of the programs it would merge.

Data from the Arts Education Data Project show that only 15 percent of schools nationwide offer instruction in three arts disciplines, and just 9 percent offer four or more. More than 2 million students in U.S. public schools lack access to any arts education at all, and schools serving high proportions of students eligible for free or reduced-price lunch are nearly twice as likely to offer none. These gaps are especially pronounced in low-income and rural areas, where limited access can affect not only students but entire communities.

When arts education is unavailable, students miss out on well-documented benefits, including improved attendance and behavior, stronger academic outcomes for low-income students, and opportunities for meaningful personal development. Federal support plays a critical role in expanding and sustaining access to a well-rounded education that includes the arts. Increasing investment in the Assistance for Arts Education grant program—and opposing its proposed consolidation—would help expand arts opportunities in high-need schools and support growth in underrepresented disciplines such as dance, media arts, and theatre, which remain less widely available than music and visual arts.

CONTACT INFO

Amanda Karhuse

National Association for Music Education
(703) 627-6421 | amandak@nafme.org

Olivia Tarpley

Americans for the Arts
(202) 712-2025 | otarpley@artsusa.org

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Gifted and Talented Program

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

Led by Educational Service Unit (ESU) 2 in Fremont, Nebraska—with funding from the Jacob K. Javits Gifted and Talented Students Education Program—RESTORE (Rural Exceptional Student Talent Opportunities, Resources, & Experiences) expands access to gifted education for high-ability learners in grades 3-8 across small and geographically isolated districts. Designed to reach students historically underrepresented in gifted programs—including rural, low-income, and twice-exceptional learners—RESTORE strengthens local systems through improved, multiple-criteria identification practices, sustained professional development, and instructional coaching for educators. Central to the initiative is its Special Ops enrichment series, which provides monthly, hands-on, out-of-school learning experiences that connect students across 16 rural districts. Through activities such as robotics and engineering, creativity and invention, performing arts, and science exploration, students engage in advanced learning opportunities rarely available in their home communities. By its second year, RESTORE was regularly serving students across north and south regions of the ESU, fostering both academic growth and meaningful cross-district peer connections while building lasting capacity for gifted education in rural schools.

DESCRIPTION

As the only federal program dedicated to addressing the unique educational needs of gifted and talented students, the Jacob K. Javits Gifted and Talented Students Education Act focuses its resources on children traditionally underrepresented in gifted education programs—students with disabilities, English language learners, and individuals from economically disadvantaged backgrounds. Through a system of competitive research grants, 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. Current grants were awarded in 2022 and 2023, originally supporting 18 projects on a 5-year grant cycle. However, approximately half were issued non-continuation letters in the fall of 2025, shrinking the cohort considerably.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$16.50	\$7.95*	\$16.50	\$0.00**

* Although Congress allocated \$16.5 million for this program in FY 2025, \$8.55 million of Javits funding was reprogrammed to Charter Schools Grants.

** The FY 2027 budget eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.

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IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget eliminates the Javits program, abruptly halting the remaining grants mid-cycle. Reports indicate every state has a growing “excellence gap,” with students from low-income, rural, and other underserved backgrounds less likely than their more advantaged peers to reach advanced levels on state and national assessments. The Javits program is the only federally funded national effort that confronts this reality by supporting evidence-based research to inform educators about how to most effectively serve gifted and talented students. Eliminating this grant program would halt all targeted federal support for gifted and talented students and hinder educators’ abilities to foster excellence for high-ability students.

CONTACT INFO

Kuna Tavalin

Council for Exceptional Children
 (202) 669-2669 | ktavalin@exceptionalchildren.org

John Segota

National Association for Gifted Children
 (703) 577-3749 | jsegota@nagc.org

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Statewide Family Engagement Centers



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

In Bellevue, Nebraska, the Nebraska, Statewide Family Engagement Center (SFEC), led by the National Center for Families Learning (NCFL), supports the Bellevue Public Schools Family Literacy Program through a comprehensive family literacy approach. This multigenerational model brings together education for children and parents, adult education, and Parent and Child Together (PACT) time to strengthen connections between parents’ and children’s learning experiences. Central to the program are parent liaisons and facilitators who build relationships, support families, and create a welcoming environment by recruiting participants, leading classes, and responding to family needs. Bellevue Public Schools has expanded this work through the Activate! Local Family Leadership program, which equips parents with the tools and supports to advocate for school and community change. A principal proudly shared, “This program gives our parents voice.” A parent observed, “They’re always motivating us to evolve,” reflecting how the program elevates parent leadership while strengthening family engagement and building a culture of learning that extends far beyond the classroom.

DESCRIPTION

The Statewide Family Engagement Centers (SFEC) competitive grant program, authorized under the Every Student Succeeds Act (ESSA), provides federal grants to statewide organizations or a consortium of statewide organizations to promote and implement evidenced-based family engagement strategies. It is the only federal grant program exclusively dedicated to family engagement. The SFEC program provides support in two ways: (1) technical assistance and partnership development to states and school districts on fostering meaningful engagement with families to further their children’s academic and developmental progress; and (2) direct services to improve the interaction between children, teachers, school leaders, counselors, administrators, and other school personnel to enhance parent understanding and engagement in district, state, and federal education policies. Per terms of an interagency agreement announced in 2025, the Department of Health and Human Services is now managing funding for this Department of Education program.

Current grants were awarded in 2022 and 2023, originally supporting 20 SFECs on a 5-year grant cycle. However, six SFECs were issued non-continuation letters in the fall of 2025, shrinking the cohort to 14 Centers. The grants focus on evidence-based programming that actively involves families in their children’s education and on developing robust statewide partnerships to reach and engage more parents in leadership and educational decision making.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$20.00	\$16.65*	\$20.00	\$0.00**

* Although Congress allocated \$20 million for this program in FY 2025, \$3.35 million of Statewide Family Engagement funding was reprogrammed to Charter Schools Grants.

**The FY 2027 budget eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.

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IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget eliminates the SFEC program, which would abruptly stop the work of the 14 SFEC grantees awarded funding in 2022 and 2023. This action would terminate projects mid-grant, curtailing progress achieved both statewide at the systems level and through direct services to families in grantee states. Research consistently shows that parent and family engagement is essential to student success, positively influencing both academic and long-term life outcomes. Family engagement is linked to improved attendance and achievement, reduced disciplinary issues, and stronger family-school partnerships. SFECs strengthen connections among communities, families, and schools—support that benefits all families and is especially critical for underserved families.

CONTACT INFO

Kuna Tavalin

Stride Policy Solutions
(202) 669-2669 | ktavalin@stridepolicy.com

Leslie Paluch Treanor

National PTA
(703) 679-2092 | lpaluch@pta.org

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English Language Acquisition Grants



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

Title III funding is instrumental in ensuring that English learners receive a high-quality education from educators who are equipped to implement effective practices. Para Los Ninos, a comprehensive nonprofit charter school network with a diverse student population located in Los Angeles County (CA), has crafted a strategic vision for developing its teachers' skills to foster language-rich classrooms to improve learning outcomes for English learners. Title III funding is critical to effectuating and maintaining this strategic vision for training effective educators and supporting English learners' academic success.

To enhance program delivery, shared ownership, and student success, Para Los Ninos educators and supporting staff have engaged across network schools in goal-setting within learning circles consisting of school leaders, coaches, educators, and instructional assistants. This engagement has led to the development of a multi-year strategic plan, teaching resources, and professional learning. Areas of progress have included oral language development, a scaffolded framework for supporting students at different levels of English proficiency, and rubrics for ascertaining skill levels and strengths through examining student artifacts.

DESCRIPTION

The English Language Acquisition (ELA) program is the only federal program exclusively dedicated to helping English learners acquire English proficiency and thrive academically. The ELA program is critical to leveling the playing field for English learners, ensuring they can access the same high-quality education as their English-proficient peers, regardless of their home language. More than one in ten K-12 public school students are English learners, with 5.7 million in the 2022-23 school year, according to the most recent available data.

The ELA program is a foundational formula grant program that provides funding to all 50 states, with 80 percent of allocations based on their share of English learners and 20 percent on their share of students who are recent immigrants. States and school districts use these funds to improve language and academic content instruction, provide English learner-focused training for teachers, and support family engagement activities that enhance language instruction.

This program was funded for FY 2026 by Congress within the Department of Education and is statutorily authorized in that department. However, in November 2025, the Department announced an Interagency Agreement with the Department of Labor under which the receiving agency will, in essence, administer the program—providing technical guidance and distributing funding through its funding system. The Department of Education retains statutory responsibilities and provides oversight.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$890.00	\$890.00	\$890.00	\$0.00

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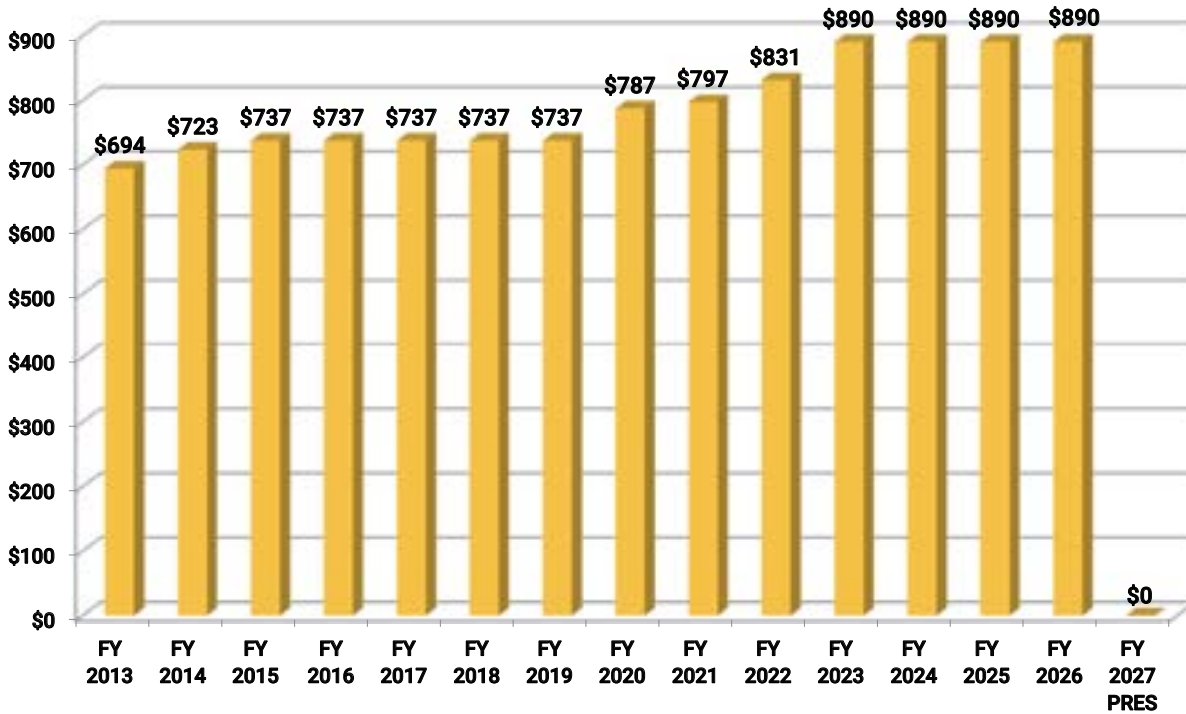
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English Language Acquisition in millions



IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget eliminates all funding for the English Language Acquisition program. Without these resources, schools would have fewer supports to supplement instruction for English learners, including access to specialized instructional strategies and educators trained to meet their unique needs. These funds have historically helped schools support English learners in developing English proficiency and meeting key academic milestones, such as high school graduation and postsecondary readiness.

Removing this funding would place additional pressure on school systems, particularly as English learner enrollment has grown by 16 percent—from 4.9 million students in the 2012–13 school year to 5.7 million in 2022–23. At the same time, schools are navigating rising costs due to inflation and reduced revenue in many systems experiencing enrollment declines, further limiting their capacity to provide targeted supports.

CONTACT INFO

Lina Lenis
UnidosUS
(571) 329-3720 | ljenis@unidosus.org

David Lai
Council of the Great City Schools
(240) 673-8658 | dlai@cgcs.org

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IDEA Preschool Program

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

“When our daughter Emma was three years old, we began to realize she wasn’t doing things other children her age were doing. She wasn’t talking or playing like other children, and getting through our daily routines was incredibly difficult. She had attended childcare for a year but was not making the progress we hoped. The director at her childcare center told us about the early childhood special education program in our local school district that could provide Emma with additional support. That information changed Emma’s life! She was found eligible for IDEA preschool services as a child with autism and quickly began receiving specially designed instruction to meet her needs, along with speech and occupational therapy. Early childhood special education staff and therapists served Emma in her classroom, also teaching the childcare staff strategies they could use with her. For the first time, she had access to instruction and therapies tailored to her needs. The team also worked with our family and helped us understand her needs and gave us tools to support her at home. By the time she entered kindergarten, Emma was able to communicate many of her wants and needs using words. She learned how to engage with peers, tolerate transitions between activities and unexpected changes in her day, and build the foundational skills needed for future learning. Just as important, she began to experience success and a sense of belonging for the first time.

Emma is now 7 years old and thriving. She is in a second grade general education classroom in public school, where she continues to receive specially designed instruction and speech therapy. She navigates school routines, relationships, and daily life with a level of independence that once felt impossible. Access to IDEA preschool services was essential for Emma. Without that early support, her life trajectory would be very different. Early childhood special education provided the foundation she needed to develop communication, social, and learning skills that continue to benefit her today. We know she will continue to face challenges, but like other families, we now have hope that she will graduate from high school, and maybe even attend college!”

– North Carolina Family

DESCRIPTION

IDEA Preschool Grants are federal formula grants under Part B, Section 619, of the Individuals with Disabilities Education Act (IDEA). This critical funding is the primary federal investment dedicated to ensuring young children with disabilities, ages 3 through 5, have access to the special education and specialized instructional support services they need in the least restrictive environment. IDEA requires children with disabilities be served with their nondisabled peers, to the maximum extent appropriate, in settings such as community-based programs, including Head Start, childcare, and publicly funded preschool programs.

Key components of the Preschool program include robust child find systems to identify and evaluate young children with disabilities and coordinated transition processes that support continuity of services at critical points, including from the Part C Infants and Toddlers program and from preschool to kindergarten. Additionally, states maintain systems for identification and eligibility that ensure children with a wide range of disabilities can access the individualized services they need to successfully enter school. These systems are essential to ensuring early identification, timely access to services, and improved long-term outcomes for children with disabilities.

Investment in preschool special education under IDEA Part B, Section 619, yields measurable lasting benefits for children, families, and communities. These benefits persist through the early grades and beyond and include increased school readiness and academic success, stronger family engagement and partnerships, and reduced need for more costly and intensive special education services during the school years and across the lifespan. By addressing developmental needs during the formative early childhood years, preschool special education strengthens children’s developmental trajectories and reduces future costs to education systems and other public services at the community, state, and national levels.

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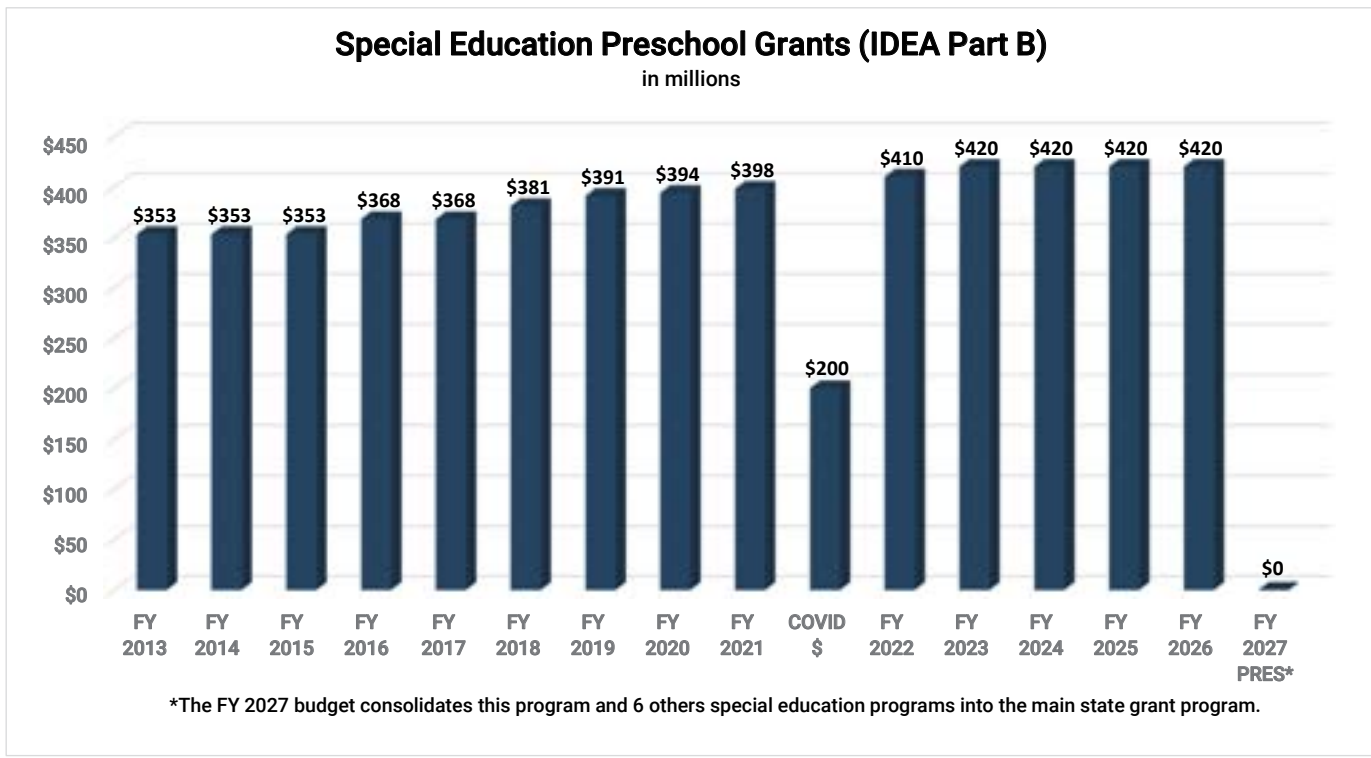
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FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$420.00	\$420.00	\$420.00	\$0.00*

* The FY 2027 budget eliminates this program and merges funding with six other IDEA programs under the IDEA, Part B, Grants to States.

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget eliminates the IDEA Preschool Grants program (Part B, Section 619) as part of consolidating funding from six IDEA programs into the IDEA, Part B, Grants to States program. This proposal would eliminate the only federal funding stream specifically dedicated to serving preschool-aged children with disabilities. The loss of targeted funding would significantly weaken states' and local school districts' capacity to ensure the provision of appropriate services during a critical developmental period. While the budget narrative suggests states would have flexibility to use Part B funds for activities previously supported through these programs, this would not guarantee that resources are directed to preschool-aged children. Without dedicated funding, there is substantial risk that services for this population will be reduced or deprioritized. This change would shift decision-making away from a population-specific investment to a broader funding pool, increasing the likelihood that preschool services will have to compete with K-12 priorities.

In recent years, flat funding for IDEA Preschool Grants has already constrained states' ability to meet increasing demand. The number of young children eligible for services continues to grow, while states face ongoing workforce challenges, including the recruitment and preparation of early childhood special educators and specialized instructional support personnel. Eliminating Section 619 would have a detrimental impact on the availability, quality, and continuity of services for preschool children with disabilities. Sustained and increased investment in this program is necessary to ensure states and school districts can meet their obligations under IDEA and support positive developmental and educational outcomes for young children.

CONTACT INFO

Paula Grubbs
 Council for Exceptional Children, Division of Early Childhood
 (240) 331-8979 | paulagrubbsecse@gmail.com

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IDEA National Activities

Part D, Individuals with Disabilities Education Act (IDEA)

The special education workforce shortage in rural America is among the most pressing challenges facing public schools today. Project SPIDERS (School-university Partnerships Influencing, aDvocating and Engaging Rural Special Educators) is a federally funded doctoral program under the IDEA, Part D, Personnel Preparation Program preparing the next generation of special education leaders to serve rural communities. Led by Dr. Brittany Hott at the University of Oklahoma, in partnership with the University of North Florida and the University of Louisville, the \$3.5 million grant supports 18 doctoral students across these institutions, providing full tuition, annual stipends of \$15,000, research funding of \$7,000, and mentored internship experiences over four years. Scholars develop leadership competencies in applied research methods to evaluate intervention effectiveness, special education policy and advocacy, and facilitating teacher professional learning using research-based strategies for students with disabilities. Project SPIDERS directly addresses the critical shortage of qualified special education leadership in high-need rural school systems, where recruitment and retention challenges are most acute. Without continued federal investment in programs like these, rural communities will face an even deeper leadership vacuum in the field of special education.

DESCRIPTION

The Individuals with Disabilities Education Act (IDEA) serves close to 8 million students with a wide range of disabilities, birth through age 21. IDEA Part D National Activities are competitive grant programs that form a system of national supports for states, school districts, and schools in the implementation of the IDEA. States, higher education institutions, and nonprofits organizations may receive grants under Part D.

Through dedicated funding streams, Part D grants fund six initiatives: State Personnel Development Grants, technical assistance and dissemination, personnel preparation, parent information centers, education technology, media, and materials, and the Special Olympics program. These programs fund a wide range of programs integral to delivery of strong educational services and supports for children with disabilities and their families.

The Personnel Preparation grants are an excellent example of the importance of Part D programs. Personnel Preparation grants are the federal government's core program to address the critical shortages in the special educator pipeline and diversify the profession. The program helps meet state-identified needs for fully certified personnel to serve children with disabilities. Awards are used to provide research-based training and professional development to prepare special education, specialized instructional support services, early intervention, and regular education personnel to work with children with disabilities. Currently, Personnel Preparation funds more than 200 programs across 45 states training special education teachers, specialized instructional support personnel, and doctoral-level faculty.

All the programs under Part D, the framework underpinning the IDEA State Grant program, need significant investments to ensure the best educational services and supports for students with disabilities and their families.

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FUNDING HISTORY (in millions)

	FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
State Personnel Development Grants	\$ 38.63	\$ 38.63	\$ 38.63	\$ 0.00*
Technical Assistance & Dissemination	\$ 39.35	\$ 39.35	\$ 39.35	\$ 0.00*
Personnel Preparation	\$115.00	\$115.00	\$115.00	\$ 0.00*
Parent Information Centers	\$ 33.15	\$ 33.15	\$ 33.15	\$ 0.00*
Technology and Media Centers	\$ 31.43	\$ 31.43	\$ 32.43	\$ 0.00*
Special Olympics Education Program	\$ 36.00	\$ 36.00	\$ 38.00	\$ 38.00

* The president's FY 2027 budget eliminates these five IDEA Part D National Activities programs and consolidates their funding into the Part B State Grants program.

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget consolidates five of six IDEA, Part D, National Activities programs, along with the Part B Preschool program, into the Part B Grants to States program, with a funding level of \$15.99 billion. The Special Olympics Education Program is the sole Part D program to receive continued dedicated funding under the budget request.

Currently the combined total for these programs—state personnel development, technical assistance and dissemination, personnel preparation, parent information centers, and educational technology, media, and materials—is \$257.56 million. The budget request notes, "States would have the authority to continue to support any activities previously supported under the National Activities programs using their increased allocations under the Grants to States program." This approach would fundamentally alter the structure and delivery of supports that undergird the entire special education system. The five targeted programs are federally managed competitive grants that enable the development and dissemination of evidence-based practices, the preparation of highly qualified special education personnel, and the provision of technical assistance that no individual state could replicate on its own. Shifting this responsibility to 50 individual states, with no dedicated funding requirement risks the dismantling of a national infrastructure that has taken decades to build.

CONTACT INFO

Kaitlyn Brennan
 Teacher Education Division, Council for Exceptional Children
 (412) 853-8409 | kbrennan@KBStrategies.org

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Preschool Development Grants

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

Since 2022, Ohio has received \$62.75 million through the Preschool Development Grant program. The money has been critical to infrastructure improvements that enhanced services to infants, toddlers, and preschoolers throughout the state. The Ohio Professional Registry was developed to improve the quality of early childhood instruction. Professional Registries provide all teachers a streamlined approach to professional growth and allow the state to monitor professional needs and development. Additionally, Ohio created a screening tool for families to enter data necessary to determine their eligibility for services. Simplifying the process for determining eligibility means children and families who need services are able to access them. This latest PDG grant will focus on upgrading technology needed to monitor quality, building a research hub that will report on access, quality, and impact, increase access for local programs to resources focused on the science of reading, and support businesses who want to enhance employer child care systems. With PDG slated for elimination in the president’s proposed budget, the state will have to find new sources to pay for systems that ensure access to high quality for those who need it most.

DESCRIPTION

The Preschool Development Grant (PDG) has been a critical funding source to promote systemic efficiencies and enhancements that improve access and quality in early childhood settings. Established by Section 9212 of the Every Student Succeeds Act (ESSA), PDG focuses on iterative strategic planning that facilitates collaboration and coordination, encourages partnerships, and maximizes parental choice. States have used the funding in diverse ways that meet local needs, empowering state agencies to drive change through individualized approaches that fit the communities in their state. Ultimately, the program creates efficiency and reduces duplication of services for children and families. States who have received PDG funding have used it to reorganize or streamline their agencies to ensure each dollar was spent in careful and intentional ways.

Early childhood systems offer important benefits to states and the nation by increasing the workforce and providing a solid return on investment. Specifically, research by James J. Heckman shows that high quality child care provides anywhere from a 13 percent return on investment based on school and career achievement, as well as reduced costs associated with social challenges (e.g., special education, health, and criminal justice costs). Additionally, high quality early childhood programs increase the number of adults who can participate in the workforce. More labor means more economic growth in each state. The Preschool Development Grant’s focus on access and quality increases the number of family members who work in all professions, decreasing their need for state financial supports and increasing the productivity within the community.

FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT’S REQUEST
\$315.00	\$315.00	\$315.00	\$0.00*

* Funded under the Department of Health and Human Services.

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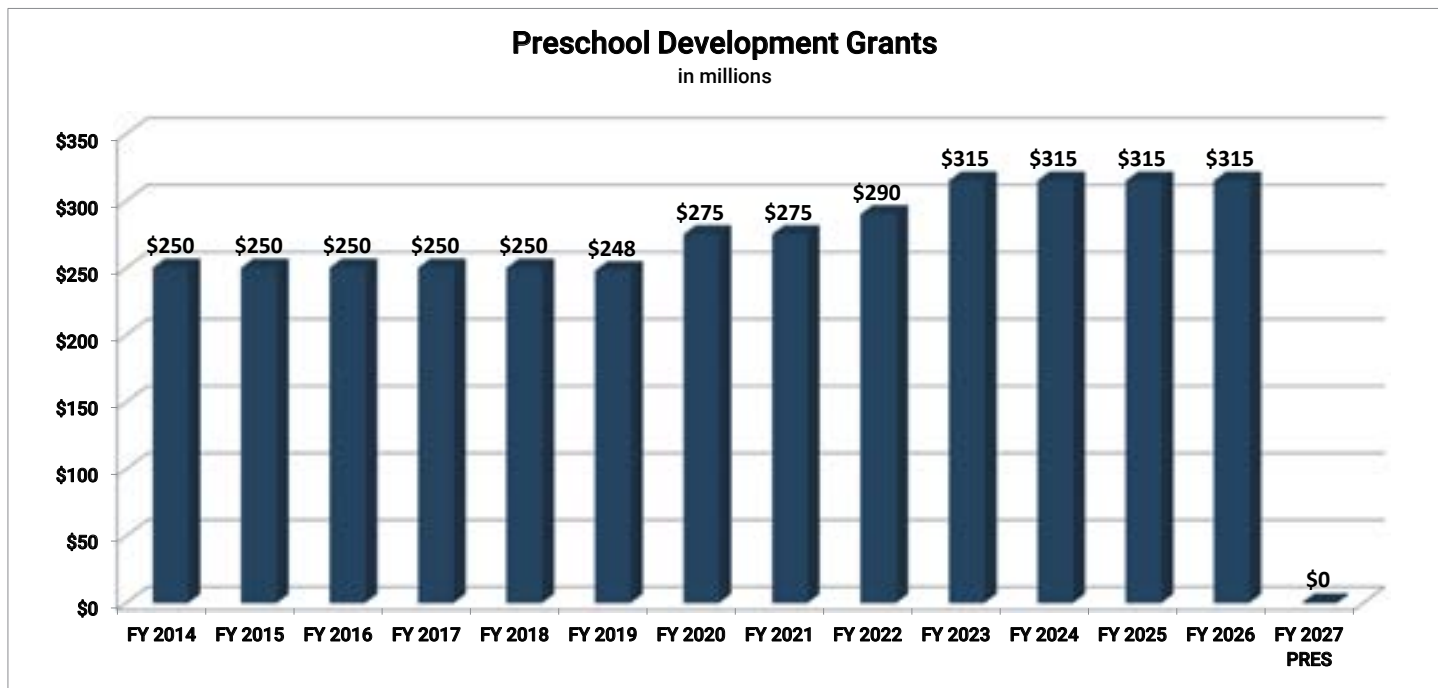
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IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget eliminates this critical financial support for state early childhood education systems, risking reduced access and quality for millions of families. States will have to end critical programs that support parental choice, enhance early childhood educator workforce quality (“the workforce behind the workforce”), and ensure more citizens can participate in the labor market. State-level infrastructure is necessary to ensure efficient use of funds while ensuring all children are ready for kindergarten. Loss of this funding will place children and families at risk of losing streamlined access to a wide range of services, while families may lose access to choice, and costs for programming may increase due to lack of coordination.

CONTACT INFO

Amanda Schwartz
 Council for Exceptional Children, Division of Early Childhood
 (301) 512-4354 | a_l_schwartz@yahoo.com

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Adult Education and Family Literacy Act (AEFLA)

Title II, Workforce Innovation and Opportunity Act (WIOA)

DESCRIPTION



The Adult Education and Family Literacy Act of 1998 (AEFLA), Title II of the Workforce Innovation and Opportunity Act of 2014 (WIOA), is the sole core education partner in the nation’s workforce development system. It serves adults with the most significant skill gaps: those lacking a high school credential, basic literacy, numeracy, digital literacy, or English proficiency. AEFLA serves as a critical bridge to workforce and postsecondary systems. With many participants performing below the 8th grade level, adult education provides the foundational skills required to access and succeed in Career and Technical Education (CTE), apprenticeships, and other training programs.

AEFLA-funded programs provide adult education, English language acquisition, family literacy, and Integrated Education and Training (IET) through career pathway models. These services enable adults to build foundational skills, earn credentials, and transition to postsecondary education, workforce training, and employment. AEFLA also supports broader outcomes, including improved economic mobility, family stability, civic participation, and engagement in children’s education. The Integrated English Literacy and Civics Education program administered through AEFLA supports English learners in developing language proficiency alongside workforce skills and civic knowledge necessary to function effectively as workers, parents, and community members.

AEFLA funds are distributed as formula grants to states. Up to 12.5 percent may be used for state leadership activities and up to 5 percent for administration, with 82.5 percent competitively awarded to local providers. States and localities contribute a 25 percent match and must meet a maintenance of effort requirement of at least 90 percent of prior year spending. Local providers must use at least 95 percent of funds for direct services (WIOA, Sec. 233). A separate set-aside supports National Leadership Activities administered by the U.S. Department of Education to improve program quality, accountability, and outcomes nationwide (WIOA, Sec. 242).

FUNDING HISTORY (in millions)

	FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT’S REQUEST
State Block Grants	\$715.46	\$715.46	\$715.46	\$0.00
National Leadership Activities	\$ 13.71	\$ 13.71	\$ 13.71	\$0.00

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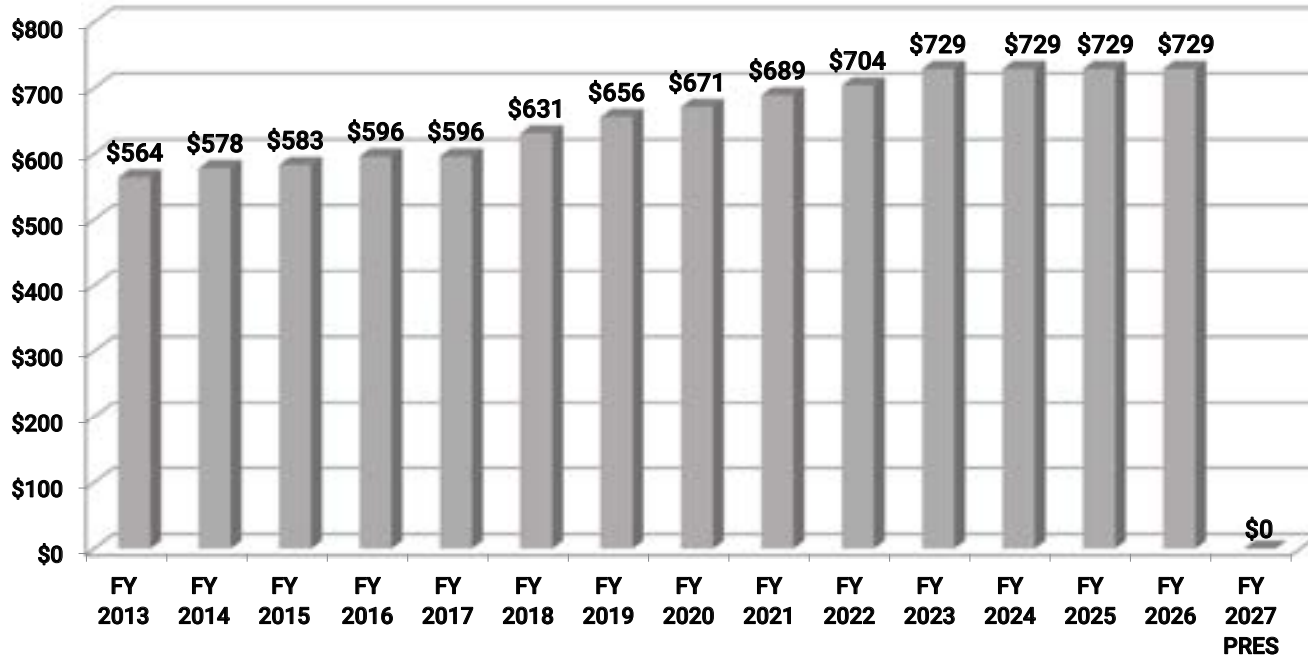
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Adult Education in millions



IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget eliminates funding for AEFLA state grants and national leadership activities, effectively dismantling the federal investment in adult education and removing a core partner from the workforce system. The Administration argues states and localities are best positioned to fund these activities independently. However, states already exercise broad flexibility in program implementation and contribute significant matching funds. Federal investment ensures baseline access, equity, and accountability nationwide, particularly in rural and underserved communities.

The proposal also suggests redirecting resources to programs such as CTE. However, AEFLA and CTE are complementary, not interchangeable. With approximately 80 percent of AEFLA participants performing below the 8th grade level, adult education provides the prerequisite skills necessary to access and succeed in CTE and other workforce training programs.

Recent national data illustrate the literacy crisis in the U.S. and further underscore the need for adult education:

- 20,934,089 adults lack a high school diploma (American Community Survey, 2023).
- 20,306,764 adults lack sufficient English proficiency (ACS, 2023).
- Nearly 60 million U.S. adults (28%) score at or below the lowest literacy level, and 34 percent at the lowest numeracy level (PIAAC, National Center for Education Statistics, 2023).

Eliminating AEFLA would remove the primary pathway through which these adults gain the skills needed for employment and further education.

Broader federal actions are already weakening the infrastructure that supports adult education nationwide. A reduction in force at the U.S. Department of Education eliminated approximately two-thirds of staff in the Division of Adult Education and Literacy, reducing capacity for program oversight, technical assistance, data collection, and research. At the same time, the Administration has begun shifting oversight of workforce-related programs from the Department of Education to the Department of Labor through an Interagency Agreement. While framed as streamlining, this raises significant concerns.

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Adult education is fundamentally an education program focused on building foundational skills. Moving AEFLA into a workforce-focused agency risks narrowing the mission to short-term job placement, deprioritizing the lowest-skilled adults who need sustained instruction, weakening accountability for educational outcomes, and disrupting alignment with K–12, postsecondary, and family literacy systems. AEFLA's effectiveness depends on its integration within the broader education system. Separating it from that system risks undermining the foundation that enables adults to progress into workforce training, including CTE.

AEFLA is a high-impact investment with measurable results. According to National Reporting System data (2024–25 program year), adult education programs served 1,322,842 participants, a 3 percent increase over the previous year. Outcomes include:

- 755,567 participants achieved measurable skill gains.
- 101,686 earned a high school equivalency credential (98,608 entered at the high school level/EFL 6).
- 97,320 transitioned to postsecondary education or employment.
- 330,180 participants were youth ages 16–24 .
- 117,152 participated in corrections education.

For every 100,000 adults who earn a high school credential, the United States gains an estimated \$1 billion in increased tax revenue and reduced public expenditures (Return on Investment from Adult Education, McGraw Hill Research Foundation, 2021).

Research consistently shows that higher literacy levels correlate with improved employment outcomes, increased earnings, and reduced reliance on public assistance. Career pathways and Integrated Education and Training IET models further accelerate progress toward both educational and workforce goals. Despite this impact, AEFLA serves only a fraction of those in need. Tens of millions of adults lack basic skills, yet access remains limited. Increasing funding to \$810 million in FY 2027, as proposed in H.R. 2789 (Adult Education Works Act), would expand access and strengthen outcomes for individuals, families, and communities.

AEFLA is the only federal program specifically designed to serve adults with the most significant skill gaps and a foundational component of both the education and workforce systems. At a time when federal capacity is already being reduced and program alignment is at risk, eliminating AEFLA or shifting it away from its education mission would have severe consequences for millions of adults and for the nation's economy. If the goal is a stronger, more skilled workforce and if the intent of WIOA to serve the most vulnerable populations remains, then the solution is clear: strengthen and expand federal investment in adult education, not eliminate it.

CONTACT INFO

Jeffrey A. Fantine

National Coalition for Literacy
(740) 503-4923 | execdirector@nationalcoalitionforliteracy.org

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Library Services and Technology Act

The Museum and Library Services Act

Hands-on education allows library patrons to more actively participate in 21st century skills. Learning new trades involves problem-solving, resilience, and STEM proficiency. At the Wilson County Public Library in North Carolina, patrons now have access to 3D printers, sewing machines, Cricut machines, die-cut machines, and press-on tools. Thanks to a Library Services and Technology Act grant, patrons can develop a range of new professional and personal skills and fully participate in a maker economy. Without this grant, patrons would not likely engage with these expensive tools. The library’s MakerSpace has become so popular that Wilson residents are encouraged to reserve time to use equipment.

DESCRIPTION

Access to broadband services and technology is critical to connect to 21st century life and economy—whether applying for jobs, connecting with family, or transitioning to post-military life. For many, the local library is their only non-fee lifeline to digital connection. The Library Services and Technology Act (LSTA) promotes equitable access to information services and technology, while cultivating educated and informed individuals across all ages regardless of where they live or their economic circumstances. LSTA supports literacy, lifelong learning, and the development of services that meet local community priorities. Administered by the Institute of Museum and Library Services (IMLS), most LSTA funds are allocated to states through the Grants to States match. Each state library agency determines how best to use its funds at the local level. LSTA programs also support tribal and native Alaskan and Hawaiian libraries, research projects, and training for a high-quality future librarian workforce.

LSTA funds provide patrons with a wide array of services based on local priorities and underscore that libraries are community resources. Seventy-seven percent of libraries offer online health resources, 95 percent offer online homework assistance, 95 percent provide summer reading programs, 97 percent help patrons complete online government forms, 84 percent offer technology training, and nearly 100 percent offer free Wi-Fi access. LSTA grants provide patrons use of 3D printers and the means to retrieve government information, file forms, find career and educational tools, apply for jobs, and utilize commercial databases. Libraries use LSTA grants for services to veterans in transition to civilian life, to assist small businesses to expand their enterprises, and help unemployed and underemployed individuals build resumes and find jobs. Funds from LSTA also support afterschool programs for students, summer STEM learning, and family engagement, and improve access to materials for individuals with print disabilities.

Over the past year, the disruption and uncertainty caused by the Administration’s efforts to eliminate LSTA and IMLS forced some grant recipients to reduce services and support to patrons. Others declined to apply for grants, facing the uncertainty of future funding. Federal funding for libraries accounts for just 0.003 percent of the overall federal budget, and this incredibly modest investment ensures all communities have access to essential library services regardless of local funding capacity. Libraries are open to all, communities depend on them, and their free services are heavily utilized.

FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT’S REQUEST
\$211.05	\$211.05*	\$212.45	\$0.00

*The Institute of Museum and Library Services was eliminated by Executive Order on March 14, 2025.

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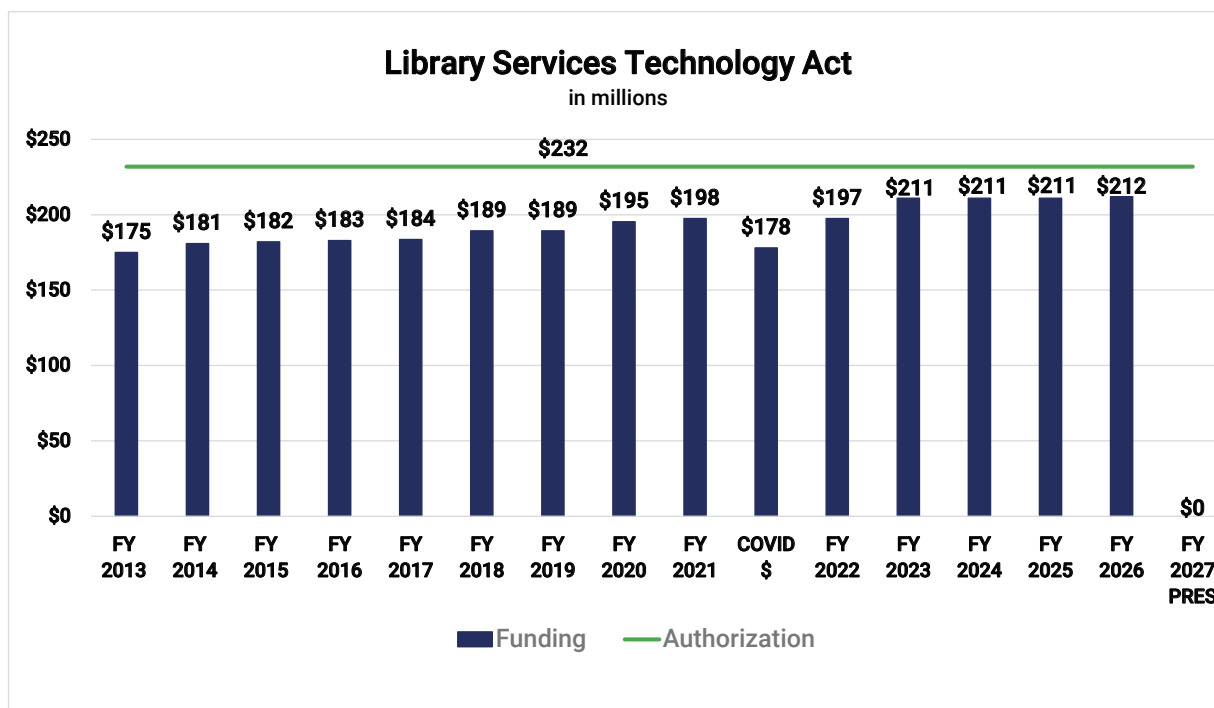
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IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget eliminates LSTA and fails to ensure adequate library services and resources for library patrons. Congress must reject this budget and approve LSTA funding. These funds support a wide range of services to small businesses, veterans, job seekers, students, families, individuals with disabilities, and others. LSTA allows states and local public libraries to create services specific to their patrons’ needs, many of which would be eliminated without this critical federal support. The modest investment in libraries is repaid when a job seeker finds employment, a child learns to read, veterans transition to civilian life, a student completes homework and gets into college, children and adults with print disabilities can access books, and entrepreneurs are able to grow their businesses online—all through their local library. In short, libraries and trained librarian professionals are making communities better places to live.

Federal support for library services has been a national priority since 1956 with the creation of the Library Services Act, the subsequent Library Services and Construction Act in 1962, and the current LSTA created in 1996. Congress reauthorized LSTA in 2018 with bipartisan support. The Museum and Library Services Act (P.L. 115-410) strengthened LSTA through support for data-driven tools to tailor services that address and meet community needs, help libraries prepare for and provide services after a disaster or emergency, enhance services for Native Americans, and recruit and train library and information science professionals from a broad range of backgrounds. Congress continues to demonstrate wide bipartisan support for LSTA through annual “Dear Appropriator” letters. Current funding for LSTA—\$212.45 million in FY 2026—remains well below the authorized level of \$232 million and below the FY 2010 funding level of \$213.5 million. Congress must fund LSTA at its authorized level and reject the Administration’s catastrophic budget request.

CONTACT INFO

Kevin Maher
 American Library Association
 (202) 628-8410 | kmaher@alawash.org

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Office of Museum Services

Institute of Museum and Library Services

In 2025, the Art Museum of Eastern Idaho in Idaho Falls received \$10,350 through IMLS’s Inspire! Grants for Small Museums program. With this support, the museum launched a highly successful Teen Tours leadership program for students in grades eight through twelve. The program combines field trips, interactive art projects, community service, and museum career exploration. Museum staff developed tailored field trip curricula and tour schedules while recruiting, training, and mentoring students as part of a structured museum career pathway. The program has brought together diverse segments of the community and attracted new audiences to the museum. A core group of teen leaders was trained to plan monthly teen events, lead tours for local youth groups, including church groups, foster care youth, and school clubs, assist with free community days and fundraisers and learn the day-to-day operations of a museum. The first cohort has since graduated and continues to share powerful stories about the program’s collective and individual impact, demonstrating the lasting value of this investment in youth leadership and community engagement.

DESCRIPTION

Despite its small size, the Institute of Museum and Library Services (IMLS) Office of Museum Services (OMS) is the largest source of federal funding dedicated to helping the nation’s museums connect people to information and ideas. OMS supports all museums—including historic sites, living collections like zoos and aquariums, children’s museums, and art, history, and science centers—in their work to stimulate lifelong learning, spur economic development, and anchor community identity. OMS, which receives funding under the Museum Services Act, the African American History and Culture Act, and the National Museum of the American Latino Act, awards competitive discretionary grants in every state. These grants are used to preserve and digitize collections, educate students, reach new audiences, and expand positive community impact. OMS leadership and vital financial support is more important than ever to museums of every type—large and small, urban and rural—across the country. OMS provides essential support to navigate change and continue to improve museum services to better enable them to champion lifelong learning, increase access to our nation’s cultural heritage, strengthen community engagement, and care for the collections.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$55.45	\$55.45*	\$54.70	\$0.00**

*The Institute of Museum and Library Services was eliminated by Executive Order on March 14, 2025.

**The FY 2027 budget includes \$6 million to close out the agency.

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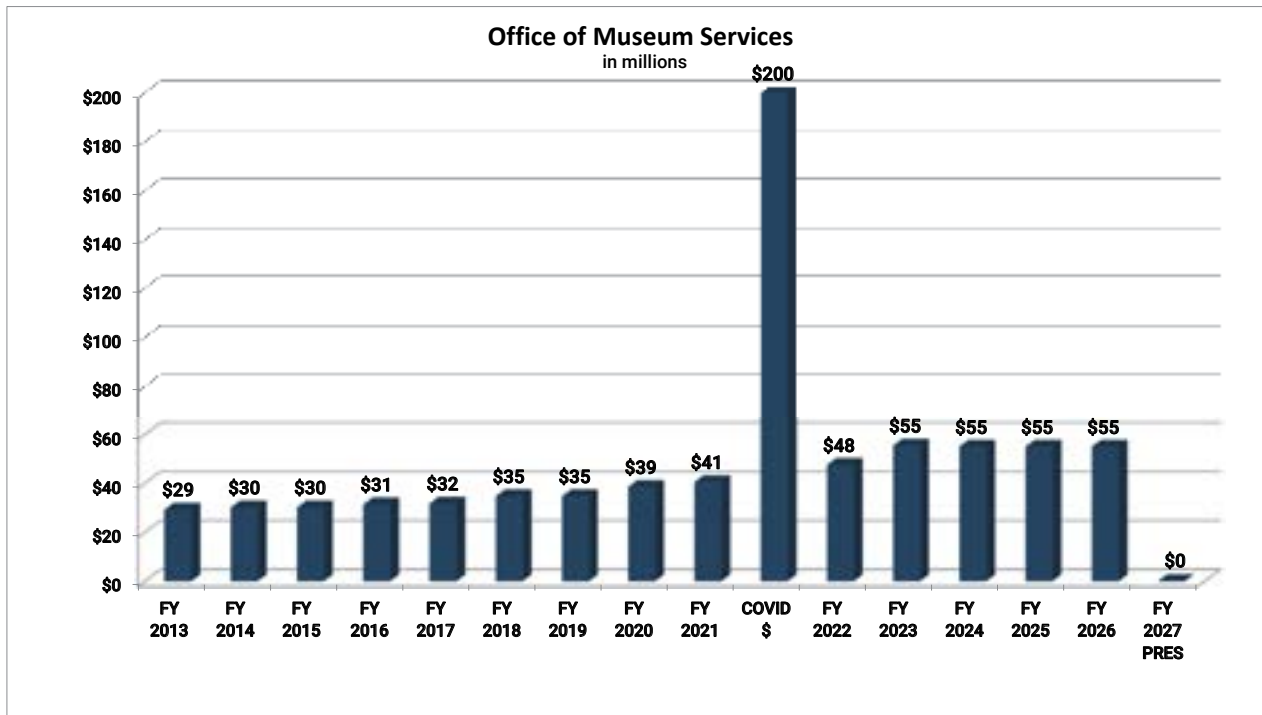
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IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget eliminates OMS, designating \$6 million for operations to shut down the agency. Eliminating this agency, first established in 1976, would be disastrous for the museum field and harmful to their communities. Despite its miniscule cost, OMS makes an immense contribution to museums’ ability to support culture and history in America, care for their collections, educate learners of every age, and serve their communities. The minimal federal investment made through OMS grants also leverages significant private, state, and local funding for maximum impact. Despite this outsized impact, funding for OMS still meets only a fraction of the need. Despite the Executive Order (3/14/25) to shutter the agency, Congress provided funding for FY 2026. The president’s FY 2027 budget should recognize the consensus in Congress that this program is an excellent use of taxpayer dollars. OMS has secured significant bipartisan congressional support during the appropriations submission process in each of the last several years. In addition, national public opinion polling shows 96 percent of voters would approve of lawmakers who support museums, and 96 percent want federal funding for museums to be maintained or increased.

Americans understand the educational value of museums. A 2026 public opinion poll found that 92 percent of Americans understand museums are non-partisan providers of educational content and 95 percent know that museums are educational assets for their communities. Museums spend 75 percent of their education budget on K-12 programs and welcome approximately 55 million visits each year from students—public, private and homeschooled. According to Museums as Economic Engines: A National Report (Dec. 2018) and subsequent analyses by the American Alliance of Museums, museums annually support more than 726,000 jobs and contributed \$50 billion to the U.S. economy with significant impact on individual states.

OMS grants make a transforming impact on American museums and the teachers, students, families, and communities they serve. Museums have a profound positive influence on society and are a wise national investment. The American Alliance of Museums requests Congress maintain at least the FY 2026 funding level of \$55 million in FY 2027 for the IMLS Office of Museum Services.

CONTACT INFO

Nichole Westin
 American Alliance of Museums
 (202) 218-7699 | nwestin@aam-us.org

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Section Overview:

The Gateway to Opportunity – Higher Education

The federal government’s investment in higher education is a direct investment in its people. Federal higher education funds are an equalizer, intended to provide assistance to students with demonstrated financial need and for institutions to support those students and ensure their success. Students of all ages attending all types of postsecondary institutions in every congressional district benefit from these programs. Our global competitiveness depends on the success of our students.

The president’s budget maintains funding and addresses the funding shortfall for the Pell Grant program. However, this comes at the expense of drastic cuts in other federal student financial aid and higher education programs. Overall, the president’s FY 2027 budget cuts more than \$4 billion in support for access to higher education. The budget cuts \$2 billion in higher education funding and eliminates programs that focus on educational access and success. The budget also cuts an additional \$2 billion from the student aid programs that help low-income students pay for college with the reductions in the Campus-Based Aid programs.

The Pell Grant is the foundation of a student financial aid package on which other forms of assistance are built. The budget proposes to maintain the Pell Grant maximum award at \$7,395. Further, the proposed budget provides a \$10.5 billion increase in discretionary budget authority to address the funding shortfall, replacing \$10.5 billion that was provided in FY 2026 with mandatory funds.

The Campus-Based Aid programs—Supplemental Educational Opportunities Grant (SEOG) and Federal Work Study (FWS)—are highly targeted programs intended to provide additional grant support to students with demonstrated financial need. Funds are distributed to eligible institutions by formula with an institutional match and directed to students with exceptional need, giving priority to Pell recipients. The budget eliminates the SEOG program and reduces FWS funding by 90 percent, leaving \$123 million to be distributed by a new formula focused on institutions serving the greatest number of low-income students and requiring those institutions to shoulder a greater percentage of the wage subsidy. With these proposed cuts, students would experience a significant loss of grant aid and campus work opportunities to help pay for college. For some students, their options would be additional borrowing or foregoing a college education.

In addition to reductions in direct aid to students, the budget eliminates funding for critical student support services programs that promote access to college, enhance academic preparation, and offer additional supports during students’ academic careers. The budget eliminates TRIO, GEAR UP, and Child Care Means Parents in School. Without these programs, many first-generation, working, or parent students will not be able to meet their postsecondary goals.

The budget eliminates programs for institutional development, including Developing Hispanic-Serving Institutions, while maintaining funding for Historically Black Colleges and Universities and Tribally Controlled Colleges and Universities. The budget states the Department of Justice has concluded that “the race-based eligibility criteria of the Alaska Native and Native Hawaiian, Predominantly Black Institutions formula program, AANAPISI and NASNTI programs are unconstitutional and inseverable.” Elimination of these programs will reduce funds for significantly under-resourced institutions that also serve high-need populations.

As part of the Administration’s stated intention to return education to state and local authorities, the budget eliminates funding for higher education teacher preparation in the Teacher Quality Partnership program and the Augustus F. Hawkins Centers of Excellence. The budget also eliminates the investment in the Graduate Assistance in Areas of National Need program, the only U.S. Department of Education grant aid for graduate students in the humanities, as well as Title VI-International Education and Foreign Language Studies.

Almost all postsecondary education programs are now being managed by other federal agencies under Interagency Agreements announced in 2025 between the Department of Education and five non-education agencies. These other agencies now have primary responsibility for managing grants. Programs that are part of these agreements have an icon at the top of the article showing which agency is now managing the program.

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While facing new challenges in the federal funding space, the higher education community remains committed to funding the Pell Grant maximum without cutting funding for other programs or reducing student eligibility. Collectively, the education community will continue to advocate for the student aid programs.

Further, the community recognizes the additional supports necessary to promote access and ensure completion in postsecondary education and will advocate for increased investments in higher education programs that can make a positive and impactful difference to students. Grant aid and student support programs break down the barriers that limit educational opportunities for low-income students. To put the nation on an upward trajectory, the federal government must invest in programs that support individuals and provide them opportunities that allow for career choice and advancement. These investments yield broad public benefits by preparing new and returning students to meet the complexities and challenges of the future and fill the jobs of tomorrow.

Facing these uncertainties, CEF members are advocating for higher education investments in FY 2027 that ensure the nation continues to be economically competitive. CEF members will continue to educate Congress and the Administration about the contributions of higher education to innovation, research, national security, and health—all critical areas that contribute to a more sound and secure America.

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Federal Supplemental Educational Opportunity Grants (SEOG)

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

Saige Sweeney is a student from Archbald, Pennsylvania, pursuing a degree in accounting at The University of Scranton. Raised in a single-parent household, Saige learned the importance of responsibility early on and has held a job since the age of 15, building a work ethic that continues to define her success. Throughout all four years of college, Saige has balanced working two jobs, one in a restaurant and another in her university's financial aid office. These experiences have strengthened her time management, communication, and problem-solving skills. Working in financial aid has been especially meaningful, as it has given her insight into how programs like the Federal Supplemental Educational Opportunity Grant (SEOG) help students access higher education, while allowing her to assist others navigating similar challenges. Saige is also highly involved on campus as a member of the Orientation Team, the Society of Accounting Students, Kania Women in Business, the Institute of Management Accountants, the Association of Certified Fraud Examiners, and the Commuter Student Association. Her academic achievements have earned her a place on the Dean's List, and she has further challenged herself by enrolling in master's level coursework during her final two undergraduate semesters. With the support of financial aid programs, including SEOG, she has been able to pursue these opportunities while maintaining financial stability. In summer 2025, Saige completed an accounting internship and, through her strong performance, received a full-time accounting job offer with Baker-Tilley upon completion. She plans to pursue her master's degree and CPA license to help others achieve financial stability and success.



DESCRIPTION

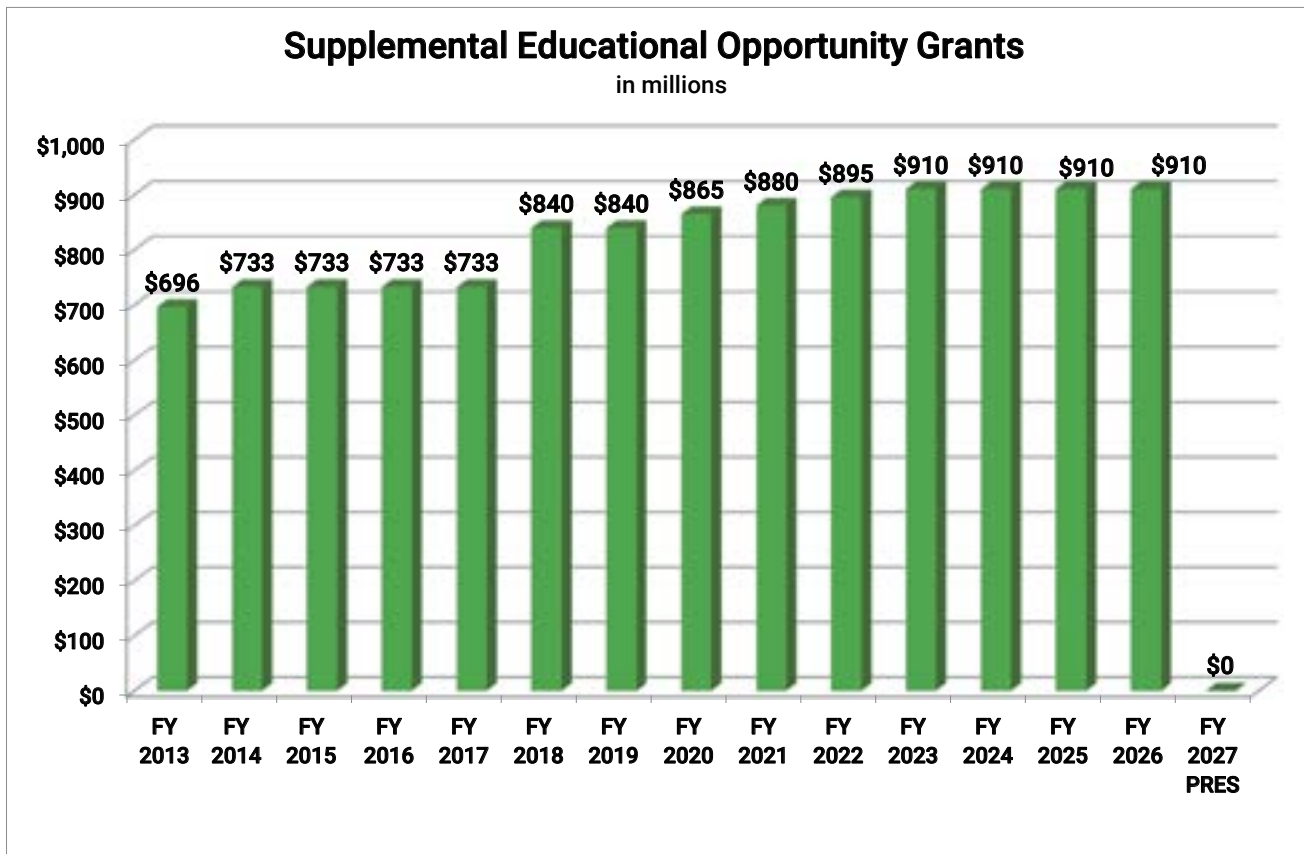
The Federal Supplemental Educational Opportunity Grant (SEOG) program was first authorized in the Higher Education Act of 1972, and for over 50 years has served as an important component of federal student assistance. SEOG is one of the campus-based aid programs, with funds flowing from the federal government to campus-based programs by a formula specified in the law. As required by law, these critical federal funds are made available to students with exceptional financial need as measured by the student aid index, with priority for students receiving a Pell Grant. Undergraduate students with demonstrated financial need may receive up to \$4,000 for their postsecondary education.

The reach and impact of the SEOG program is multiplied by contributions from a required institutional match. Each institution of higher education receiving SEOG funds is required to contribute or match one-quarter of the grant, resulting in additional funds available to students who need this grant assistance the most. With the institutional match, SEOG leveraged over \$1.3 billion for student assistance in 2023-24.

Approximately 1.6 million students at approximately 3,400 institutions in all 50 states and six U.S. territories received an SEOG grant in the 2023-24 academic year. The estimated average award was \$797. Just over 64 percent of dependent recipients came from families with an income of less than \$30,000.

In addition to being a core part of a financial aid package, SEOG's flexibility as a campus-based program allows financial aid officers to help students if their financial situation drastically and unexpectedly changes due to life circumstances. That kind of flexibility often can make a difference between a student remaining in school or dropping out because of economic circumstances. SEOG builds on the Pell Grant and makes a significant difference for individuals who need that additional grant assistance to attend postsecondary institutions and reduce borrowing.

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FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$910.00	\$910.00	\$910.00	\$0.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget eliminates the SEOG program. This would decrease the amount of federal grant assistance available to over 1.6 million students, resulting in reduced access to and affordability of postsecondary opportunities. Because SEOG is required to serve economically disadvantaged students on each campus, loss of these funds will be a blow to students who need it most.

In calling for its elimination, the Administration characterizes the program as a "duplicative and poorly targeted program, a savings of \$910 million compared to the fiscal year 2025 enacted level." Coupled with the Administration's proposed 90 percent cut to the Federal Work Study program, constituents in congressional districts around the country will lose critical federal grant assistance intended to support their education and future career pathways.

CONTACT INFO

Jenny Smulson

Association of Jesuit Colleges and Universities
(202) 862-9893 | jmulson@ajcunet.edu

Stephanie Giesecke

National Association of Independent Colleges and Universities
(202) 739-0461 | stephanie@naicu.edu

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Teacher Quality Partnership Grants

Title II, Part A, Higher Education Act



Towson University’s Teacher Quality Partnership program, funded by a \$5.15 million U.S. Department of Education grant, is building a comprehensive educator pipeline to address Maryland’s critical teacher shortages in elementary, early childhood, special education, and English Learner instruction. Under the leadership of Principal Investigator Laila Richman, the program partners with Baltimore County Public Schools and Montgomery County Public Schools, two of the state’s largest and most diverse school systems, to recruit, prepare, and retain over 400 new teachers in the subjects and communities where they are needed most. The program strengthens every stage of the pipeline, from high school and community college recruitment through university preparation and into the critical first three years of teaching where attrition rates are highest. Working with the Community Colleges of Baltimore County, Montgomery College, and the Teacher Academy of Maryland, Towson identifies aspiring educators early and supports them through degree completion, intensive clinical placements alongside 50 trained mentor teachers, and a structured induction program designed to keep new teachers in the profession. The partnership also engages the Southern Regional Education Board, RMC Research Corporation, We Will All Rise, and Prepared to Teach to ensure evidence-based practices for educator retention and professional growth inform every component of the program. By investing in the full continuum of teacher development, from recruitment to retention, Towson’s TQP program directly addresses the systemic shortages that leave students in high-need schools without access to qualified, well-prepared educators.

DESCRIPTION

The Teacher Quality Partnership (TQP) Grant funds comprehensive educator preparation at institutions of higher education. The programs pair intensive student teaching under the supervision of an expert mentor teacher with coursework in children’s learning and development and curriculum and teaching methods. Comprehensive educator program models include teacher residencies and undergraduate, graduate, and school leader preparation, all in partnership with underserved school districts. Coupled with induction support, this intensive training is effective at keeping teachers in the profession. Per terms of an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program.

Teacher residency programs are a pathway to prepare diverse cohorts of teachers, increase teacher retention, and produce more effective teachers than less comprehensive preparation routes. Additionally, residencies offer financial support that helps underwrite the program cost in exchange for at least a three-year teaching commitment of a high-need subject in an underserved school. Grow Your Own programs, including paraprofessional teacher training programs, “2+2” programs, and applied baccalaureate programs, recruit and train teacher candidates from nontraditional populations that are more likely to reflect the local communities where they plan to teach. Candidates receive financial and other supports such as coaching as they work to complete teaching credentials.

To date, over 145 programs have received TQP funding, benefiting hundreds of high-need public schools. These schools are seeing improvements in the quality and retention of teachers, as well as in students’ learning and academic achievement.

FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT’S REQUEST
\$70.00	\$10.50*	\$70.00	\$0.00

* The Administration terminated active TQP grants in February 2025.

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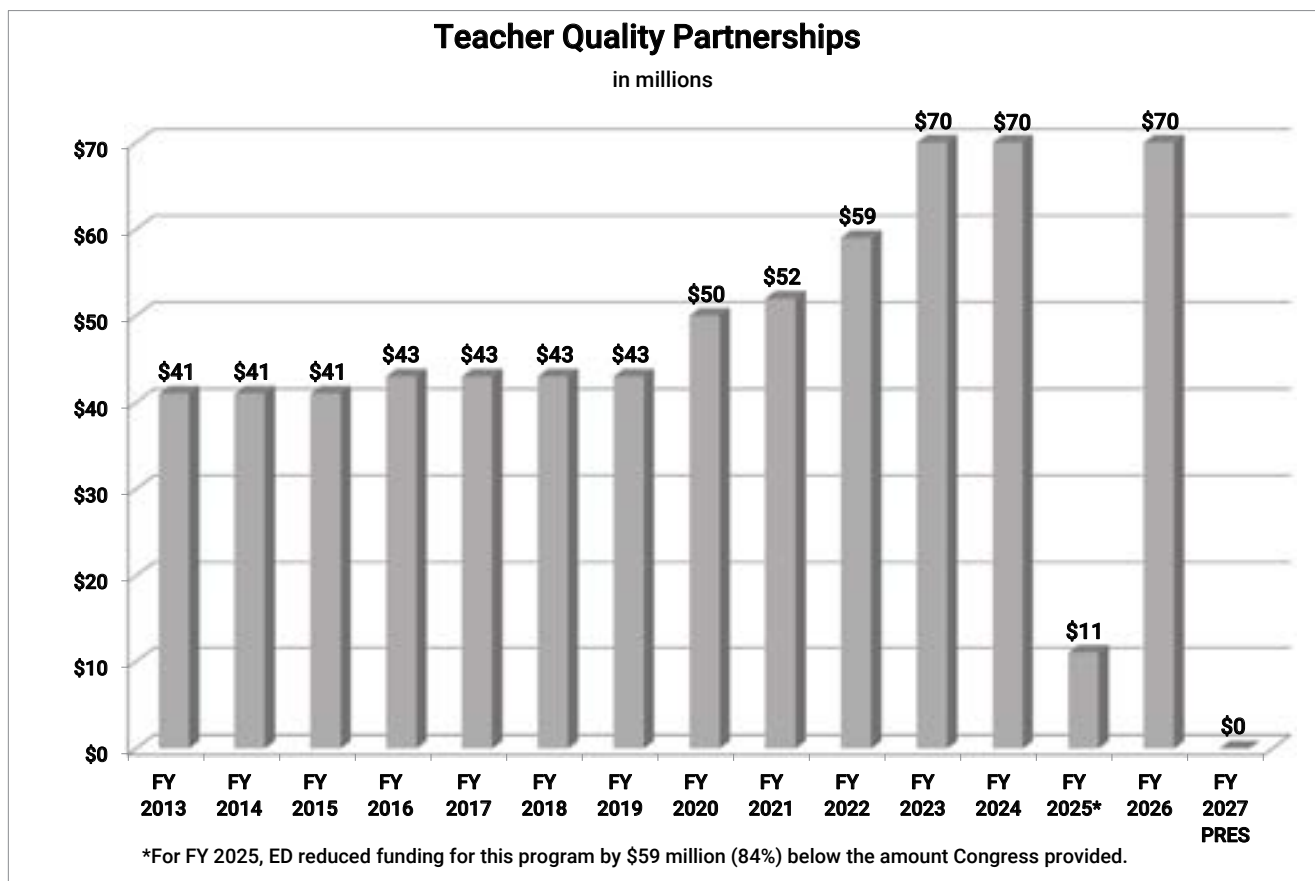
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IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget eliminates the Teacher Quality Partnership program. For FY 2026, the president’s budget also proposed elimination, but Congress maintained funding at \$70 million. In February 2025, the Department of Education notified TQP grantees their funding would be terminated immediately, citing executive orders on diversity, equity, and inclusion. Of 109 active TQP and Supporting Effective Educator Development grants, the Department terminated 104. After a district court judge in Massachusetts issued a temporary restraining order restoring approximately \$65 million in funding, the U.S. Supreme Court ruled 5–4 to allow the terminations to proceed, ending the grants mid-cycle for programs across the country.

The consequences have been immediate and concrete. Teacher residency programs that had reduced vacancy rates by as much as 40 percent in high-need schools lost their funding overnight. Teacher candidates currently enrolled in multiyear preparation programs lost stipends, mentorship, and induction support. Institutions laid off program staff and suspended recruitment. In communities already struggling with teacher turnover rates of 25 percent or higher, the pipeline of new, well-prepared educators has been severed. Nationally, more than one in eight teaching positions are currently unfilled or staffed by educators without full certification, and the termination of TQP grants will deepen these shortages in communities least able to absorb them.

TQP has played a critical role in addressing teacher shortages affecting all 50 states, with particularly acute gaps in special education, STEM, and multilingual education. The program supports the most evidence-based approaches to teacher preparation, including teacher residencies, which produce retention rates of 80 to 90 percent in the same district after three years compared to roughly 50 percent for teachers entering through less comprehensive routes. Grow Your Own programs funded through TQP recruit candidates from the communities they will serve, building a more diverse and stable teaching workforce from within. Over 145 programs have received TQP funding at institutions of higher education across the country, benefiting hundreds of high need public schools. Eliminating the program in FY 2027, after already terminating active grants mid-cycle, signals a complete withdrawal of federal investment in the preparation pathways that produce the most effective and committed educators for the schools and students who need them most.

CONTACT INFO

Kaitlyn Brennan

Teacher Education Division, Council for Exceptional Children
 (412) 853-8409 | kbrennan@kbstrategies.org

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The Augustus F. Hawkins Centers of Excellence (Hawkins) Program



Title II, Part B, Higher Education Act

William Paterson University’s Teacher Registered Apprenticeship Program (T-RAP), funded by a \$1.6 million Augustus F. Hawkins Centers of Excellence grant, is redefining how diverse educators are prepared and placed in New Jersey’s highest need school districts. Under the leadership of Project Director David Fuentes, T-RAP recruits teacher candidates from historically underrepresented communities and provides them with a structured pathway combining clinical preparation with registered apprenticeship employment in partner districts. Apprentices earn their teaching credentials while working alongside experienced mentor teachers, receiving salary and benefits as employees of the district from the start. This model directly addresses two persistent challenges in American education: the shortage of teachers in high-need schools and the lack of racial and ethnic diversity in the teaching profession. William Paterson University, a Hispanic-Serving Institution, draws its teacher candidates from a student body that reflects the communities its graduates will serve, strengthening the connection between schools and the families they educate.

DESCRIPTION

Originally authorized in 2008 under Title II, Part B of the Higher Education Act (HEA) of 1965, the Augustus F. Hawkins Centers of Excellence Program supports comprehensive, high-quality teacher preparation programs at Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCCUs), and Minority-Serving Institutions (MSIs) with a state-accredited teacher preparation program. The Hawkins Program seeks to achieve these goals through competitive grants that help institutions of higher education increase high-quality teacher preparation programs for teachers of color, strengthen the diversity of the teacher pipeline, and address teacher shortages in high need schools. Per terms of an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program.

The Hawkins Program was authorized for almost sixteen years before receiving its first appropriation in FY 2022. Grants can be for up to four years and must include activities that strengthen the educator pipeline in high-need schools supporting underserved students. Eligible activities include the recruitment, preparation, support, placement, and retention of teachers.

Congress intended the Hawkins Program as a means to help diversify the nation’s teaching corps, acknowledging a preponderance of evidence that shows students of color perform better academically in educational settings where one or more educators share their racial or ethnic identity. Despite this evidence, rates of racial and ethnic diversity among public educators have remained largely unchanged over the past three decades. In its brief operational history, the Hawkins Program has funded 27 grants at HBCUs, TCCUs, and MSIs across the country, making it the only dedicated federal investment targeting teacher preparation capacity at the institutions best positioned to diversify the profession.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$15.00	\$15.00	\$15.00	\$0.00

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IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget eliminates the Augustus F. Hawkins Centers of Excellence Program. This would end the only dedicated federal grant program specifically designed to strengthen teacher preparation at Historically Black Colleges and Universities, Tribal Colleges and Universities, and Minority-Serving Institutions.

The timing of this proposed elimination is particularly consequential. After 14 years without an appropriation, the Hawkins Program received its first funding in FY 2022 at \$8 million. Congress increased that investment to \$15 million in FY 2023 and maintained it through FY 2026.

Eliminating funding in the middle of grant cycles would disrupt active programs and the teacher candidates currently enrolled. Because grants last up to four years, many of the most recent awardees would lose funding before their programs reach completion, undermining the investments already made by Congress, the grantee institutions, and the candidates themselves.

The evidence base supporting the Hawkins Program is clear: Students of color perform better when they have access to teachers who share their racial and ethnic identity. MSIs, representing approximately 14 percent of all degree-granting institutions, enroll a disproportionate share of students of color and produce a disproportionate share of educators of color, making them uniquely positioned to diversify the teaching profession. In fact, 30 percent of institutions currently funded under IDEA, Part D, Personnel Preparation grants are classified as Minority-Serving Institutions, underscoring the critical role these institutions play across the federal education investment portfolio. Without the Hawkins Program, there would be no dedicated federal investment targeting this critical pipeline.

CONTACT INFO

John Patrick Walsh

American Association of State Colleges and Universities
(732) 673-0762 | walshj@aascu.org

Kaitlyn Brennan

Teacher Education Division, Council for Exceptional Children
(412) 853-8409 | kbrennan@kbstrategies.org

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Fund for the Improvement of Postsecondary Education (FIPSE)



Title VII, Part B, Higher Education Act

For FY 2024, the U.S. Department of Education awarded 11 FIPSE Basic Needs for Postsecondary Students grants totaling \$9.7 million. Among the recipients was Pueblo Community College (PCC), which earned a grant to develop programs and services using documented data and student input. PCC sits in a rural, low-income community in Colorado with 65 percent of the population reporting basic needs insecurity. In 2025 PCC and Pueblo Transit used grant funds to create a [partnership](#) which allows PCC students to use their student ID to access city buses free of charge. PCC Basic Needs Coordinator Matthew Aubuchon shared, "This is about more than convenience; it's a commitment to removing barriers and empowering students to succeed. Whether it's getting to class, heading to work, or staying connected to the community, this program ensures our students have one more reason to keep going."

Tulsa Community College (TCC) was an FY 2023 winner of the FIPSE Postsecondary Student Success Grant. TCC is Oklahoma's largest community college, serving about 20,000 students annually, of which 41 percent are Pell grant recipients and 27 percent are first-generation students. In January 2024, TCC received \$3.7 million to redesign the First Year Experience course aimed at improving success for underserved and underrepresented students through targeted advising. Dr. Lori Coggins, Associate Professor and Coordinator of College Success, shared, "We can help students build confidence in their academic abilities by offering opportunities for them to learn what to expect as they move forward and practice the skills they will need."

Grant funds are also used to conduct research on persistence and success of social science students. Students in the study were provided with laptops, hotspots, data plans, and advising software. As TCC's Dean of Libraries and Knowledge Management Paul Setton said, "What makes this grant different from other grants TCC has received is that it is a research grant. We will be expected to publish and share what we learned. More importantly, this initiative will contribute significantly to advancing the mission of TCC, which is 'building success through education.'"

DESCRIPTION

Authorized more than 50 years ago, the Fund for the Improvement of Postsecondary Education (FIPSE) supports a wide range of activities through competitive grants and contracts with institutions of higher education and other public and private nonprofit institutions, state agencies, and consortia. Activities promote local and state-based reforms in collaboration with the private sector, including career and professional training, cost-effective instruction and operations, and improving access and success for historically underserved populations.

FIPSE has historically reflected the priorities of both the executive and legislative branches, resulting in a mix of special U.S. Department of Education projects and defined congressional allocations for specific programs. FIPSE also has served as one of two appropriations accounts in education for congressionally directed community projects. Postsecondary Student Success Grants (PSSG) are an example of these congressionally directed programs. PSSG is a tiered-evidence competition to support activities that improve retention, transfer, and completion in postsecondary education, particularly at Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, Hispanic-Serving Institutions, other minority-serving institutions, and institutions serving large shares of low-income students. PSSG help reengage students who have stopped out of higher education, as well as those who are enrolled in higher education but are at risk of not completing

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their program, ensuring a higher return on taxpayers' investment. Grantees may use funds directly or in collaboration with nonprofit organizations and other institutions of higher education for activities such as academic, career, and student support services; emergency financial aid grants for unexpected expenses or to meet basic needs; accelerated learning opportunities, such as dual enrollment and credit for prior learning; and assistance in applying for other support services, such as means-tested federal benefits.

In FY 2025 the president redirected \$169.72 million from program level funding not specified in the FY 2025 Continuing Resolution to a new Special Projects Program, funding 72 grants in artificial intelligence, capacity building for short-term programs, civil discourse, and accreditation reform. Funding redirected for this competition came from seven programs Congress funded in FY 2024 and again specified for FY 2026.

FIPSE was funded for FY 2026 by Congress within the Department of Education and is statutorily authorized in that department. However, in November 2025 the Department announced an Interagency Agreement with the Department of Labor under which the receiving agency will in essence run the program—managing competitions and peer review, providing technical guidance, and distributing funding through its funding system. The Department of Education will technically maintain statutory responsibilities and provide oversight.

FUNDING HISTORY (in millions) - *not including funds for Congressional earmarks*

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
\$171.00	\$171.00	\$136.00	\$0.00

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SELECT PROGRAM-LEVEL FUNDING HISTORY (in millions)

	FY 2024	FY 2025	FY 2026	FY 2027 President's Request
FIPSE Special Projects Program:	————	\$171.00	\$0.00	\$0.00
Artificial Intelligence		\$50.88		\$0.00
Short-Term Programs		\$52.09		\$0.00
Civil Discourse		\$51.77		\$0.00
Accreditation Reform		\$14.49		\$0.00
Postsecondary Student Success Grants	\$45.06	*	\$45.00	\$0.00
Historically Black Colleges and Universities (HBCU), Tribally Controlled Colleges and Universities (TCCUs), and Minority Serving Institutions (MSI) Research and Development (R&D) Infrastructure Grants	\$49.57	*	\$15.00	\$0.00
Centers of Excellence for Veteran Student Success (CEVSS)	\$8.89	\$0.24*	\$9.00	\$0.00
Open Textbooks Pilot program	\$6.99	*	\$7.00	\$0.00
Basic Needs for Postsecondary Students	\$10.02	*	\$10.00	\$0.00
Rural Postsecondary and Economic Development (RPED)	\$44.84	*	\$45.00	\$0.00
Transitioning Gang-Involved Youth to Higher Education (TGIY)	\$4.90	*	\$7.00	\$0.00
Congressionally Directed Spending/Community Project Funding	\$202.34	\$0	\$224.38	\$0.00

*Program-level funding was not specified in the full-year Continuing Resolution.

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IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget eliminates funding for FIPSE programs, suggesting states, localities, and institutions of higher education are best suited to determine whether to fund programs that support veterans, rural student populations, public-private sector collaboration, and those that make federal aid more cost-efficient and effective. The request also would end congressionally designated community projects funded within FIPSE, for a cut of \$224.38 million.

In particular, the president's FY 2027 budget would:

- Cancel funding for the **CEVSS**, ending new grants for programs that support veteran student success in postsecondary education. These programs eliminate bureaucratic red tape by establishing a single point of contact veteran student support team that provides wraparound services, including counseling, tutoring, assistance with special admissions, credit transfer from previous postsecondary education or experience, application assistance for financial aid and veterans' benefits, and admissions. Without new grants, veterans' unique needs will be much harder to meet, undermining the promise of the GI Bill.
- Eliminate funding for **PSSG**, reducing the efficacy and return on investment of federal student aid by reducing research-based methods to increase student completion rates, particularly for Pell grant recipients.
- Terminate **HBCU, TCCU, and MSI R&D Infrastructure Grants**, significantly weakening the ability of such institutions to offer and collaborate with the private sector on innovative research and development. The funding cuts conflict with the Presidential Executive Order on HBCUs (April 25, 2025) requiring agencies to improve HBCUs' ability to compete for federal research and development funding, among other priorities to strengthen HBCU research and development capacity and collaboration with the private sector.
- End the **Open Textbook Pilot**, first funded in 2018, supporting projects at higher education institutions to create new open textbooks or expand their use through marketing and enticement awards in high enrollment courses. Open textbook activities are funded as well through grants by the National Science Foundation and the Institute of Museum and Library Services (also eliminated in the president's budget).
- Eliminate future grants for the **RPED, Basic Need Grants, and TGIY** programs. Particularly affecting rural areas, RPED grants promote innovative approaches to improve rates of postsecondary enrollment in career pathways aligned to high-skill, high-wage, or in-demand industry sectors and occupations in rural communities. In FY 2024, 21 RPED grants were awarded to community and technical colleges in, among others, Alabama, Kansas, North Carolina, Ohio, and Wisconsin. Ending the Basic Needs Grants would undermine efforts to ensure all students have the resources to meet their basic needs and persist and be successful in postsecondary education. Difficulty in meeting basic needs has gained increasing attention as a barrier to access, retention, and completion.

CONTACT INFO

Richard Hershman

National Association of College Stores
(202) 778-4598 | rhershman@nacs.org

Magin Misael Sanchez

UnidosUS
(202) 776-1736 | msanchez@unidosus.org

Genesis Santiago

Association of Community College Trustees
(202) 775-4667 | gsantiago@acct.org

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



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

Wendy participated in Treasure Valley Community College HEP in Oregon. Born in California and raised in Weiser, Idaho, she left school during her junior year of high school due to mental health challenges. Wendy and her husband welcomed their daughter, and she began working full time at an onion plant. Realizing she needed to create a better future for her daughter, Wendy enrolled in Treasure Valley Community College HEP despite battling postpartum depression and juggling family responsibilities. With determination and the support of HEP, Wendy passed her exams and earned her GED diploma in 2025. After getting her diploma, Wendy pursued a career as a registered nurse, enrolling in college courses in spring 2025 and later joining the CAMP program as a full-time student. Reflecting on her experience with HEP and CAMP, Wendy shared, "It gives me a foundation to build on and reminds me that no matter how long it takes, progress is still progress."

DESCRIPTION

For over 50 years, the U.S. Department of Education has awarded five-year competitive grants to institutions of higher education through the High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP). HEP grants expand educational opportunities to students who come from an agricultural background to obtain a High School Equivalency Diploma and pursue higher education. HEP provides dropout recovery and placement in postsecondary education, military, or employment to students who face tremendous educational obstacles due to the frequent moves by their families who are engaged in agricultural, often seasonal, work. CAMP assists students in their first year of college with academic and personal counseling, stipends, and other support services and helps students obtain financial aid for their remaining undergraduate years to ensure they complete their education. Under an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program.

FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
\$52.12	\$52.12	\$52.12	\$0.00

IMPACT OF PRESIDENT'S BUDGET

President Trump's FY 2027 budget eliminates funding for HEP and CAMP, dismantling vital education support for thousands of students served annually by these programs. These initiatives provide the only dedicated federal support for the secondary and postsecondary education of seasonal agricultural workers—and they deliver results with bipartisan support.

The U.S. Department of Education's latest data found that 68.2 percent of HEP students earned a high school equivalency diploma and, of those, 83.9 percent enrolled in higher education, joined the armed services, or improved their job status. CAMP programming further boasts an extremely high persistence rate, with 96.2 percent of CAMP participants continuing their postsecondary education after completing their first year of college. Demand for these proven and highly effective programs consistently exceeds the amount of available funding.

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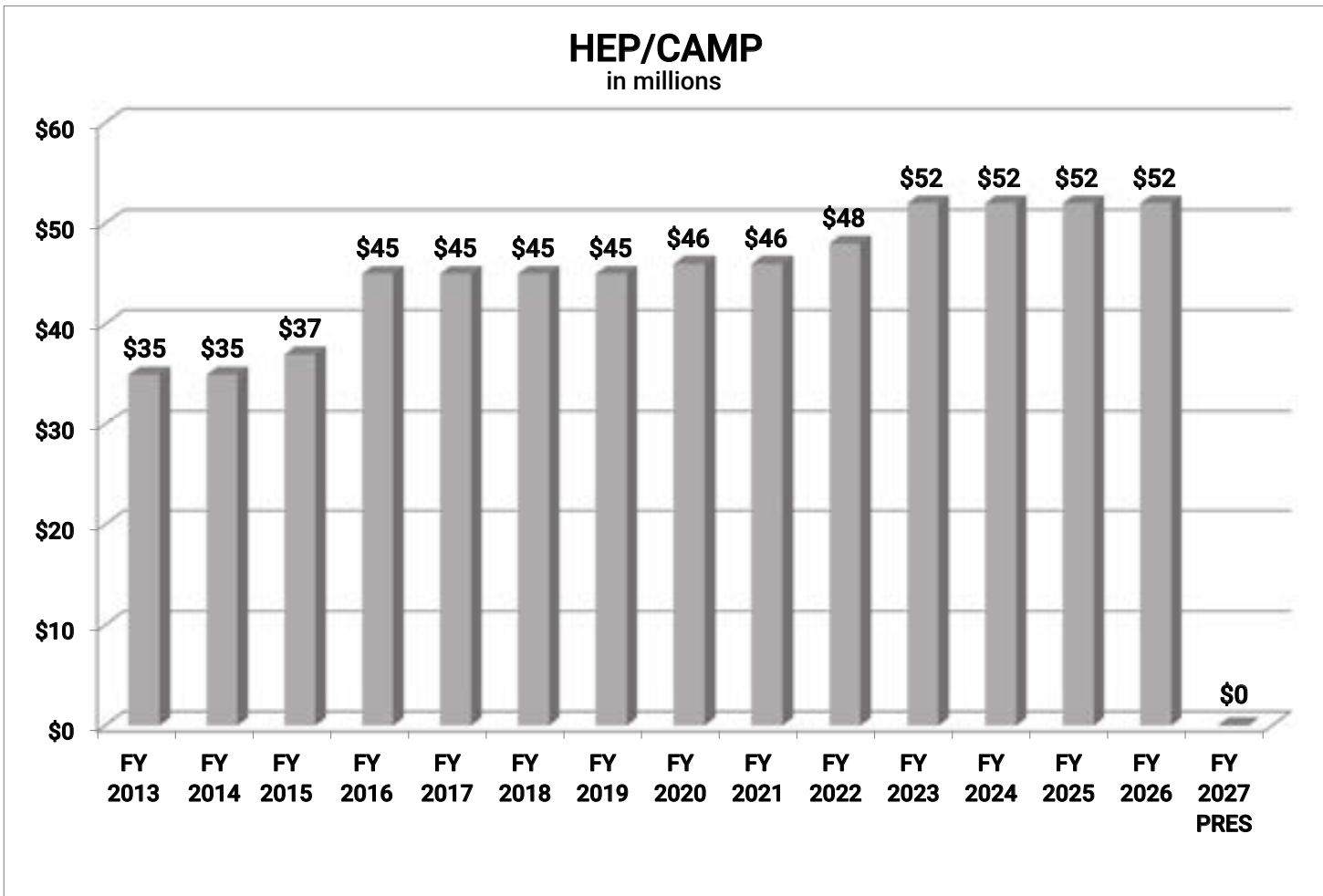
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Most important, support for HEP/CAMP is not just an investment in individual students, but an investment in America's workforce, communities, economy, and armed services. Participants exit HEP/CAMP programming with the skills and credentials needed to access better-paying jobs, fill skilled roles, and contribute to rural communities and the tax base.

CONTACT INFO

Irene Bueno
 NVG, LLC
 (202) 540-1070 | ibueno@nvgllc.com

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Developing Hispanic-Serving Institutions (HSIs) Program



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

At Las Positas College (California), Title V funding supported a comprehensive effort to strengthen student success through equity-focused academic and career pathways. The grant enabled the college to implement Guided Pathways, ensuring all students are placed into structured Academic and Career Pathways and supported by Student Success Teams that provide proactive advising, personalized guidance, and culturally responsive support. Through this investment, the college set clear goals—increasing persistence rates, expanding degree and certificate completion, and boosting transfer to four-year institutions—to improve outcomes for all students, including Hispanic and underrepresented students. The program also supported targeted outreach to re-engage more than 2,000 students who dropped out during the pandemic. However, the loss of nearly \$1.8 million in remaining grant funding will significantly limit the college’s ability to sustain these efforts, putting progress in student retention, completion, and transfer at risk.

At Heritage University (Washington State) Title V funding supports critical investments in science education, including biology lab renovations and campus technology upgrades. Through a multi-year federal grant, the university has worked to modernize instructional facilities and expand opportunities for students pursuing degrees in STEM fields. In its final year, \$600,000 in expected funding was canceled, jeopardizing the completion of nearly \$300,000 in contracted lab renovations and more than \$130,000 in planned technology upgrades. These investments are essential to providing students with hands-on learning experiences and access to modern equipment aligned with workforce needs. Without this funding, the university faces immediate disruptions to planned improvements, limiting its ability to deliver high-quality STEM education and fully implement projects already underway.

DESCRIPTION

A Hispanic-Serving Institution (HSI) is a nonprofit college or university where at least 25 percent of full-time equivalent undergraduate students identify as Hispanic. This designation makes institutions eligible to apply for federal grants under Title V (Parts A and B) and Title III (Part F), depending on their program offerings. Per terms of an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program.

HSI grants help institutions better serve large numbers of Hispanic, first-generation, low-income, and other historically underrepresented students. Federal funding supports initiatives that expand access, improve student success, and strengthen institutional capacity. This includes investments in instructional facilities, lab and technology upgrades, curriculum development, faculty support, and wraparound student services.

Today, 645 HSIs enroll 6 million students, including 68 percent of all Hispanic college students and 38 percent of all Pell Grant recipients. HSIs include two- and four-year public and private institutions that are committed to advancing educational equity and economic mobility.

Developing Hispanic-Serving Institutions (Title V, Part A)

This competitive grant program helps HSIs expand access and improve academic outcomes for Hispanic and low-income students. Grants support institutional development across a range of areas, including classroom and lab facilities, faculty professional development, tutoring and mentoring programs, and financial literacy education. Funding may be awarded to individual institutions or as part of a cooperative arrangement.

Promoting Postbaccalaureate Opportunities for Hispanic Americans Program (Title V, Part B)

This competitive grant program supports institutions in expanding and enhancing postbaccalaureate programs serving Hispanic and low-income students. Funding supports the development of new graduate-level programs, improvements to program quality, and efforts to increase completion rates among underrepresented students.

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Hispanic-Serving Institutions (HSI) Science, Technology, Engineering and Mathematics (STEM) and Articulation Programs (Title III, Part F)

This competitive grant program increases the number of Hispanic and low-income students earning degrees in science, technology, engineering, and mathematics (STEM). It also funds the development of articulation agreements that create clear transfer pathways between two- and four-year HSIs in STEM disciplines.

FUNDING HISTORY (in millions)

	FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
Title V—Part A	\$228.89	\$ 0.34	\$231.64	\$ 0.00
Title V—Part B	\$ 27.45	\$ 0.00	\$ 27.78	\$ 0.00
Title III—Part F (mandatory)	\$ 94.30	\$ 94.30	\$ 94.30	\$ 0.00
TOTAL	\$350.64	\$ 94.64	\$353.72	\$ 0.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget eliminates funding for all Hispanic-Serving Institution programs at the U.S. Department of Education. This would impact 645 HSIs serving more than 6 million students. Without these funds, institutions would not receive grants needed to support STEM programs, academic advising, faculty development, and infrastructure improvements. Findings from the 2025 American Council on Education MSI (minority-serving institutions) Data Brief show the power and reach of HSIs:

- Funded HSIs award five times more bachelor's degrees to Hispanic students than non-MSIs, and two-year funded HSIs award nearly twelve times more associate degrees than non-MSIs.
- Pell Grant recipients at funded HSIs graduate at higher rates than those at eligible but unfunded HSIs.
- Nearly 70 percent of HSI graduates surpass the median earnings of high school graduates.

At the same time, HSIs also have urgent needs as outlined in the 2024 GAO report, "Hispanic-Serving Institutions Reported Extensive Facility and Digital Infrastructure Needs." GAO found that 43 percent of HSIs' building space requires repair or replacement, and the average deferred maintenance backlog is nearly \$100 million. Seventy percent of HSIs report at least one project tied to a health or safety issue, and 90 percent offering hybrid learning face at least one financial or technological barrier to delivery.

Eliminating funding would set these institutions back at a time when demand for higher education continues to grow. The proposed budget does not meet the needs of HSIs or the students they serve.

CONTACT INFO

Xiomara Santos

Hispanic Association of Colleges and Universities (HACU)
(202) 833-8361 | xiomara.santos@hacu.net

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International Education Programs and Foreign Language Studies



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

DESCRIPTION

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

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

Per terms of an interagency agreement announced in 2025, the U.S. Department of State is now managing funding for this Department of Education program. Title VI programs fund collaborations and partnerships among educational entities, businesses, and governments, as well as programs and fellowships at higher education institutions. Programs focus on increasing the number of experts in world languages and area studies to meet national security needs and train a globally competent workforce. Among these programs are:

- **National Resource Centers (NRCs)** at universities that train students and scholars, maintain library collections and research facilities, conduct research on world affairs, operate summer institutes in the United States and abroad, and provide expertise at all levels of government.
- **Foreign Language and Area Studies (FLAS) Fellowships** that support academic year and summer fellowships for graduate and undergraduate level training at universities offering programs of excellence.
- **Centers for International Business Education (CIBE)** that focus comprehensive university expertise on improving international business education across disciplines.
- **Language Resource Centers (LRCs)** that support improvements in teaching and learning of less commonly taught foreign languages.

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FUNDING HISTORY (in millions)

	FY 2024	FY 2025*	FY 2026	FY 2027 PRESIDENT’S REQUEST
Domestic Programs	\$75.35	\$0.00	\$70.35	\$0.00
Overseas Programs	\$10.31	\$0.00	\$10.31	\$0.00

** For FY 2025, the Department of Education eliminated all funding for these programs.*

IMPACT OF PRESIDENT’S BUDGET

The president’s budget’s elimination of funding for international education and foreign language studies programs is disheartening, especially at a time when the world is at a critical juncture with multiple global crises that require international cooperation and collaboration. The substantial investments made by educational entities, students and scholars, businesses, and other critical stakeholders who operate to advance international cooperation and partnerships warrant increased support for ongoing and future efforts to improve global development.

Title VI programs are not duplicative and serve as a critical national resource. All Title VI programs expand access to international studies and language programs and help deliver global opportunities to a broader population. As evidenced by recent and current global crises, the value of international cooperation, mutual exchange, and understanding cannot be overstated. Increasing federal funding to support these interactions must continue to be a national priority.

CONTACT INFO

Brent Palmer
 University of California System
 (202) 853-5632 | brent.palmer@ucdc.edu

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Federal TRIO Programs

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

“TRIO and specifically Upward Bound were instrumental in my being able to achieve the position that I hold today. The college preparatory skills I obtained as part of the Upward Bound program at the University of Nevada-Las Vegas showed me that a poor kid from government housing in a disadvantaged area like Butte, Montana, could be successful at university. Now that doesn’t mean that I was successful right away. Without what I learned from [my TRIO counselors], I never would have gone back to college—I was nearing my 30th birthday—or pushed through to obtain my doctorate.”

- Richard LaDouceur, Associate Professor & Interim Department Head,
Mechanical Engineering, Montana Technological University

DESCRIPTION

The Federal TRIO Programs provide academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary for educational access and retention to approximately 817,000 students nationwide. Through seven different project types (Talent Search, Upward Bound, Upward Bound Math-Science, Student Support Services, Ronald E. McNair Postbaccalaureate Achievement, Educational Opportunity Centers, and Veterans Upward Bound), TRIO programs motivate and prepare first-generation students for higher education. Beginning with Upward Bound in 1964 and continuing as the number of TRIO Programs expanded, students have received focused support services to increase access to higher education. Eligible students are individuals from families with incomes below 150 percent of the poverty level and those whose parents do not have college degrees. Through nearly 3,500 projects nationwide, TRIO operates in virtually every congressional district in the United States and several independent territories. Under an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$1,191.00	\$1,191.00	\$1,191.00	\$0.00

IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget eliminates the Federal TRIO Programs. Without the TRIO Programs, 817,000 low-income, first-generation students, including veterans and students with disabilities, would lose access to these vital education programs, and many students would not receive the support services necessary even to consider the possibility of college. We urge Congress to continue to fund the Federal TRIO Programs at the highest possible level in FY 2027.

Giving a helping hand to low-income students is both the right thing to do and in the nation’s self-interest. Too many promising, even brilliant students grow up in low-income surroundings with little family wealth to help smooth their paths. Helping them is a significant investment. The United States needs students of every background who are academically prepared and motivated to achieve success to remain competitive with other nations, and college degrees remain a key driver of the economy. Higher degrees of educational attainment translate into higher wages, a broader tax base, and lower rates of unemployment. There are currently over six million TRIO alumni who have graduated from college with the special assistance of these programs.

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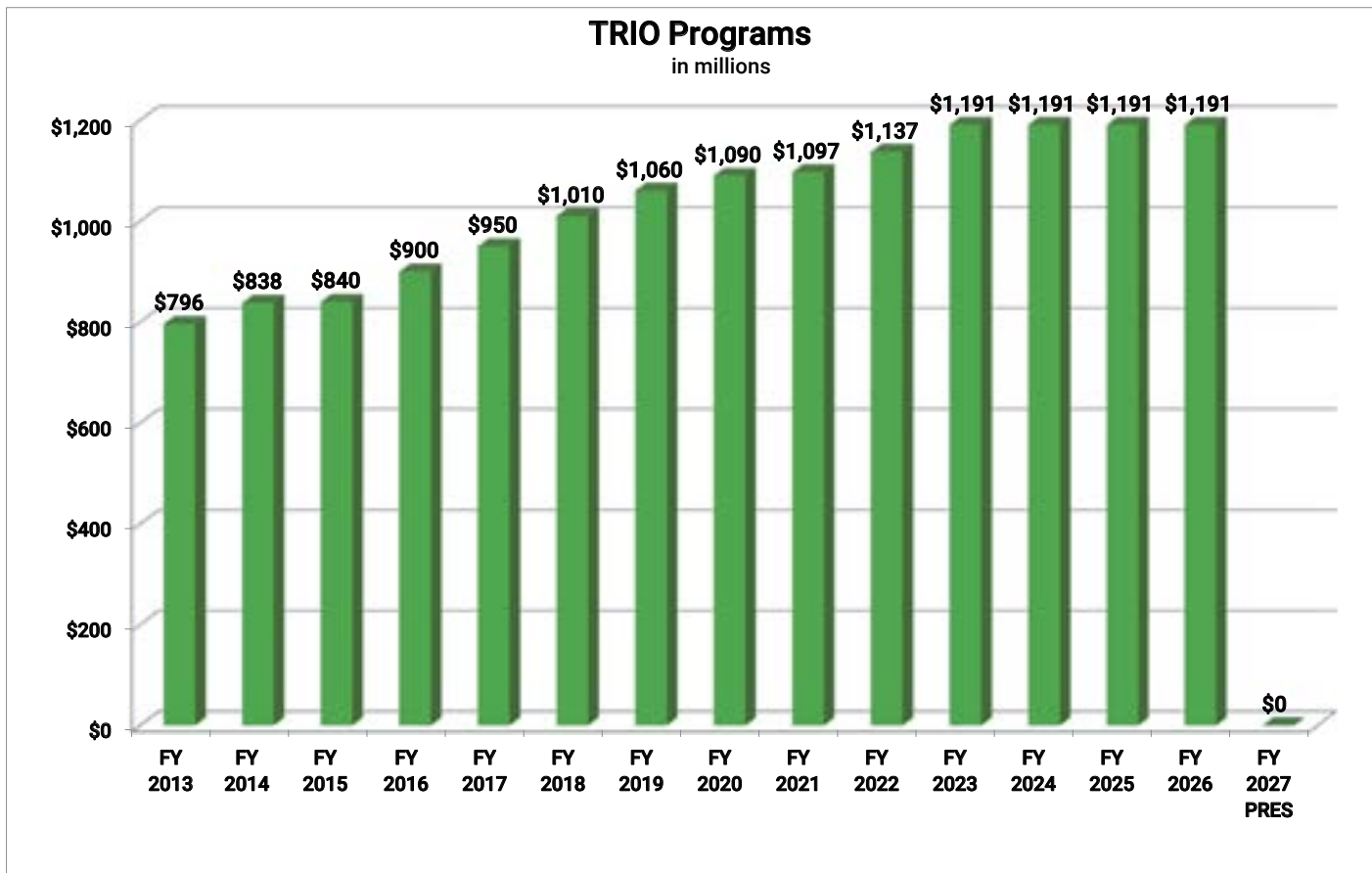
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Lack of financial resources is a key reason why low-income students are being left behind. Students from the highest income quartile earn college degrees at a rate four times that of students in the lowest income quartile (58 percent vs. 14 percent) by the time they are 24 years old (Pell Institute, Indicators Report, 2026). TRIO programs are essential to fill that gap for many individuals, but many more are not served as budget dollars are limited.

In addition to eliminating funding, the Administration in spring 2026 released Requests for Proposals for two TRIO programs—Talent Search and Educational Opportunity Centers—that pose significant threats to the future of the TRIO programs. These proposals change the mission from college access and success, as intended by the law, into workforce development and career training. Talent Search programs promote early college awareness and preparation, and participating students are 22 percent more likely to enroll in college than students in the bottom income quartile nationally. Educational Opportunity Centers (EOC) support adult postsecondary enrollment. Of EOC participants in 2018-19, 58.6 percent of college-ready students were enrolled in institutions of higher learning, and 72.5 percent of eligible EOC participants applied to college. It is critical that TRIO student services continue for these programs until these RFP problems are corrected in a timely manner.

CONTACT INFO

Diane Shust
 Council for Opportunity in Education
 (202) 347-7430 | diane.shust@coenet.org

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



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

“Like most of the nation, Rhode Island must empower more students to succeed beyond high school, securing the credentials and degrees that drive our future economy. Our GEAR UP program serves as a vital engine for this goal. GEAR UP students significantly outperform matched peer groups at every milestone from the sixth grade through postsecondary completion. By providing holistic academic, social, and financial aid support, the program prevents students from ‘falling off’ the path to success. Consequently, participants are 48 percent more likely to earn a postsecondary credential within six years of graduation. This is particularly impactful for students facing academic or behavioral challenges and a testament to our success in narrowing longstanding achievement gaps.”

—Andrew Bramson, President & CEO, Onward We Learn/GEAR UP Rhode Island

DESCRIPTION

As a highly competitive discretionary grant initiative, GEAR UP creates pathways for students of all backgrounds, but with a primary focus on elevating students from low-income communities. The program prepares participants for the rigorous demands of postsecondary education and specialized training, ultimately helping them secure the necessary certificates or degrees leading to their desired careers. Currently, GEAR UP supports more than 588,000 students across nearly 3,000 secondary schools, spanning rural, suburban, and urban communities in 44 states. Remarkably, the federal investment required for these services remains under \$700 per student.

A hallmark of GEAR UP is its commitment to local autonomy, allowing communities to identify unique challenges and implement customized strategies rather than following a rigid, universal mandate. The program enhances college and career readiness by increasing academic rigor, providing consistent support and mentoring, and facilitating hands-on, work-based learning. Additionally, it offers vital scholarships and guides families through the complexities of the financial aid system. These interventions begin no later than the seventh grade and offer continuous support through a student’s first year of postsecondary education or training.

GEAR UP is a community effort based on a partnership between businesses, educational institutions, and civic organizations in pursuit of common goals. Because every federal dollar is matched by local contributions, the program represents a high-value return for taxpayers and a true community investment. Under an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$388.00	\$388.00	\$388.00	\$0.00

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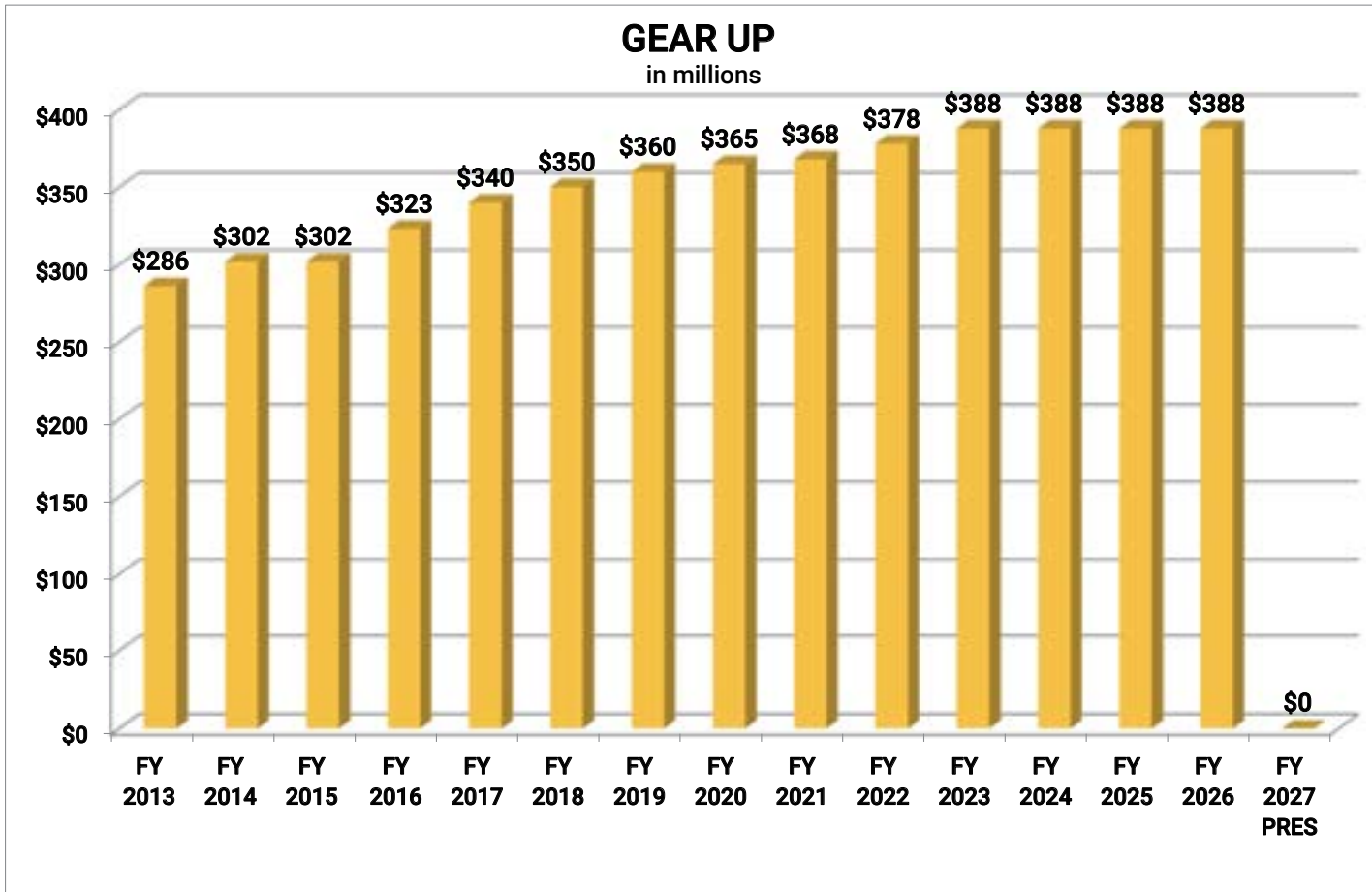
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IMPACT OF PRESIDENT’S BUDGET

The president’s budget eliminates GEAR UP, threatening to dismantle a vital support system for thousands of schools and neighborhoods across the country. This move comes at a critical juncture, as regional leaders are striving to develop a modern, capable workforce. Withdrawing this funding would essentially abandon hundreds of thousands of determined students and families from low-income backgrounds who have relied on the program’s long-term commitments to help secure their professional futures. These students recognize that postsecondary attainment is the primary engine for economic mobility, a success that translates into broader prosperity for families, local economies, and the national interest.

Furthermore, the dissolution of GEAR UP would strike a permanent blow to the deep community-education partnerships that currently serve as catalysts for systemic improvement. Removing the federal foundation of the program would likely force a total shutdown of local operations, directly affecting the livelihoods of tens of thousands of educators. The consequences would be particularly severe in rural regions, where GEAR UP frequently serves as the only dedicated resource for enhancing academic and career outcomes. Ultimately, ending this investment does not just cut a budget line, but it jeopardizes the educational infrastructure and the promise of opportunity for an entire generation of learners.

CONTACT INFO

Alex Chough
 National Council for Community and Education Partnerships
 (202) 530-1135 x2110 | alex_chough@edpartnerships.org

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Graduate Assistance in Areas of National Need (GAANN)



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

DESCRIPTION

The U.S. Department of Education’s only scholarship assistance for graduate students is provided through the Graduate Assistance in Areas of National Need (GAANN) program, with an institutional match of 25 percent. Through highly competitive awards to institutional departments, GAANN provides fellowships to graduate students who demonstrate financial need and have superior academic ability. Eligible institutions must sustain and enhance students’ capacity to teach and research in areas of national need and offer social and academic support.

After consultation with certain federal agencies, including the National Science Foundation, the U.S. Department of Defense, and the U.S. Department of Homeland Security, the Department of Education designates certain academic fields as “areas of national need” for the GAANN awards competition. In recent years, these areas included STEM fields (science, technology, engineering, mathematics), critically needed foreign languages and area studies, and certain health care fields, such as nursing and psychology. Under an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$23.55	\$23.55	\$19.55	\$0.00

IMPACT OF PRESIDENT’S BUDGET

Graduate students already face challenges accessing funding support from the federal government, with very few options besides student loans to finance their education. By eliminating GAANN, the president’s FY 2027 budget request would further erode federal support for graduate study. While it is disappointing Congress cut the program by \$4 million in FY 2026, maintaining GANN still allows graduate programs across the country to utilize these critical but limited funds to support students in their educational pursuits. Eliminating GAANN would put graduate school out of reach for many students, particularly those coming from underserved backgrounds.

GAANN and other federal programs tailored to support graduate study are needed to ensure the sustained growth of a skilled workforce in all sectors of the economy that have been recognized as being in the national interest. Graduate students drive excellence in teaching and learning, conduct critical research, develop new products and solutions to everyday problems, and deliver health care to all populations. They also add to our nation’s economic competitiveness, innovation, and national security in business, academia, health care, and a broad range of fields.

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Rather than eliminating GAANN and cutting federal support for graduate study, Congress should reverse the FY 2026 decrease in funding and increase investments in this important program. An increase would allow a greater number of institutions to allocate funding to graduate students pursuing interdisciplinary studies determined to be of national importance. Sustaining and expanding the programs that support these initiatives would provide immense national benefit.

CONTACT INFO

Kenneth Polishchuk

American Psychological Association
(202) 336-5945 | kpolishchuk@apa.org

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Child Care Access Means Parents in School (CCAMPIS)



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

"I love this place... I have straight As because I have time to focus on my schoolwork."

This is just one of the many glowing things student parents have to say about the Richard M. Guon Childcare Center at Monroe Community College in Rochester, NY. A longtime CCAMPIS grantee, Monroe uses its grant funds to subsidize day care costs for student parents with financial need. The Center has been a lifeline for student parents engaged in online and in-person coursework. Data collected by Monroe showed significantly higher persistence and on-time graduation rates for student parents that used the Guon Center compared to those that did not. Without CCAMPIS funding, the Guon Center would not be able to serve nearly as many student parents as it does now.

DESCRIPTION

Created in the Higher Education Amendments Act of 1998, the CCAMPIS program supports the participation of low-income parents in postsecondary education through campus-based childcare 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 childcare for infants and toddlers, the program funds parenting classes and before- and afterschool care for older children. Under an interagency agreement announced in 2025, the Department of Health and Human Services is now managing funding for this Department of Education program.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$75.00	\$75.00	\$75.00	\$0.00

IMPACT OF PRESIDENT'S BUDGET

The president's budget eliminates the CCAMPIS program. Similar to other terminated programs, the Administration's budget says that "states, localities, and colleges, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government."

While there are hundreds of campus childcare 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 is necessary to increase access to higher education for low-income students and results in increased retention, especially for single parents. Without a greater investment in CCAMPIS, thousands of low-income students across the country will still lack access to quality childcare, often cited as the reason students with young children withdraw prior to completing a certificate or degree.

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The CCAMPIS program needs a stable, growing investment that demonstrates the federal commitment to this program and helps institutions plan childcare centers and parent support services. Elimination of the program would be a devastating blow to student parents.

CONTACT INFO

Jim Hermes

American Association of Community Colleges
(202) 416-4501 | jhermes@aacc.nche.edu

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Regional Educational Laboratories (RELs)

Title I, Education Sciences Reform Act



CEF VIDEO

To help translate research into everyday classroom practice, the Regional Educational Laboratories (RELs) are developing toolkits to provide professional development materials and resources to help educators implement evidence-based instructional practices in their schools. Each toolkit helps educators implement practices recommended by one of the U.S. Department of Education's What Works Clearinghouse practice guides across a variety of grade levels and subject matter. Each REL is co-developing their resources with educators, school and district leaders, or with postsecondary faculty and staff to ensure the toolkits' relevance and actionability.

REL Appalachia serves Kentucky, Tennessee, Virginia, and West Virginia. For Bethany Gordon, a teacher in the Goochland County (VA) Public Schools, REL Appalachia's Toolkit for Teaching Math to Young Children allowed her to implement evidence-based math instruction in her preschool classroom. Bethany was one of the partner educators involved in testing the usability of the toolkit and reporting data back to the REL on the efficacy in improving student outcomes. Bethany described the toolkit's activities as playful and developmentally appropriate and used it as a helpful strategy for incorporating math learning throughout the school day and in regular classroom conversations. As a result of using the toolkit, Bethany has already seen improvements in her students' foundational math skills. [Click here](#) to see Bethany discuss implementing the toolkit in her preschool classroom.

DESCRIPTION

The Regional Educational Laboratory program (REL) is a national network of ten regional labs that help states and districts systematically use data and research to improve student outcomes and support school improvement efforts. Created in 1965 and currently authorized under the Education Sciences Reform Act of 2002, RELs carry out three types of work—applied research, dissemination of findings from rigorous research, and technical support for use of research. Much of the work is conducted through research-practitioner partnerships where researchers and educators work together on a problem and generate solutions that improve student outcomes. RELs play a critical role in providing evidence-based resources and guidance to support teaching and learning for states, school districts, educators, families, and caregivers.

The most recent REL contracts were awarded in 2021 and, prior to contract cancellations in February 2025 and reinstatements in September 2025, had originally been slated to run through 2026, with one exception for a contract awarded for 2022-27. In December 2025, the U.S. Department of Education requested feedback on a proposed 2027-31 REL competition cycle. Because RELs fall within IES, the program has not yet been part of an interagency agreement.

FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
\$58.73	\$6.57*	\$53.73	\$0.00

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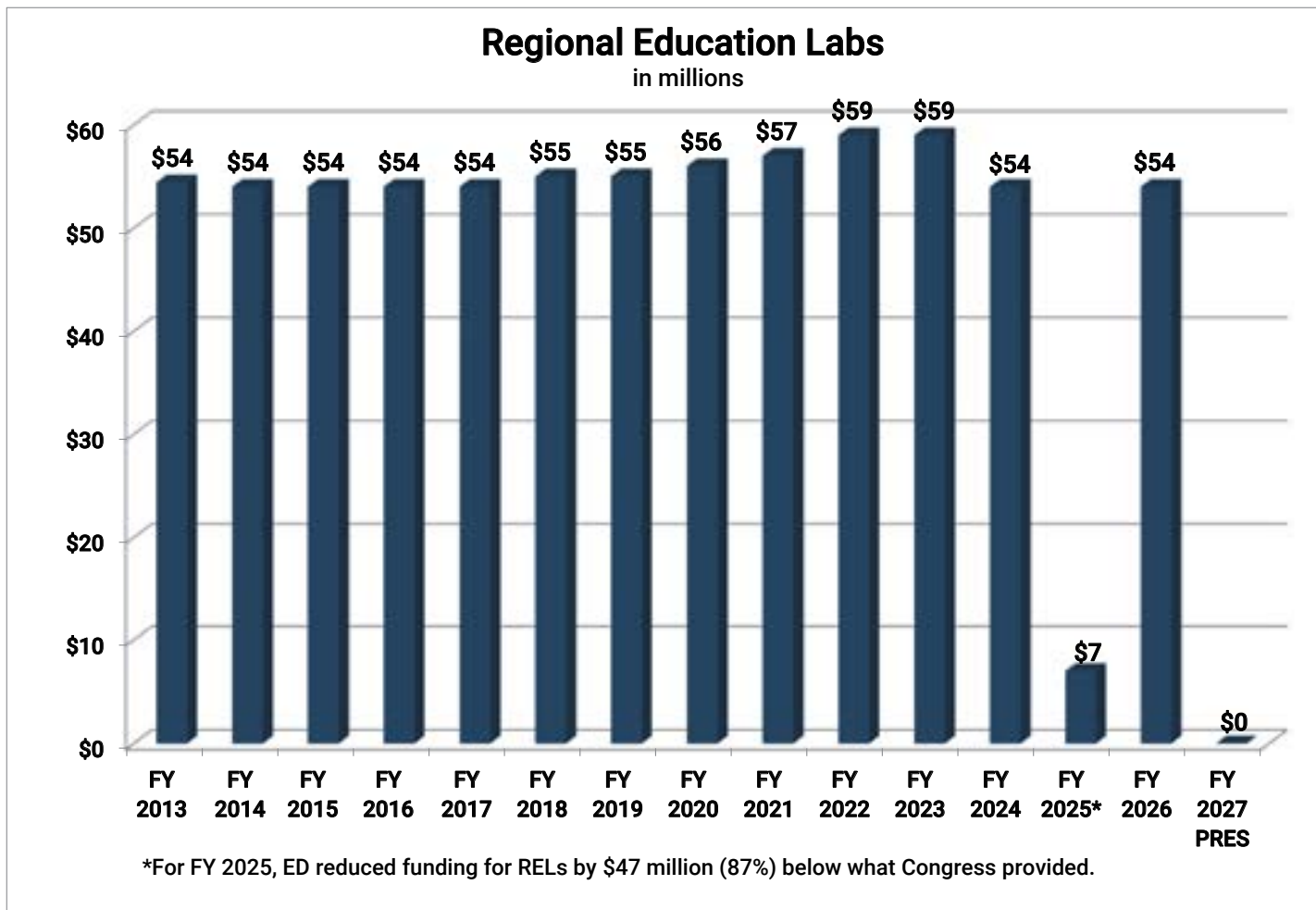
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IMPACT OF PRESIDENT’S BUDGET

The Administration’s FY 2027 budget eliminates funding for RELs. Failing to invest in the RELs will significantly weaken the connection between education research and classroom practice. Without RELs, states and districts will lose access to locally driven, tailored, high-quality support for using evidence to improve student outcomes. Educators would have fewer opportunities to collaborate with researchers on solving the most pressing education challenges they face each day in the classroom. The lack of investment would also hinder the development and scaling of innovative, evidence-based practices across the country.

CONTACT INFO

Rachel Dinkes
 Knowledge Alliance
 (202) 695-4191 | rdinkes@knowledgeall.net

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Statewide Longitudinal Data Systems

Title I, Education Sciences Reform Act

States have used Statewide Longitudinal Data Systems (SLDS) grants to plan, build, and sustain integrated education and workforce data infrastructure that supports evidence-based policymaking and program improvement. Typical projects include linking data across early childhood, K–12, postsecondary, and workforce systems (often referred to as P–20W); strengthening data governance, privacy, and security frameworks; modernizing data architecture and interoperability to improve data quality and timeliness; and developing analytic, reporting, and visualization tools that make data more accessible and useful to educators, agency leaders, researchers, and the public. States also commonly use SLDS funds to build internal capacity for data use—such as training staff, supporting applied research and program evaluation, and developing early warning or progress monitoring tools—to help identify equity gaps, improve outcomes for students and workers, and support continuous improvement across education and workforce systems.

DESCRIPTION

The Statewide Longitudinal Data Systems (SLDS) program historically offers competitive grants to states for creating comprehensive data systems. These systems track student progress over time, from early grades through higher education, while safeguarding personal information. The data systems resulting from these grants enhance the quality of data and enable connections across different educational stages. They also ensure prompt and precise data availability for reports aimed at boosting student performance and support research efforts to elevate student success.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025*</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$28.50	\$2.63	\$28.50	\$0.00

**The FY 2025 full-year continuing resolution amount for SLDS was \$28.50 million; however, the Department of Education and the Office of Management and Budget agreed on a spending level of \$2.63 million.*

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget eliminates categorical funding for Statewide Longitudinal Data Systems (SLDS). It is unclear the impact on 28 states awarded four-year grants in FY 2023. If even a year of funding is eliminated, the continuation of grants for states that enhance capacity to interconnect data across educational levels and sectors would be impacted. The projects, contracts, and work would cease before completion and could jeopardize progress and investments made in system improvements to date.

CONTACT INFO

Dean Folkers

Council of Chief State School Officers
(202) 336-7018 | dean.folkers@ccsso.org

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Segal AmeriCorps Education Award

National and Community Service Act

DESCRIPTION

The Segal AmeriCorps Education Award is one of the federal government’s most effective tools for recruiting talented individuals into public service and into the teaching profession in particular. Earned by participants who complete service in AmeriCorps programs (valued at up to \$7,395 for the 2026–27 service year), it can be used to repay student loans or cover higher education expenses. Recipients also receive loan forbearance during their service and interest payments on qualified loans, reducing financial barriers to service.

The Education Award plays a critical role in strengthening the educator workforce. For many participants, it makes service—and ultimately a career in teaching—financially viable. Programs like Teach For America rely on AmeriCorps to recruit a high caliber pipeline of future educators, particularly at a time when school systems across the country are facing persistent teacher shortages. Service through AmeriCorps not only provides immediate support to students and communities but also serves as a proven entry point into teaching, equipping participants with hands-on experience, a commitment to service, and a pathway into the profession.

At a time when the nation must address learning gaps and rebuild the educator workforce, AmeriCorps and the Segal Education Award represent a cost-effective, results-driven investment in both.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$1,260.00	\$1,260.00	\$1,252.00	\$107.7*

* \$107.7 million is requested for the “orderly shutdown” of AmeriCorps.

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IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget proposes the elimination of AmeriCorps, providing only \$107.7 million to support an “orderly shutdown” of all agency operations and programs. The FY 2027 budget also proposes rescinding \$106 million from the National Service Trust, which funds the Segal AmeriCorps Education Award. Together, these actions would effectively dismantle the Education Award—one of the most important incentives enabling individuals to serve and pursue careers in teaching and public service. Without it, many prospective educators would lose a critical financial pathway into the profession, particularly those from low- and moderate-income backgrounds.

Eliminating the Education Award would significantly weaken one of the nation’s most effective pipelines into teaching. Programs that rely on AmeriCorps, including those placing tutors and teachers in high-need schools, would face immediate recruitment challenges, reducing capacity to support students and communities.

CONTACT INFO

Jean Doyle

Teach For America

(202) 836-0454 | jean.doyle@teachforamerica.org

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Secure Rural Schools and Community Self-Determination Act of 2000

In August 2025, the hallways of Wind River Middle School in Carson, Washington, were stacked with chairs and boxed-up school supplies. It was the week teachers would normally be setting up their classrooms. Instead, Wind River had closed, in part because Congress did not renew a critical federal funding source, Secure Rural Schools (SRS). The Stevenson-Carson School District serves a community in Skamania County where nearly 80 percent of land is untaxable national forest. Losing approximately \$830,000 in SRS funds blew a hole in the budget the district could not fill. There was no alternative revenue source or rainy day fund large enough.

Stevenson-Carson School Board President Jeff Wickersham was direct about what the lapse communicated to communities like his: "I think it's important for Congress to recognize the impacts to some of our small communities. People call this home, and it does feel like a slap in the face at times when we just feel like we're being forgotten."

Congress finally reauthorized SRS in December 2025. Even though back payments were sent, Wind River did not reopen. The damage done in a community by a school closure does not reverse on a congressional timeline. The children who lost their middle school year cannot get it back, and families who may have decided to move when the school closed were stuck with that decision.

Trinity Alps Unified School District in Trinity County, California, serves approximately 620 students. One of the most federally land-constrained counties in the nation, nearly 75 percent of Trinity County is untaxable federal land, leaving almost no local tax base to support schools, roads, or public safety. For decades, SRS funding made up the difference, allowing the district to maintain teachers, programs, and the operational infrastructure that keeps a rural community school viable.

When SRS lapsed in 2023 and Congress failed to reauthorize it, Superintendent Jaime Green watched the fiscal ground shift under his district's feet. "Schools are cutting programs, roads aren't being maintained, police are getting laid off as well as many forest workers across the nation," Green said.

Trinity Alps survived the lapse through aggressive grant writing and careful reserve spending - options unavailable to many rural districts - but Green was clear that was a temporary fix: "We are living off successful grants that are temporary and spending our reserves for now, but that bubble will burst soon. Had we not been proactive and gone after every grant possible, we would already be upside down."

DESCRIPTION

Secure Rural Schools (SRS), administered by the U.S. Forest Service, is a formula grant program providing critical assistance to rural counties with untaxable National Forest land. This means counties have a lower tax base to support public services, including schools, roads, fire protection, law enforcement, and forest management. SRS was enacted to stabilize this situation, with federal payments serving as a safety net for communities whose economic base was fundamentally shaped by federal land management decisions.

The program serves 741 counties across 41 states and Puerto Rico, reaching more than 4,400 school districts and impacting approximately 9 million students. SRS payments are flexible, allowing communities to direct funds toward local needs: supporting teachers and school operations, maintaining rural roads, sustaining fire and law enforcement services, and building forest management capacity to protect communities from wildfire and other hazards. In the smallest, most remote schools, SRS funding is not supplemental; it is critical. Counties may use funds to hire additional staff, since often in small, rural schools staff serve in multiple roles. SRS funding could also keep schools located inside national parks open so federal employees' children do not face hours-long bus rides to and from school. SRS funding is the difference between a functioning rural public school and a rural school that faces closure.

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SRS funding is based on timber receipts received by the U.S. Forest Service. If Congress does not reauthorize the law, payments to SRS counties fall under a 1908 law, with far lower payments. In FY 2023, the authorization expired, creating the lapse in funding for FY 2024 referenced in the stories above. The program was reauthorized in December 2025, extending the program through FY 2026. In February 2026, the U.S. Forest Service distributed \$182 million in retroactive payments to bring SRS counties up to their full allotment, since they had received vastly lower payments based on the 1908 law. Payments for FY 2025 and FY 2026 will be for the full SRS payment level and expected on time. However, this critical program’s authorization expires again at the end of FY 2026. Forest counties and their schools will face the same cycle of uncertainty unless Congress acts to provide a long-term solution.

SRS has historically enjoyed broad bipartisan support in Congress. The program has been reauthorized in three-year cycles since 2000 because the purpose of SRS is straightforward and its impact is visible: When the federal government owns the land and the forests on it, the federal government is obligated to fill the gap for nontaxable land.

FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT’S REQUEST
\$71.00*	\$253.00**	\$253.00**	\$0.00

**Initial payments of \$71 million were based on the 1908 law; with subsequent reauthorization, an additional \$182 million in retroactive payments was sent in early 2026 based on the SRS formula.*

***This is an estimate, as allocations are not yet published; funding is based on current timber receipts and is variable.*

IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget does not include funding for the Secure Rural Schools program because of the funding structure within the U.S. Forest Service. In addition, Congress needs to reauthorize the program to extend it beyond FY 2026. Without congressional action, more than 700 counties and 4,400 school districts could once again face a fiscal cliff, losing funding they cannot replace through local revenue. The reduction in funds for FY 2024 prior to the recent reauthorization was instructive: School districts drained reserves, cut programs, deferred maintenance, and in some cases laid off staff while waiting for Congress to act on a program ultimately passed with overwhelming bipartisan support. Another lapse would be devastating to rural communities, particularly for the school districts and the students and families they serve.

The case for SRS reauthorization is straightforward. The rural counties and the school districts serving these communities cannot plan for the long term, hire and retain staff, or make responsible capital investments when their fundamental funding source requires renewal every few years. Congress should pass a reauthorization of SRS urgently that provides these rural communities with ongoing stability and certainty of this critical funding source.

CONTACT INFO

Tara Thomas

AASA, The School Superintendents Association
 (703) 303-2551 | tthomas@aasa.org

Deb Koolbeck

National Education Association
 (202) 227-6562 | dkoolbeck@nea.org

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National Endowment for the Arts

The National Endowment for the Arts (NEA) regularly awards Grants for Arts Projects in the category of arts education. These grants support direct learning and increased skills in the arts through activities offered during or outside the regular school day by school districts, arts organizations, or community arts groups. Using a Grants for Arts Project award, EdVestors is supporting an ongoing collective impact initiative with the Boston Public School Arts Expansion, partnering with the City of Boston's Office of Arts and Culture, public schools, and arts organizations. The project goal is to strengthen the communities in the area through initiatives integrated with the arts. In addition to ensuring a quality arts education for all students in Boston Public Schools, the project includes data collection to track and measure access to arts education and professional development for teachers.

"We are grateful for the National Endowment for the Arts' ongoing support of Boston Public Schools Arts Expansion, enabling us to expand and deepen access to quality arts education for all students through a collaborative, citywide effort. The NEA's ongoing support of arts education in public schools validates the arts as core to every student's educational experience, increasing their engagement in learning, strengthening schools' cultures and communities, and positioning young people for success in their future."

— Ruth Mercado-Zizzo, Vice President of Programs and Equity, EdVestors

DESCRIPTION

Established by Congress in 1965, the National Endowment for the Arts (NEA) is an independent federal agency that supports the arts and arts education participation across the country. The NEA provides grants to nonprofit organizations, state arts agencies, and regional arts organizations. There are multiple grant award categories available, with grants awarded in a variety of areas, including arts education. Pre-K through high school students, as well as arts educators and teaching artists, are supported by the NEA's arts education grants. Other areas of impact are accessibility, arts and health, creative place making, Historically Black Colleges and Universities, and research. Signature NEA programs include Poetry Out Loud, National Fellows, and the Jazz Masters Fellowship.

The NEA dedicates 40 percent of its budget directly to state arts agency partnership grants with the remaining 60 percent being allotted to direct grants.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$207.00	\$207.00	\$207.00	\$29.00*

* Funds are designated for the sole purpose of "carrying out the closure of the National Endowment for the Arts."

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IMPACT OF PRESIDENT'S BUDGET

Funding for the National Endowment for the Arts has received bipartisan support in Congress for many years and benefits every congressional district. Regardless, the president's budget request proposes \$29 million for the agency with the sole purpose of "carrying out the closure of the National Endowment for the Arts." Shutting the National Endowment for the Arts would be detrimental for communities across the country. Without the Endowment, the important grants to state arts agencies and direct grants to local arts organizations will not be able to continue. NEA grants support access to quality arts and arts education experiences for every American, making this funding particularly important to preserve.

CONTACT INFO

Olivia Tarpley

Americans for the Arts

(202) 712-2025 | otarpley@artsusa.org

Amanda Karhuse

National Association for Music Education

(703) 627-6421 | amandak@nafme.org

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PART 2:

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Title I Grants to States

Title 1, Elementary & Secondary Education Act (Every Student Succeeds Act)



Lake Middle School in the Denver Public Schools (DPS) enrolls approximately 600 students, of which more than 90 percent belong to a racial minority group, more than 80 percent are low income and eligible for free and reduced-price lunch, and more than 30 percent are English Learners. As a Title I schoolwide program, Lake Middle School uses its Title I allocation from the district to supplement funding for efforts such as literacy and math programs, tutoring, specialized instruction, and teacher training. Title I schools also use the school's Title I funds, along with support from DPS Office for Family and Community Engagement, to provide workshops for parents and strengthen the school community.

For a number of years, Lake Middle School's academic performance fell far short of state achievement metrics. In 2017, the school was entered into a Turnaround Plan after being identified as among the lowest performing schools in the state. DPS and the Lake Middle School staff committed to a rigorous academic core instructional program that included a careful review of each student's needs, class schedule, and weekly progress reports. Struggling learners received academic intervention for literacy, math, and English Language Development programming, as needed. School leaders and teachers engaged in weekly data meetings to guide instruction, and the school also focused on deepening its Gifted and Talented programming to engage students at higher levels of critical thinking and problem-solving. The school also has highly trained and licensed staff members to provide additional student support, including two full-time social workers, a school counselor, and a dedicated dean for each grade level.

In 2024, Lake Middle School improved its rating on Colorado's preliminary School Performance Framework (SPF) by meeting state expectations across all SPF growth metrics in math and English Language Arts. After multiple years of being identified for either Turnaround, Improvement, or Priority Improvement Plans, Lake Middle School's academic growth in 2024 earned it the state's higher performance rating. After another year of growth earned a second consecutive rating at the higher performance level in 2025, Lake Middle School was removed from the state's Performance Watch list.

DESCRIPTION

As the cornerstone of the Elementary and Secondary Education Act (ESEA), Title I provides formula funding to school districts to help disadvantaged children achieve proficiency on challenging academic standards and improve the performance of low-achieving schools. Amended by the Every Student Succeeds Act (ESSA), the Title I program supports the essential federal focus on closing achievement gaps and improving the academic achievement of underperforming groups of students. Title I funding is allocated primarily by formula grants to states and, in turn, to school districts based on the number and concentration of low-income children and other categories of disadvantaged children residing in those jurisdictions. Funds are allocated to the building level based on the poverty count of students enrolled in each school, with a minimum threshold of low-income children required in ESEA. Children participating in Title I typically receive reading, language arts, and mathematics instruction, as well as support services through schoolwide approaches or targeted assistance strategies. Two-thirds of children served by Title I nationwide are minority students.

Before allocating funds to schools, districts are required to set aside a portion of funds for equitable services for eligible private school children, parental engagement activities, and homeless children and youth. School districts are also permitted to reserve Title I funds centrally for other activities such as school improvement, early childhood, specialized services, and financial incentive programs.

School districts implement Title I programs under state plans approved by the U.S. Department of Education. States also identify low-performing and consistently underperforming schools. Identified schools are required to undertake comprehensive or targeted improvement measures to increase academic proficiency, as well as boost school

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performance on four other accountability indicators. ESSA provides flexibility to states in designing their accountability systems within the parameters of federal law and allows substantial local discretion in developing school improvement interventions. States also must implement challenging standards aligned with entry-level college coursework and relevant career skills and maintain a system of state academic assessments.

A variety of specialized subprograms are also authorized under Title I, including the Migrant Children program and the Neglected, Delinquent, and At-Risk Children and Youth programs and a separate State Assessment Grant program. The previous program authorization for School Improvement Grants has been replaced by a larger state set-aside authority, which reserves funds from the federal Title I school district allocations to continue state-awarded subgrants for comprehensive and targeted interventions in low-performing schools.

All the programs under Title I were funded for FY 2026 by Congress within the Department of Education and are statutorily authorized in that department. However, in November 2025 the Department announced an Interagency Agreement with the Department of Labor under which the receiving agency will in essence run the program and distribute funding. In April 2026, the Department of Education notified state departments of education that FY 2026 formula funds will continue to be released to states through the Department’s existing financial system and not the Department of Labor’s. Regardless of any future transition to the Department of Labor’s funding system, the Department of Education will technically maintain statutory responsibilities and oversight of the Title I programs.

FUNDING HISTORY (in millions)

Grants to School Districts	FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT’S REQUEST*
Basic Grants*	\$ 6,459.40	\$ 6,459.40	\$ 6,459.40	\$ 6,459.40
Concentration Grants*	\$ 1,362.30	\$ 1,362.30	\$ 1,362.30	\$ 1,362.30
Targeted Grants*	\$ 5,292.55	\$ 5,292.55	\$ 5,292.55	\$ 5,292.55
Education Finance Incentive Grants*	\$ 5,282.55	\$ 5,292.55	\$ 5,302.55	\$ 5,302.55
Subtotal	\$18,406.80	\$18,406.80	\$18,426.80	\$18,426.80
Migrants	\$ 375.63	\$ 375.63	\$ 375.63	\$ 0.00
Neglected/Delinquent/At-Risk	\$ 49.24	\$ 49.24	\$ 49.24	\$ 0.00**
Totals	\$18,831.67	\$18,831.67	\$18,851.67	\$18,426.80

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

** The FY 2027 budget request eliminates this program and merges it with 16 other programs into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for 17 individual programs.

IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget represents two straight years at the same funding level for the landmark Title I program and essentially the fifth year in a row without a meaningful increase for the nation’s primary K-12 investment. The Migrant Education Program is eliminated, and funding specifically targeted for Neglected, Delinquent, and At-Risk Children and Youth is eliminated as the program is merged into a new block grant with 16 other programs that collectively receive only one-third of their total previous allocations.

The FY 2027 budget would not only freeze funding for most school districts across the country but possibly cut funding for others due to shifts in the annual poverty data that drive the Title I formula distribution. If the budget request for Title I is enacted, it means school districts face a fifth school year without a real Title I increase. This stagnation represents a real cut in funding to school districts over the last half decade due to rising inflation, higher costs, and diminished purchasing power with their federal allocation. Another year with no increase in funding will be devastating to schools and students that have struggled with academic recovery and achievement gaps exacerbated by the pandemic, enrollment shifts, and attendance issues. The Title I funding freeze will also hamper district efforts to implement accountability and intervention requirements in existing and newly identified schools.

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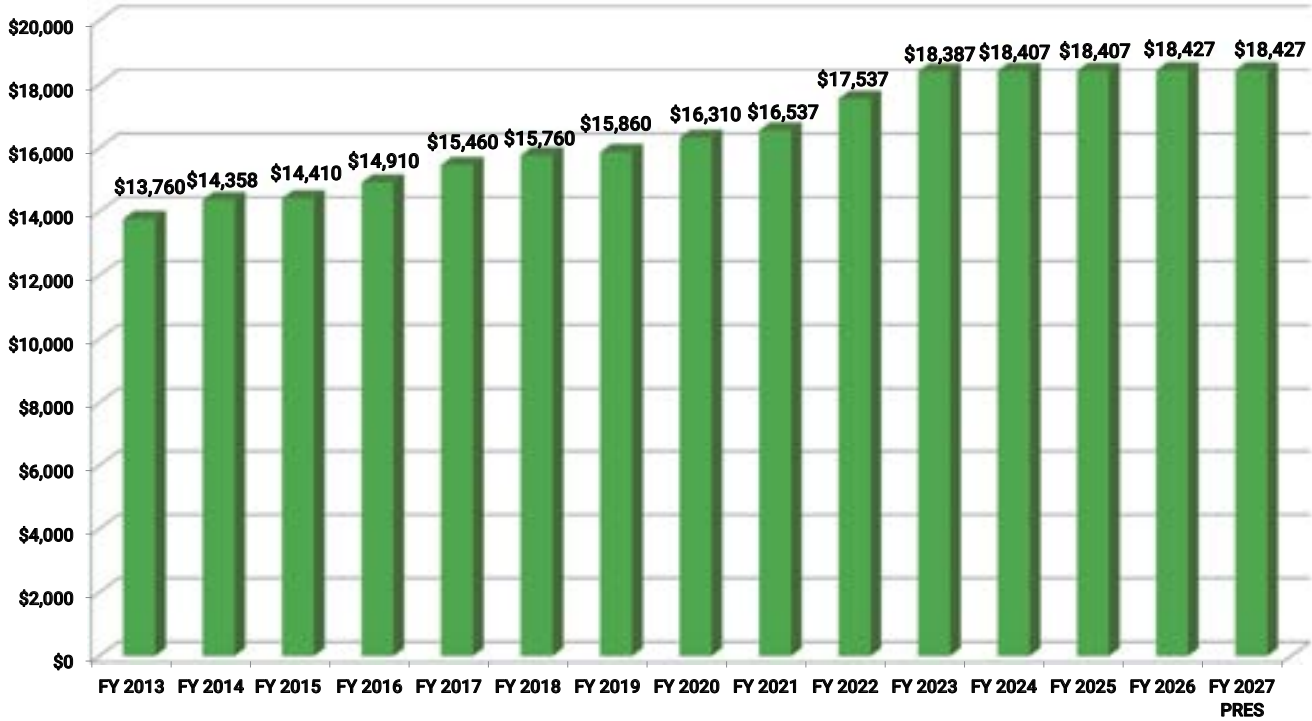
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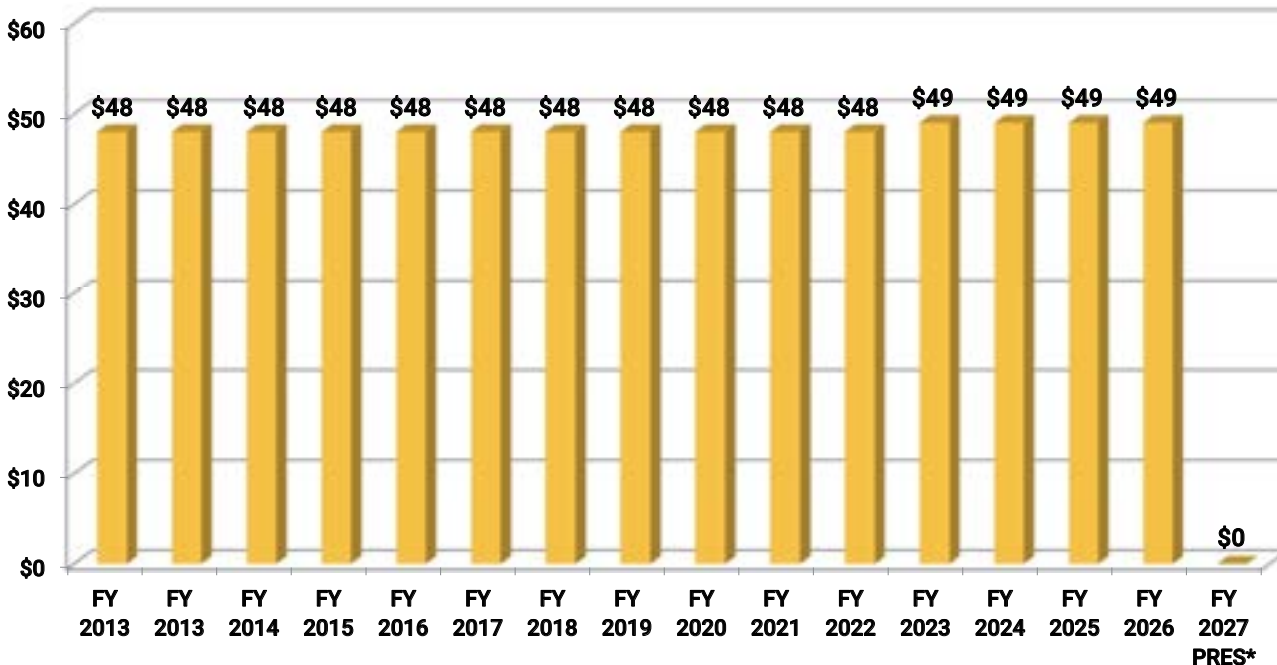
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Title I Grants to Local Educational Agencies
in millions



Title I State Agency Programs: Neglected/Delinquent Education
in millions



*The FY 2027 budget eliminates this program and merges it with 16 others into a new block grant funded at just \$2 billion, a 69 percent cut compared with the prior year enacted amount for the 17 individual programs.

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Title I State Agency Programs: Migrant Education
in millions



The elimination of funding for Migrant Education will mean no support for the quarter-million students who are academically at-risk and come from families that are highly mobile, live in poverty, and are more likely to experience food and job insecurity and poor health and housing conditions. Similarly, block-granting and cutting funding for 17 programs, including the Neglected, Delinquent, and At-Risk Children and Youth program, will essentially eliminate federal support for the state agencies that provide free public education to students who are in state-run institutions and correctional facilities and attend community day programs.

Nearly 90 percent of the nation’s school districts and over half of all public schools participate in the ESEA Title I program. School-age child poverty continues to afflict the nation, with approximately 21 million students eligible for free or reduced-price meals and over 8 million students meeting the Census Bureau’s poverty threshold this year. A funding freeze halts any progress toward breaching the \$25 billion shortfall in Title I grants to local education agencies, based on the generally accepted Title I “full funding” level of approximately \$44 billion needed to adequately address the learning needs of low-income students in the nation.

Under the president’s FY 2027 budget, school districts will not have any additional federal Title I support to implement ESSA, meet its accountability requirements, and address the long-term academic recovery and learning gaps that students and schools continue to face. If Congress ever nears or meets the full funding level, school districts would finally have the resources needed to increase the number of students and grade spans served, expand the number of participating Title I schools, and intensify instructional and support services during the school day, as well as during afterschool and the summer.

CONTACT INFO

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

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Impact Aid

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



CEF VIDEO

Northern New York is home to Fort Drum and the 10th Mountain Division, one of the U.S. military units most often deployed. Unlike most installations, Fort Drum does not have an on-post school, so children of service members attend nearby public schools.

The majority of Fort Drum children—comprising 60 percent of the total student population—are enrolled in the Indian River Central School District. These students come from across the country and around the world bringing unique experiences, perspectives, and resilience into classrooms across this rural district. Many have faced multiple moves, family separations during deployments, and the challenges of starting over in new communities. Indian River is more than a school district for them—it’s stability, opportunity, and support.

Federal Impact Aid plays a critical role in making that possible, accounting for approximately 20–22 percent of the district’s overall budget. But behind that percentage are real students and real opportunities. Impact Aid helps power innovative programs like Robotics, Rapid Prototyping, and Video Production—hands-on learning experiences that prepare students for careers in high-tech industries driven by AI, automation, advanced manufacturing, healthcare, and logistics. Indian River students are not just participating—they’re excelling. Many compete at the state and national level and go on to apply to highly competitive colleges and universities.

These programs are building the next generation of problem-solvers, engineers, designers, and innovators. They are equipping military-connected students—and all Indian River students—with the skills needed to thrive in a rapidly evolving workforce and contribute to the nation’s economic strength.

Beyond innovation, Impact Aid supports the fundamentals that matter most: manageable class sizes, targeted academic intervention, professional development for staff, and robust offerings in the arts and athletics. In a small rural district, these opportunities would not be possible without this essential funding. For Indian River students, Impact Aid is not just a line in a budget. It is opportunity, stability, and a pathway to a bright future.

DESCRIPTION

Impact Aid is a federal formula grant program providing critical direct funding to school districts that lose local tax revenue due to the presence of non-taxable federal property, such as military installations, Indian lands, and national parks. These properties do not generate local property taxes, yet school districts must still educate the children who live on or near them. Impact Aid helps fill that gap. Under an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program.

Since 1950, Congress has recognized the federal government’s responsibility to offset this lost revenue and support federally impacted school districts. Despite this longstanding commitment, the program has not been fully funded in decades.

Today, approximately 1,100 public school districts serving nearly 8 million students rely on Impact Aid to fund essential operations. Unlike many federal education programs, Impact Aid dollars go directly from the U.S. Department of Education to school districts—no state middlemen, no one-size-fits-all rules. Local leaders decide how to use the funds to meet local needs, whether that is for teachers’ salaries, maintaining facilities, or purchasing technology.

Impact Aid is not a bonus—it’s a lifeline. Without it, many federally impacted schools could not keep their doors open.

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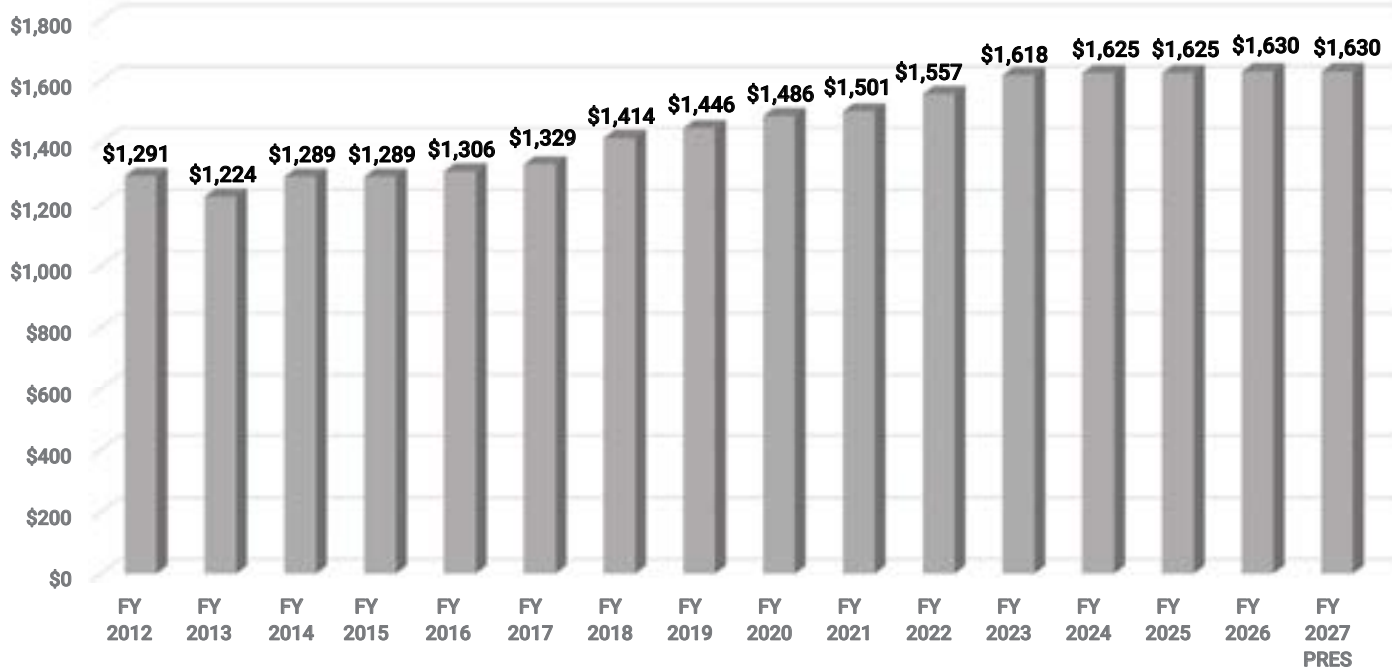
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FUNDING HISTORY (in millions)

	FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
Federal Properties	\$ 79.00	\$ 79.00	\$ 80.00	\$ 80.00
Basic Support	\$ 1,474.00	\$ 1,474.00	\$ 1,477.00	\$ 1,477.00
Disabilities	\$ 48.32	\$ 48.32	\$ 49.32	\$ 49.32
Construction	\$ 19.00	\$ 19.00	\$ 19.00	\$ 19.00
Facilities	\$ 4.84	\$ 4.84	\$ 4.84	\$ 4.84
Total	\$ 1,625.16	\$ 1,625.16	\$ 1,630.16	\$ 1,630.16

Impact Aid
in millions



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IMPACT OF PRESIDENT’S BUDGET

While the Administration’s FY 2027 request maintains Impact Aid at FY 2026 levels, effectively it is a reduction in real value due to inflation. With rising costs for salaries, transportation, utilities, and materials, districts need more just to maintain the same level of services. For federally impacted districts, this is not a marginal issue.

School districts that receive Impact Aid are uniquely dependent on these funds because they cannot generate local revenue from federal property. These payments are not supplemental. Funds directly affect their ability to operate and are essential to maintaining basic educational services. Without increased funding, districts may be forced to reduce staff, delay maintenance, and scale back academic and student support programs.

Freezing funding also undermines the federal government’s longstanding commitment to communities serving military-connected students, Native American students, and children living on federal lands. These districts often face higher costs and distinct operational challenges, and stagnant funding only deepens existing inequities.

At a time when school systems nationwide are grappling with rising costs and increased student needs, maintaining Impact Aid at a static level fails to keep pace with reality. A sustained commitment to these federally impacted communities requires more than a freeze in funding. Rather, it demands a meaningful investment that reflects both rising costs and the federal responsibility that is the heart of the program.

CONTACT INFO

Jayson Schimmenti

National Association of Federally Impacted Schools
(202) 624-3614 | jschimmenti@nafisdc.org

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Indian Education Formula Grants (U.S. Department of Education)

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

In Douglas School District in South Dakota, Title VI funds support a comprehensive American Indian Education Program focused on middle school students. This is a critical stage when attendance, engagement, and dropout risk often begin to emerge. Across Douglas School District, Title VI programming has resulted in increased participation in cultural and academic events and strong representation in regional competitions, including a fourth-place finish at the Lakota Nation Invitational Knowledge Bowl. Students have shown growth in leadership, including student council, debate, and peer leadership roles and have had expanded college exposure and postsecondary planning. Most important, Title VI programming has helped increase student engagement and connection to school.

One student's experience illustrates the impact. A current 12th-grade student, who had limited exposure to her Lakota culture growing up, attended a Native student conference during her junior year. That experience became a turning point. Since then, she has participated in college visits to the University of South Dakota and South Dakota State University. She has also competed at the Lakota Nation Invitational Knowledge Bowl, placing fourth out of approximately 20 teams, as well as joining the debate team and student council. She has served as emcee for the Eagle Feather Honoring Ceremony. To top it all off, she has begun planning a future career in law, with a focus on American Indian law. Her experience reflects a broader pattern. Title VI programming not only supports students who need additional academic assistance, but also cultivates leadership, identity, and postsecondary aspirations.

DESCRIPTION

Title VI, Part A of the Elementary and Secondary Education Act is a formula grant program that provides direct funding to local school districts and Bureau of Indian Education schools to support the academic and culturally related needs of American Indian and Alaska Native students enrolled in public schools.

Approximately 93 percent of Native students attend public schools, while about 7 percent attend Bureau of Indian Education schools. Title VI ensures Native students in public schools receive supplemental services that promote academic achievement, cultural identity, Native language preservation, family engagement, and meaningful Tribal consultation. Title VI, Part A, represents a core component of the federal trust responsibility to Tribal Nations and supports efforts to close persistent achievement and opportunity gaps.

In Douglas School District, SD, Title VI supports a program serving approximately 100 Native students in a middle school of 600 students. Services provided through Title VI funds include daily academic intervention in math, English language arts, and social-emotional learning and integration of Lakota language, literature, and cultural instruction. Students are afforded leadership opportunities and districtwide cultural engagement. They also participate in college visits, conferences, and student leadership development. These funds also provide faculty with professional development that strengthens districtwide cultural responsiveness.

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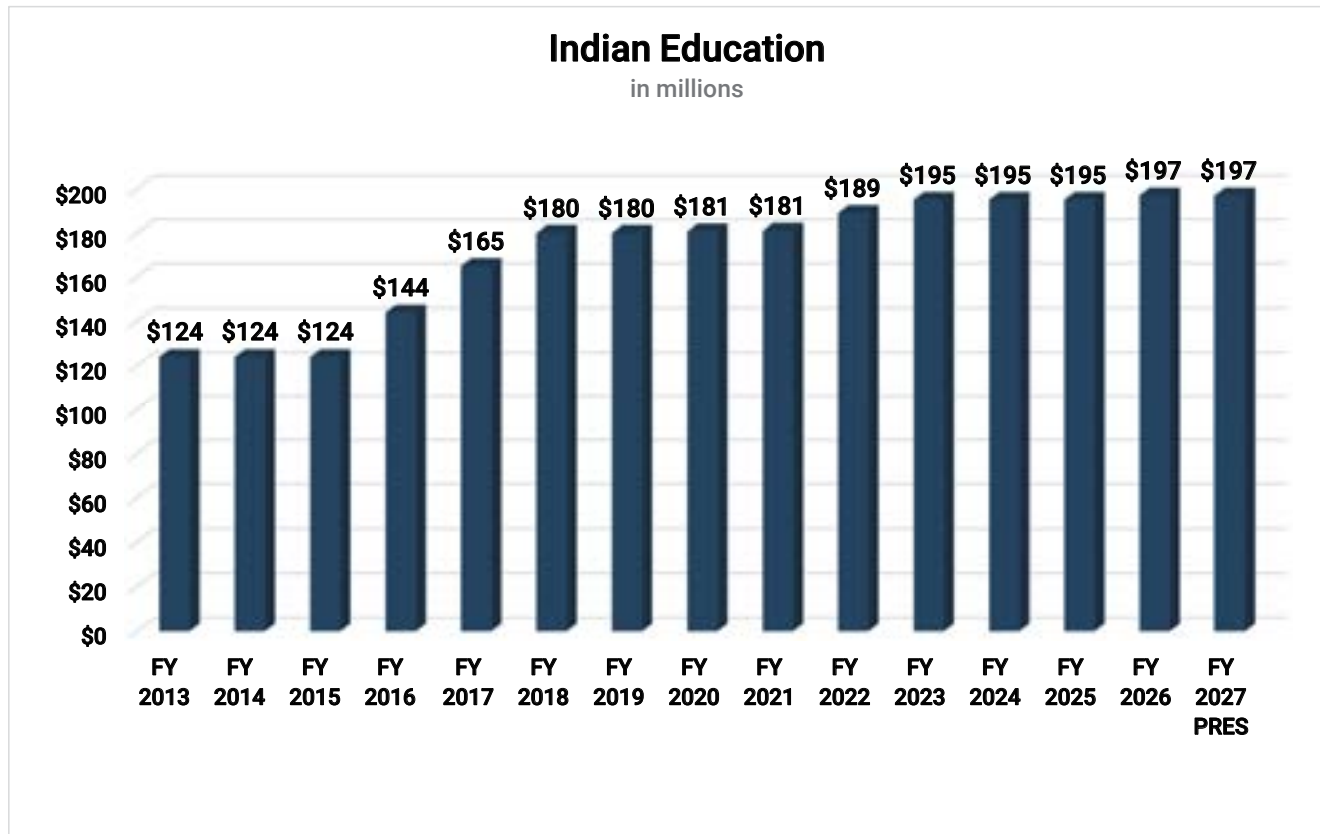
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This program was funded for FY 2026 by Congress within the Department of Education and is statutorily authorized in that department. The President’s FY 2027 budget continues broader efforts to restructure and reduce the role of the Department of Education and proposes transferring or consolidating programs across agencies. If Title VI is administered through an Interagency Agreement with the Department of the Interior, the Department of Education would retain statutory responsibility, but another agency would manage operations and funding distribution. For school districts serving Native students in public schools, this shift risks disrupting established systems, fragmenting oversight, and weakening alignment with federal education accountability, civil rights protections, and school improvement efforts. Title VI is designed to serve Native students in public schools, and maintaining administration within the Department of Education ensures coherence across the K–12 education system.

FUNDING HISTORY (in millions)

	<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT's REQUEST</u>
Grants to LEAs	\$110.38	\$110.38	\$110.38	\$110.38
Special Programs for Indian Children	\$ 72.00	\$ 72.00	\$ 72.00	\$ 72.00
National Activities	\$ 12.37	\$ 12.37	\$ 14.37	\$ 14.37
Total	\$194.75	\$194.75	\$196.75	\$196.75



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IMPACT OF PRESIDENT’S BUDGET

The President’s FY 2027 budget freezes funding levels for Title VI, Part A, while advancing broader efforts to restructure and reduce the role of the Department of Education, including transferring programs to other agencies. While funding stability is important, the proposed structural changes introduce significant concern for school districts and Tribal communities. Title VI primarily serves Native students enrolled in public schools. Moving administration outside of the Department of Education risks creating a disconnect between the program and the federal systems that govern those schools, including accountability frameworks, civil rights protections, and school improvement efforts.

Even when funding levels remain unchanged, administrative shifts can result in delays in funding distribution, inconsistent or unclear guidance, reduced coordination with state departments of education, and disruption to established district programs. If Title VI funding were delayed or disrupted, dedicated staff positions funded through Title VI could be eliminated. In addition, cultural programming, leadership development, and mentorship opportunities would be reduced or lost. Relationships and trust built with students and families would be disrupted, and students would lose access to programming that connects cultural identity with academic success.

Federal trust and treaty obligations require not only funding stability, but also consistent and coherent administration within the federal education system. Maintaining Title VI within the Department of Education ensures Native students in public schools continue to receive coordinated, effective support.

For the students and communities served, this is not an abstract policy decision. It directly impacts whether Native students in public schools have consistent access to the supports, relationships, and cultural connections that help them succeed.

Congress should ensure that Title VI, Part A, is funded at no less than \$200 million and that administration remains aligned with the public education system it is designed to support.

CONTACT INFO

Monica Waltman

Council of Administrators of Special Education
 (605) 923-0090 | monica.waltman@k12.sd.us

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Charter Schools Program

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



At KIPP Public Schools, students are prepared with the knowledge, skills, and confidence to pursue the paths they choose—college, career, and beyond. The Charter Schools Program (CSP) has helped create these academically excellent schools that are changing students' lives.

KIPP is a network of 279 schools serving grades PreK-12 with more than 16,000 educators and 210,000 students and alumni. At KIPP, every student is prepared for college and all paths to a fulfilling life are celebrated. To achieve this, KIPP focuses on high expectations; character building; healthy, structured, nurturing environments; highly effective teachers and leaders; and supporting alumni through the KIPP Forward program. The impact on students' academic growth and college success speaks for itself. According to a 2023 Center for Research on Education Outcomes [study](#), KIPP students average an additional 46 days of learning in reading and 55 days of learning in math relative to students in traditional public schools. A 2023 Mathematica [report](#) showed students who attended KIPP for both middle and high school were 67 percent more likely to enroll in college than those who did not go to KIPP and nearly twice as likely to persist and graduate from a four-year college as their peers who did not attend other schools.

KIPP has received several CSP grants under the Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools competition. In 2019, KIPP [received](#) a five-year, nearly \$88 million federal investment (including approximately \$34.5 million in first-year funding) to support replicating and expanding the KIPP model to 52 additional schools. As a result, the [KIPP Soul Academy](#) was established, serving grades 5-8 in Atlanta in fall 2020. By the 2024-25 school year, the KIPP Soul campus [led the region](#) in reading proficiency growth. The CSP grant is having real impact—helping students achieve academically and progress through to high school and beyond.

DESCRIPTION

The Charter Schools Program (CSP) is a competitive federal grant program powering the growth of high-quality public charter schools nationwide. Through targeted grant programs, CSP supports the creation of new charter schools, the replication and expansion of high-quality charter school models, improved access to facilities and resources, and dissemination of effective practices within charter schools. Grants are awarded to state departments of education, charter management organizations, individual charter schools, and researchers. These funds empower educators and local leaders to create innovative education environments that support local families and communities.

Since its creation in 1994, the CSP has helped open and grow thousands of public charter schools, serving students in prekindergarten through grade 12, in 43 states, Washington, DC, and Puerto Rico. In the [2023-24 school year](#), public charter schools served 3.9 million students nationwide. Students of color made up nearly 72 percent of the charter school student body, as compared to 55 percent of district school students of color. Moreover, charter school students are more likely to be eligible for free and reduced-price lunch (63 percent) as compared to their district counterparts (56 percent). [CSP-funded schools also](#) consistently serve higher percentages of students of color and students from low-income families.

Charter schools typically receive only about 77 cents for every dollar a district school receives. As a result, CSP provides critical startup and growth capital, allowing more charter schools the ability to open and thrive—all while accounting for [less than 2 percent](#) of federal K-12 spending. CSP remains the nation's only federal program dedicated to expanding access to high-quality public charter schools.

The CSP program was funded for FY 2026 by Congress within the Department of Education and is statutorily authorized in that department. However, in November the Department announced an interagency agreement with the Department of Labor under which the receiving agency will in essence run the program—managing competitions, providing technical guidance, and distributing funding through its funding system. The Department of Education will technically maintain statutory responsibilities and provide oversight.

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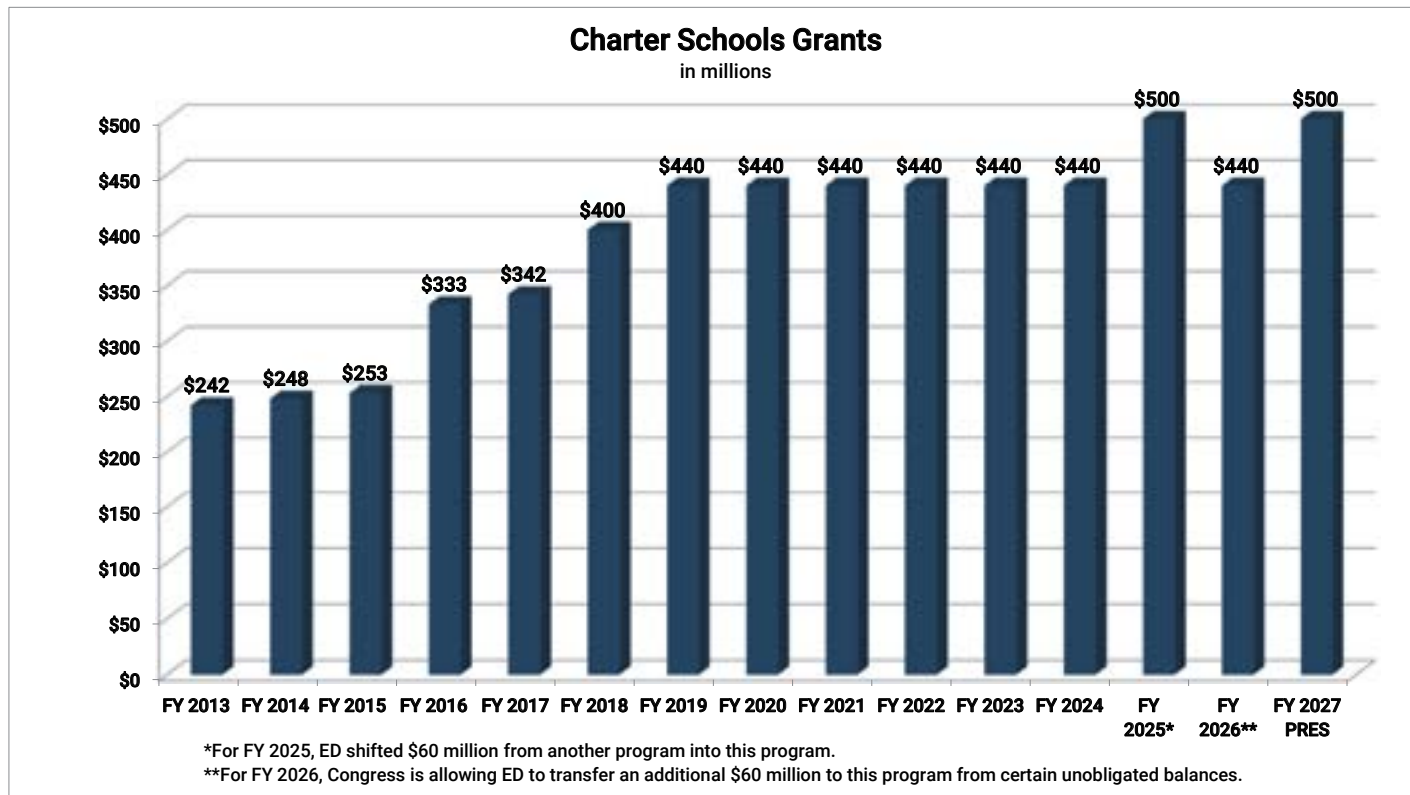
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FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
\$440.00	\$500.00*	\$440.00**	\$500.00

* The Department of Education transferred \$60 million from other programs into Charter Schools, for total funding of \$500 million.
 ** The FY 2026 appropriations for the Department of Education allowed an additional \$60 million to be transferred to the CSP from any unobligated balances in the Department of Education's "Nonrecurring Expenses Fund." Therefore, a total of \$500 million is available for the CSP in FY 2026.

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget includes \$500 million for the CSP, maintaining the federal commitment to expanding access to high-quality public charter schools. The budget also proposes greater flexibility in how CSP funds can be used, aiming to support the development of innovative charter school models and increase the number of high-performing charter schools.

Specifically, the budget would authorize State Entity grantees to make subgrants to developers to prepare new charter school proposals and increase the maximum reservation amount for administrative costs and technical assistance to support charter school developers and authorizers. For State Facilities Incentive Grants, the budget would broaden eligibility to additional entities, allow for the elimination of the state match requirement for the first two years of new grants, and provide grantees with the flexibility to meet state share requirements using any form of state and local financial support for facilities. These new flexibilities would allow the CSP to support innovative new schools from the onset, address the critical need for facilities funding, and strengthen the charter school sector overall.

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Demand for the CSP program is high and until recently, funding has been stagnant. In FY 2025, applications for the CSP doubled compared to the previous cycle. When the Department of Education increased funding for the CSP to \$60 million in FY 2025, it was the first increase to the program since FY 2019. So while the CSP budget falls short of covering the full range of costs for charter schools, it is a critical lifeline for expanding charter school models.

CONTACT INFO

Adzua Agyapon
 KIPP Public Schools
 (917) 723-0503 | aagyapon@kipp.org

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IDEA State Grants

Part B, Individuals with Disabilities Education Act (IDEA)

Oregon's State Director of Special Education Ramonda Olaloye began her career nearly 23 years ago as a special education teacher in Texas. Throughout the years, Olaloye has served in multiple roles within the special education profession, including educational diagnostician, special education coordinator, and local special education director. Each of these roles has been supported by funding from Part B of the Individuals with Disabilities Education Act (IDEA). Her current role as Oregon State Director of Special Education is no different.

While in Texas, Olaloye helped design and launch a differentiated monitoring and support system to ensure implementation of the IDEA, developed a dyslexia monitoring framework, and supported the launch of the Ascend state-wide monitoring platform. During a pivotal time, she played a key role in leveraging the state's monitoring system to address corrective actions required by the U.S. Department of Education's Office of Special Education Programs (OSEP), ensuring the response not only met federal expectations but led to stronger, more student-centered practices across the state.

Through this work, Olaloye built a strong, trust-based and collaborative relationship with OSEP—one rooted in transparency, shared responsibility, and a commitment to doing what is in the best interests of children with disabilities. She has carried that partnership into her leadership in Oregon, where the state has embraced OSEP's Differentiated Monitoring and Support process as an opportunity to strengthen, not just satisfy, federal requirements. Under Olaloye's leadership, Oregon is advancing a general supervision framework that moves beyond compliance and toward continuous improvement. By aligning data, monitoring, and differentiated supports, the state is building a more cohesive system that better serves districts and, ultimately, children with disabilities. This work reflects a deliberate shift toward a model that is responsive, equitable, and focused on outcomes.

Ramonda Olaloye's legacy in Oregon is one of alignment and intentionality—strengthening the connection between state and federal partners, modernizing systems to better support the field, and ensuring that every student with a disability has access to the opportunities and supports they need to succeed.

DESCRIPTION

Part B of the Individuals with Disabilities Education Act (IDEA) provides services and supports to over 7 million children and youth, approximately 15 percent of all public school students. To be eligible for special education services, students must meet one of 13 disability categories defined in the law and need educational supports and services in order to make academic progress. Approximately 67 percent of students with disabilities are educated in the general education classroom for 80 percent or more of the school day.

IDEA Part B funds are sent to states through a specific funding formula. States pass the bulk of funds to local school districts to provide students with the essential specialized instruction designed to meet their unique needs and prepare them for further education, employment, and independent living. Among allowable uses of funds are hiring teachers and specialized instructional support personnel, such as speech-language pathologists and school psychologists, and purchasing assistive technology. States monitor local school districts for compliance with the law, provide technical assistance, and offer mediation services. The U.S. Department of Education requires states receiving IDEA funds to submit a state performance plan and an annual performance report that evaluates their efforts to implement the requirements of IDEA.

The guarantee of special education supports and services, known in the law as a free appropriate public education, is a civil right that has existed for over 50 years. The number of students served under IDEA, Part B, has grown by 20 percent over the last decade, and students who require assistance must be served even as federal funding stagnates.

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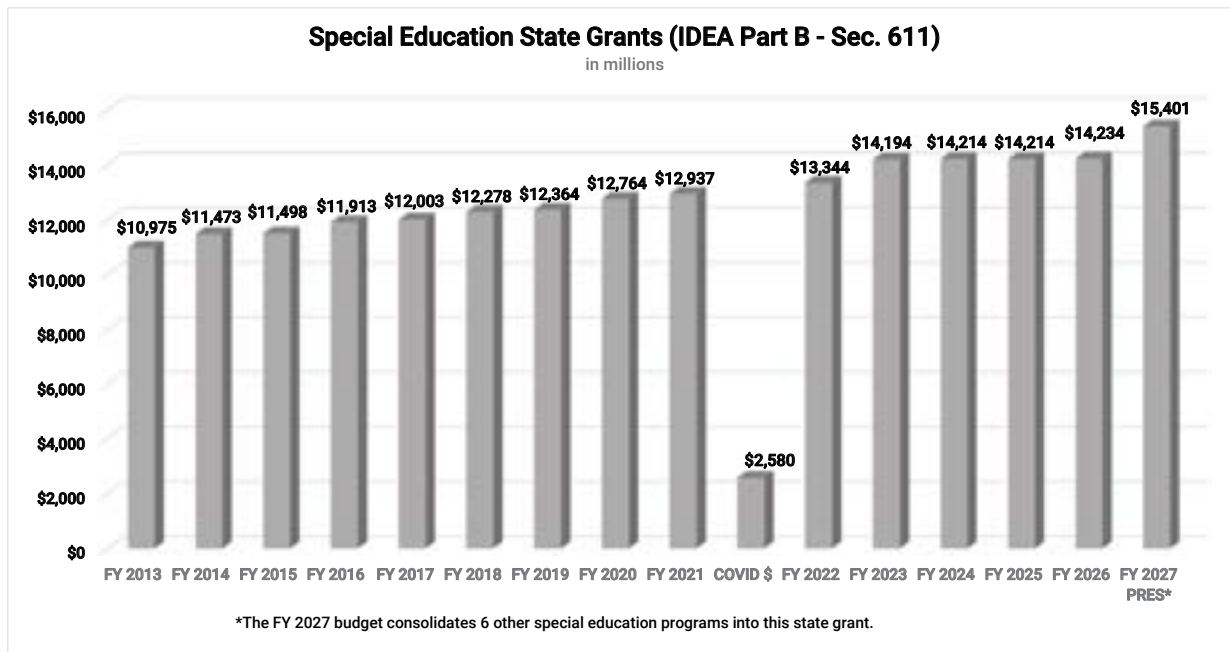
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FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$14,213.71	\$14,213.71	\$14,233.70	\$15,400.82*

* The president's FY 2027 budget consolidates six IDEA programs into the State grants program (Preschool grants; state personnel development; technical assistance and dissemination; personnel preparation; parent information centers; and educational technology, media, and materials).

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget proposes to consolidate six IDEA programs, including the IDEA preschool program and Part D national activities programs, into a Consolidated Special Education grant. The budget narrative says, "States would have the authority to continue to support any activities previously supported under the National Activities programs using their increased allocations under the Grants to States program." However, by statute, most National Activities programs are funded by the U.S. Department of Education as competitive grants rather than formula grants to individual states. These national programs are serving states well through economies of scale and the ability to share practices across states. It is unclear how these same functions would be accomplished by each state, especially since the proposed increase in Part B is minimal and still well below full funding of the K-12 program.

When IDEA was first enacted in 1975, Congress anticipated the cost of providing special education services to students with disabilities would be approximately twice that of the cost to educate nondisabled students. That ratio remains true today. Thus, Congress authorized a federal funding contribution of 40 percent of the national average per pupil expenditure. The federal contribution has never reached even half of its promised level of funding, standing presently at about 10.3 percent of the national average per pupil expenditure, far below the 40 percent promised by Congress.

CONTACT INFO

Nicole Fuller
 National Center for Learning Disabilities
 (412) 877-9385 | nfuller@nclld.org

Audrey Levorse
 National Association of State Directors of Special Education
 (703) 517-4271 | audrey.levorse@nasdse.org

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IDEA Infants and Toddlers with Disabilities

Part C, Individuals with Disabilities Education Act (IDEA)

When Maya turned 18 months old, her parents began to worry. She wasn't using words yet and became frustrated during everyday routines like mealtimes and getting dressed. As first-time parents, they weren't sure what to do. Their pediatrician referred them to the state's Infant and Toddler Program under Part C of the Individuals with Disabilities Education Act. Within weeks, an interdisciplinary team came to their home to complete an assessment, and an early intervention speech-language pathologist (SLP) was assigned to support them.

During weekly sessions, the SLP sat on the floor with Maya, followed her lead, and coached her parents on how to turn simple routines into opportunities for connection and communication. They showed Maya's parents how to pause and wait, model simple words and gestures, and respond to all of Maya's attempts to communicate, whether through sounds, gestures, or word approximations. Over time, small changes led to big breakthroughs. Maya began pointing to request her favorite snacks, using gestures to engage with her parents, and eventually saying her first words. Just as important, her parents felt more confident and less alone. They learned how to support Maya throughout the day, not just during visits. Without Part C services, Maya might have entered preschool already behind, needing more intensive and costly supports. Instead, she entered preschool ready to participate, connect, and keep learning alongside her peers. Early intervention didn't just support Maya—it strengthened her entire family's ability to help her thrive.

- California Family

DESCRIPTION

According to the U.S. Department of Education's Early Childhood Technical Assistance Center, in 2024 the IDEA, Part C, Infants and Toddlers with Disabilities program served approximately 458,920 children, birth through age two, and their families. Part C programs address the developmental, physical, social and emotional, and mental health needs of infants and toddlers. Services under Part C are delivered in the "natural environment," which for the youngest children may mean direct services in the home.

Part C funds are delivered through formula grants to states and used to develop and implement a statewide comprehensive, multidisciplinary, interagency early intervention system. Congress enacted this program after determining there was an urgent and substantial need to provide the earliest intervention possible for young children who have, or are at risk of having, disabilities or developmental delays. Studies have demonstrated that providing early intervention services to children and their families is one of the most effective strategies in helping children with disabilities attain favorable outcomes in school and throughout their lives.

FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
\$540.00	\$540.00	\$540.00	\$590.00

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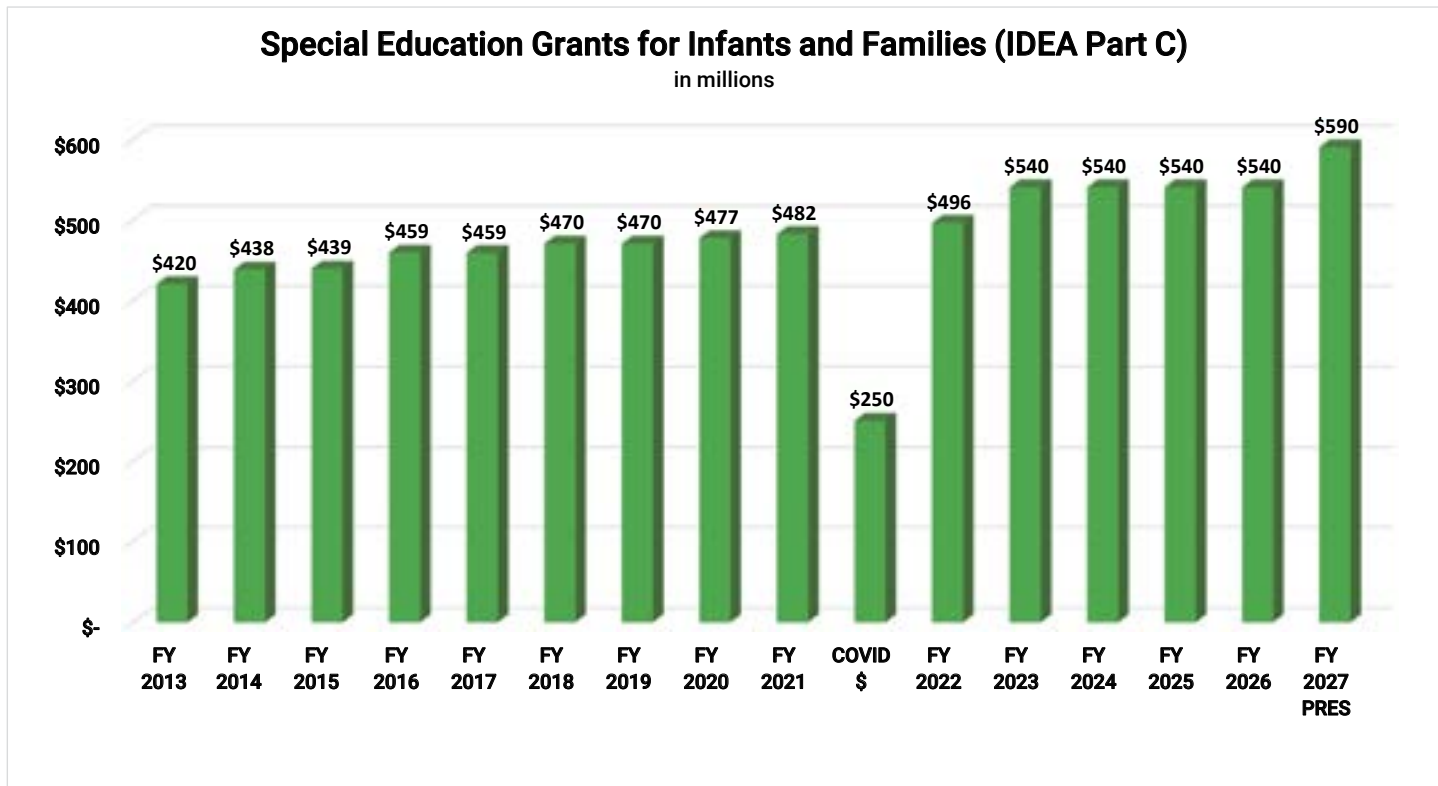
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IMPACT OF PRESIDENT’S BUDGET

Federal funding for IDEA, Part C, is a fiscally responsible and cost-effective early intervention investment, as it can help reduce the need for more intensive special education services as children transition into preschool and beyond.

The president’s budget increases current funding for the Part C formula program by \$50 million. However, like the FY 2026 budget request, the current FY 2027 budget proposes to consolidate the seven core IDEA programs that support Part C, rolling IDEA, Part D, National Activities programs—including critical funds for personnel preparation and parent technical assistance centers—into a new IDEA, Part B, (K-12 Grants to States) block grant program. This major change in the IDEA system risks diverting vital supports and funding for children and families served under Part C to other IDEA services.

CONTACT INFO

Kevin Stutman
 American Speech-Language-Hearing Association
 (202) 445-7709 | kstutman@asha.org

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Carl D. Perkins Career and Technical Education Act



(As amended by the Strengthening Career and Technical Education for the 21st Century Act, Perkins V)

Launching in the fall of 2025, the [Champions Craft Academy \(CCA\)](#) in Alabaster City Schools (Alabaster, AL) prepares students for careers in the skilled trades through its career pathway programs in welding, electrical, and construction technology. The inaugural class of 190 students from [Thompson High School](#) receives specialized hands-on training from industry professionals to build the technical and employability skills needed to succeed in the workforce. Additionally, the academy maintains partnerships with over 100 local employers, connecting students with rigorous work-based learning opportunities that provide them with valuable, real-world experiences aligned to industry needs. Upon the successful completion of their program, students earn industry-recognized credentials issued by the National Center for Construction Education and Research along with an OSHA 10 Certification. Prior to the opening of the CCA, students pursuing skilled trades in the district had to travel at least 45 minutes to an academy outside their city; now, students can reach the CCA in about seven minutes, freeing up valuable time for extracurriculars and other activities. Alabaster City Schools also offers college & career academies in computer science, fine arts, law enforcement, and other fields.

DESCRIPTION

The Carl D. Perkins Career and Technical Education Act (Perkins V) provides formula grant funding for Career and Technical Education (CTE) programs to all 50 states and the outlying territories. The program is now managed in the U.S. Department of Labor under an Interagency Agreement with the U.S. Department of Education. Perkins-funded CTE programs currently serve roughly 12 million learners annually. CTE programs provide middle and high school, postsecondary, and adult learners with the academic knowledge and technical and employability skills needed for success in a wide range of careers in today's rapidly changing economy. Students enrolled in CTE programs progress along a pathway of coursework that provides increasingly specific academic and technical courses, bridging K-12 and postsecondary education. CTE learners often have the opportunity to participate in work-based learning such as internships, engage with employers, and apply their knowledge and skills through hands-on learning projects. The federal investment made through Perkins V is essential for increasing learner access to high quality CTE programs. With a focus on program quality and improvement, this investment has been critical to ensuring programs meet the needs of learners and align programs with the ever-evolving needs of employers within the wider economy.

FUNDING HISTORY (in millions)

	FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST*
CTE State Grants	\$1,439.85	\$1,439.85	\$1,439.85	\$0.00
National Programs	\$ 12.42	\$ 12.42	\$ 12.42	\$0.00

* The president's budget request assumes funding of CTE in the Department of Labor budget under an Interagency Agreement with the Department of Education; state grant funding would be frozen at the FY 2026 level but National Programs funding would be cut by \$2 million. No funding is requested in the Department of Education budget for CTE.

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Career and Technical Education State Grants

in millions



*The FY 2027 budget requests \$1.44 billion for this program as part of the Department of Labor budget, not the ED budget.

IMPACT OF PRESIDENT’S BUDGET

The president’s budget proposes to move funding for Perkins V to the Department of Labor under an Interagency Agreement with the Department of Education. No funding is provided in the Department of Education budget proposal for this program. The Department of Labor budget would provide a freeze in funding for Perkins V’s state grant program authorized under Title I of the legislation, the fourth consecutive fiscal year with no funding increase. The proposal also eliminates support for postsecondary CTE programs under Perkins V, despite the fact that 72 percent of jobs by 2031 are forecasted to require some form of postsecondary education or training. This aspect of the budget request also appears to contradict the Administration’s stated desire to return control to state and local stakeholders, given existing legislation empowers states to decide how to allocate Perkins V resources between secondary and postsecondary CTE needs.

Greater investment is still needed to close an inflationary funding gap that has widened considerably over several decades. When adjusted for inflation, federal funding for CTE was roughly \$2.6 billion in 1980—nearly twice as much as current levels of investment. Indeed, recent research has highlighted that CTE funding represents just **3 percent of all K-12 spending nationally**. Without the specific federal investment in Perkins V, funding for CTE would be just 1 percent of all K-12 spending in the United States, underscoring the important impact this program has in ensuring learners have access to high-quality CTE opportunities.

Despite these needs, demand for CTE continues to outpace available supply. **For instance**, nearly 20,000 applicants sought admission to Massachusetts CTE programs in recent years, yet more than 42 percent were turned away due to limited capacity. Communities like Oklahoma City **have reported** more than 400 CTE students remain on waiting lists at a single area technical center, while in states like Vermont demand for CTE pathways **continues** to dramatically outpace current availability. These experiences are becoming all too common, undermining a host of critical national priorities, including reindustrialization efforts and growing the workforce needed to develop and deploy artificial intelligence and other emerging technologies.

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Finally, the president’s budget request proposes to codify the Interagency Agreement transferring the administration of both Perkins V and the Adult Education and Family Literacy Act to the Department of Labor. This proposal fails to recognize that CTE is not simply job training—it is a comprehensive educational and career preparation initiative that integrates rigorous academics with technical instruction, supports career exploration, provides essential student services, and aligns with state academic standards and graduation requirements. Perkins V reflects this explicitly, situating the program within the Department of Education and requiring alignment with academic standards, postsecondary transition initiatives, and student support systems embedded in both education and workforce systems. With 75 percent of states administering Perkins V through K–12 agencies, this educational foundation is not incidental to the program’s design; rather it is central to its effectiveness. A permanent structural change of this magnitude requires congressional action to amend statutes that continue to explicitly vest Perkins V administration at the Department of Education.

As learner and employer demand for CTE programs continues to grow, additional resources for the foundational investment made by Perkins V’s state grant program are essential to build, expand, and support high-quality CTE programs that can reach all parts of the nation. It is imperative funding for CTE State Grants is increased, which would more effectively ensure all students have access to high-quality CTE programs.

CONTACT INFO

Steve Voytek

Advance CTE
(301) 588-9630 | svoytek@careertech.org

Jimmy Koch

Association for Career and Technical Education
(703) 683-9316 | jkoch@acteonline.org

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Federal Pell Grant Program

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

“Receiving the Pell Grant has truly been a blessing in my life. Before receiving this support, I carried a great deal of stress and uncertainty about how I would manage financially while pursuing my education. As a single mother balancing school, work, and raising my daughter, the weight often felt overwhelming. My goal is to become a nurse—not only to better myself, but to build a stable and meaningful future for my daughter. The Pell Grant has helped make that goal more attainable. It has relieved a significant financial burden, allowing me to focus more on my studies and less on how I will afford them. This assistance has made a real difference in my life. It has reduced my stress, given me peace of mind, and allowed me to continue working toward my dreams with confidence. I am deeply grateful for the opportunity and support, and I will continue to work hard to make the most of it.”

-Ashley Ponder, Pearl River Community College, Poplarville, Mississippi

DESCRIPTION

The Federal Pell Grant is the largest grant program administered by the U.S. Department of Education. The cornerstone of federal student aid, the Pell Grant program provides grants to low-income undergraduate students to help finance their college education and is key to providing equitable access to postsecondary education for all students. Those students depend on the federal government to maintain consistent funding for this program that is critical to making higher education accessible.

Pell Grants vary in amount and are based on financial need, with the highest need students receiving the largest awards. There were approximately 6.5 million Pell Grant recipients in 2023-24. Just over 75 percent of those recipients had family incomes of less than \$40,000. Pell Grants are also an essential investment in the future of our nation and our economy, as they provide educational opportunities enabling students to acquire the 21st century skills that will grow our economy. On average, a college graduate will earn \$1 million more in their lifetime than a high school graduate, generating well over \$200,000 in incremental income tax revenue for an investment that averages under \$20,000 per student.

In February 2026, the Congressional Budget Office estimated the Pell Grant will face a shortfall of nearly \$5.5 billion by the end of FY 2026 and an additional \$11.5 billion by the end of FY 2027, amounting to a total funding gap of nearly \$17 billion over FY 2026 and 2027. These estimates account for the \$10.5 billion in additional funding for the program provided through the One Big Beautiful Bill Act (OBBBA) in July 2025. This need for increased funding is driven by changes to the Pell Grant eligibility formula made through the FAFSA Simplification Act, which resulted in more students becoming eligible for the program beginning in the 2024-25 award year.

OBBBA also expanded the Pell Grant program by creating the Workforce Pell Grant program, with a July 1, 2026, effective date. This new program will expand Pell Grant eligibility to learners and workers pursuing short-term job training programs or credentials. The program will be funded through the same stream as the traditional Pell Grant program. Given the projected shortfall and with more students set to potentially receive an award through Workforce Pell, Congress must work to adequately fund the overall program.

The Pell Grant program is unusual in that it is an appropriated entitlement. The program makes awards to all eligible students like an entitlement, but most of the program’s funding is provided in the annual appropriations process. Additional mandatory dollars augment the discretionary funding. Because of this unique funding structure, Congress must increase the program’s discretionary and mandatory funding to insulate the program from enrollment fluctuations to ensure low-income students reliably receive need-based grants to pursue postsecondary education.

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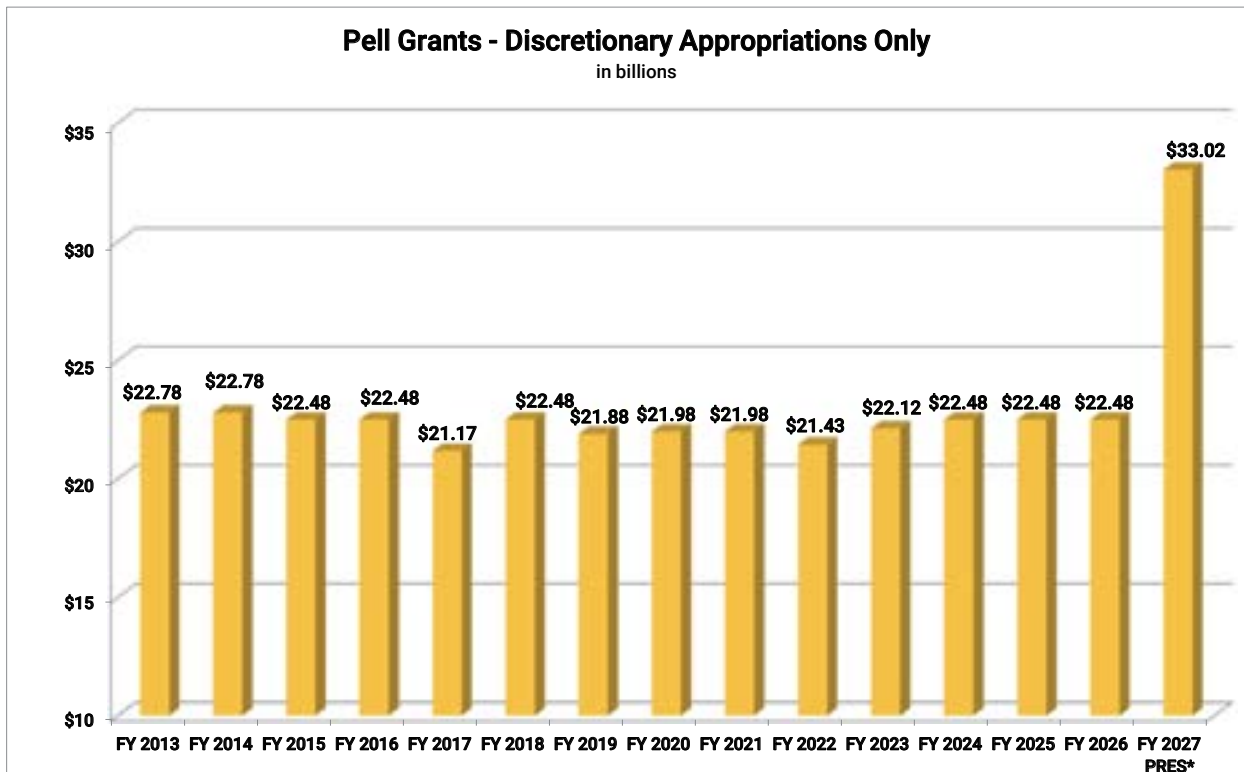
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PELL GRANT FUNDING: COSTS AND FUNDING

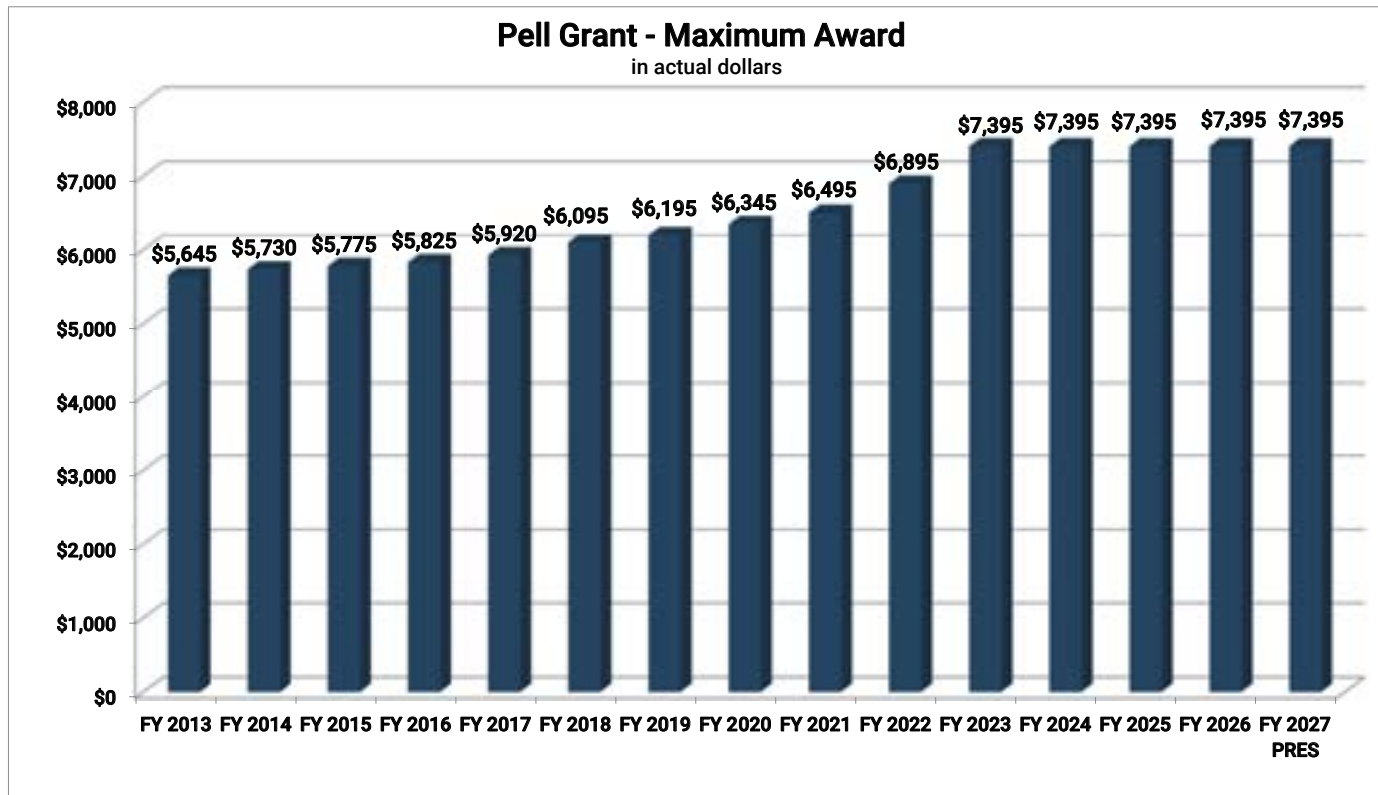
	FY 2024	FY 2025	FY 2026	FY 2027 President's Request
Funding and Costs (in billions of dollars)				
Discretionary Appropriations	\$22.48	\$22.48	\$22.48	\$33.02
Mandatory Resources Available for Discretionary Award	\$ 1.17	\$ 3.17	\$12.67	\$ 1.24
Regular Mandatory Spending (BA) Add-on	\$ 5.97	\$ 6.20	\$ 6.40	\$ 6.50
Rescission of Unobligated Balances	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Program Costs (per CBO)	\$33.78	\$33.82	\$36.64	\$35.21

Maximum Award (in actual dollars)				
Discretionary Maximum Award	\$6,335	\$6,335	\$6,335	\$6,335
Mandatory Funding	\$1,060	\$1,060	\$1,060	\$1,060
Total Maximum Award	\$7,395	\$7,395	\$7,395	\$7,395

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FY 2017 reflects \$22.475 billion in appropriations minus a rescission of \$1.31 billion of previously appropriated funding.
 FY 2019 reflects \$22.475 billion in appropriations minus a rescission of \$600 million of previously appropriated funding.
 FY 2020 and FY 2021 reflect \$22.475 billion in appropriations minus a rescission of \$500 million of previously appropriated funding.
 FY 2022 reflects \$22.475 billion in appropriations minus a rescission of \$1.05 billion of previously appropriated funding.
 FY 2023 reflects \$22.475 billion in appropriations minus a rescission of \$360 million of previously appropriated funding.
 *FY 2027 reflects \$10.5 billion in extra discretionary funding that replaces \$10.5 billion of extra mandatory money provided in FY 2026.
 In addition to these discretionary amounts, Pell grants have had varying levels of mandatory funding since FY 2008.



IMPACT OF PRESIDENT’S BUDGET

The Trump Administration’s FY 2027 budget calls for a \$10.5 billion increase in discretionary funding for the Pell Grant program, though it proposes an \$11.4 billion decrease in mandatory Pell grant funding. The budget proposes keeping the maximum award at \$7,395. If enacted, a \$7,395 maximum award would mark the fourth consecutive award year with a freeze in funding for the maximum Pell Grant.

As reported in the spring 2026 Job Openings and Labor Turnover Survey, there are almost 7 million unfilled jobs in America, many of which require 21st century skills that are acquired via postsecondary education. Failing to fully fund the Pell Grant program could result in fewer qualified workers to meet workforce needs.

The maximum Pell Grant award has failed to keep pace with inflation and has been flat at \$7,395 for four consecutive award years. For the 2026-27 award year, the maximum Pell Grant of \$7,395 covered only 27 percent of the average cost of attendance at a public four-year institution, while the maximum grant covered more than three-quarters of the cost at the same type of institution in 1975-76. The maximum award should be increased to \$7,595 in FY 2027. This \$200 increase accounts for inflation, while still working to increase the maximum award to \$13,000, a longstanding priority of the higher education community for the last several years. Congress should also restore the annual inflation adjustment to the maximum award, which expired in FY 2017, to ensure the Pell Grant keeps pace with inflation.

Robustly funding the Pell Grant will open doors of educational opportunity and advance the economic mobility of low-income students, spurring a positive impact for decades to come. It is an investment that will help restore the Pell Grant to its original purchasing power and ensure more equitable access to higher education.

CONTACT INFO

Nalia Medina and **Rachel Rotunda**
 National Association of Student Financial Aid Administrators
 (202) 918-9649 | medinan@nasfaa.org
 (202) 785-6948 | rotundar@nasfaa.org

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Federal Work-Study Program (FWS)

Title IV, Part C, Higher Education Act

“Paying for college has never been easy or certain for me as a first-generation college student. The Federal Work-Study (FWS) program played an important role in allowing me to attend college without having to worry about financial expenses. FWS allows me to earn money while working on campus, in a setting that prioritizes my role of being a student. With the flexibility to work a job while also attending classes, I’ve been able to maintain focus on my courses and perform better academically, while financially covering some of my tuition. Through FWS, I’ve had the opportunity to obtain practical work experience that is prepping me for the future. Without this program, I would have likely had to take on a more intense off-campus job, which I know would have made managing school significantly more difficult. This program has not only been beneficial to me, but it has also given me the confidence to continue with my education.”



-Karla Paulino, University of Massachusetts Lowell, Class of 2027
BS, Double Major in Criminal Justice, Psychology

DESCRIPTION

The Federal Work-Study (FWS) program provides awards to institutions assisting low- and moderate-income students in financing college costs through part-time employment. The program offers a cost-effective strategy for the federal government since both institutions and employers must have “skin in the game” through matching federal dollars and promoting institutional commitment to federal student aid. To receive FWS funds, institutions must currently use at least 7 percent of their FWS allocation to employ students in jobs that serve the needs of the community and provide students an enriching and rewarding experience. The FWS program provides much needed funding and employment opportunities, helping integrate students into college life while promoting persistence through graduation. In 2022-23, roughly 419,932 students at nearly 3,000 participating postsecondary institutions received work-study funding. Of dependent undergraduate recipients, roughly 42 percent had family incomes below \$42,000.

FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT’S REQUEST
\$1,230.00	\$1,230.00	\$1,230.00	\$123.00

IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget decreases funding for the Federal Work-Study program by \$1.1 billion, a 90 percent decrease below FY 2026. Unfortunately, the \$123 million for the program included in President Trump’s budget falls far short of the increases needed to expand or even maintain the FWS program’s impact. The budget request also states employers would be required to pay 90 percent of a student’s hourly wage, significantly up from the traditional 25 percent share, while reducing the federal contribution for FWS from 75 to 10 percent.

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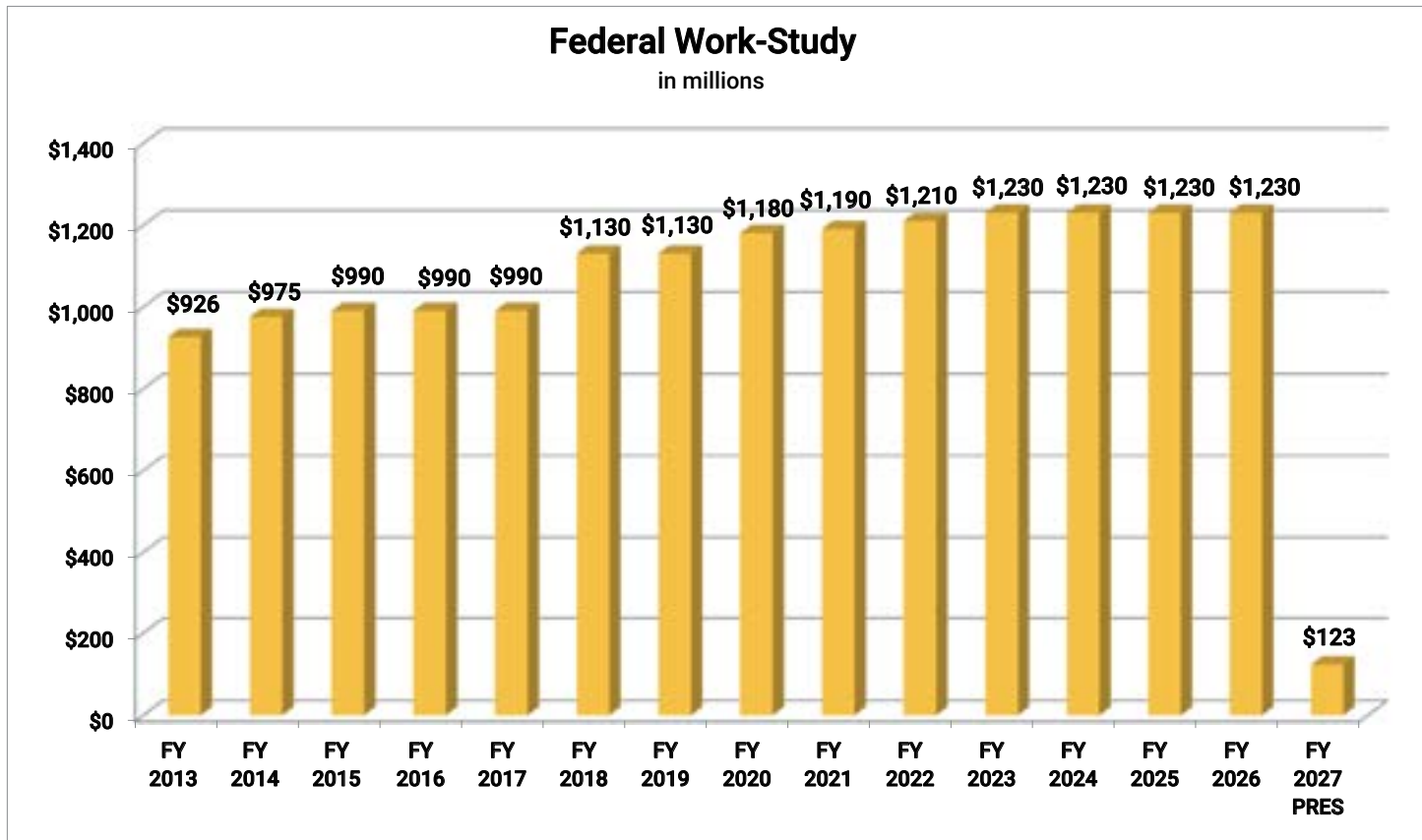
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The FWS program ensures the availability of job opportunities to help students complete their degrees in a timely manner. The funding level should be increased to \$1.31 billion in FY 2027, which accounts for inflation. Without sufficient increases, the program’s reach will remain stagnant or decline, hindering students’ ability to finance their education and likely resulting in higher loan debt. In addition to earning money to help pay for postsecondary expenses, students gain valuable work experience through FWS, enabling them to be more competitive in today’s workforce. FWS represents an already proven program that multiplies federal dollars through institutional and employer matching to give students the necessary funds to complete their college degree.

The FWS program helps ensure students have an equitable and affordable pathway to higher education. The need for a robust FWS program has never been greater than it is today, and it is critical the Administration and Congress provide FWS with funding increases that will ensure as many students as possible receive the financial support and work experience offered by the program.

CONTACT INFO

Nalia Medina and **Rachel Rotunda**

National Association of Student Financial Aid Administrators

(202) 918-9649 | medinan@nasfaa.org

(202) 785-6948 | rotundar@nasfaa.org

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

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

Each year, hundreds of teacher candidates at Grand Canyon University (GCU) in Phoenix, AZ, rely on the TEACH Grant as a critical support on their path to becoming certified educators. The grant is especially impactful for students preparing to enter high-need fields, including special education, STEM, bilingual education, and secondary mathematics, where shortages remain persistent across the nation.



The financial support provided by the TEACH Grant reduces barriers for first-generation students, working adults returning to school, and candidates from rural or underserved communities who might otherwise be unable to complete the coursework, clinical practice, or licensure requirements needed to fill urgently needed teaching roles.

Within GCU's College of Education, the TEACH Grant has become a cornerstone of efforts to strengthen the teacher pipeline. GCU's structured advising model—built on annual eligibility verification, proactive communication, and rigorous documentation systems—ensures students remain fully informed and compliant with program expectations.

Without the TEACH Grant, a significant portion of GCU's future teachers, especially those pursuing high-need specialties, would face increased financial burdens or delayed completion and ultimately might not be able to finish the credentialing process. The TEACH Grant does not merely support individual students; it strengthens the teaching workforce across communities that depend on dedicated, well-prepared educators.

DESCRIPTION

The TEACH Grant provides up to \$4,000 per year to undergraduate and graduate students who commit to teaching in approved high-need fields at schools serving low-income families. Unlike most financial aid programs, the TEACH Grant links financial support directly to the nation's educator workforce needs, helping recruit and prepare teachers for shortage areas in K-12 schools.

FUNDING HISTORY (aid available in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$70.20	\$76.21	\$75.00	\$78.10

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IMPACT OF PRESIDENT'S BUDGET

Investment in the TEACH Grant significantly accelerates efforts to strengthen the nation's teacher workforce. Increased or stable funding would expand access for students preparing to teach in high need fields, allowing more candidates to pursue programs in special education, STEM, bilingual education, and other shortage areas. A higher funding level would also support timely program completion, especially for students who must undertake full time, unpaid student teaching experiences, helping them enter the workforce more quickly and with lower financial stress. Investing in TEACH grants will strengthen school districts, particularly those in rural regions, tribal communities, and urban areas that rely heavily on TEACH Grant recipients to fill longstanding vacancies. Funding TEACH grants also will enhance institutional support systems, enabling colleges and universities to continue providing the high touch advising, compliance guidance, and documentation support that keep students on track and reduce grant to loan conversions.

Sustained or increased funding for the TEACH Grant is an investment not just in individual students, but in the entire educator pipeline—ensuring that America's classrooms are staffed with well-prepared, mission driven teachers equipped to serve where they are needed most.

CONTACT INFO

Michael Yudin

American Association of Colleges for Teacher Education
(202) 258-3599 | aacte@raben.com

Jacqueline King

American Association of Colleges for Teacher Education
(202) 293-2450 | jking@aacte.org

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Historically Black Colleges and Universities (HBCUs)



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

Jordan A. Mitchell is an Honors Biology major with a concentration in Pre-Medicine and a minor in Public Health at Florida A&M University (FAMU). He is deeply committed to advancing health equity and expanding access to quality healthcare in underserved and historically marginalized communities. Jordan's passion for advocacy began in high school, where he established a Young Men in Leadership initiative designed to promote academic excellence, civic engagement, and mentorship among Black male students. His dedication to community empowerment continues to shape his leadership and service at FAMU. As a member of the University Honors Program, Jordan has demonstrated academic excellence and servant leadership. He is a recipient of the Presidential Scholars Award and the University Merit Scholarship, recognizing his academic achievement and commitment to service.

In April 2025, Jordan presented original research examining the effects of environmental stressors on cardiovascular health outcomes at FAMU's Annual Research Symposium. He also serves as a research assistant in a public health disparities laboratory, contributing to data analysis and community-based research initiatives focused on chronic disease prevention. He co-authored a peer-reviewed article, "Community-Based Strategies to Improve Preventive Health Screenings Among Minority Populations," highlighting the intersection of civic engagement and health outcomes.

Jordan serves as a Resident Assistant, fostering inclusive and academically supportive residential communities. His dedication to mentorship is reflected in his service as a University Ambassador and as a TRIO Program Peer Mentor, supporting first-generation and low-income students in navigating higher education.

Jordan is committed to interdisciplinary engagement—bridging science, public policy, and community education to address systemic inequities in healthcare access. A nationally registered EMT and certified CPR instructor, Jordan combines academic rigor with practical emergency response experience and a strong sense of civic responsibility. As the 2024–25 Director of Health and Wellness Initiatives for the Student Government Association, he led campus-wide programming focused on preventive care, mental health awareness, and community health partnerships. He also serves as president of a campus-based health equity coalition dedicated to increasing awareness of environmental justice and health disparities.

Jordan aspires to become a trauma surgeon and emergency medicine physician who not only delivers high-quality patient care but also influences healthcare policy to reduce disparities and improve outcomes in vulnerable communities. His long-term goal is to lead systemic change rooted in evidence, compassion, and equity.

"Because of these opportunities, I have been able to advance my education and lessen the financial burden on my family. I urge Congress not only to continue funding HBCUs and financial aid programs, but to increase appropriations so students like me can continue pursuing our educational and professional aspirations."

— Jordan A. Mitchell
Florida A&M University, Class of 2027

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DESCRIPTION

Historically Black Colleges and Universities (HBCUs) were established as early as 1837 to provide African Americans access to higher education. Recognized for educating “Black, low-income, and educationally disadvantaged Americans,” 100 accredited HBCUs currently meet the statutory definition outlined in Title III, Part B, of the Higher Education Act of 1965 (HEA).

Although HBCUs represent just 3 percent of all colleges and universities, they account for 8.5 percent of four-year institutions within their home states. They enroll 10 percent of all African American undergraduates (24 percent within their home states), produce 16 percent of African American bachelor’s degree recipients nationwide (26 percent within their home states), and award 21 percent of all African American bachelor’s degrees in STEM fields (32 percent within their home states).

Today more than 343,700 students attend HBCUs, which include public and private, two- and four-year, single-sex, and coeducational institutions, primarily located in Southern states. HBCUs disproportionately serve low-income and first-generation college students—students the nation must support to ensure educational attainment and economic mobility.

Per terms of an interagency agreement announced in 2025, the Department of Labor is now managing funding for this Department of Education program.

The HEA authorizes the following programs that benefit HBCUs:

Strengthening HBCUs (Title III, Part B)

As the cornerstone of federal support to HBCUs, Title III programs provide critical operating and capital resources for institutions. Title III discretionary funds provide support for undergraduate and graduate programs and other services essential for student success. Strengthening HBCUs (Section 323) provides foundational institutional support to accredited HBCUs. Strengthening Historically Black Graduate Institutions (Section 326) provides support to HBCU postbaccalaureate and professional programs in medicine, law, veterinary medicine, and other disciplines.

Minority Science and Engineering Improvement Program (Title III, Part E)

These grants are designed to increase participation of underrepresented ethnic and racial minorities in science and engineering programs and support those programs at predominantly minority institutions. Colleges and universities eligible to receive funding under Title III and V of the HEA can receive MSEIP assistance.

HBCU Capital Financing Program (Title III, Part D)

This program provides HBCUs with access to low-interest loans not available elsewhere to support repair, renovation, and construction or acquisition of educational facilities, instructional equipment, and physical infrastructure. These investments help HBCUs provide students with enhanced learning and living environments, rebuild and restore historic buildings, and provide jobs in communities still feeling the effects of the Great Recession.

Strengthening Historically Black Colleges and Universities and Other Minority-Serving Institutions (Title III, Part F)

Title III mandatory funding supplements and works in conjunction with the discretionary formula program to enhance academic instruction at HBCUs, especially in the STEM fields.

Master’s Degree Programs at HBCUs (Title VII, Subpart 4)

These programs (Section 723) provide funding to 18 HBCUs to improve graduate education opportunities at the master’s level in mathematics, engineering, physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines where African American students are underrepresented.

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FUNDING HISTORY (in millions)

	FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
Strengthening HBCUs				
(discretionary)	\$ 400.97	\$ 838.93**	\$ 405.78	\$ 405.78
(mandatory)*	\$ 80.16	\$ 80.16	\$ 80.16	\$ 85.00
Strengthening HBGIs	\$ 101.29	\$ 101.29	\$ 102.50	\$ 102.50
Master's Degree Programs at HBCUs and PBIs	\$ 20.04	\$ 20.04	\$ 20.28	\$ 20.28
MSEIP	\$ 16.37	\$ 0.00**	\$ 16.37	\$ 0.00

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

** For FY 2025, the Department of Education transferred \$438 million from other accounts, including MSEIP into the Strengthening HBCUs program.

IMPACT OF PRESIDENT'S BUDGET

The Trump Administration has consistently stated its commitment to supporting HBCUs and underserved students. Unfortunately, the budget would freeze discretionary funding for these institutions at the FY 2026 levels, even as costs of higher education continue to rise, and would eliminate funding for MSEIP. HBCUs have long been underfunded, so additional investments are needed to ensure students who already face enormous barriers can access and complete a college education. With the kind of postsecondary education HBCUs afford, students will be able to look forward to a successful future for themselves and their families.

CONTACT INFO

Terrence Tarver
 UNCF (United Negro College Fund)
 (202) 489-9597 | terrence.tarver@uncf.org

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Tribal Colleges and Universities

Title III, Parts A and F, Higher Education Act



Title III funding is essential to the ability of Bay Mills Community College (Brimley, Michigan) to serve students effectively, both on campus and online. Title III, Part A, supports the information technology infrastructure that underpins instruction, student services, and institutional operations. This includes investments in sophisticated servers, secure wireless networks, high-speed connectivity, and up-to-date end-user equipment such as laptops and related technologies. These resources ensure BMCC students, whether learning in person or remotely, have reliable access to course materials, digital learning environments, and essential academic tools. In addition, Title III, Part A, funding supports the ongoing costs of software licensing across multiple platforms. These licenses are critical for learning management systems, administrative systems, and instructional software that would otherwise be difficult to sustain within the College's general operating budget.

Title III, Part F, funding allows BMCC to directly support student success by helping salaries for staff who provide academic advising, student support services, and assistance with navigating college expectations. Part F funding also supports dedicated spaces where students can study, collaborate, and access support resources. Together, these investments help remove barriers to persistence and ensure students have the guidance and resources necessary to achieve their academic goals.

"Title III funding allows Bay Mills Community College to build the infrastructure and support systems our students need to succeed, strengthening both individual outcomes and the broader Tribal community," said BMCC President Duane Bedell.

At Tribal Colleges and Universities (TCUs) across Indian Country, Title III-TCU funds support student retention and success efforts and the development of academic programs grounded in traditional knowledge, and allow Tribal Colleges to address the workforce needs of Tribal communities. All of this is only made possible through the Title III-TCU program.

DESCRIPTION

The goal of the Title III, Strengthening Institutions program is "to improve the academic quality, institutional management, and fiscal stability of eligible institutions, to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation." The Title III program is vital to Tribal Colleges and Universities (TCUs)—geographically isolated, small, open-access institutions chartered by federally recognized Indian Tribes or the federal government. The program is designed to address the critical unmet needs of American Indian and Alaska Native students to effectively prepare them to succeed in a globally competitive workforce. The Title III-TCU program has two parts: Part A (annual discretionary funding) and Part F (mandatory funding). Funds from both Parts A and F are distributed to the 35 accredited TCUs by formula. Under an interagency agreement announced in 2025, the Department of Education intends to transfer management of this program's funding to the Department of the Interior.

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FUNDING HISTORY (in millions)

	FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
TRIBALLY CONTROLLED COLLEGES & UNIVERSITIES				
Discretionary (Part A)	\$51.81	\$108.38*	\$53.81	\$53.81
Mandatory (Part F)	\$28.29	\$ 28.29	\$28.29	\$30.00

* For FY 2025, the Department of Education transferred funds from several minority-serving programs into TCUs.

IMPACT OF PRESIDENT'S BUDGET

Under the president's FY 2027 budget, funding for Title III, Part A (discretionary) would be maintained at the FY 2026 enacted level, including the \$2 million increase provided in FY 2026.

Through this FY 2027 request, the Administration seeks to provide stable and predictable funding for tribally controlled and federally chartered colleges and universities, which collectively operate more than 90 campuses and sites across 16 states. Sustained investments in TCUs' core federal programs are essential to preserving their existing academic and student support services at a stable baseline. Additional increases are necessary to enable TCUs to expand capacity to meet growing student demand and to ensure currently eligible institutions are held harmless should additional TCUs become eligible for funding in the future.

As a nation, it is essential to provide an easier path for more Americans—including the first Americans—to access, affordably pay for, and complete a college degree or pursue a trade through a vocational and technical education program. This is a key part of the TCU mission, along with the goal of strengthening and preserving Tribal culture, language, and homelands. TCUs provide access to quality, low-cost education to students from more than 30 states and more than 250 federally recognized Tribal Nations. Tribal Colleges offer affordable tuition critically important since 68 percent of first-time, full-time TCU students receive Pell Grants. Because of the Title III program, TCUs can keep costs low while continuing to innovate, serve more students, and meet extensive reporting and administrative requirements. These funds have been instrumental in advancing TCUs' capacity to serve rural, isolated, and often impoverished communities by helping to build new classrooms and labs, provide safer campuses, develop new certificate and credentialing programs in key areas, train faculty in emerging best practices, and upgrade IT infrastructure.

After the one-time FY 2025 Title III, Part A, increase was distributed to TCUs, the American Indian Higher Education Consortium (AIHEC) undertook a survey of TCUs to determine how this increase would be used. The results of the survey show a range of urgent priorities funded, including renovating and expanding current facilities to account for an increase in enrollment and purchasing vital equipment and software to enhance digital security and expand learning opportunities within academic programs, such as health and career and technical fields. Thus, for FY 2027, AIHEC requests \$115.3 million in Title III, Part A, funding to continue to support Tribal College students and strengthen Tribal Colleges and Universities.

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Other Title III Programs

Title III, Parts A and F, Higher Education Act

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

Alaska Native and Native Hawaiian-Serving Institutions

An Alaska Native-serving institution may receive a grant under Title III, Sec. 317, if, at the time of application, it has an enrollment of undergraduate students of whom at least 20 percent are Alaska Native. A Native Hawaiian-serving institution may receive a grant under Sec. 317 if, at the time of application, undergraduate enrollment is at least 10 percent Native Hawaiian students.



Funding History (in millions)

	<u>FY 2024</u>	<u>FY 2025*</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
Discretionary	\$24.56	\$ 0.04	\$24.85	\$0.00
Mandatory	\$14.15	\$14.15	\$14.15	\$0.00

* The FY 2025 amounts reflect the Department of Education's "reprogramming of funds."

Asian American and Native American Pacific Islander-serving Institutions

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



Funding History (in millions)

	<u>FY 2024</u>	<u>FY 2025*</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
Discretionary	\$18.59	\$0.04	\$18.91	\$0.00
Mandatory	\$ 4.72	\$4.72	\$ 4.72	\$0.00

* The FY 2025 amounts reflect the Department of Education's "reprogramming of funds."

Native American-Serving, Nontribal Institutions

A Native American-serving, nontribal institution (NASNTI) may receive a grant under Title III, Sec. 319, if, at the time of application, it has an enrollment of undergraduate students of whom at least 10 percent are Native American. Students self-identify as American Indian, and no documentation of tribal membership is required in determining the percentage of Native American students enrolled at a NASNTIs.



Funding History (in millions)

	<u>FY 2024</u>	<u>FY 2025*</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
Discretionary	\$11.41	\$0.04	\$11.60	\$0.00
Mandatory	\$ 4.72	\$4.72	\$ 4.72	\$0.00

* The FY 2025 amounts reflect the Department of Education's "reprogramming of funds."

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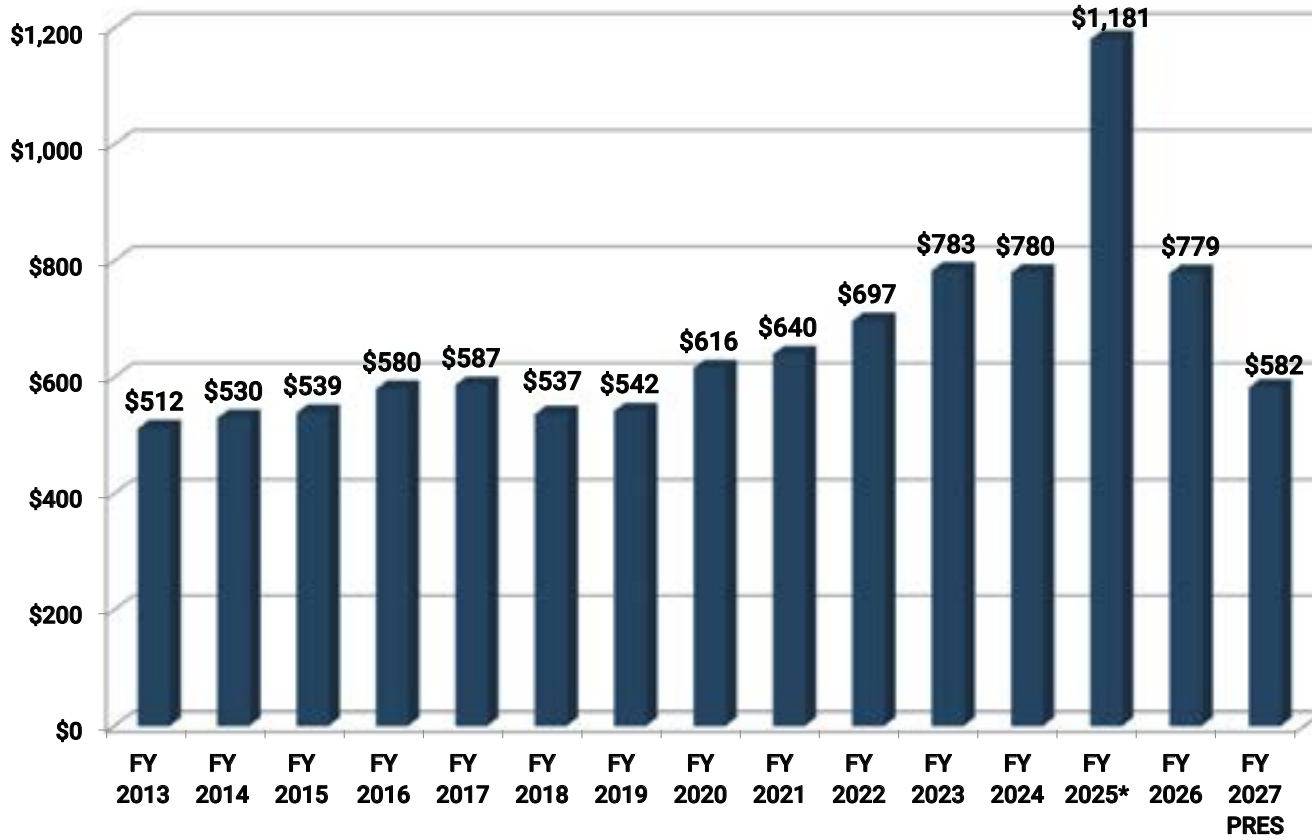
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Institutional Development (Higher Education): Title III Discretionary Appropriations

in millions



There is also mandatory funding provided for Institutional Development.

*For FY 2025, ED shifted funds from other institutional development programs into these program.

CONTACT INFO

Moriah O'Brien

American Indian Higher Education Consortium
(703) 838-0400 ext. 111 | mobrien@aihec.org

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Student Aid Administration

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



DESCRIPTION

Under the U.S. Department of Education, Federal Student Aid (FSA) is the largest provider of student financial aid for postsecondary students in the nation. Student Aid Administration funds are used to administer the federal student financial aid programs authorized under Title IV of the Higher Education Act. Funds are also used to process financial aid applications, originate, disburse, and service federal student loans, and collect defaulted federal student loans. Additionally, funds are used to improve services for students, parents, institutions, and other program participants, protect borrowers' personal data, increase the efficiency of program operations, and oversee student aid processing and delivery systems.

In FY 2025, FSA provided \$132 billion in new federal student aid grants, work-study, and loans to more than 9 million students attending institutions of higher education. Under an interagency agreement announced in March 2026, the Department of the Treasury will service FSA's defaulted student loans and take over responsibility for servicing non-defaulted loans. The Department of Education will pay Treasury for its services from this account, but the exact amount has yet to be determined.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$2,059.00	\$2,059.00	\$2,059.00	\$2,059.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget includes \$2.06 billion for Student Aid Administration, the same amount since FY 2024. Allocating sufficient funding for Student Aid Administration is paramount to ensuring FSA can carry out the agency's critical functions, including processing financial aid applications, disbursing federal student aid, and facilitating successful student loan repayment for millions of borrowers.

CONTACT INFO

Nalia Medina

National Association of Student Financial Aid Administrators
(202) 918-9649 | medinan@nasfaa.org

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The Institute of Education Sciences

Title I, Education Sciences Reform Act

Arizona State University researchers developed Self-Regulated Strategy Development (SRSD), an instructional tool for reading and writing, with the support of grants from the Institute of Education Sciences (IES). An estimated 300,000 students have benefitted from this resource in classroom instruction. Studies on the effectiveness of SRSD have been cited in What Works Clearinghouse practice guides for evidence-based instructional practices in elementary grade writing.

Additional funding through two IES research centers—the National Center for Education Research (NCER) and the National Center for Special Education Research (NCSEER)—has extended research led by a researcher at University of California-Irvine on SRSD into early elementary grades and for students with disabilities led by a researcher at Texas State University. Most recently, the Department of Education awarded an Education Innovation and Research expansion grant under its literacy priority to the Arizona Educational Foundation to implement SRSD across Arizona—showing that rigorous and relevant education research supported by IES can be brought to scale.

DESCRIPTION

The Institute of Education Sciences (IES) is a semi-independent, nonpartisan agency within the U.S. Department of Education that houses major federal education research programs, including development, statistics, assessments, and program evaluation. IES supports activities across its programs to establish an evidence base for education policy and practice, communicate research-based findings and data, and disseminate resources to policymakers, school and district leaders, and educators.

With IES annual funding available over a two-year period, IES awards grants for special education research, national research and development centers, training and professional learning for developing methodological skillsets of educational researchers, and development of state longitudinal data systems. In addition, IES awards contracts to support statistical data collection and reporting by the National Center for Education Statistics, the administration of the National Assessment for Educational Progress (NAEP), and evidence-building activities included in the What Works Clearinghouse. Through authorized set-aside funding, IES also awards contracts for evaluation activities for federal K-12 and career and technical education programs.

Investment in the infrastructure to advance education research and development, produce information on key education indicators, and translate research into practice is critical to meet the mission of IES to discover what works, for whom, and under what conditions in education.

FUNDING HISTORY (in millions)

FY 2024	FY 2025*	FY 2026	FY 2027 PRESIDENT’S REQUEST
\$793.11	\$793.11	\$789.61	\$261.30

* From the FY 2024 top line amount of \$793.1 million in the FY 2025 full-year continuing resolution, \$25 million was rescinded from Program Administration in the final FY 2026 appropriations.

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IMPACT OF PRESIDENT'S BUDGET

The FY 2027 budget cuts funding for IES overall by 67 percent compared with FY 2026 appropriations. In addition, the budget reduces many programs below the FY 2025 spending plan for IES, where the “agreed upon spending plan” noted in the FY 2027 request leaves \$464.2 million of FY 2025 IES funding “undistributed.” This proposal directly contradicts a recent Department of Education report and recommendations to reimagine IES and the resources—including funding, staff, and infrastructure capacity—that would be needed to implement those recommendations. While the budget request also notes \$30 million would be available for Program Administration, including hiring 47 new staff, the proposed total number of 75 staff across all of IES would remain significantly below the nearly 200 employees at IES prior to the March 2025 reduction in force.

The budget proposal expects IES to be able to meet statutory requirements, continue critical data collections and studies, and fund administrative expenses, at the same time the Administration reimagines an office that is more efficient, effective, and useful. Given the constraints under which IES is operating, it is unclear how IES will be able to fully meet duties required in the Education Sciences Reform Act. As just one example, many applicants for FY 2025 research and training grants were notified in March 2026 that programs for which they had submitted proposals as far back as September 2024 were closed out with no new awards funded. Additional data collections that contributed to indicators reported in the annually mandated *Condition of Education* report remain on indefinite pause. Diminished funding for National Center for Education Evaluation activities that enable dissemination and mobilization of IES-supported research and evidence-informed practices limits the extent to which policymakers, educators, and other key stakeholders can access effective practices to improve academic and non-academic outcomes.

The Friends of IES coalition, which supports the mission of IES and seeks to ensure adequate funding for the agency, is requesting \$900 million for IES overall in FY 2027. This funding level would maintain and strengthen research, statistics, assessments, and evidence-based resource development that support the success of the nation’s schools.

CONTACT INFO

Christy Talbot

American Educational Research Association
 (202) 238-3221 | ctalbot@aera.net

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Education Research, Development, and Dissemination

Title I, Education Sciences Reform Act

The Behavioral Insights and Parenting Lab (BIP Lab) is an interdisciplinary research center at the University of Chicago Harris School of Public Policy. The Lab applies behavioral science to understand how parents make decisions and to develop low-cost, scalable approaches that support children's learning, development, and long-term success. Research shows simple, light-touch behavioral interventions can effectively influence health and financial decision-making behaviors.

BIP Lab's research focuses on parenting practices that shape children's cognitive and social-emotional development, the role of behavioral barriers and stressors in decision-making, early childhood learning in home and school readiness settings, and light-touch interventions such as text-message nudges and digital tools. The Lab is well known for developing and testing practical, evidence-based programs, including Chat2Learn, a text-message initiative that prompts parents to engage their children in conversations that build language and early learning skills. BIP Lab demonstrates how behavioral science can strengthen families, support educators, and improve outcomes for children.

Recently, the Lab received Institute of Education Sciences (IES) funding to scale an early AI-driven learning innovation. The Lab is using funds to develop the Chat2Learn Suite, an AI-powered set of tools that pairs researcher-developed conversation prompts and illustrations with an on-demand chatbot to promote high-quality language interactions between young children, parents, and teachers. The project is supported through IES's Seedlings to Scale program. Seedlings to Scale, modeled after the ARPA approach that has driven major scientific advances, funds high-risk, high-reward research with the potential for breakthrough impact. Through this initiative, BIP Lab will design programs for preschool and kindergarten classrooms serving low-income families, in partnership with Chicago-area charter schools and Head Start networks.

DESCRIPTION

The Research, Development, and Dissemination (RD&D) program at the Institute of Education Sciences (IES) has traditionally supported core education research areas, including reading and writing, early learning, mathematics and science education, teacher effectiveness and pedagogy, and education systems and policies. IES-supported RD&D produces information that empowers parents and caregivers to make informed decisions about their children's education. Programs support research to advance teaching, learning, and education systems; identify what works, what does not work, and why; generate and disseminate knowledge critical for improving education practices and policies; and provide leadership in defining national research directions.

Within RD&D, the National Center for Education Research (NCER) is one of the primary federal funding sources for basic and applied education research and training grants that build the methodological capacity of the education research workforce. NCER training grant programs are critical to developing early career scholars and broadening participation among IES grantees and institutions. NCER supports research on emerging topics such as the impact of education technology and artificial intelligence in learning processes. This work has led to the development of programs used in schools across the nation.

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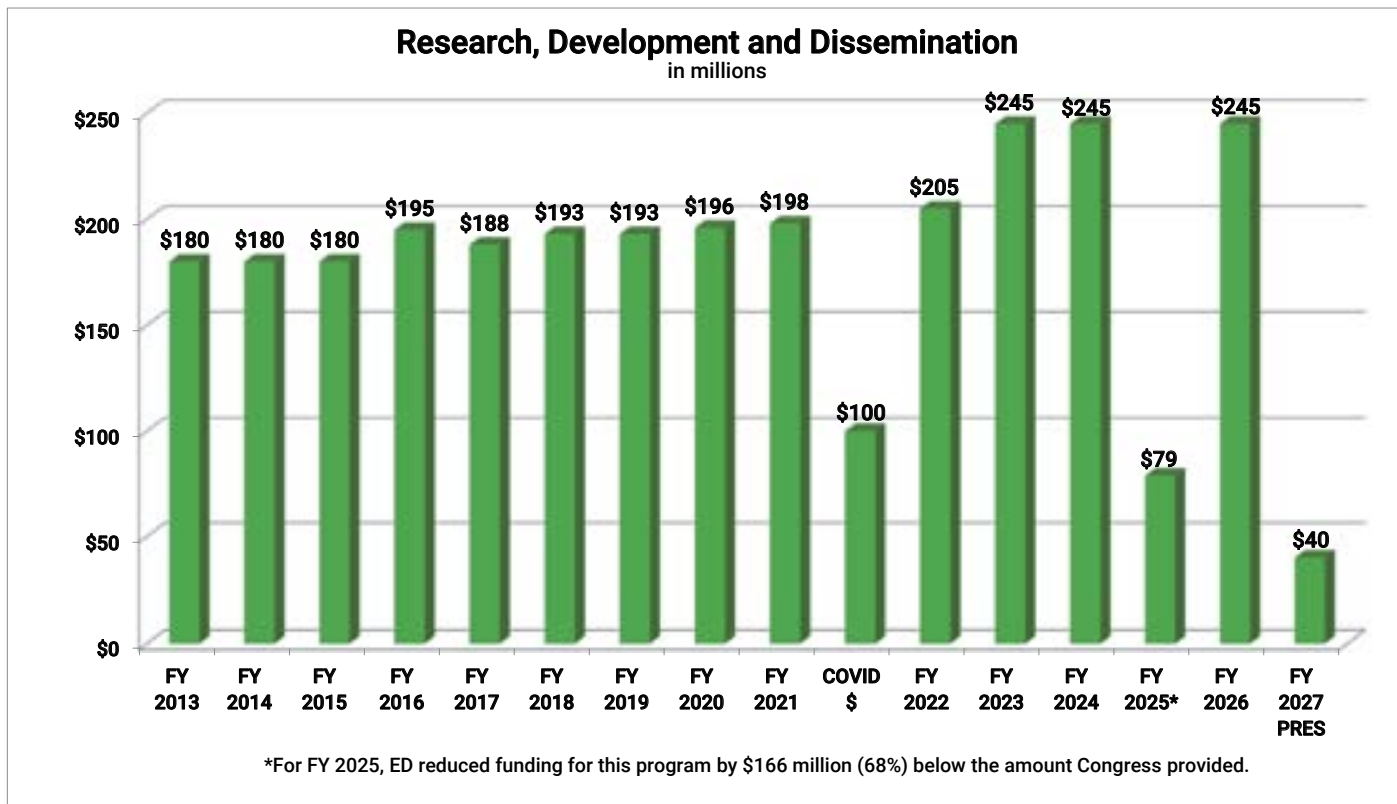
RD&D supports several components of the National Center for Education Evaluation and Regional Assistance (NCEE), which provides much needed evaluation of federal education programs. NCEE also supports the use of research evidence nationwide and provides resources for state and local education agencies. Within NCEE, RD&D-supported activities include the What Works Clearinghouse, the National Library of Education, and the Education Resources Information Center.

The funds provide a consistent foundation for building a high-quality evidence base on what works in education. For many universities, IES funding is an essential source of support for education research. Further, IES-supported education RD&D helps policymakers understand whether federal programs are working through rigorous evaluations that assess program effectiveness and impact on the students. Greater investment is needed to meet the goals of these important programs.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$245.00	\$79.16*	\$245.00	\$39.75

*The FY 2025 full-year continuing resolution amount for RD&D was \$245 million; however, the Department of Education and the Office of Management and Budget agreed on a spending level of \$79.16 million.



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IMPACT OF PRESIDENT'S BUDGET

The president's budget cuts Research, Development, and Dissemination by \$205.3 million below the FY 2026 funding level. The FY 2027 budget request notes "the Administration is finalizing its plan for a more efficient, effective, and useful IES." The Administration's effort to "reimagine IES" is designed to return education decision-making to the states, with the expectation that IES will focus on a smaller, targeted set of high-priority educational challenges identified by the Institute and informed by the needs of states and local districts.

Historically, IES-supported RD&D has played a critical role in education research, including shaping the future direction of the country's education and workforce development. The program has also played an essential role in preparing the U.S. education system for international competition, responding to national crises, and stimulating technological innovation. The RD&D line represents one of the federal government's principal investments in basic and applied education research, as well as training grants that develop the methodological capacity of the next generation of education researchers.

The abrupt halt in FY 2025 funding and the significant delay in announcing FY 2026 funding opportunities continue to threaten the future of evidence-based education policy and practice. These actions are resulting in lost opportunities in NCER and NCEE, slowing researchers' ability to investigate the quality of education, improve students' academic achievement, and close the achievement gap.

The president's FY 2027 budget request specifies some planned funding for new NCER grant awards, but it is unclear what programs would be supported with those funds. The budget request also specifies only \$200,000 for dissemination activities, which would fall short of the Department of Education's goals for IES to engage in dissemination of evidence to states.

The FY 2027 budget risks stalling hard won progress in education research by constraining RD&D at a moment when reliable evidence is essential. Weakening RD&D within IES undermines access to rigorous, objective evidence for educators, parents, and policymakers and diminishes states' ability to meet the complex diverse needs of students nationwide.

CONTACT INFO

Angela Sharpe

American Psychological Association
 (202) 336-5688 | asharpe@apa.org

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National Center for Education Statistics

Title I, Education Sciences Reform Act

The Early Childhood Longitudinal Study-Kindergarten (ECLS-K) is one of the ongoing longitudinal studies conducted by the National Center for Education Statistics (NCES). Initially launched in 1998, ECLS-K has provided nationally representative data on children's early school experiences beginning with kindergarten through middle school. The most recent cohort, ECLS-K:2024, included children who entered kindergarten in the 2023-24 school year, as well as their parents or guardians, teachers, and school administrators.

This collection represented the first opportunity to understand the impact of the COVID-19 pandemic on the nation's youngest learners, including parents' experiences and perceptions of their children's learning experiences, early care, and potential delays in kindergarten enrollment. Teachers participating in the survey responded to questions related to their perceptions of kindergarten readiness and strategies to address learning gaps due to the pandemic, and school administrators provided information on use of emergency funds for pandemic-related expenses.

The ECLS-K:2024 completed its first round of data collection in 2024, with additional information gathering scheduled during spring 2025 on students' first grade experiences. NCES also had planned to release initial data from the 2023-24 school year collection in early 2026. These activities were paused when ED cancelled contracts in February 2025 that affected NCES longitudinal studies, including ECLS-K:2024. Despite already having made financial and staff investments to support data collection and analysis, without allocated resources policymakers and researchers may lose the opportunity to understand how the COVID-19 pandemic affected the trajectories of young learners.

DESCRIPTION

The National Center for Education Statistics (NCES) collects and reports statistics on a wide range of education topics statutorily required by the Education Sciences Reform Act. Topics include, among others, teacher shortages, comparisons of student achievement among the United States and other nations, high school dropout rates, preparation for higher education, and college costs.

To meet these mandates, NCES has traditionally funded longitudinal studies (e.g., National Teacher and Principal Survey), administrative data collections (e.g., Integrated Postsecondary Education Data System, IPEDS), and support for United States participation in important international assessments such as the Trends in International Mathematics and Science Study and the Program for International Student Assessment. Much of this work has typically been conducted through contracts with education research organizations and collaborative partnerships with the Census Bureau (e.g., Annual Survey of School System Finances). NCES uses data from its longitudinal surveys and administrative collections to provide objective statistical reports, including the annual congressionally mandated Condition of Education.

Education statistics collected by NCES enable policymakers and practitioners to identify challenges and policy priorities in education, develop new systems, and evaluate and refine current systems. NCES survey data sets also are a vital, cost-effective tool for researchers, including staff at state departments of education and local school districts who would otherwise spend considerable resources on data collection. This is especially important as the NCES data detail provided in restricted-use form for research purposes has no equivalent in other national data sets for use in comparisons across states, or in the breadth of indicators that can inform very specific topics and populations such as improving STEM attainment for students with disabilities.

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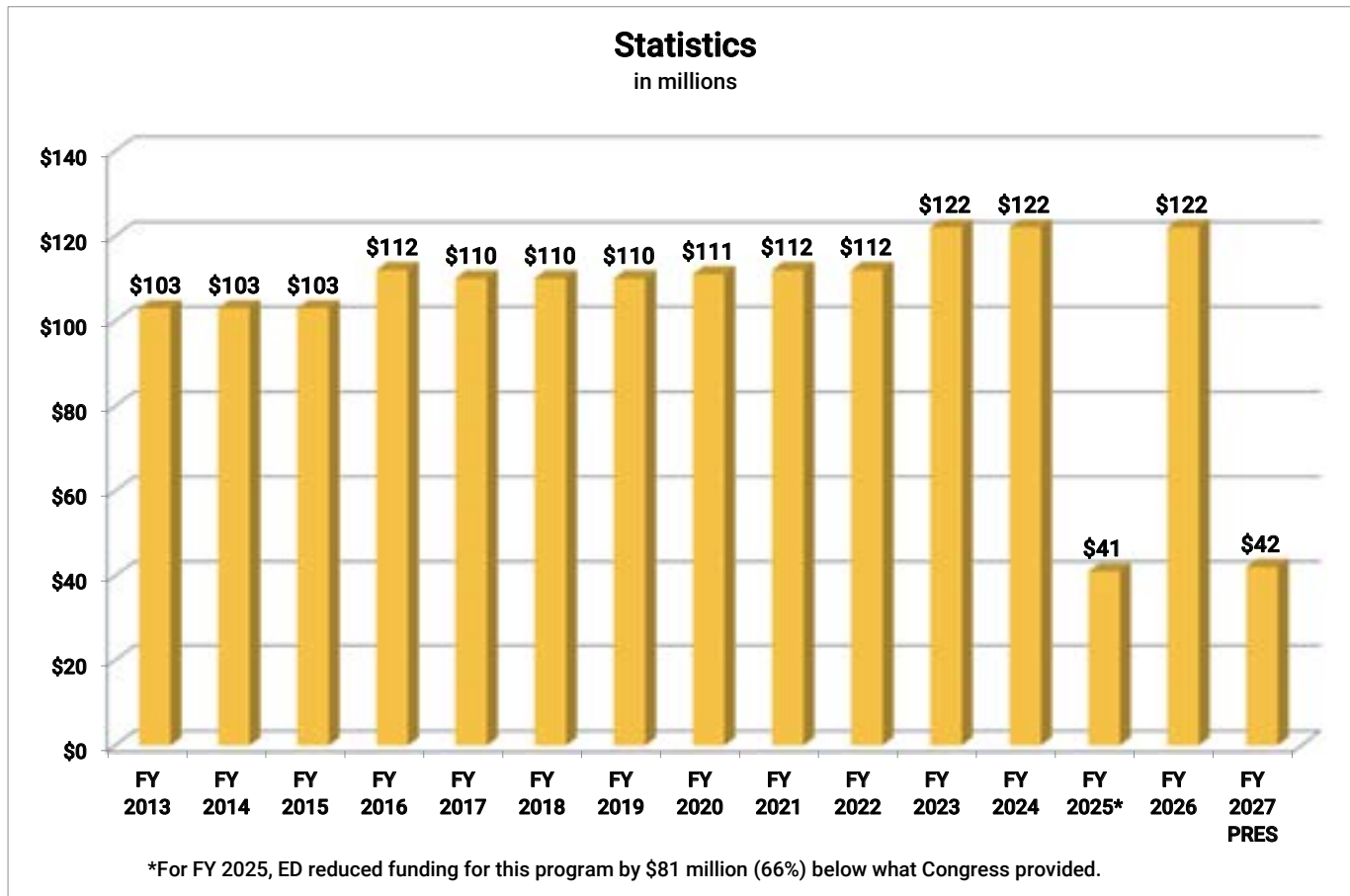
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FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$121.50	\$41.34*	\$121.50	\$42.22

* The FY 2025 full-year continuing resolution amount for NCES was \$121.5 million; however, the Department of Education and the Office of Management and Budget agreed on a spending level of \$41.34 million.

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IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget represents a significant 65 percent cut below FY 2026 appropriations. This deep decrease in funding would significantly hamper data collection, integrity, and reporting capacities for indicators that inform the understanding of factors that influence academic and non-academic outcomes across the lifespan.

Under the request, some core administrative collections (IPEDS, the Common Core of Data, and the National Public Education Financial Survey) will be maintained. However, the School Pulse Panel and many of the longitudinal studies have been suspended since February 2025. Even for the core collections, there is uncertainty about how data quality and reporting can be maintained in the absence of sufficient staff to carry out statutorily required activities. For example, the [2025 Condition of Education](#) was **significantly reduced in scope in the statistics** presented compared to what had been released in prior years, with many of the data indicators currently listed on the [NCES website](#) the same as presented in 2024.

While NCES has rehired a few employees laid off in the March 2025 reduction in force, and onboarded additional new staff for the administration of the National Assessment of Educational Progress (NAEP), the current number of 11 NCES staff as of April 2026 remains well below the 100 who were in place prior to March 2025. In the context of recent recommendations to reimagine IES—including NCES as the overall Department of Education’s federal statistical agency—sufficient staff, infrastructure, and funding would be needed to implement updates to NCES activities.

CONTACT INFO

Christy Talbot

American Educational Research Association
(202) 238-3221 | ctalbot@aera.net

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Research in Special Education / Special Education Studies and Evaluation

Title I, Education Sciences Reform Act

American schools struggle to fill special education positions, limiting the quality of services provided to students with disabilities. Extensive research links this challenge to special educators' working conditions, including heavy workloads and limited supports, resulting in many staff opting to leave their jobs. Project RESPECT (Revealing Special Educators' Conditions for Teaching), funded by the National Center for Special Education Research, is addressing this challenge using a rigorous, data-driven approach. Specifically, Project RESPECT is developing a systematic process through which districts and states can evaluate special educators' working conditions to identify what they are doing well and what they need to improve to better support special educators. Ultimately, Project RESPECT will offer actionable insights to improve the environments in which special education teachers work, helping ensure more stable, effective instruction for students with disabilities.

DESCRIPTION

The National Center for Special Education Research (NCSEER) is one of the largest sources of competitive grant funding for research and development in special education and specialized instructional support services. NCSEER supports research to address gaps in scientific knowledge necessary to improve special education and early intervention services and results for infants, toddlers, children, and youth with disabilities. The Center funds research on the full range of issues facing children with disabilities from early childhood through the transition to adulthood, including research into academic progress and social and behavioral outcomes. NCSEER research has targeted a wide range of studies, including youth with high-functioning autism experiencing high levels of anxiety, individuals with Down syndrome learning to read, and students with learning disabilities studying to master math word problems. NCSEER provides special educators and administrators with research-based resources that support the provision of a free appropriate public education and early intervention services to children and youth with disabilities.

Special Education Studies and Evaluation funds 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 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
Research in Special Education	\$64.26	\$45.34*	\$64.26	\$10.00
Studies and Evaluation	\$13.32	\$ 1.00**	\$13.32	\$ 2.00

* The FY 2025 full-year continuing resolution amount for Research in Special Education was \$64.26 million; however, the Department of Education and the Office of Management and Budget agreed on a spending level of \$45.34 million.

** The FY 2025 full-year continuing resolution amount for Special Education Studies and Evaluation was \$13.32 million; however, the Department of Education and the Office of Management and Budget agreed on a spending level of \$1 million.

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IMPACT OF PRESIDENT'S BUDGET

Funding for special education research was cut over a decade ago, including through sequestration. Since then, it has remained relatively static, preventing the agency from funding a number of high-quality research proposals. The president's FY 2027 includes deep cuts to Research in Special Education and Special Education Studies and Evaluations. The proposed slashing of these programs would hinder high-quality, rigorous research projects on special education and specialized instructional support services and the needs of children with disabilities, their families, and school personnel, and severely limit future studies. Without these grants, adapting education to evolving technology and student needs will be inconsistent nationwide. Educators will lack up-to-date training, school leaders will struggle to implement evidence-based practices, and states will have fewer data for informed decision-making. As a result, schools may waste resources on ineffective programs, ultimately harming students.

CONTACT INFO

Kuna Tavalin

Council for Exceptional Children

(202) 669-2669 | ktavalin@exceptionalchildren.org

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National Assessment of Educational Progress

Title I, Education Sciences Reform Act

The 2024 results from the National Assessment of Educational Progress (NAEP) provided parents, educators, researchers, and policymakers with a consistent, standardized measure of student achievement across states and large urban districts. As the nation's only benchmark assessment, NAEP remains a critical tool for understanding how student performance has changed over time and for assessing the long-term academic effects of the COVID-19 pandemic.

Results from the Trial Urban District Assessment (TUDA), which includes 26 large urban school districts that administer NAEP and receive district-level results, are especially important because national averages can obscure what is happening in large urban school systems. In fact, half of the 25 TUDA districts with comparable results in both 2022 and 2024 made significant increases in fourth-grade mathematics, with average gains nearly twice the national rate. District of Columbia Public Schools posted the largest increase of 10.4 points compared to the national increase of approximately two points.

Most TUDA districts also held steady from 2022 to 2024 in the other tested grades and subjects, including eighth-grade mathematics, fourth-grade reading, and eighth-grade reading, with score changes comparable to their states and national trends. In addition, student performance in four large school districts—Dallas, Los Angeles, New York City, and Philadelphia—was not significantly different than their 2019 pre-pandemic scores in all four tested grade-subject combinations. Together, NAEP and TUDA remain critical for identifying where recovery is occurring, where gaps persist, and how federal investments such as ESSER have supported progress. NAEP's independence, consistency, and national reach make it essential for informing policy, targeting resources, and guiding improvement efforts with evidence rather than assumptions.

DESCRIPTION

The National Assessment of Educational Progress (NAEP) is the only representative and continuing assessment of American students' achievement. NAEP, the "nation's report card," describes the educational achievement of students at grades 4, 8, and 12, and provides information about special groups of students (e.g., race/ethnicity, gender, free/reduced-price lunch eligibility). Results are provided for several jurisdictions including measures for students in national public and large city jurisdictions, states, and urban districts through the [Trial Urban District Assessment \(TUDA\)](#). TUDA offers a national measure and source for understanding state and urban district educational outcomes on a comparable scale among policymakers, educators, parents, and the public.

The 2024 NAEP assessments build on the critical baseline established in 2022, the first NAEP administration following the onset of the COVID-19 pandemic. After a one-year delay approved by Congress, the 2022 results provided an essential snapshot of how the pandemic had disrupted student learning, particularly in the 26 large urban districts participating in TUDA. The 2024 results offered the first opportunity to assess academic recovery, helping districts and states track progress, identify persistent gaps, and evaluate the effectiveness of recovery strategies. As the 2026 administration of NAEP has recently concluded, NAEP remains a vital measure for understanding trends in student performance among all public school students and key student groups, and informing policy decisions and resource decisions across the education system.

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FUNDING HISTORY (in millions)

FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT’S REQUEST
\$193.30	\$113.14*	\$193.30	\$137.33

* The FY 2025 full-year continuing resolution amount for NAEP was \$193.3 million; however, the Department of Education and the Office of Management and Budget agreed on a spending level of \$113.1 million.

IMPACT OF PRESIDENT’S BUDGET

The president’s budget for NAEP is 29 percent below the FY 2026 appropriated amount. Maintaining funding at least at the FY 2026 level would enable NAEP to administer valid and reliable fourth- and eighth-grade assessments in math and reading on the two-year cycle required by the Every Student Succeeds Act (ESSA), support continued improvements in administration and reporting, and provide adequate staffing to address inefficiencies in the assessment system. It would also help sustain district-level oversampling, administration, and reporting for the TUDA program’s 26 large urban school systems as the Governing Board considers possible expansion to additional districts.

In FY 2025, NAEP funding supported essential research and development efforts by the National Center for Education Statistics to improve the efficiency and sustainability of the assessment. These efforts, aligned with recommendations from the National Academies of Sciences, Engineering, and Medicine, aimed to contain costs and modernize NAEP through technological innovation. The FY 2027 budget provides funding to support limited advancements but slows down the momentum toward long-term improvements and critical technical advancements needed to fully sustain the program.

NAEP provides the only consistent, nationally representative measure of student learning over time, making it critical for understanding and addressing declines in performance among subjects and grade levels, as well as persistent and widening achievement gaps across student groups. Education leaders, researchers, and policymakers rely on NAEP data to guide investments, assess policy impacts, and even estimate the long-term economic outcomes of student achievement. Without sustained, full funding, NAEP’s current operations would be at risk, along with the capacity to plan effectively, innovate, and support future assessment cycles. Continued investment in NAEP is essential to preserving a trusted, reliable, evidence-based foundation for tracking educational progress nationwide.

CONTACT INFO

Akisha Osei Sarfo
 Council of the Great City Schools
 (302) 383-8466 | asarfo@cgcs.org

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Head Start

Economic Opportunity Act of 1964

DESCRIPTION

Established in 1964 and administered by the U.S. Department of Health and Human Services, Head Start is a federal grant program providing three- to five-year-old children from economically disadvantaged families with supports to prepare them to succeed in school. Serving over 750,000 preschool-aged children annually, Head Start provides a comprehensive set of services—education, nutrition, health care, and social services—that have fostered 40 million young children’s healthy social, emotional, and cognitive development. Head Start emphasizes parents’ engagement in their child’s learning and growth and also offers employment and educational support to parents.

Congress established Early Head Start in FY 1995 to serve children from birth to age three. Early Head Start, serving over 245,000 infants and toddlers, promotes healthy prenatal outcomes for pregnant women, enhances the development of young children, and promotes stable family functioning. In addition, the Migrant and Seasonal Head Start program serves approximately 25,000 children of migrant farmworker families, and the American Indian and Alaska Native Head Start program serves approximately 28,000 children and their families. In 2014, the Early Head Start-Child Care Partnerships grant program was created to foster partnerships between Early Head Start and childcare providers to increase the supply of high-quality early care and learning environments, better align early childhood policies, regulations, resources, and quality improvement for all children, and improve family and child well-being.

During the 2023–24 program year, some programs experienced challenges in meeting full enrollment, largely due to staff shortages including a staff turnover rate of 15 percent. Head Start programs cumulatively served 805,919 children ages birth to 5 and pregnant women throughout the 2023–24 program year and employed 251,000 staff. Head Start programs adhere to rigorous program standards and practices and demonstrate a record of improving child health, development, and school readiness. For nearly 60 years, Head Start has served as a laboratory for innovation—generating best practices and research, promoting parent involvement and learning, and influencing state and local policies to promote and expand high-quality care and education for young children.

FUNDING HISTORY (in millions)*

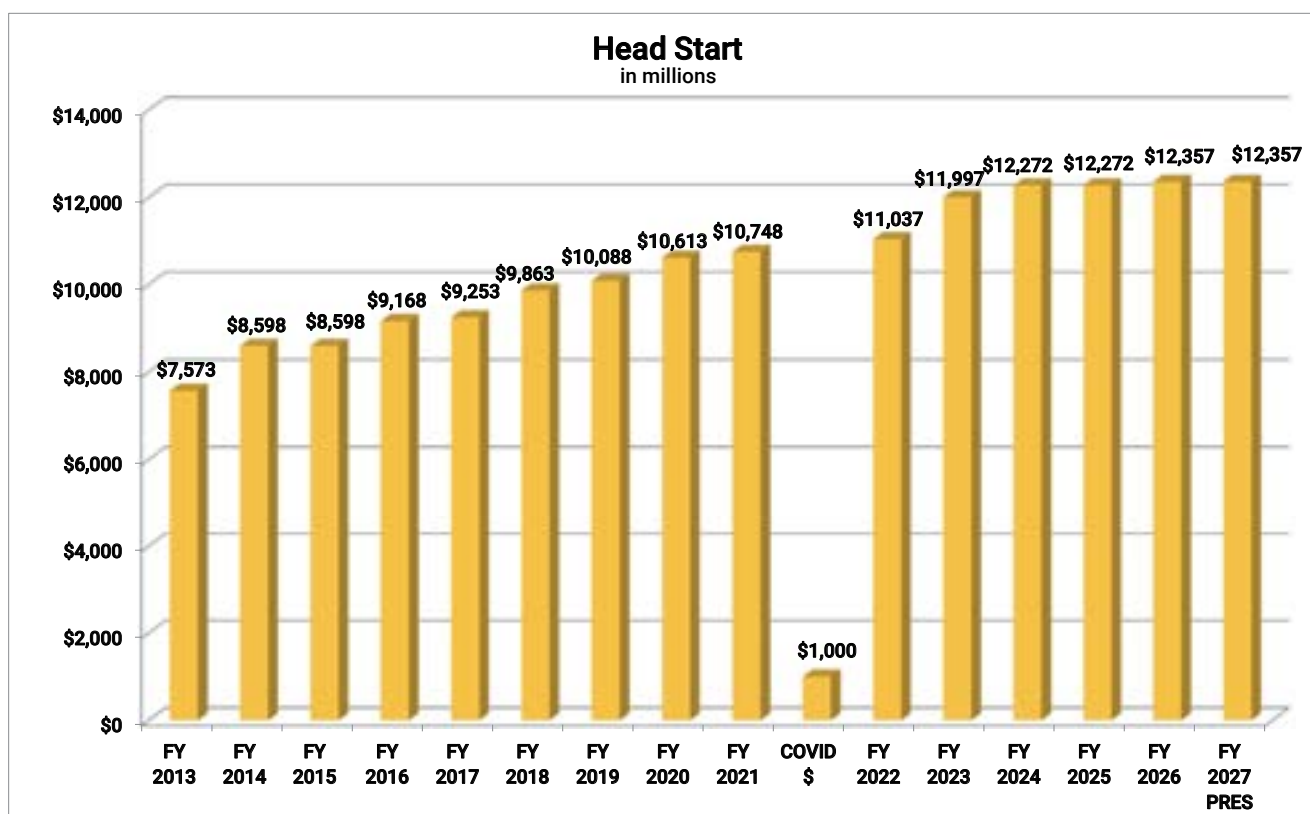
<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST</u>
\$12,271.82	\$12,271.82	\$12,356.82	\$12,356.82

* Allocations include Early Head Start, Migrant and Seasonal Head Start and Native American and Alaskan Native Head Start, as well as funds for Early Head Start-Child Care Partnerships.

IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2027 budget freezes funding for Head Start, which is in effect a harmful cut that fails to include even cost of living adjustments for staff. While inflation since the beginning of FY 2024 has reached 5.57 percent according to the Bureau of Labor Statistics CPI Calculator, Head Start has received a cost of living adjustment (COLA) of just 0.6 percent. Failing to provide a COLA again for Head Start is deeply concerning as programs are struggling with hiring and retaining quality staff, impacting both the quality of service and continuity of care. The Administration’s threat of potential funding freezes or delays in issuing approved grant funding is also deeply concerning. These actions in 2025, caused some programs to temporarily close and others to secure expensive emergency loans to keep their doors open. It is essential the Department of Health and Human Services release Head Start grants according to schedule to prevent closures and prohibitive additional expenses.

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For FY 2027, the American Federation of State, County, and Municipal Employees (AFSCME) urges Congress to provide \$14.27 billion for Head Start. This \$1.91 billion increase would sustain its workforce and provide a much needed COLA, essential as programs struggle to hire and retain staff. Additional funds would also provide flexibility to address local quality improvement priorities including deferred maintenance and childhood trauma issues, fund expansion of Head Start and Early Head Start, and allow programs to address pressing needs.

Currently, Head Start funding supports only 27 percent of eligible preschool-aged children and 11 percent of children eligible for Early Head Start. Yet research concludes high-quality early care and education programs, such as Early Head Start and Head Start, yield a 13 percent return on investment annually. Increased investment in Head Start is critical to ensuring a greater number of children from low-income families have access to quality programs, giving them a healthy start in life and building skills to be successful in school and beyond. Because the first five years of life are the most critical for learning and development, all young children—regardless of family income—need a strong beginning. Providing ample funding for Head Start will ensure families receive quality early care and education and a more equitable future.

CONTACT INFO

Becky Levin

American Federation of State, County and Municipal Employees (AFSCME)
(202) 321-3782 | blevin@afscme.org

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Child Care and Development Fund (CCDF) Child Care and Development Block Grant Act (CCDBG)

Section 418, Social Security Act

DESCRIPTION

The Child Care and Development Block Grant (CCDBG), administered by the Department of Health and Human Services as a block grant to states, is the primary source of federal funding for child care programs. CCDBG supports low-income families by providing access to quality, affordable child care for children up to 12 years of age, including early childhood and afterschool programs. For families or individuals to qualify for child care assistance, families must be working or in school and meet income eligibility guidelines set by states within broad parameters of federal law.

In 2014, Congress reauthorized CCDBG to improve the quality of care, improve the health and safety of children in care, increase access to child care assistance, improve stability for children in child care, and make child care policies more family and provider friendly. Congress supported these updates by doubling funding for the program in FY 2018, helping to decrease the number of children on waitlists by 55 percent and enabling more than half of states to increase payments to providers by an average increase of more than \$100 a month per child.

The ongoing challenges affecting child care access limit economic growth, threaten employers and small businesses, and hurt working families. The Child Care and Development Fund (CCDF) is funded through both discretionary (CCDBG) and mandatory (Child Care Mandatory and Matching Funds) appropriations.

FUNDING HISTORY (in millions)*

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$8,746.39	\$8,746.39	\$8,831.39	\$8,831.39

*These figures represent the discretionary portion of CCDBG.

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IMPACT OF PRESIDENT'S BUDGET

The FY 2027 president's budget request of \$8.83 billion would freeze funding, keeping the program severely underfunded. CCDBG can only provide child care to 14 percent of eligible families, with child care providers paid so little that one in four takes second jobs to make ends meet. Despite the bipartisan support to continue increasing investments in CCDBG, budget caps and continuing resolutions have stagnated growth in the past.

Significant investments for CCDBG and child care are necessary to address rising costs of child care and low pay and lack of benefits for childcare workers, which has led to high turnover and shortages. Inadequate child care supply restricts parents from fully participating in the workforce and costs employers \$38 billion annually. The failure to invest adequately in CCDBG and child care has resulted in the loss of an estimated \$172 billion each year due to lost earnings, productivity, and revenue. One in four parents of children under three has been fired from or quit a job because of challenges securing child care, and 41 percent have turned down a new job for the same reason. This economic damage has doubled in recent years, with job creators unable to hire, retrain, train, or advance workers to meet business needs due to lack of child care availability.

The FY 2027 budget ignores the needs of workers who need child care, children who thrive with access to early education, and child care providers who have to work multiple jobs or rely on public assistance to cover their basic needs. It also ignores the fact that the nation's patchwork of child care is coming apart at the seams with providers closing their doors and seeking more sustainable careers. Congress should increase investments to expand crucial services in communities with few child care providers, support existing child care programs, promote children's healthy development and learning, and support a workforce that is vital to families across the country.

The American Federation of State, County and Municipal Employees requests a total of \$12.4 billion for the Child Care and Development Block Grant (CCDBG), an increase of \$3.57 billion. This increase will help child care providers keep their doors open and enable low-income parents to work while their children benefit from positive early learning experiences.

CONTACT INFO

Becky Levin

American Federation of State, County and Municipal Employees (AFSCME)
 (202) 429-1184 | blevin@afscme.org

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Child Nutrition Programs

National School Lunch Act and the Child Nutrition Act

The YMCA of Southeastern North Carolina (YMCA SENC) provides meals to students in afterschool programs during the school year and during the summer through the Child and Adult Care Food Program At-Risk Afterschool Meals (CACFP) and the Summer Food Service Program (SFSP). YMCA SENC began sponsoring afterschool meals in 2021 and now provides meals every afternoon at 26 elementary and middle school sites throughout New Hanover County Schools, Brunswick County Schools, and Sampson County Schools. They also provide meals for children when they are not in school during school holidays and intercession camps. In addition to addressing food insecurity, the meal programs ensure students are nourished and ready to learn during the YMCA's comprehensive afterschool program. All sites serve "super snacks" that meet federal nutrition guidelines and include Milk, Meat/Meat Alternative, Vegetable, Fruit, and Grain. The YMCA developed 10 cycle menus that are rotated throughout the year. To minimize food waste, the program donates leftovers and extra unopened food to local homeless ministries, food banks, or area schools in the area, totaling over 27,470 pounds in 2025. The YMCA's food recovery efforts allow them to educate afterschool program participants on the importance of minimizing food waste by providing them with a "share box" instead of a trash can. They use this opportunity to explain to children that they are actively making a difference in the community by "sharing" any of their unopened snacks instead of throwing them away.

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). While figures are still preliminary, the USDA estimates for 2025 that 30 million students received lunches through the National School Lunch Program, up from 29.9 million students served in 2024.

The programs were last reauthorized in 2010 in the Healthy, Hunger-Free Kids Act, though Congress did make changes to the Summer Food Service Programs as part of a "skinny" reauthorization included in the FY 2023 omnibus appropriations bill. Changes to the Summer Food Service Program implemented in summer 2024 allow meal pick up or delivery in rural communities where there are no meal sites, as well as a national expansion of the Summer Electronic Benefit Transfer program. This new permanent program provides roughly a \$40 grocery benefit (subject to inflation over time) per month per child for eligible families, although states must opt in to make this program available. These programs help ensure children have consistent access to nutritious meals throughout the year, both during school and when school is out, and are critical for healthy development and academic success.

The National School Lunch Program provides nutritionally balanced, low-cost or free lunches to children each school day in public and nonprofit private schools. As a result of a decade of improvements to school meals driven by school nutrition professionals, parents, school meal partners, and the USDA, research shows school meals are a nutritious food source for American school children. In January 2026, USDA released revised Dietary Guidelines for Americans (DGAs) which serve as the basis for the nutrition standards for all federal child nutrition programs administered through the USDA Food and Nutrition Service. USDA is expected to review and revise the meal program nutrition standards in the coming years to better reflect the new DGAs. A renewed push from the Administration is likely heading into this next school year for districts to begin the process of cooking school meals from scratch. Concerns around how districts will be able to afford to comply and whether states can take on the added financial burden to support districts in doing so remain unaddressed.

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is a discretionary initiative providing grants to states for supplemental foods, health care referrals, and nutrition education for low-income pregnant and postpartum women, infants, and children up to age five at nutritional risk.

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FUNDING HISTORY (in millions)

	FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
Child Nutrition	\$33,448.00	\$32,630.00	\$36,477.00	\$37,873.00
WIC	\$ 7,030.00	\$ 7,597.00	\$ 8,200.00	\$ 8,000.00

IMPACT OF PRESIDENT'S BUDGET

The FY 2027 budget maintains mandatory funding for the school and out-of-school child nutrition programs. This amount should ensure children have access to nutritionally balanced, low-cost or free breakfasts and lunches every school day, nutrition assistance for children when school is not in session, and reimbursement to child and adult care providers for nutritious meals and snacks. The Administration projects increased funding for the National School Lunch Program, School Breakfast Program, the Summer Food Service Program, and the Child and Adult Care Food Program to reflect increased participation and increased food costs. Discretionary funding for Child Nutrition Programs is cut, with the elimination of the \$10 million school meals equipment grant program.

The budget cuts funding for WIC by \$200 million for FY 2027, enough to serve nearly 7.2 million women, infants, and children seeking benefits in 2027. The budget includes a general provision that would return the WIC Cash Value Benefit levels for the purchase of fruits and vegetables to levels established prior to the 2024 food package rule, adjusted for inflation, i.e., \$13 per month for pregnant, breastfeeding and postpartum women, and \$10 per month for children in 2027. The president's budget calls for a return to the cash value benefit level established prior to the 2024 WIC food package rule, which was only \$9 for children and \$11 for adults. This reduction will mean less nutritious food for pregnant and postpartum women and their young children. According to the USDA request, the budget focuses limited discretionary funding on key initiatives.

Finally, the budget does not restore the historical \$187 billion in funding cuts, the largest in the history of the program, passed in the One Big Beautiful Bill Act in 2025. Slashing funding for the Supplemental Nutrition Assistance Program (SNAP) shifts the program's costs onto states and creates a massive new unfunded mandate. Governors and other state leaders could be forced to end SNAP entirely if they are unable to cover the costs. Additionally, any restrictions on access to SNAP for families create barriers to accessing other federal child nutrition programs, such as direct certification of SNAP families to qualify their children for free school meals, and impact community eligibility rates of school districts to serve free school meals to all students.

Reliable access to food is directly tied to a child's ability to focus, grow, and succeed in school. When families face barriers to meeting basic nutritional needs, the consequences are felt in classrooms and communities alike.

CONTACT INFO**Erik Peterson**

Afterschool Alliance
(202) 347-2030 ext.1005 | epeterson@afterschoolalliance.org

Kate Clabaugh

National PTA
(703) 944-1026 | kclabaugh@pta.org

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Medicaid: Early and Periodic Screening, Diagnosis and Treatment Programs

Title XIX, Social Security Act

School districts across Washington State participate in the state's School-Based Health Care Services (SBHS) program. Washington Apple Health (state Medicaid agency) reimburses school districts for health-related services covered under the Individuals with Disabilities Education Act (IDEA). Through the SBHS program, core services including speech-language pathology, audiology, mental health, nursing, and occupational and physical therapies are reimbursed. Specialized instructional support personnel deliver individual and group services to students whose Individualized Education Program (IEP) team identifies the specific services each child needs. Medicaid reimbursement often allows school districts to fund additional positions and support lower workloads. Medicaid reimbursement can also help school districts address fiscal pressures by partially offsetting the cost of services, enabling eligible students with disabilities to more fully participate in integrated settings aligned with their academic and functional goals.

DESCRIPTION

Medicaid programs work through state and local health agencies and other service providers to identify and treat eligible low-income children and adults for a broad range of medically necessary services, including school services such as speech, hearing, vision, dental, and other essential services. Medicaid covers more than 72 million people in the United States, nearly 40 million of whom are children. Medicaid is the fourth largest funding stream for school districts, providing over \$7.5 billion for school-based services.

All states may participate in school-based Medicaid through the reimbursement of eligible IEP services under the IDEA. Several states have expanded access beyond IDEA-eligible students. School health personnel are often among the few health professionals to whom low-income children have regular access. These cost-effective, school-based health services help reduce the need for accessing more costly services later. Eligible students with disabilities are the primary recipients of Medicaid-supported services in schools, including physical therapy, occupational therapy, speech-language pathology, audiology, and mental health and nursing services.

FUNDING HISTORY (in billions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$890.00	\$908.90	-----*	TBD*

**Significant changes were made to the Medicaid program under the reconciliation bill (H.R. 1). The Congressional Budget Office estimates the decrease in federal Medicaid expenditures may be \$1 trillion over the next 10 years.*

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IMPACT OF PRESIDENT'S BUDGET

The One Big Beautiful Bill Act (OBBBA), enacted in July 2025, makes significant changes to many federal programs in order to pay for the Administration's domestic policy priorities, including a projected decrease in Medicaid of around \$1 trillion over 10 years. OBBBA also makes substantial changes to the Medicaid program structure and how it is funded which will result in reduced enrollment and limit access to services through school-based Medicaid. For students with disabilities receiving specialized instructional support services under the Individuals with Disabilities Education Act, the loss of Medicaid will be particularly devastating since many school districts rely on this funding source to cover these services. Schools will be forced to make difficult choices in service delivery as it will be almost impossible to compensate for lost Medicaid funding through state and local sources. The number of students identified for special education services has risen post-pandemic. Congress should rethink the OBBBA Medicaid changes and continue to share the costs with states of educating these students, ensuring the health-related supports they need to be successful in school.

Since enactment of the OBBBA, states are now forced to consider changes to address the federal revenue loss and impact of these Medicaid spending cuts, including the loss of Medicaid coverage for individuals, increased demand for school-based services, and additional strains on limited state resources. In early 2026, the Washington State legislature initially proposed cuts to the Health Care Authority, Washington's Medicaid program. Some of proposals included significant cuts to school-based Medicaid reimbursements and outpatient coverage of adult speech therapy services as part of the governor's budget response to a projected \$2.3 billion state budget deficit. These proposed cuts, while removed from the final budget, would have reduced access to school-based speech-language pathology services for thousands of students with disabilities.

Idaho presents a particularly concerning example of how OBBBA-era federal Medicaid cuts are cascading into state-level decisions that threaten access to specialized instructional support services such as occupational therapy, physical therapy, and speech-language pathology. On January 8, 2026, without advance notice, Idaho Medicaid instituted prior authorization requirements on speech-language pathology, occupational therapy, and physical therapy services after 20 sessions of each therapy, retroactive to January 1, 2026. The governor's FY 2027 state budget proposal escalates these concerns significantly, proposing to eliminate all Idaho Medicaid coverage of school-based speech-language pathology, occupational therapy, and physical therapy services and certain home and community-based services. Idaho would be the first state to eliminate outpatient coverage of these services, shifting financial responsibility for all legally required care to schools and hospitals. Idaho's budget proposal has not been finalized, but it is plain that service cuts and funding reductions are possible as states grapple with the impact of OBBBA federal Medicaid cuts.

The president's FY 2027 budget included only requests for discretionary funding, providing no information about Medicaid or other entitlement program spending.

CONTACT INFO

Manish Naik

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

Bill Knudsen

American Speech-Language-Hearing Association (ASHA)
(301) 296-8765 | bknudsen@asha.org

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

DESCRIPTION

Gun violence is the number one cause of death among children and youth. Schools are reporting increased levels of school violence (bullying, fights, harassment, suicidal ideation), and the Office of the U.S. Surgeon General has focused on child and youth mental health as a serious public health concern. While violence prevention is not the primary goal of increasing access to school mental health services, it is certainly a benefit and must be embedded within comprehensive efforts to balance physical and psychological safety. Comprehensive school safety and violence prevention requires planning, preparedness, and collaboration among schools, parents, educators, law enforcement, and the community. Systems must be designed to promote a positive and supportive school and community culture, reduce negative behaviors, support student mental and behavioral health, and minimize the impact of crises when they occur. Inadequate financial resources, an insufficient number of school-employed mental health professionals (e.g., school psychologists, school social workers, school counselors), and lack of proper training to develop and implement crisis preparedness plans leave many communities underprepared to prevent school-based violence and respond when it does occur.

To be effective, comprehensive school and community safety efforts must be collaborative. As such, several departments and agencies in addition to the U.S. Department of Education administer programs to prevent school violence and improve safety. Two of these programs are the STOP School Violence Act, administered by the Bureau of Justice Assistance (BJA) and the Office of Community Oriented Policing Services (COPS) in the U.S. Department of Justice, and Project AWARE, administered by the Substance Abuse and Mental Health Services Administration in the U.S. Department of Health and Human Services.

Project AWARE supports development of a sustainable school mental health infrastructure to ensure all students have access to mental health promotion, awareness, prevention, intervention, and resilience activities necessary to support healthy youth development and prevent school-based violence. The BJA portion of the STOP grants supports evidence-based school violence prevention initiatives, including professional development for school staff and additional training for students and families, and implementation of evidence-based behavior threat assessment, management teams, and processes. Given the critical role of school mental health professionals in comprehensive school safety efforts, funds can also be used to hire these staff to improve overall school safety. The COPS portion of the STOP grants supports evidence-based school security and technology efforts and improved coordination with law enforcement agencies.

These investments are necessary to support effective and sustainable strategies to prevent all forms of school violence and provide effective supports to students who demonstrate risk of violence to self or others.

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FUNDING HISTORY (in millions)

	FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
STOP School Violence Act	\$135.00	\$156.00	\$135.00	\$110.00
Project AWARE	\$140.00	\$120.37	\$140.50	\$120.50

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget acknowledges the need for continued investments to prevent school violence. Of the \$110 million requested for the STOP School Violence Act, \$75 million is for BJA and \$35 million for the COPS office. These funds are critical to help states create sustainable and scalable systems that support healthy development and prevent violence; however, equal attention must be given to ongoing and rigorous research evaluating what is most effective. In addition, the president's budget will help schools better support students, including those who are at risk of harm to self or others. However, decreased funding for Project AWARE will limit access to school mental health services for students and access to professional development and education for professionals and families.

CONTACT INFO**Kelly Vaillancourt Strobach**

National Association of School Psychologists
 (301) 657-0270 | kvaillancourt@naspweb.org

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Youth Mentoring Program

Office of Juvenile Justice & Delinquency Prevention, Department of Justice

Reach & Rise® is a therapeutic mentoring program for youth ages 6-17 who live in communities challenged by poverty, crime, substance abuse, and other difficult circumstances. Developed in 1992 by the YMCA of San Francisco and now expanded nationally, Reach & Rise® has combined evidence-based practices, mental health approaches, rigorous mentor training and a mentee matching system to provide positive life experiences for thousands of young people. The program matches youth with an adult for 12 to 18 months of therapeutic mentoring, providing youth with a positive, consistent, nurturing relationship with a trusted adult while boosting their self-esteem, decision-making skills, school performance, and interpersonal relationships.

Results from a recent randomized controlled trial demonstrate that youth with a Reach & Rise® mentor fare better than their peers without a mentor. Program participants are nearly half as likely to use substances and be involved in juvenile delinquent behaviors, while achieving higher academic performance and improved school connectedness. These outcomes would not be possible without Youth Mentoring Program funding. According to Shingnell Green, the National Director of Reach & Rise®, "Therapeutic mentoring is powerful because it combines the healing impact of a trusted relationship with intentional emotional support. Evidence-based mentoring can have a real impact in a young person's life, helping them build confidence, resilience, and hope."

DESCRIPTION

The Youth Mentoring Program is the only federal funding source dedicated exclusively to mentoring. The Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP) provides competitive grants to support the implementation, delivery, and enhancement of evidence-based mentoring models for at-risk youth. OJJDP divides funding across six categories to support national and multistate mentoring models, as well as to provide targeted mentoring support to youth in the juvenile justice system, children of incarcerated parents, and youth affected by opioid and other substance misuse. Funds also support the National Mentoring Resource Center, which disseminates mentoring research, highlights innovation in the field, and provides free, evidence-based training and technical assistance to programs nationwide.

FUNDING HISTORY (in millions)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST</u>
\$104.00	\$104.00	\$105.00	\$43.00

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IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget cuts \$62 million, or 58 percent, from the Youth Mentoring Program, a reduction that would significantly limit the program's ability to serve youth nationwide. Youth mentoring is an evidence-based prevention and intervention strategy that improves school engagement and long-term opportunity, boosting school attendance and college enrollment while reducing justice system involvement and re-offense. These funds also help close the "mentoring gap" by helping providers reach the 40 percent of youth who report they do not have a mentor. At a time when providers are facing rising costs, workforce shortages, and reduced charitable giving, federal support is essential to sustain high-quality services and keep programs operating in communities across the country. Sustaining and expanding funding for the Youth Mentoring Program will save federal dollars over the long term by reducing rates of incarceration, all while bolstering student academic achievement and providing youth with meaningful relationships that will put them on a track to success.

CONTACT INFO

Emily Perkins

YMCA of the USA

(202) 607-2551 | emily.perkins@ymca.net

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Garrett Lee Smith Youth Suicide Prevention State and Campus Grants

Chapter 6-A, Subchapter III-A, Part B, Subpart 3, Public Health Service Act

At the University of Connecticut Storrs, SAMHSA's Garrett Lee Smith Campus Suicide Prevention Grant Program is providing critical resources to strengthen the school's ability to identify risk early, connect students to timely support, and build a coordinated prevention framework that reaches across the institution. These funds help expand training and awareness so that students, faculty, and staff can recognize warning signs and respond appropriately, while also reinforcing clear pathways to care. By investing in prevention, outreach, and coordinated response, the program supports students' mental and behavioral health needs before concerns escalate into crises.

The impact is visible in campus climate and community connectedness. This is most evident through strengthening collaboration among key partners—such as student support offices, counseling services, residence life, and academic units—helping lead to a safer, more supportive campus environment. Importantly, by addressing the barriers that mental and behavioral health challenges can create for attendance and persistence, GLS is also helping students succeed academically.

DESCRIPTION

The Garrett Lee Smith (GLS) Campus Suicide Prevention Grant Program, administered by the Substance Abuse and Mental Health Services Administration in the U.S. Department of Health and Human Services, is the only federal program solely dedicated to comprehensively addressing suicide prevention and mental health at institutions of higher education. First authorized in 2004, funds allows colleges and universities to expand services that support students at risk of suicide and suicide attempts, including those experiencing substance use disorder and mental health concerns. Additionally, the funding can be used to promote wellness among all students on campus. Institutions of higher education can also receive funds through the Garrett Lee Smith State/Tribal Youth Suicide Prevention and Early Intervention Grant Program to implement suicide prevention and early intervention services. In addition to colleges and universities, schools, juvenile justice systems, substance use disorder and mental health programs, foster care systems, and other child and youth-serving organizations are also eligible for this grant program.

The mental and behavioral health of college students continues to be an area of concern, with data showing anxiety, depression, loneliness, and serious thoughts of suicide at sustained levels. There is a growing recognition across the education continuum of the connection between students' mental and emotional well-being and their academic success. Over half of current college students who have considered stopping out and nearly two-thirds of those who have never enrolled in higher education cite stress as a key deterrent.

While many colleges and universities are prioritizing mental and behavioral health services, to the extent they can, many higher education institutions across the country need increased, consistent support to meet growing needs among their student bodies. GLS aims to assist campuses in closing these gaps by providing them with much needed resources.

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FUNDING HISTORY (in millions)

	FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
Campus Suicide Prevention Grant	\$ 8.50	\$ 8.50	\$10.50	\$10.50
State/Tribal Youth Suicide Prevention and Early Intervention Grant	\$ 43.80	\$ 43.80	\$45.80	\$45.80

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2027 budget freezes funding for the Campus Suicide Prevention Grant and the State/Tribal Youth Suicide Prevention and Early Intervention Grant at \$10.50 million and \$45.80 million, respectively. This maintains the small, but critical increases Congress provided for these programs in FY 2026. However, given that the FY 2027 budget cuts or eliminates a number of programs within the Department of Education to support the needs of students in higher education, GLS will be under additional pressure as the only federal program that explicitly addresses campus mental and behavioral health. Maintaining flat funding is not commensurate with the ongoing challenges to provide mental and behavioral health services on many college campuses and will prevent the program from having the reach necessary to meet the significant need. Congress should continue to build on its investments from FY 2026 and increase funding for these important programs in FY 2027.

CONTACT INFO**Kenneth Polishchuk**

American Psychological Association
(202) 336-5945 | kp Polishchuk@apa.org

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Workforce Innovation and Opportunity Act (WIOA)

DESCRIPTION

The Workforce Innovation and Opportunity Act of 2014 (WIOA) is the cornerstone of the nation's public workforce development system, designed to help job seekers access employment, education, and training while assisting employers in finding skilled workers. WIOA is organized into five titles, with the majority of funding provided through Title I, which supports employment and training services for adults, youth, and dislocated workers. These services are delivered through a national network of American Job Centers and include career counseling, job placement, training, and supportive services.

Title I Youth Activities is one of only a few federal programs that explicitly targets opportunity youth (defined as youth, ages 16 to 24 not in education or the workforce) for education and training. Research shows being disconnected as a young person has long-term consequences, including lower lifetime earnings and poorer health outcomes. There are national economic effects from disconnection, too. Title II supports adult education and literacy programs, including high school equivalency, foundational skills (literacy, numeracy, and digital literacy), English language acquisition, and integrated education and training. Together, Titles I and II form a critical pipeline that connects individuals with barriers to the skills and credentials needed for employment and economic mobility.

WIOA funds are administered by state and local workforce development boards, which play a central role in aligning workforce strategies with regional labor market needs. These boards coordinate partners, engage employers, and ensure services are responsive to local economic conditions.

FUNDING HISTORY (in millions)

WIOA Title I	FY 2024	FY 2025	FY 2026	FY 2027 PRESIDENT'S REQUEST
Adult Workforce	\$ 885.65	\$ 885.65	\$ 875.65	\$ 0.00*
Youth Workforce	\$ 948.13	\$ 948.13	\$ 948.13	\$ 0.00*
Dislocated Workers	\$1,095.55	\$1,095.55	\$1,095.55	\$ 0.00*
National Activities	\$ 300.86	\$ 300.86	\$ 300.86	\$ 0.00*

**The president's FY 2027 budget consolidates these programs and several others into a new "Make America Skilled Again" block grant to states, with a \$1.65 billion reduction in funding.*

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IMPACT OF PRESIDENT’S BUDGET

WIOA programs represent one of the federal government’s primary investments in serving youth, ages 16 to 24, as well as individuals with the greatest barriers to employment, including those with low basic skills, limited English proficiency, disabilities, housing instability, prior justice involvement, and long-term unemployment. These programs combine education, training, and supportive services to help individuals secure and retain family-sustaining employment.

The FY 2027 budget proposes a significant restructuring of WIOA Title I through the creation of the Make America Skilled Again block grant. This proposal would eliminate 11 existing programs and reduce overall funding by approximately \$1.65 billion, a 29 percent cut to core workforce investments. It also requires 10 percent of funds be directed to Registered Apprenticeship Programs, a level that falls short of recent congressional investments in apprenticeships. While framed as increasing flexibility for states, the block grant approach risks weakening the existing workforce system by reducing transparency, eliminating dedicated funding streams, and undermining the role of local workforce development boards. These local entities are best positioned to identify regional workforce needs and deliver targeted, effective services.

The proposal would also eliminate key complementary programs, including Job Corps, the Senior Community Service Employment Program, and adult education under WIOA Title II, without replacing these functions. Removing these programs would significantly reduce access to education and training for individuals with the greatest needs, weakening the overall workforce pipeline. Additionally, consolidating multiple programs into a single funding stream raises concerns about diminished accountability and the loss of targeted services for specific populations, including disconnected youth, justice-involved individuals, and farmworkers. Such changes would fundamentally alter the structure and intent of WIOA, which was designed to ensure coordinated, but distinct services tailored to diverse populations.

One positive element of the proposal is its recognition of the recently enacted Workforce Pell as a complementary tool to expand access to short-term training and credentialing. When paired with WIOA services, Workforce Pell has the potential to strengthen pathways to employment.

At a time when employers report persistent skills shortages and millions of adults seek pathways to employment, sustained and targeted investment in WIOA is essential to addressing the nation’s skills gap and supporting a competitive workforce. Reducing and consolidating funding risks weakening a system that is critical to both economic growth and individual opportunity.

Most importantly, these proposed changes fall under Congress’s authority to authorize and appropriate funding. Any restructuring of WIOA requires careful congressional review to ensure the law’s core mission—serving individuals with barriers to employment and meeting workforce needs—is not undermined. Congress should work to strengthen the existing workforce and adult education infrastructure by fully funding existing WIOA programs. Eliminating these programs or even changing how they operate should be made by Congress through WIOA reauthorization, not by the Administration.

CONTACT INFO

Jeffrey Fantine

National Coalition for Literacy
(740) 503-4923 | jeff.fantine@gmail.com

Gerod Blue

Forum for Youth Investment
(202) 207-3721 | gerod@forumfyi.org

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Federally Funded Research

“Over the past decade, Northeastern University’s Biopharmaceutical Analysis and Training Laboratory (BATL) has developed and deployed workforce training programs that bridge academia, industry, and regulatory agencies to support the development of advanced therapeutics. With federal, state, and international support, including funding from the National Science Foundation, BATL has trained regulators and industry professionals across more than 30 countries on critical topics such as analytical characterization, quality systems, and implementation of global standards including International Council for Harmonization (ICH) guidelines and International Organization for Standardization (ISO) frameworks.

These programs are co-created with industry and regulatory partners to ensure alignment with real-world workforce needs and have directly supported the development and commercialization of safe, effective, and high-quality biologics and cell and gene therapies. During the COVID-19 pandemic, Northeastern’s Life Sciences Testing Center—developed alongside BATL—performed over 2 million diagnostic tests, further demonstrating the ability of federally supported infrastructure to rapidly translate research and training into public health impact. Through modular, stackable training programs, Northeastern continues to expand workforce pathways for students, professionals, and regulators, strengthening the global biopharmaceutical ecosystem and accelerating access to life-saving therapies.”

*—[Biopharmaceutical Analysis Training Laboratory \(BATL\)](#),
Northeastern University, Boston, MA*

DESCRIPTION

Historically, the federal government has played a critical role in supporting academic research, training the next generation of innovators, and pioneering scientific discoveries. Since World War II, leaders in the United States have agreed on the need for investment in cutting-edge research at American universities to keep the country safe, healthy, informed, and competitive. The returns on those investments form the basis of American economic and national security and have yielded health and technological advances that far outpace those of any other nation. The partnership between the federal government and American universities in research and education is a cornerstone of our competitive advantage. Federal agencies that fund university research include, among others, the National Institutes of Health (NIH); the National Science Foundation (NSF); the Department of Defense; the Department of Energy; the National Aeronautics and Space Administration (NASA); and the Environmental Protection Agency (EPA). In addition to spurring new discoveries, these research investments are central to educating students, playing a significant role in preparing the American workforce in all sectors of the economy.

FUNDING HISTORY (in billions)

National Institutes of Health

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST*</u>
\$46.80	\$46.80	\$47.21	\$41.40

National Science Foundation

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST*</u>
\$9.06	\$9.06	\$8.75	\$4.00

National Aeronautics and Space Administration Science Mission Directorate

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST*</u>
\$7.33	\$7.33	\$7.25	\$3.89

Department of Defense Basic Research (Combined Army, Navy, Air Force, Space Force, and Defense-Wide)

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT’S REQUEST**</u>
\$2.47	\$2.47	\$2.33	\$2.23

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Department of Energy Office of Science

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST*</u>
\$8.24	\$8.24	\$8.40	\$7.14

Environmental Protection Agency Science and Technology

<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>	<u>FY 2027 PRESIDENT'S REQUEST*</u>
\$0.76	\$0.76	\$0.74	\$0.50

* Estimate from president's budget request.

** As of the date this article was written, the Pentagon had not released its FY 2027 budget documents in full detail.

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2027 budget continues to seek significant cuts across the federal research enterprise. The budget would cut NIH by more than \$5 billion (12.6 percent), while seeking to eliminate the National Institute of Minority Health and Health Disparities, the Fogarty International Center, and the National Center for Complementary and Integrative Health. The NIH budget also includes language that indicates the Administration will "continue the policy to cap indirect costs rates at 15 percent." The proposal to cap indirect cost rates at 15 percent has previously been stopped by litigation, as well as congressional blocking language previously included in the appropriations bills. The NIH budget request also says the agency will "fully-fund upfront all research projects in 2027, and cap Title 42 salaries."

NSF would be cut by \$4.8 billion (more than 54 percent), similar to the massive cut proposed in the FY 2026 budget and ultimately rejected by Congress. The NSF budget request also calls for the elimination of the Directorate for Social, Behavioral, and Economic Sciences, the transfer of "continuing grants that align with the administration priorities," and impacted employees transferred to other parts of the agency.

NASA Science would be cut by 46.3 percent, and the EPA's research arm would be cut by more than 31 percent.

While the cut to NIH is not as extreme as the request in FY 2026, the president's FY 2027 budget for federal science overall includes cuts that would devastate the federal research enterprise and weaken the nation's competitive advantage, risking American global leadership in innovation, science, and technology. These funding levels, combined with widespread interruptions to previously awarded scientific research, would pose a significant setback to American discovery. Cancellation, freezing, or general interruption of research projects competitively awarded based on scientific merit risk wasting the federal government's already substantial investment and may cause irreparable harm to the projects and any future benefits that would accrue.

Rather than pulling back on science and technology, this moment calls for America to recommit to investing in the future—new breakthrough medical treatments to lifesaving cures and early detection, industries of the future like quantum and artificial intelligence, and more effective ways to protect Americans at home and abroad. Scientific discovery, particularly basic research, requires robust, predictable, ongoing investment. With proven economic, security, and health benefits over generations, this investment is one America cannot afford to cut. Congress should continue to reject the funding levels proposed in the president's FY 2027 budget in favor of increased investment across research agencies.

CONTACT INFO

Sarah Spreitzer

American Council on Education
(202) 939-9355 | saspreitzer@acenet.edu

Jesse Poon

Northeastern University
(202) 684-5309 | je.poon@northeastern.edu

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2026 CEF Member Roster

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[Afterschool Alliance](#)
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[Allied for Progress](#)
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[American Alliance of Museums \(AAM\)](#)
[American Association of Community Colleges \(AACCC\)](#)
[American Association of State Colleges and Universities \(AASCU\)](#)
[American Council on Education \(ACE\)](#)
[American Educational Research Association \(AERA\)](#)
[American Federation of School Administrators \(AFSA\)](#)
[American Federation of State, County, and Municipal Employees \(AFSCME\)](#)
[American Federation of Teachers \(AFT\)](#)
[American Indian Higher Education Consortium \(AIHEC\)](#)
[American Library Association \(ALA\)](#)
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[American School Counselor Association \(ASCA\)](#)
[American Speech-Language-Hearing Association \(ASHA\)](#)
[American Student Association of Community Colleges \(ASACC\)](#)
[Americans for the Arts](#)
[Association for Career and Technical Education \(ACTE\)](#)
[Association of American Publishers \(AAP\)](#)
[Association of Community College Trustees \(ACCT\)](#)
[Association of Educational Service Agencies \(AESA\)](#)
[Association of Jesuit Colleges and Universities \(AJCU\)](#)
[Association of Latino Administrators and Superintendents \(ALAS\)](#)
[Association of Public and Land-grant Universities \(APLU\)](#)

[Association of School Business Officials \(ASBO\)](#)
[Bose Public Affairs Group](#)
[California Department of Education \(CDE\)](#)
[California State University Office of Federal Relations \(CSU\)](#)
[Capitol Advisors Group, LLC](#)
[CASEL: Collaborative for Academic, Social, and Emotional Learning](#)
[Center for Learning Equity](#)
[Chiefs for Change](#)
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[Committee for Children](#)
[Consortium for School Networking \(COSN\)](#)
[Consortium of State School Boards Associations \(COSSBA\)](#)
[Council for Exceptional Children \(CE6OE\)](#)
[Council of Administrators of Special Education \(CASE\)](#)
[Council of Chief State School Officers \(CCSSO\)](#)
[Council of the Great City Schools \(CGCS\)](#)
[Education Counsel LLC](#)
[Family, Career and Community Leaders of America, Inc.](#)
[Federal Management Strategies \(FMS\)](#)
[First Focus Campaign for Children](#)
[Foresight Law + Policy](#)
[Forum for Youth Investment \(FFYI\)](#)
[Georgetown University Office of Federal Relations](#)
[Harvard University Office of Federal Relations](#)
[Higher Education Consortium for Special Education \(HECSE\)](#)
[Hispanic Association of Colleges and Universities \(HACU\)](#)
[KIPP Foundation](#)
[Knowledge Alliance](#)
[Learning Disabilities Association of America \(LDA\)](#)
[Learning First Alliance](#)

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[National Association for College Admission Counseling \(NACAC\)](#)
[National Association for Gifted Children](#)
[National Association for Music Education \(NAfME\)](#)
[National Association of College Stores \(NACS\)](#)
[National Association of Elementary School Principals \(NAESP\)](#)
[National Association of Federally Impacted Schools \(NAFIS\)](#)
[National Association of Independent Colleges & Universities \(NAICU\)](#)
[National Association of Private Special Education Centers \(NAPSEC\)](#)
[National Association of School Psychologists \(NASP\)](#)
[National Association of Secondary School Principals \(NASSP\)](#)
[National Association of State Directors of Special Education \(NASDSE\)](#)
[National Association of State Student Grant and Aid Programs \(NASSGAP\)](#)
[National Association of Student Financial Aid Administrators \(NASFAA\)](#)
[National Board for Professional Teaching Standards](#)
[National Center for Learning Disabilities \(NCLD\)](#)
[National Center for Teacher Residencies](#)
[National Coalition for Literacy \(NCL\)](#)
[National College Attainment Network \(NCAN\)](#)
[National Council for Community and Education Partnerships \(NCCEP\)](#)
[National Education Association \(NEA\)](#)
[National HEP/CAMP Association](#)
[National PTA](#)
[National Rural Education Association \(NREA\)](#)
[National Summer Learning Association \(NSLA\)](#)
[National Technical Institute for the Deaf \(NTID\)](#)
[Northeastern University](#)
[Northwestern University](#)
[Partners for Rural Impact](#)
[Rural Schools Association of New York State](#)
[Rutgers University](#)
[SchoolHouse Connection](#)
[Service Employees International Union \(SEIU\)](#)
[State Higher Education Executive Officers Association \(SHEEO\)](#)
[Stride Policy Solutions](#)
[Student Association for STEM Advocacy](#)
[Student Veterans of America](#)
[Teacher Education Division of CEC](#)
[Teach for America \(TFA\)](#)
[The Hope Center for Student Basic Needs at Temple University](#)
[The Pell Alliance](#)
[UNCF \(United Negro College Fund, Inc.\)](#)
[UnidosUS](#)
[University of California \(UC\)](#)
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Committee for Education Funding

1800 M Street, NW
Suite 570 South Tower
Washington, DC 20036

info@cef.org
www.cef.org

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