C E F

COMMITTEE FOR
EDUCATION FUNDING

April 2018

EDUCATION MATTERS

Investing in America's Future

Fiscal Year 2019 Budget Analysis

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About
Committee for Education Funding

The Committee for Education Funding (CEF), the nation's oldest and largest education coalition, was founded in 1969 with the goal of achieving adequate federal financial support for our nation's educational system. CEF provides its members, the public, the U.S. Congress, the Executive Branch, and the media with information in support of federal investments in education. This year CEF is launching the #HearOurEdStories social media campaign to let teachers, students, parents, and others in the education community tell their members of Congress why federal education funding is so important and to support CEF's "5¢ Makes Sense" advocacy campaign to increase investments in education from 2 percent to 5 percent of the federal budget.

CEF is a nonpartisan, nonprofit organization that reflects the broad spectrum of the education community. Its 110 members represent the continuum of education — early childhood education, elementary and secondary education, higher education, adult and workforce education, educational enhancements such as libraries and museums — including students and families, teachers and faculty, administrators, specialized instructional support personnel and other school employees, school board members, librarians, businesses, and education-related organizations.

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

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

CEF's website (www.cef.org) provides downloadable versions of the charts in this analysis, and more charts are available online. It also includes many additional charts on the need for increased federal investments in education, educational outcomes, public opinion, and education funding at the state and federal level.

For questions or additional information, please contact CEF's Executive Director Sheryl Cohen at cohen@cef.org or CEF's President Jeff Carter at jcarter@literacypolicy.org.

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CEF Position Statement

President's Fiscal Year 2019 Budget

CEF Strongly Opposes President Trump's FY 2019 Education Budget

The Committee for Education Funding (CEF), the nation's oldest and largest education coalition of 110 education institutions and organizations reflecting the broad range of the education community, strongly opposes President Trump's Fiscal Year (FY) 2019 education budget.

The president's budget flies in the face of Congress's action in early February to raise investments in domestic priorities that matter to American families and communities. Even though Congress just reached a budget deal that increases non-defense funding for next year by $68 billion, the president's budget slashes FY 2019 funding for education by $7.7 billion (11 percent) below the FY 2018 enacted levels. The budget also cuts student loans by $203 billion over ten years. In fact, the president's budget echoes his previous request, outright eliminating many needed programs — such as programs that hire and train teachers and principals, provide safe afterschool learning environments, improve literacy, and help the poorest students attend college. It also cuts funding for other programs across the education continuum, reducing federal support for public education and access to higher education.

Education funding has been low for years. Congress has eliminated more than 50 education programs since 2010, and even with the increase Congress just provided for this year, the FY 2018 funding level is below the FY 2011 in inflation-adjusted terms. In fact, only two cents of every federal dollar is spent on education — even though we know education investments pay high dividends.

We should be investing in education, not cutting federal support. The president's budget should reflect the need to ensure all students have access to high-quality public schools and affordable higher education. Federal investments in education show great returns, both in the short term in people's lives, and in the long term by creating a future globally competitive workforce and lowering the costs to society that occur when we fail to adequately educate and create opportunities for all our children.

CEF urges Congress to reject the harmful cuts to education in the president's budget and to instead increase federal education investments in line with the higher level of discretionary spending Congress and the president approved for FY 2019.

Summary & Analysis

The President's FY 2019 Budget for Education

March 23, 2018

"President Trump has committed to reduce the federal footprint in education, and that is reflected in this budget."

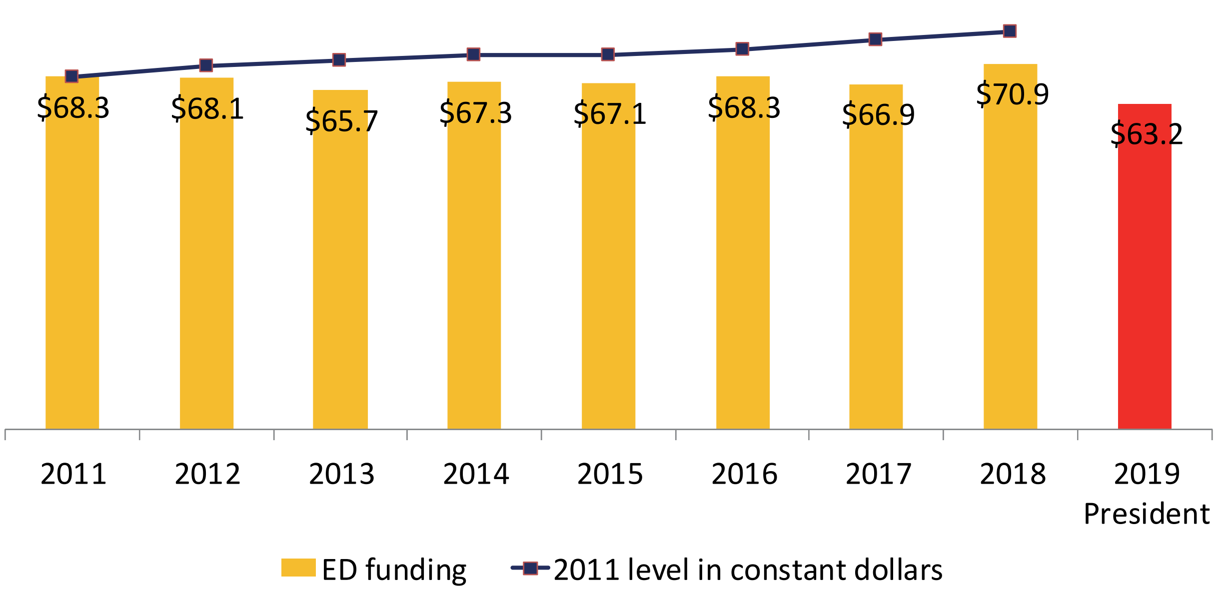
- Education Secretary DeVos, February 12, 2018

OVERVIEW

President Trump's Fiscal Year (FY) 2019 budget reduces federal investments in education across the continuum, from early education to higher education. The budget cuts appropriations for Department of Education programs by $7.7 billion (11 percent) below the FY 2018 enacted level and cuts student loans by $203 billion over ten years. The budget also sharply cuts funding for other education-related programs that support wraparound services and workforce development. This approach flies in the face of the choices Congress made this spring to increase the overall level of non-defense discretionary (NDD) funding and to invest some of the increase in federal education programs. After years of holding funding for Department of Education programs at a virtual freeze, in

Education Funding is Well Below 2011 Level in Inflation-Adjusted Terms

(Department of Education Discretionary Funding in Billions of Dollars)



2017 reflects rescission of $1.3 billion of prior Pell grant funding
SOURCE CEF March 2018

March Congress increased education funding by $3.9 billion, boosting funding for many of the programs that the president's budget eliminates. (Note: The president released his FY 2019 budget before Congress finalized FY 2018 funding. Congress enacted FY 2018 appropriations almost halfway through the fiscal year.) In fact, after seven years, FY 2018 funding for the Department of Education is finally back above its previous highest non-emergency level, although in inflation-adjusted terms funding is still below the 2011 level.

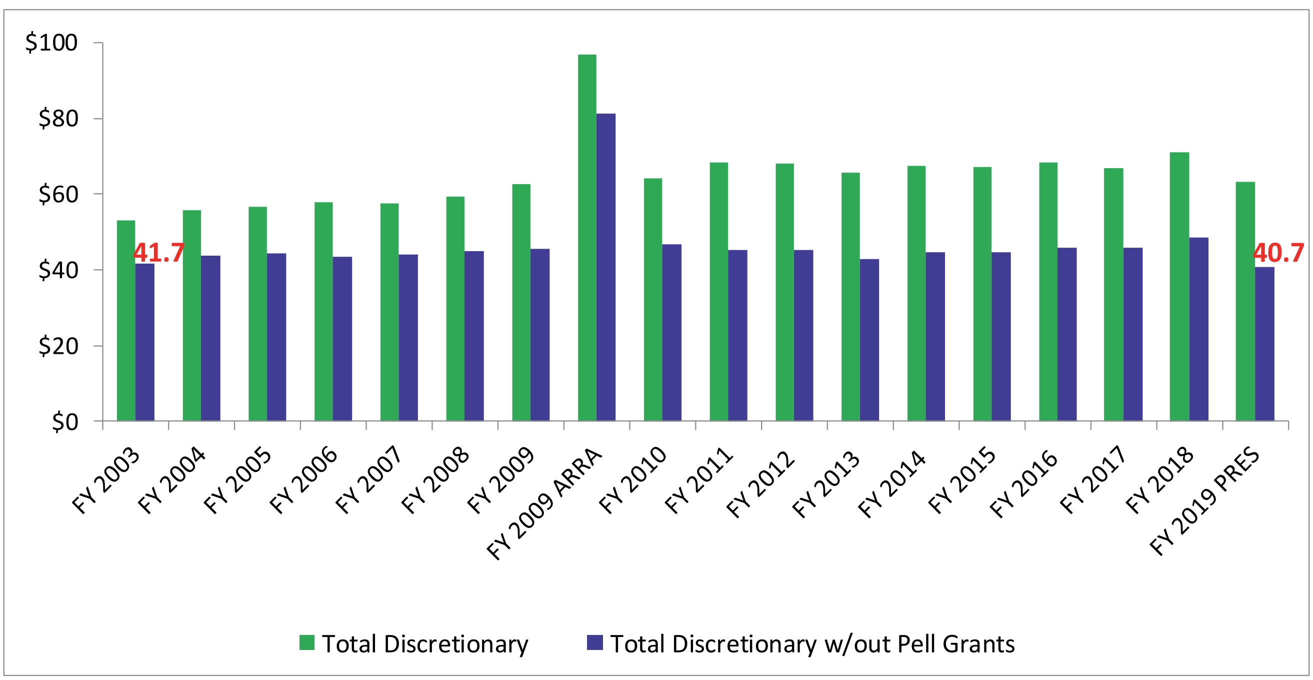
Investments in education account for less than 2 percent of the federal budget. The president's budget reduces that share even further as part of its deep, multi-year cuts in NDD funding and entitlement spending, cuts imposed to partially offset the budget impact of the recently enacted tax cuts. Under the president's budget, funding for Department of Education programs is reduced to only 1.6 percent of the federal budget and, including other education-related programs, the total is still only 1.8 percent of federal spending.

PRESIDENT'S EDUCATION BUDGET

The budget reflects the Administration's ongoing theme of reducing the size of government, while increasing federal funding to expand choice among elementary and secondary public and private schools and among postsecondary education options, including short-term job training programs. However, the increases for school choice are more than offset by deep cuts to ongoing support for public education. This includes outright eliminating close to 30 programs Congress just funded at $6.9 billion, including the main federal program for teacher and principal hiring and training, the federal afterschool program, one of the largest sources of grant aid to help low-income students go to college, and the newly created block grant designed to support a range of elementary and secondary education services, among other key programs.

President's 2019 Education Budget is Below 2003 Level Excluding Pell Grants

Department of Education discretionary funding in billions

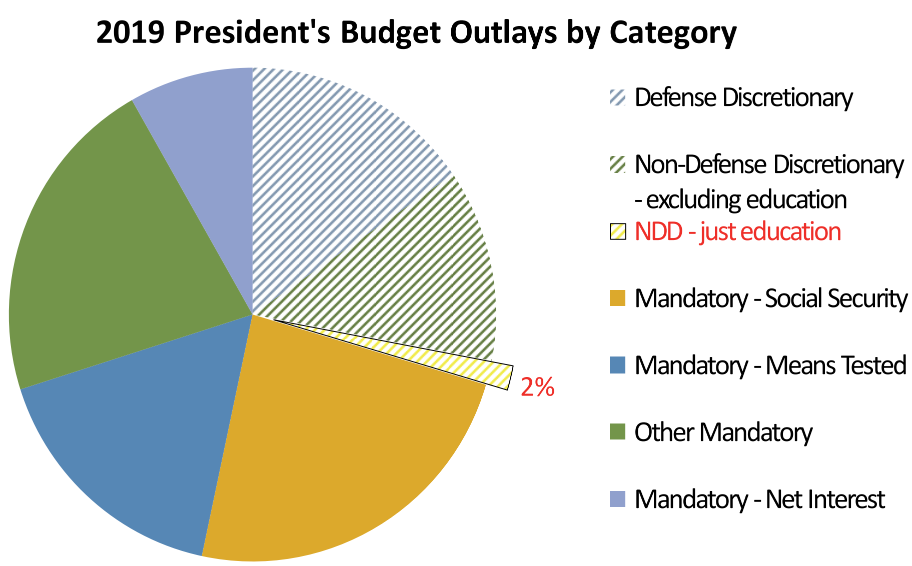


SOURCE: CEF calculations based on Department of Education budget tables: 2017 reflects rescission of prior Pell Grant funding.

The majority of substantive programmatic increases fund school choice initiatives, the largest being $1 billion for a new Opportunity Grants program to fund private and public school choice that gives priority to students from low-income families and students in low-performing schools. The Administration has not yet proposed legislative language for the new programs, but plans two components: competitive grants to state-based entities or nonprofits to provide Scholarships for Private Schools; and competitive Open Enrollment Grants to local school districts to operate up to 50 pilot programs next year, combining federal, state, and local funds to generate weighted per-pupil allocations, as authorized under Title I, Part E, of the Elementary and Secondary Education Act. The next largest increase is for charter schools. The budget also increases funding for competitive grants to promote innovation in science, technology, engineering, and math (STEM) and computer science education. The only other increases above the FY 2017 enacted level (Congress had not yet enacted FY 2018 funding when the president submitted his budget.) are to administer Department programs. (See tables on the following pages showing which education programs are increased, frozen, eliminated, or cut in the president's budget.)

The president's budget freezes funding for more than 30 programs at the FY 2017 enacted level. Since the budget was released, Congress has increased funding for half of those programs, resulting in the president's budget freezing only 16 national education programs. However, for several higher education programs — the TRIO programs, Aid for Institutional Development, and Aid for Hispanic-serving Institutions — the budget changes the programs' operations and goals, in essence eliminating the current programs and replacing them with new ones that will operate with different funding allocations and grantees.

Education Accounts for Less Than 2% of All Federal Spending



SOURCE: CEF based on FY2019 OMB Budget

The articles in this book include vignettes showing real-world examples of how each program's funding makes a difference in access to high-quality education and educational achievement. They describe each program's purpose, detail the funding history, and demonstrate the impact of the president's FY 2019 budget. The articles are written by CEF members, and their contact information is provided for those who have more questions.

MORE INFORMATION ON CEF's WEBSITE

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

Changes in the FY 2019 Education Budget for Discretionary Programs

Dollars in Billions
Listed in order of largest to smallest dollar change

	2019 President Request	2019 +/- 2018	% change
Department of Education, selected discretionary programs			
Programs Increased			
Proposed: Opportunity Grants	1.000	1.000	100%
Proposed: Consolidated Minority-Serving Institutions formula grant	0.148	0.148	100%
Charter schools grants	0.500	0.100	25%
Student Aid Administration	1.772	0.093	6%
Education innovation and research	0.180	0.060	50%
Program Administration	0.459	0.029	7%
IES statistics	0.113	0.003	3%
Programs Frozen			
Supplemental education grants (Compact of Free Association Act)	0.017	0.000	2%
Training and advisory services	0.007	0.000	3%
Education for the Disadvantaged - Migrant state agency programs	0.375	0.000	0%
Education for the Disadvantaged - Neglected & delinquent state agency programs	0.048	0.000	0%
Special programs for migrant students	0.045	0.000	0%
School leader recruitment and support	0.000	0.000	0%
English Language Acquisition	0.737	0.000	0%
IDEA - special education state personnel development	0.039	0.000	0%
IDEA - special education technical assistance and dissemination	0.044	0.000	0%
IDEA - personnel preparation	0.084	0.000	0%
IDEA - parent information centers	0.027	0.000	0%
IDEA - educational technology, media, and materials	0.028	0.000	0%
Discretionary Pell grants	22.475	0.000	0%
Transition programs for students with intellectual disabilities	0.012	0.000	0%
IES assessment	0.157	0.000	0%
IES special education studies and evaluations	0.011	0.000	0%
Programs Decreased			
Federal work-study	0.500	-0.630	-56%
Title I - Grants to local educational agencies	15.460	-0.300	-2%
IDEA - special education grants to states	12.003	-0.275	-2%
Impact Aid	1.260	-0.154	-11%
Adult education	0.500	-0.131	-21%
Career and technical education state grants	1.118	-0.075	-6%
Federal TRIO programs	0.950	-0.060	-6%
School safety national activities	0.043	-0.047	-52%
Strengthening HBCUs	0.245	-0.035	-12%
Child care access means parents in school	0.015	-0.035	-70%
Indian Education	0.165	-0.015	-8%
IDEA - special education preschool grants	0.368	-0.013	-3%
IDEA - special education grants for infants and families	0.459	-0.011	-2%
Office for Civil Rights	0.107	-0.010	-8%
Strengthening historically black graduate institutions	0.063	-0.009	-12%

Changes in the FY 2019 Education Budget, Discretionary Programs, continued

	2019 President Request	2019 +/- 2018	% change
State assessments	0.369	-0.009	-2%
Education for homeless children and youths	0.077	-0.008	-9%
Magnet schools assistance	0.098	-0.007	-7%
IES research, development, and dissemination	0.188	-0.005	-3%
Rural education	0.176	-0.005	-3%
Strengthening tribally controlled colleges and universities	0.028	-0.004	-12%
IES research in special education	0.054	-0.002	-4%
Minority science and engineering improvement	0.010	-0.001	-12%
Tribally controlled postsecondary career & technical institutions	0.008	-0.001	-12%
Strengthening HBCU masters programs	0.008	-0.001	-12%
Programs Eliminated			
Title II - Supporting effective instruction state grants	0.000	-2.056	-100%
21st century community learning centers	0.000	-1.212	-100%
Title IV-A - Student Support and Academic Enrichment Grants	0.000	-1.100	-100%
Federal supplemental educational opportunity grants	0.000	-0.840	-100%
Gaining early awareness & readiness for undergrad programs (GEAR UP)	0.000	-0.350	-100%
Teacher and school leader incentive grants (previously TIF)	0.000	-0.200	-100%
Comp. literacy development grants (previously Striving Readers)	0.000	-0.190	-100%
Aid for Hispanic-serving institutions	0.000	-0.134	-100%
Strengthening institutions	0.000	-0.099	-100%
Promise neighborhoods	0.000	-0.078	-100%
Supporting effective educator development (SEED)	0.000	-0.075	-100%
International education and foreign language studies	0.000	-0.072	-100%
IES regional educational laboratories	0.000	-0.055	-100%
Comprehensive centers	0.000	-0.052	-100%
Teacher quality partnerships	0.000	-0.043	-100%
Native Hawaiian education	0.000	-0.036	-100%
Alaska Native education	0.000	-0.035	-100%
IES statewide longitudinal data systems	0.000	-0.032	-100%
Arts in education	0.000	-0.029	-100%
Ready to learn programming	0.000	-0.028	-100%
Innovative approaches to literacy	0.000	-0.027	-100%
Graduate assistance in areas of national need	0.000	-0.023	-100%
Full-service community schools	0.000	-0.018	-100%
IDEA - Special Olympics education programs	0.000	-0.016	-100%
Strengthening Alaska Native & Native Hawaiian-serving institutions	0.000	-0.016	-100%
Javits gifted and talented students	0.000	-0.012	-100%
Strengthening predominantly black institutions	0.000	-0.011	-100%
Statewide family engagement centers	0.000	-0.010	-100%
Fund for the Improvement of Postsecondary Education	0.000	-0.006	-100%
Strgthng Asian American- & Native Am. Pcfic Islndr-serving insts.	0.000	-0.004	-100%
Strengthening Native American-serving nontribal institutions	0.000	-0.004	-100%
American history and civics academies and national activities	0.000	-0.004	-100%
Other education-related programs, not in the Department of Education			
Child Care and Development Block Grant	3.006	-2.220	-42%
Head Start, including Early Head Start	9.275	-0.588	-6%
Library Services Technology Act	0.000	-0.189	-100%
Museum Services Act	0.000	-0.032	-100%

FY 2019 President's Budget for Selected Department of Education & Related Programs

Discretionary Dollars in Billions

(Increases shown in blue, cuts shown in red)	2015	2016	2017	2018	2019 President Request	2019 +/- 2018	% change
Department of Education, selected discretionary programs							
Title I, Education for the Disadvantaged							
Grants to local educational agencies: Title I	14.410	14.910	15.460	15.760	15.460	-0.300	-2%
School improvement grants (struck by P.L. 114-95)	0.506	0.450					
Comp. literacy development grants (previously striving readers)	0.160	0.190	0.190	0.190	0.000	-0.190	-100%
Innovative approaches to literacy (in FIE in 2015)	0.025	0.027	0.027	0.027	0.000	-0.027	-100%
State agency programs:							
Migrant	0.375	0.375	0.375	0.375	0.375	0.000	0%
Neglected and delinquent	0.048	0.048	0.048	0.048	0.048	0.000	0%
Special programs for migrant students	0.037	0.045	0.045	0.045	0.045	0.000	0%
Total, Appropriation	**15.537**	**16.044**	**16.144**	**16.444**	**15.927**	**-0.517**	**-3%**
Impact Aid	**1.289**	**1.306**	**1.329**	**1.414**	**1.260**	**-0.154**	**-11%**
School Improvement Programs							
Title II - Supporting effective instruction state grants	2.350	2.256	2.056	2.056	0.000	-2.056	-100%
Mathematics and science partnerships (eliminated by ESSA)	0.153	0.153					
21st century community learning centers	1.152	1.167	1.192	1.212	0.000	-1.212	-100%
State assessments	0.378	0.378	0.369	0.378	0.369	-0.009	-2%
Education for homeless children and youth	0.065	0.070	0.077	0.085	0.077	-0.008	-9%
Native Hawaiian education	0.032	0.033	0.033	0.036	0.000	-0.036	-100%
Alaska Native education	0.031	0.032	0.032	0.035	0.000	-0.035	-100%
Training and advisory services	0.007	0.007	0.007	0.007	0.007	0.000	3%
Rural education	0.170	0.176	0.176	0.181	0.176	-0.005	-3%
Supplemental education grants (Compact of Free Association Act)	0.017	0.017	0.017	0.017	0.017	0.000	2%
Comprehensive centers	0.048	0.051	0.050	0.052	0.000	-0.052	-100%
Student Support and Academic Enrichment Grants (Title IV-A)			0.400	1.100	0.000	-1.100	-100%
Total, including advance funding	**4.403**	**4.340**	**4.409**	**5.158**	**0.645**	**-4.513**	**-87%**
Safe Schools and Citizenship Education							
School safety national activities	0.070	0.075	0.068	0.090	0.043	-0.047	-52%
Elementary and secondary school counseling (eliminated by ESSA)	0.053	0.050					
Physical education program (eliminated by ESSA)	0.044	0.047					
Promise neighborhoods	0.057	0.073	0.073	0.078	0.000	-0.078	-100%
Full-service community schools	0.010	0.010	0.010	0.018	0.000	-0.018	-100%
Total	**0.223**	**0.255**	**0.151**	**0.186**	**0.043**	**-0.143**	**-77%**
Indian Education	**0.124**	**0.144**	**0.165**	**0.180**	**0.165**	**-0.015**	**-8%**
Innovation and Improvement							
Proposed: Opportunity Grants					1.000	1.000	100%
Education innovation and research	0.120	0.120	0.100	0.120	0.180	0.060	50%
Teacher and school leader incentive grants (previously TIF)	0.230	0.230	0.200	0.200	0.000	-0.200	-100%
American history and civics academies and national activities		0.002	0.004	0.004	0.000	-0.004	-100%
Supporting effective educator development (SEED)		0.094	0.065	0.075	0.000	-0.075	-100%
School leader recruitment and support	0.016	0.016	0.015	0.000	0.000	0.000	0%
Charter schools grants	0.253	0.333	0.342	0.400	0.500	0.100	25%
Magnet schools assistance	0.092	0.097	0.098	0.105	0.098	-0.007	-7%
Ready to learn programming	0.026	0.026	0.026	0.028	0.000	-0.028	-100%
Advanced placement (eliminated by ESSA)	0.028	0.028	0.000				
Fund for the Improvement of Education (FIE): *	0.323	0.292	0.000				
Arts in education (funded in FIE until 2017)	0.025	0.027	0.027	0.029	0.000	-0.029	-100%
Javits gifted and talented students (funded in FIE until 2017)	0.010	0.012	0.012	0.012	0.000	-0.012	-100%
Statewide family engagement centers	0.000	0.000	0.000	0.010	0.000	-0.010	-100%
Total	**1.102**	**0.988**	**0.888**	**0.982**	**1.278**	**0.295**	**30%**

(Increases shown in blue, cuts shown in red)	2015	2016	2017	2018	2019 President Request	2019 +/- 2018	% change
English Language Acquisition	**0.737**	**0.737**	**0.737**	**0.737**	**0.737**	**0.000**	**0%**
Special Education (Individuals with Disabilities Education Act)							
State grants:							
Grants to States	11.498	11.913	12.003	12.278	12.003	-0.275	-2%
Preschool grants	0.353	0.368	0.368	0.381	0.368	-0.013	-3%
Grants for infants and families	0.439	0.459	0.459	0.470	0.459	-0.011	-2%
Subtotal, State grants	**12.290**	**12.740**	**12.830**	**13.129**	**12.830**	**-0.299**	**-2%**
State personnel development	0.042	0.042	0.039	0.039	0.039	0.000	0%
Technical assistance and dissemination	0.052	0.044	0.044	0.044	0.044	0.000	0%
Special Olympics education programs	0.000	0.010	0.013	0.016	0.000	-0.016	-100%
Personnel preparation	0.084	0.084	0.084	0.084	0.084	0.000	0%
Parent information centers	0.027	0.027	0.027	0.027	0.027	0.000	0%
Educational technology, media, and materials	0.028	0.030	0.028	0.028	0.028	0.000	0%
Total, Appropriation	**12.522**	**12.959**	**13.064**	**13.366**	**13.052**	**-0.314**	**-2%**
Career and technical education state grants	**1.118**	**1.118**	**1.118**	**1.193**	**1.118**	**-0.075**	**-6%**
Adult education	**0.058**	**0.596**	**0.596**	**0.631**	**0.500**	**-0.131**	**-21%**
Postsecondary education							
Discretionary Pell grants	22.475	22.475	22.475	22.475	22.475	0.000	0%
Rescission of previously appropriated Pell Grant funding			-1.310	0.000	0.000	0.000	0%
Campus-based programs:							
Federal supplemental educational opportunity grants	0.733	0.733	0.733	0.840	0.000	-0.840	-100%
Federal work-study	0.990	0.990	0.990	1.130	0.500	-0.630	-56%
Aid for institutional development:							
Strengthening institutions	0.080	0.087	0.087	0.099	0.000	-0.099	-100%
Strengthening tribally controlled colleges and universities	0.026	0.028	0.028	0.032	0.028	-0.004	-12%
Strengthening Alaska Native & Native Hawaiian-serving institutions	0.013	0.014	0.014	0.016	0.000	-0.016	-100%
Strengthening HBCUs	0.228	0.245	0.245	0.280	0.245	-0.035	-12%
Strengthening historically black graduate institutions	0.059	0.063	0.063	0.072	0.063	-0.009	-12%
Strengthening HBCU masters programs			0.008	0.009	0.008	-0.001	-12%
Strengthening predominantly black institutions	0.009	0.010	0.010	0.011	0.000	-0.011	-100%
Strgthng Asian American- & Native Am. Pcfic Islndr-serving insts.	0.003	0.003	0.003	0.004	0.000	-0.004	-100%
Strengthening Native American-serving nontribal institutions	0.003	0.003	0.003	0.004	0.000	-0.004	-100%
Aid for Hispanic-serving institutions	0.109	0.117	0.117	0.134	0.000	-0.134	-100%
Other aid for institutions:							
International education and foreign language studies	0.072	0.072	0.072	0.072	0.000	-0.072	-100%
Fund for the Improvement of Postsecondary Education	0.068	0.000	0.000	0.006	0.000	-0.006	-100%
Minority science and engineering improvement	0.009	0.010	0.010	0.011	0.010	-0.001	-12%
Transition programs for students with intellectual disabilities	0.012	0.012	0.012	0.012	0.012	0.000	0%
Tribally controlled postsecondary career & technical institutions	0.008	0.008	0.008	0.009	0.008	-0.001	-12%
Assistance for students:							
Proposed: consolidated Minority-Serving Institutions formula grant					0.148	0.148	100%
Federal TRIO programs	0.840	0.900	0.950	1.010	0.950	-0.060	-6%
Gaining early awareness & readiness for undergrad programs (GEAR UP)	0.302	0.323	0.340	0.350	0.000	-0.350	-100%
Graduate assistance in areas of national need	0.029	0.029	0.028	0.023	0.000	-0.023	-100%
Child care access means parents in school	0.015	0.015	0.015	0.050	0.015	-0.035	-70%
Teacher quality partnerships	0.041	0.043	0.043	0.043	0.000	-0.043	-100%

FY 2019 President's Budget for Selected Department of Education & Related Programs

Discretionary Dollars in Billions

(Increases shown in blue, cuts shown in red)	2015	2016	2017	2018	2019 President Request	2019 +/- 2018	% change
Institute of Education Sciences							
Research and statistics:							
Research, development, and dissemination	0.180	0.195	0.188	0.193	0.188	-0.005	-3%
Statistics	0.103	0.112	0.110	0.110	0.113	0.003	3%
Regional educational laboratories	0.054	0.054	0.054	0.055	0.000	-0.055	-100%
Assessment	0.137	0.157	0.157	0.157	0.157	0.000	0%
Research in special education	0.054	0.054	0.054	0.056	0.054	-0.002	-4%
Statewide longitudinal data systems	0.035	0.035	0.032	0.032	0.000	-0.032	-100%
Special education studies and evaluations	0.011	0.011	0.011	0.011	0.011	0.000	0%
Total	**0.574**	**0.618**	**0.605**	**0.613**	**0.522**	**-0.092**	**-15%**
Program Administration	**0.411**	**0.432**	**0.432**	**0.430**	**0.459**	**0.029**	**7%**
Student Aid Administration	**1.397**	**1.552**	**1.577**	**1.679**	**1.772**	**0.093**	**6%**
Office for Civil Rights	**0.100**	**0.107**	**0.109**	**0.117**	**0.107**	**-0.010**	**-8%**
DISCRETIONARY APPROPRIATION**	**67.136**	**68.306**	**66.929**	**70.867**	**63.201**	**-7.666**	**-11%**
DISCRETIONARY TOTAL EXCLUDING PELL GRANTS	**44.660**	**45.581**	**45.764**	**48.392**	**40.726**	**-7.666**	**-16%**
Other related programs, not in the Department of Education							
Head Start, including Early Head Start	8.598	9.168	9.253	9.863	9.275	-0.588	-6%
Child Care and Development Block Grant	1.435	2.761	2.856	5.226	3.006	-2.220	-42%
Library Services Technology Act	0.181	0.183	0.184	0.189	0.000	-0.189	-100%
Museum Services Act	0.029	0.030	0.030	0.032	0.000	-0.032	-100%

* $250 million for Preschool development grants (in 2016 in FIE, in 2017 & 2018 in HHS) not in totals above.

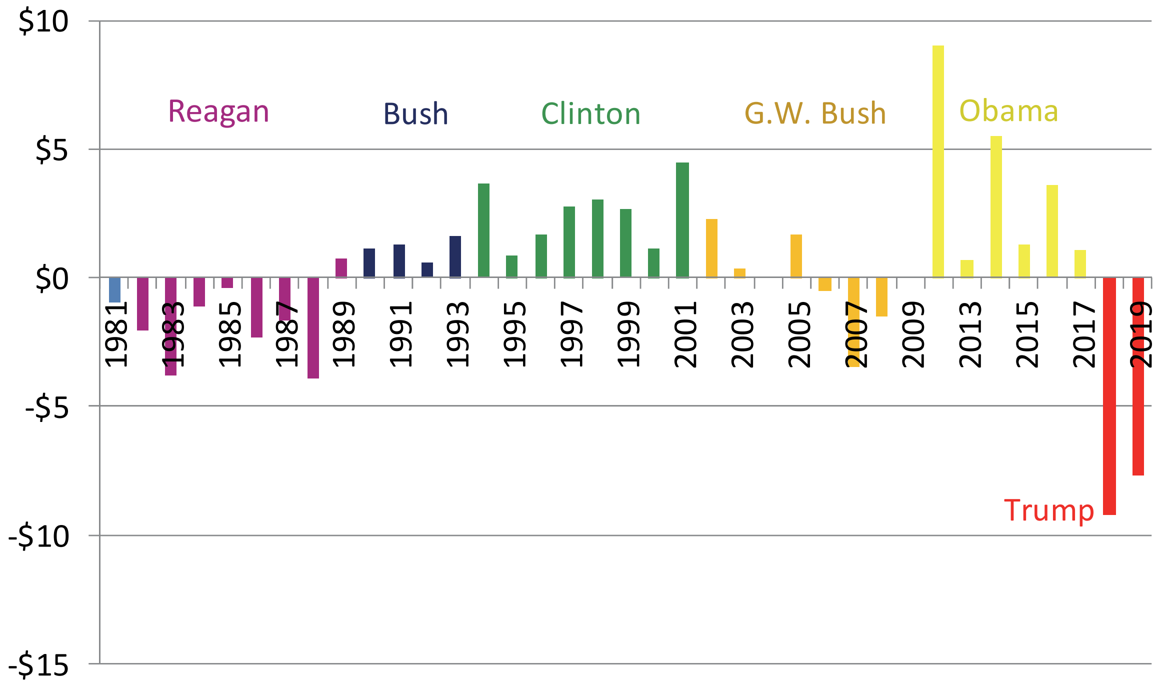
** 2017 includes rescission of previously appropriated funding for Pell Grants

BUDGET CHARTS & GRAPHS

The Need to Invest in Education

President Trump's FY 2019 Budget Makes Largest Education Cut

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

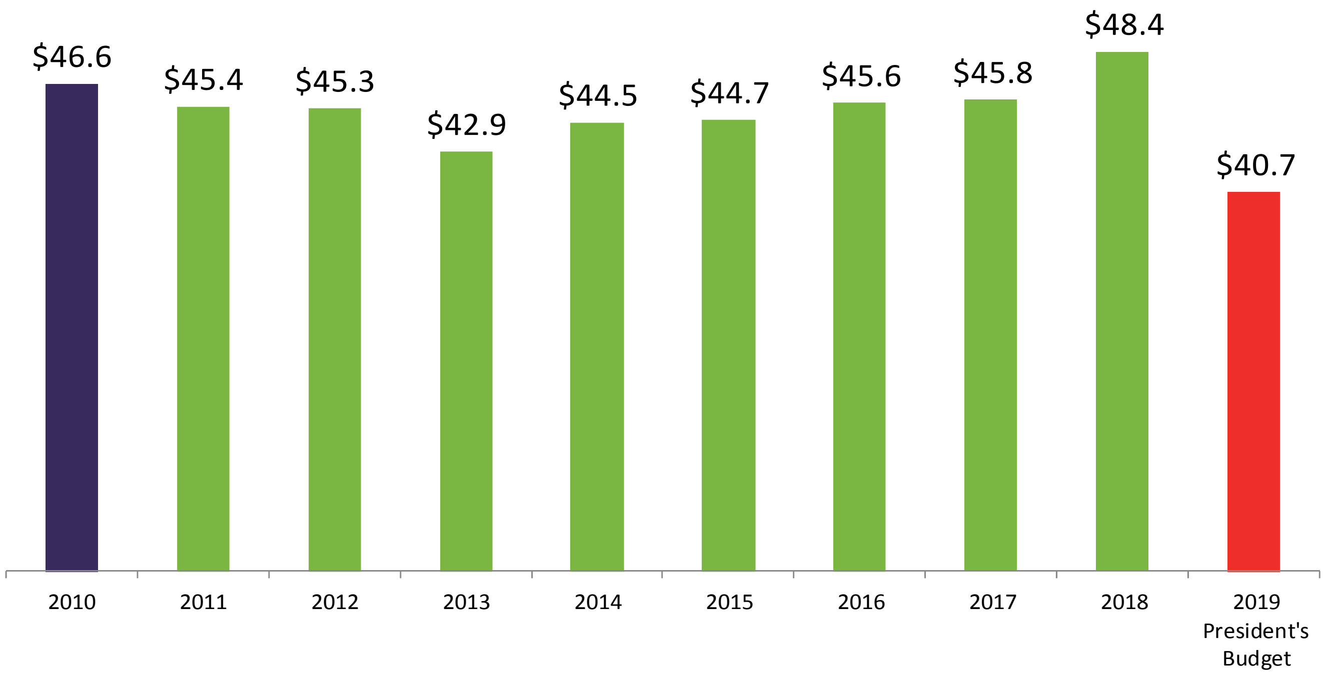


Does not include FY 2010 request versus FY 2009, which included $97 billion in Recovery Act funds, or FY 2011 request that requested all Pell grant resources as mandatory spending. FY 2019 request versus FY 2017 enacted.

SOURCE: Department of Education 2019 request and budget history tables

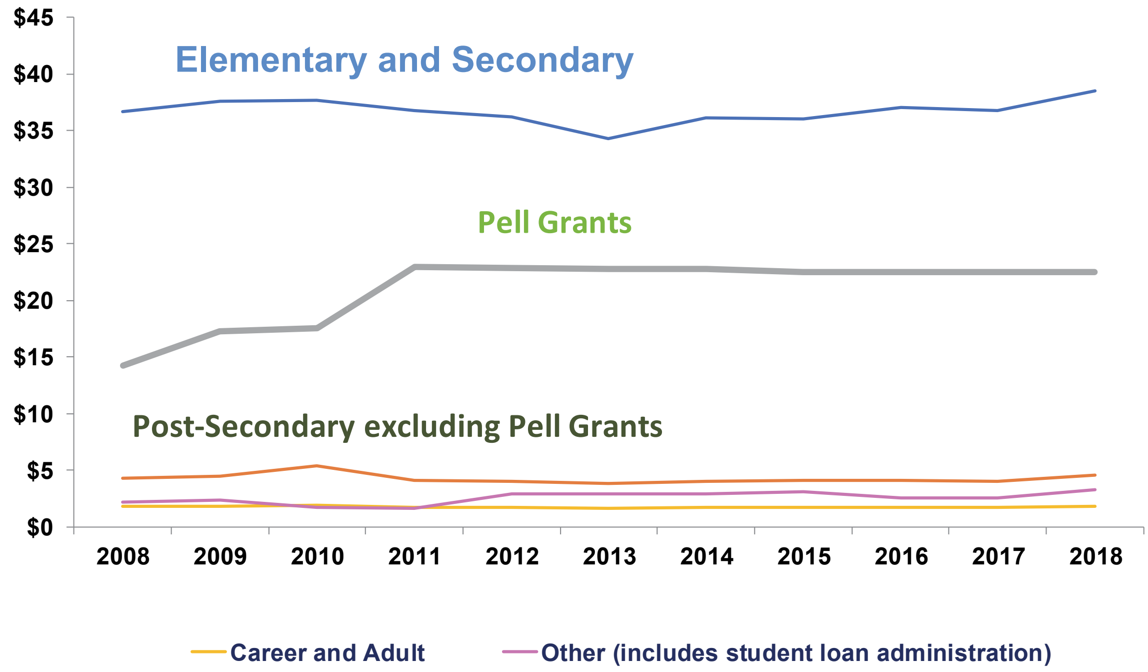
President's 2019 Education Budget Far Below 2010 Level Excluding Pell Grants

Department of Education discretionary funds in billions

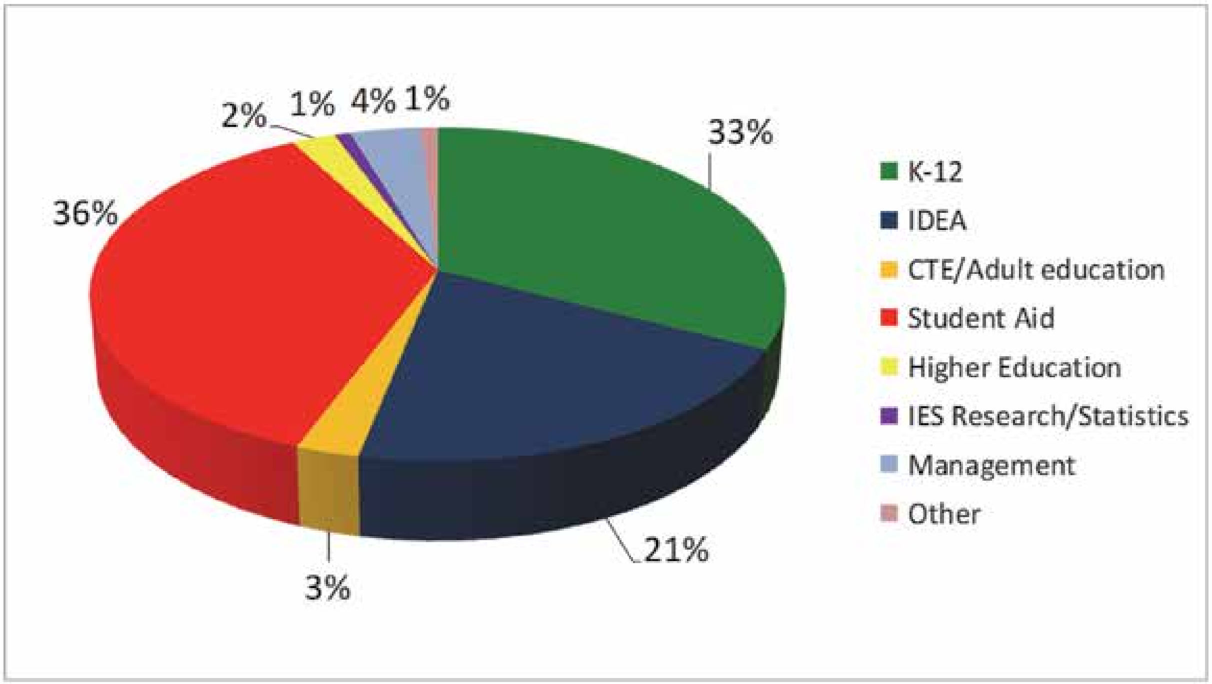


Federal Funding Flat for 10 Years across Education Continuum Except for Pell Grants

Discretionary dollars, in billions



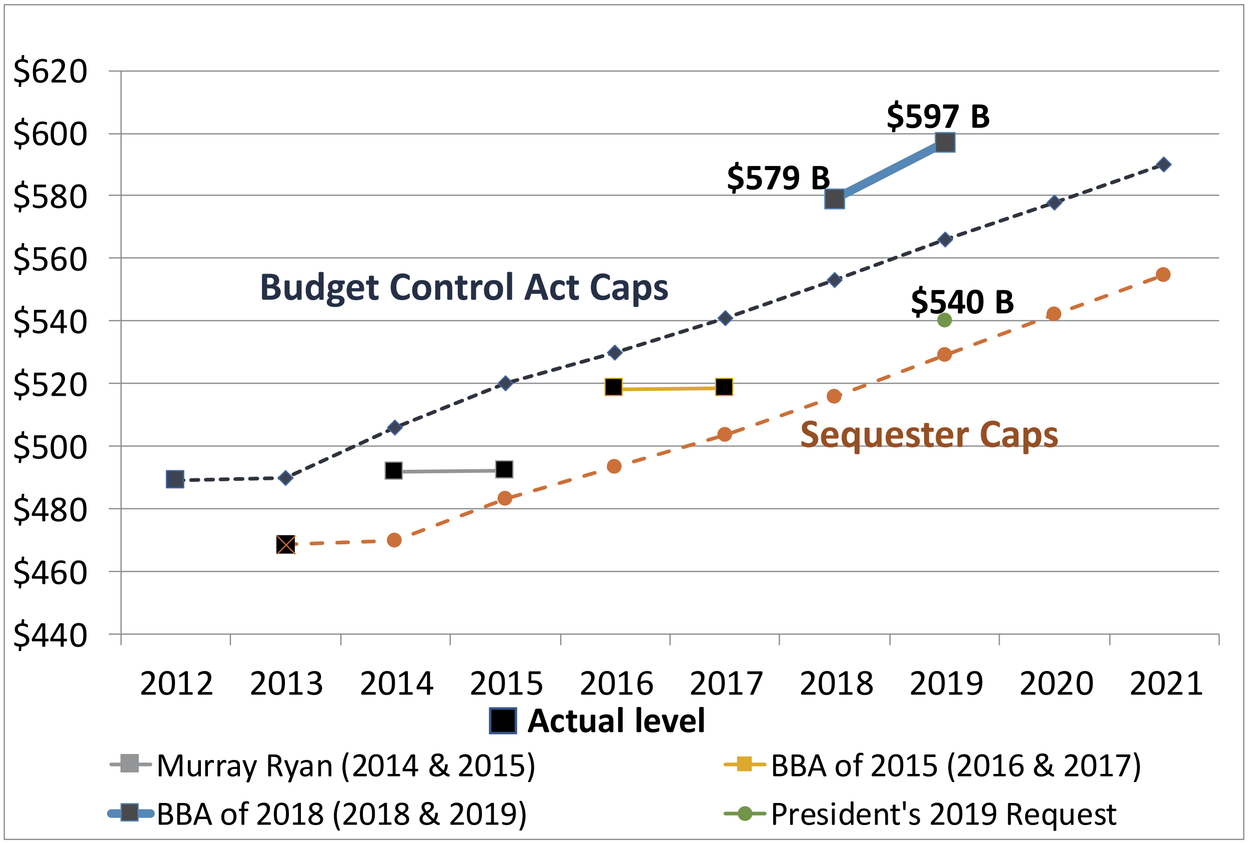
President's FY 2019 Department of Education Discretionary Funding



SOURCE: CEF based on Education Department data.

President Slashes 2019 Non-Defense Discretionary Spending to Well Below the Cap

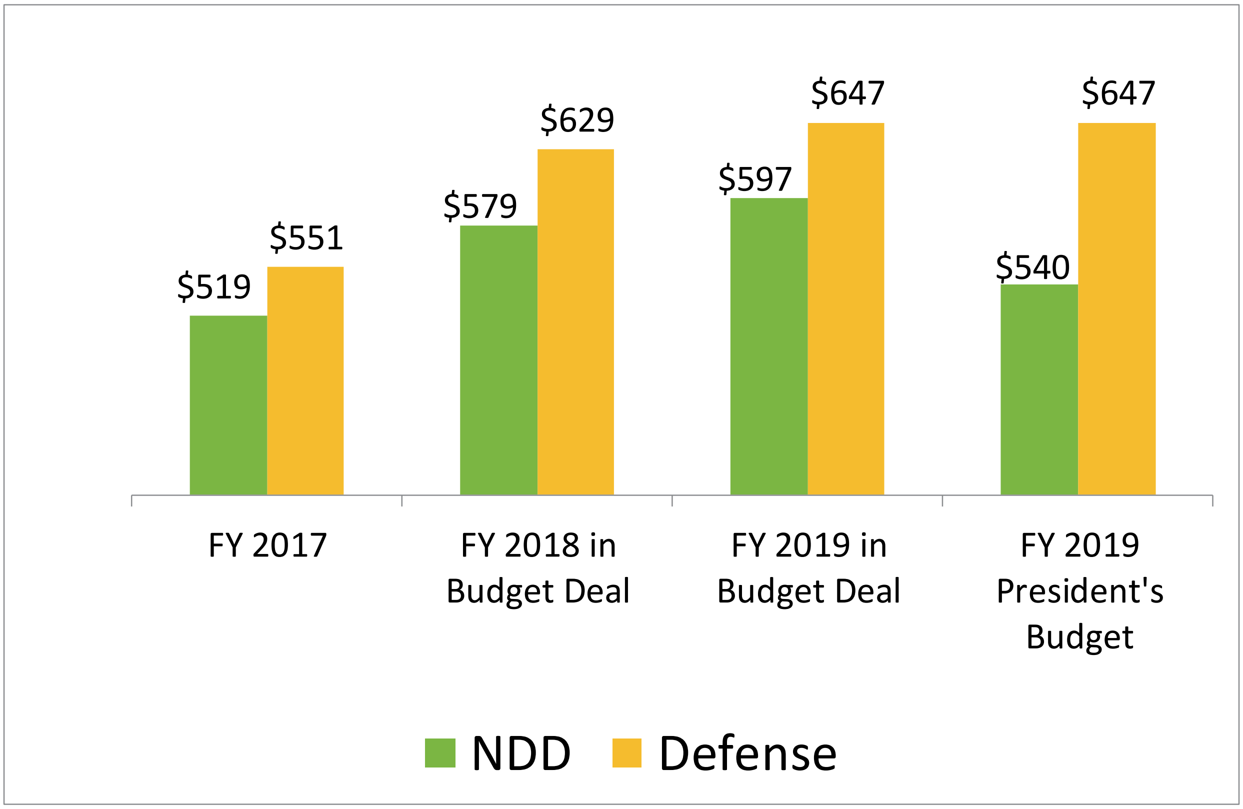
Discretionary dollars, in billions



SOURCE: Committee for Education Funding, February 2018

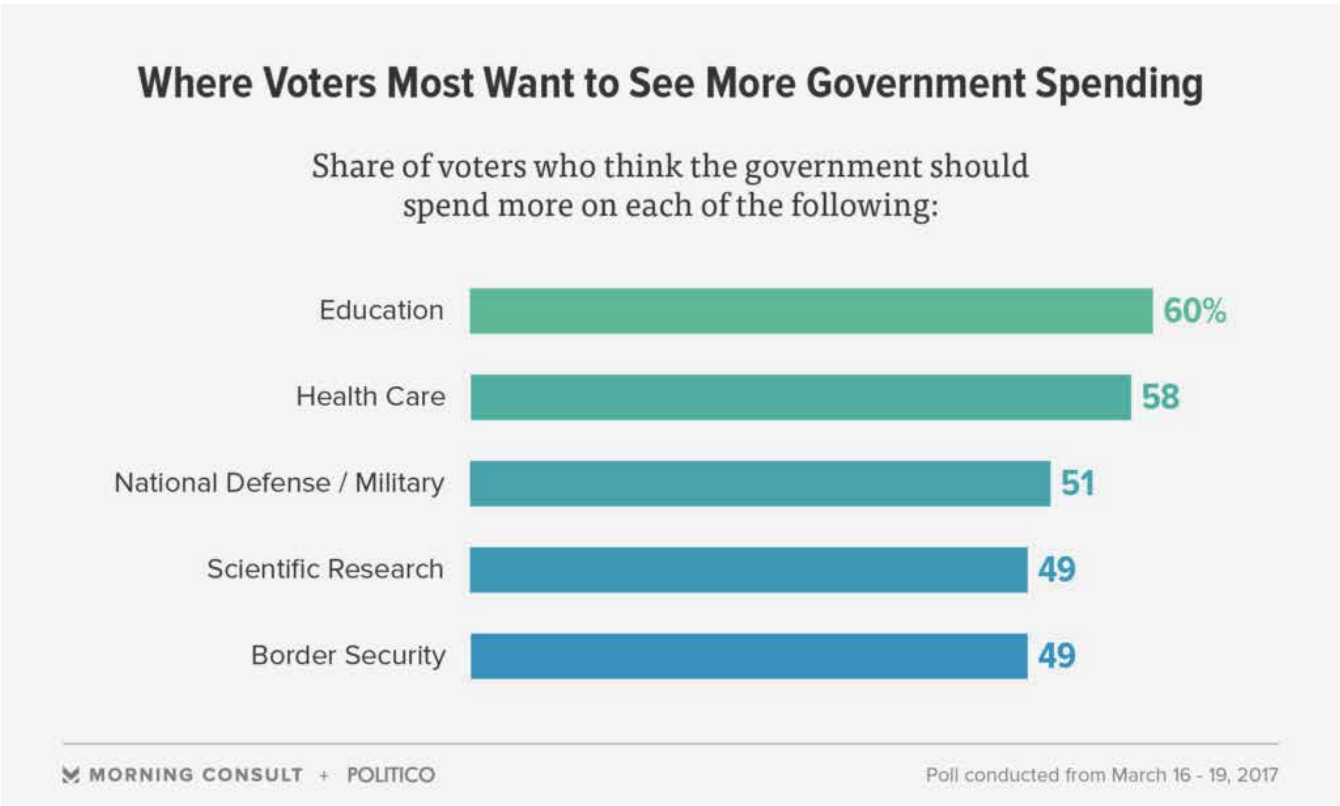
President's FY 2019 Budget Cuts Non-Defense Discretionary (NDD) Funding Below 2018 and 2019 Levels in Budget Deal

in billions



SOURCE: Committee for Education Funding, 2/12/18

60% of Public Wants to Increase Federal Education Investment



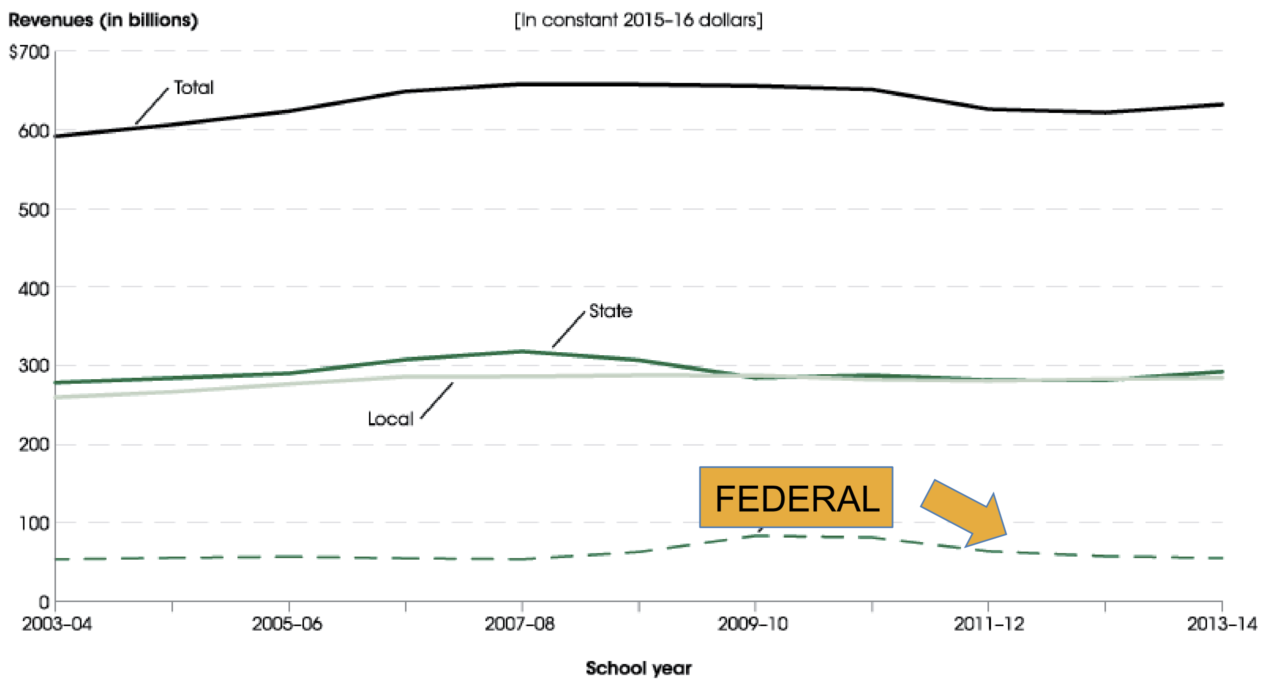
Head Start Funding Provides Services to Fewer Than 4 of Every 10 Eligible Children

31% of eligible children ages 3-5 had access to Head Start

7% of eligible children under 3 had access to Early Head Start

SOURCE: National Head Start Associataion, www.nhsa.org/facts

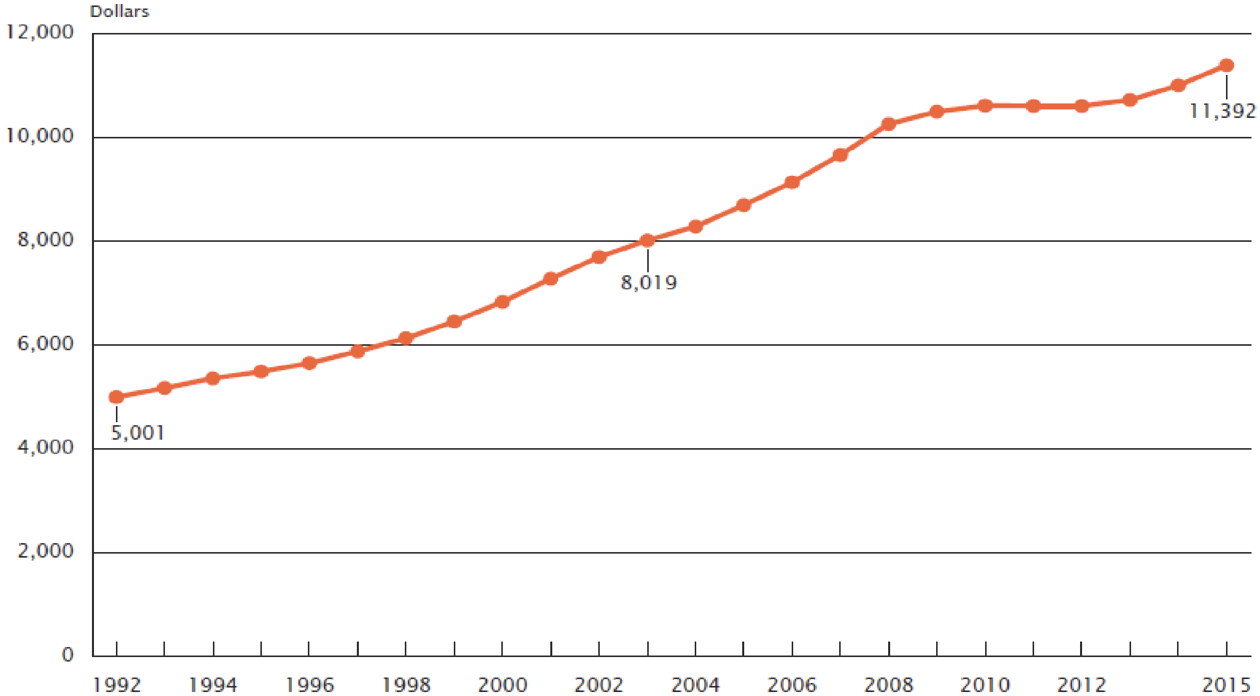
Federal Support for Public Elementary and Secondary Schools Declining in Real Terms



SOURCE: National Center for Education Statistics, "National Public Education Financial Survey," 2003–04 through 2013–14. See *Digest of Education Statistics 2016*, table 235.10.

Per Student Public Education Spending Virtually Flat Since 2009

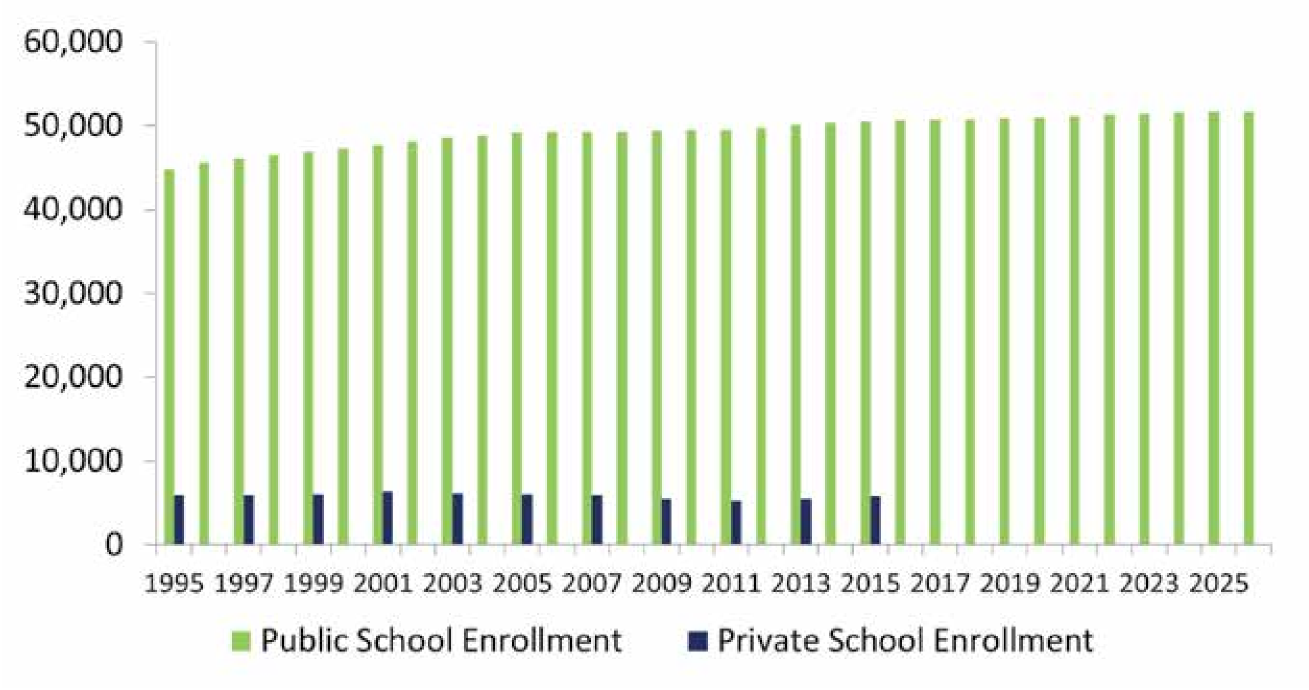
Current Spending per Pupil for Public Elementary-Secondary School Systems: Fiscal Years 1992-2015



Note: Data are not subject to sampling error, but for information on nonsampling error and definitions, see introductory text. Data users who create their own estimates from these tables should cite the U.S. Census Bureau as the source of the original data only.
Source: U.S. Census Bureau, 1992, 1997, 2002, 2007, 2012 Census of Governments: Finance—Survey of School System Finances and 1993–1996, 1998–2001, 2003–2006, 2008–2011, 2013, 2014, 2015 Annual Survey of School System Finances.

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

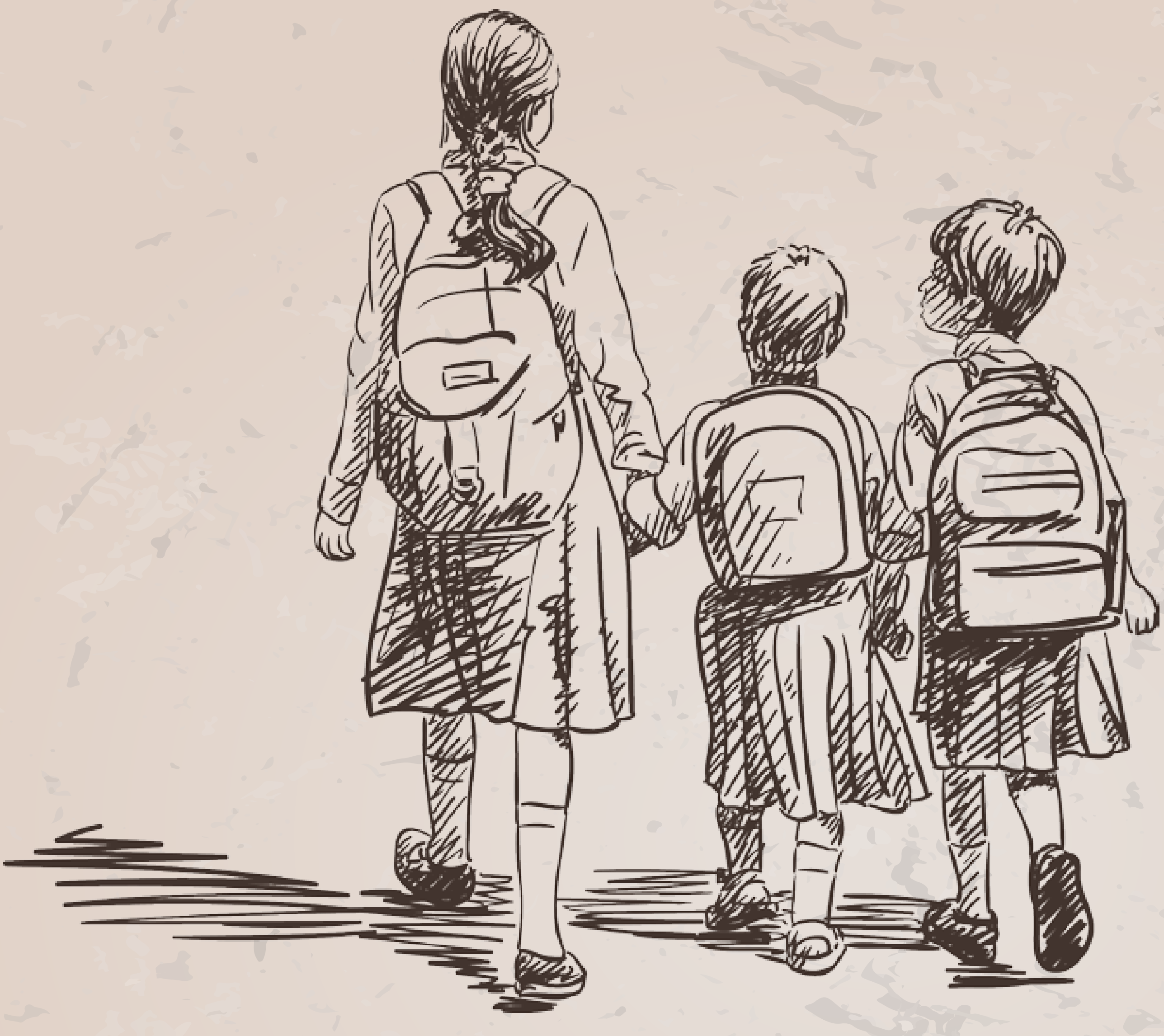
Students in thousands



SOURCE: NCES Digest of Education Statistics 2016, tables 20.10 and 205.10
https://nces.ed.gov/programs/digest/current_tables.asp

PART 1:
THE FOUNDATION FOR SUCCESS

Early Childhood, Elementary and Secondary Education



Section Overview

Part 1. The Foundation for Success

President Trump's FY 2019 education budget builds on two of the themes from the Administration's first budget last year: (1) expanding school choice, including federal support for private schools, and (2) reducing the size and scope of the federal role in education by drastically curtailing funding and consolidating and reforming some existing programs.

The president's budget cuts funding for early childhood education and services by $3.1 billion below the FY 2018 level. For elementary and secondary education, the president's budget cuts funding by $5.4 billion below the FY 2018 level, but the size of the cut to existing programs is actually $1 billion greater than that total because the budget includes $1 billion for a new school choice grant program. The largest cuts are to programs that support hiring and training teacher and school leaders and providing afterschool services.

The following are the major changes in each part of the elementary and secondary education budget:

- **School Choice (Opportunity Grants, Charter Schools, and Magnet Schools):** The majority of the budget's substantive programmatic increases support school choice initiatives, the largest being $1 billion for a new Opportunity Grants program to fund private and public school choice that gives priority to students from low-income families and students in low-performing schools. The Administration has not yet proposed legislative language for the new programs, but plans two components: competitive grants to state-based entities or nonprofits to provide Scholarships for Private Schools; and competitive Open Enrollment Grants to local educational agencies to operate up to 50 pilot programs next year to combine federal, state, and local funds to generate weighted per-pupil allocations, as authorized under Title I, Part E, of the Elementary and Secondary Education Act. The budget's next largest increase is for charter schools, funded at $500 million, an increase of $100 million over the FY 2018 level. Magnet schools receive $98 million, the same as the FY 2017 level but $7 million below the FY 2018 level.

- **Early education (Head Start, Child Care and Development Block Grant, Preschool Development Grants):** The budget provides dramatically less — $3.1 billion less — than Congress just provided for early childhood education and related services. The president's budget eliminates the $250 million Preschool Development Grant, which has supported 18 states in starting and expanding pre-K programs for children from low-income families. The budget funds Head Start at approximately the FY 2017 level, but that is $588 million below the FY 2018 level. And while the $3 billion the president's budget includes for the Child Care and Development Block Grant is above the FY 2017 level, it is $2.2 billion below the significantly increased $5.2 billion that Congress provided for FY 2018.

- **Title I (Education for the Disadvantaged):** The budget freezes funding for Title I state grants at the FY 2017 level of $15.5 billion, which is a cut of $300 million compared with the FY 2018 level. This is the largest federal elementary and secondary education program.

- **Students with Disabilities:** Funding for special education programs is $299 million below the FY 2018 level. This level of support for the Individuals with Disabilities Education Act (IDEA) state grant program would lower the federal share of the additional cost of providing special education to 6.9 million children with disabilities to just 14 percent of the national average per pupil cost — below the current 16 percent and far below the "full funding" promised by Congress when IDEA was first enacted.

- **Education Innovation and Research:** The budget increases funding for competitive grants to promote innovation in science, technology, engineering, and math (STEM) and computer science education.

- **Career and Technical Education (Carl D. Perkins Act):** Although the budget materials emphasize the need to provide more pathways to successful careers, the budget cuts funding for career and technical education as well as for adult education within the Department of Education.

- **Major K-12 programs that are eliminated: Supporting Effective Instruction State Grants (Title II), 21st Century Community Learning Centers, Student Support and Academic Enrichment Grants (Title IV-A), Teacher and School Leader Incentive Grants, and Comprehensive Literacy Development Grants:** The budget eliminates many elementary and secondary education programs, including the five listed above that Congress funded at $4.8 billion this fiscal year.

The table below shows funding levels for three early childhood programs within the Department of Health and Human Services and funding for the elementary and secondary education accounts within the Department of Education going back to FY 2016, and compares the president's request for FY 2019 with what Congress recently enacted for FY 2018.

Early Childhood, Elementary and Secondary Education Funding (discretionary funding in billions)	**2016**	**2017**	**2018**	**2019 President**	**2019 +/- 2018**
Early education (in HHS)	**12.179**	**12.359**	**15.339**	**12.281**	**-3.058**
Head Start	9.168	9.253	9.863	9.275	-0.588
Child Care and Development Block Grant	2.761	2.856	5.226	3.006	-2.220
Preschool Development Grants	0.250	0.250	0.250	0.000	-0.250
K-12, including special education	**36.790**	**36.887**	**38.468**	**33.107**	**-5.361**
Education for the Disadvantaged	16.017	16.144	16.444	15.927	-0.517
Impact Aid	1.306	1.329	1.414	1.26	-0.154
School Improvement Programs	4.434	4.409	5.158	0.645	-4.513
Indian Education	0.144	0.165	0.180	0.165	-0.015
Innovation and Improvement*	0.931	0.888	0.982	1.278	0.296
Safe Schools and Citizenship Education	0.245	0.151	0.186	0.043	-0.143
English Language Acquisition	0.737	0.737	0.737	0.737	0.000
Special Education	12.977	13.064	13.366	13.052	-0.314
Career, Technical, and Adult Education	**1.721**	**1.721**	**1.831**	**1.637**	**-0.194**

Title I Grants to States

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

The Washington Technology Magnet School in the Saint Paul (MN) Public Schools is a comprehensive magnet secondary school with a science, mathematics, and technology focus. A Title I school serving 2,114 students in grades 6-12, Washington's enrollment is 90 percent low-income and 90 percent minority. Students at Washington select one of two pathways — biomedical science or engineering — and learn in interdisciplinary teams in specially designed "house" areas of the school. Teachers collaborate around student needs in weekly interdisciplinary team meetings and plan curriculum in biweekly Professional Learning Communities. A full-time Curriculum Coordinator funded by Title I supports this job-embedded professional development and helps fuel student exposure to the magnet program's signature classes in science, mathematics, and technology.

The program's courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers. Washington Technology Magnet School promotes a college-going culture through programs such as AVID, Upward Bound, University of Minnesota Ramp Up to Readiness, and College Possible. Students also earn more than 2,100 college credits each year, and the school participates in the University of Minnesota College in the Schools (CIS) program — a concurrent enrollment program that delivers university courses to qualified high school students. Students also can participate in the Career Pathways Program at Saint Paul College and earn both high school and college credit in a variety of courses. At Washington Technology Magnet, the school prepares students to be ready for high-tech, high-demand careers of the future.

DESCRIPTION

As the cornerstone of the Elementary and Secondary Education Act (ESEA), Title I provides funds mainly to school districts to help disadvantaged children achieve proficiency on challenging academic standards and improve the performance of low-achieving schools. Amended in 2015 by the Every Student Succeeds Act (ESSA), the Title I program continues the traditional federal focus on closing achievement gaps and improving the academic achievement of underperforming groups of students. Title I funding is allocated primarily by formula grants to states and in turn to school districts based on the number and concentration of low-income children and other categories of disadvantaged children residing in these jurisdictions. Two-thirds of children served by Title I are minority students. Children participating in Title I receive primarily reading, language arts, and mathematics instruction through schoolwide approaches or targeted assistance strategies.

Implementation of the new Title I amendments began in school year 2017-18, during which time state plans are being reviewed and approved by the U.S. Department of Education. Under ESSA, states also will identify low-performing and consistently underperforming schools. Identified schools will be required to undertake comprehensive or targeted improvement measures to increase academic proficiency, as well as boost school performance on four other accountability indicators. ESSA provides more flexibility to states in designing their accountability systems within the parameters of federal law and allows substantial local discretion in developing school improvement interventions. Nonetheless, there are multiple new requirements and responsibilities for states and school districts within the scope of the ESSA "federal guardrails." States also must continue to implement challenging standards aligned with entry-level college coursework and relevant career skills, as well as maintain a system of state academic assessments with minimal changes.

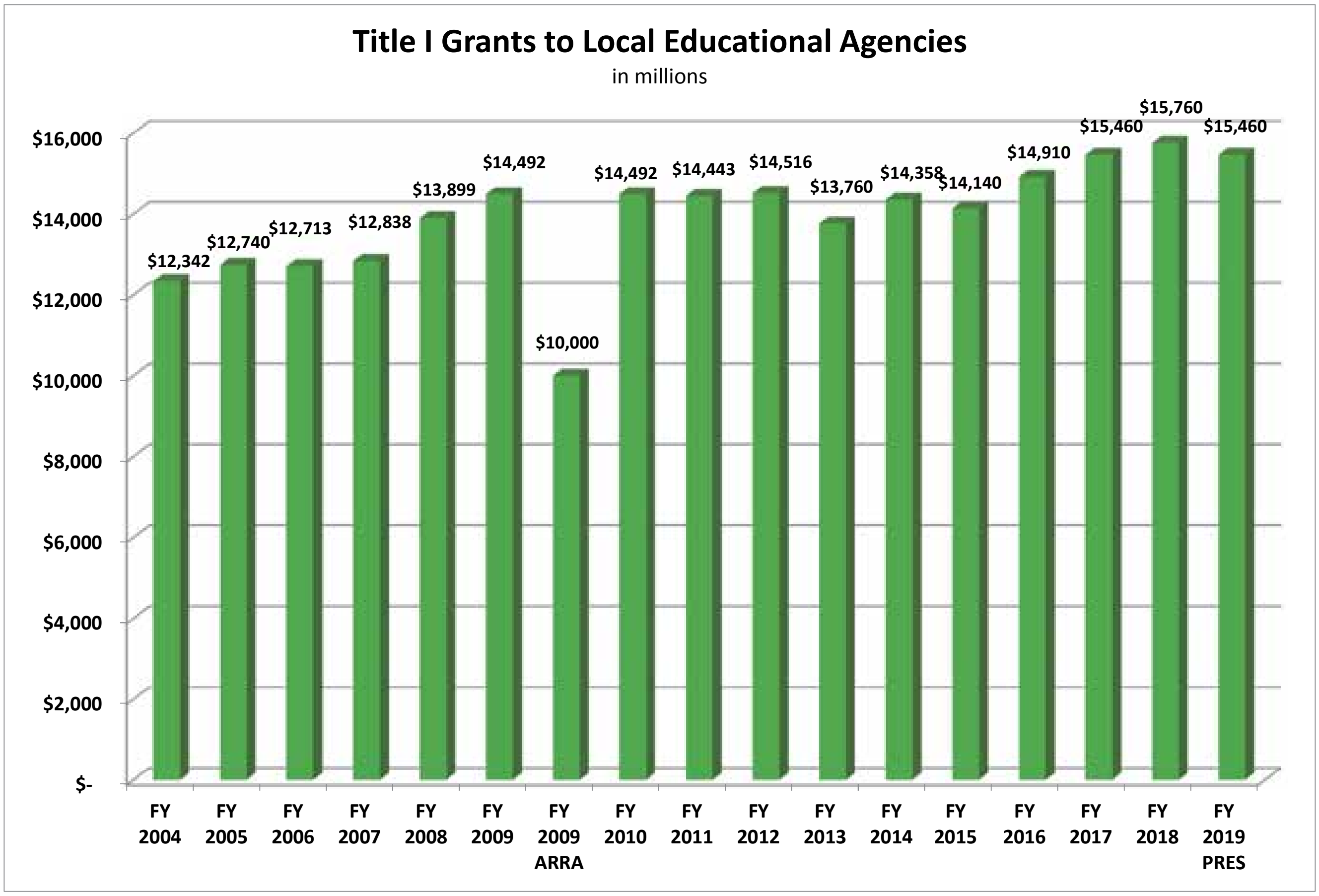
The Title I program retains authorizations for a variety of specialized subprograms, including programs for Migratory Children and Neglected and Delinquent Children, and a separate State Assessment Grant program. However, the separate authorization of appropriations for School Improvement Grants has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

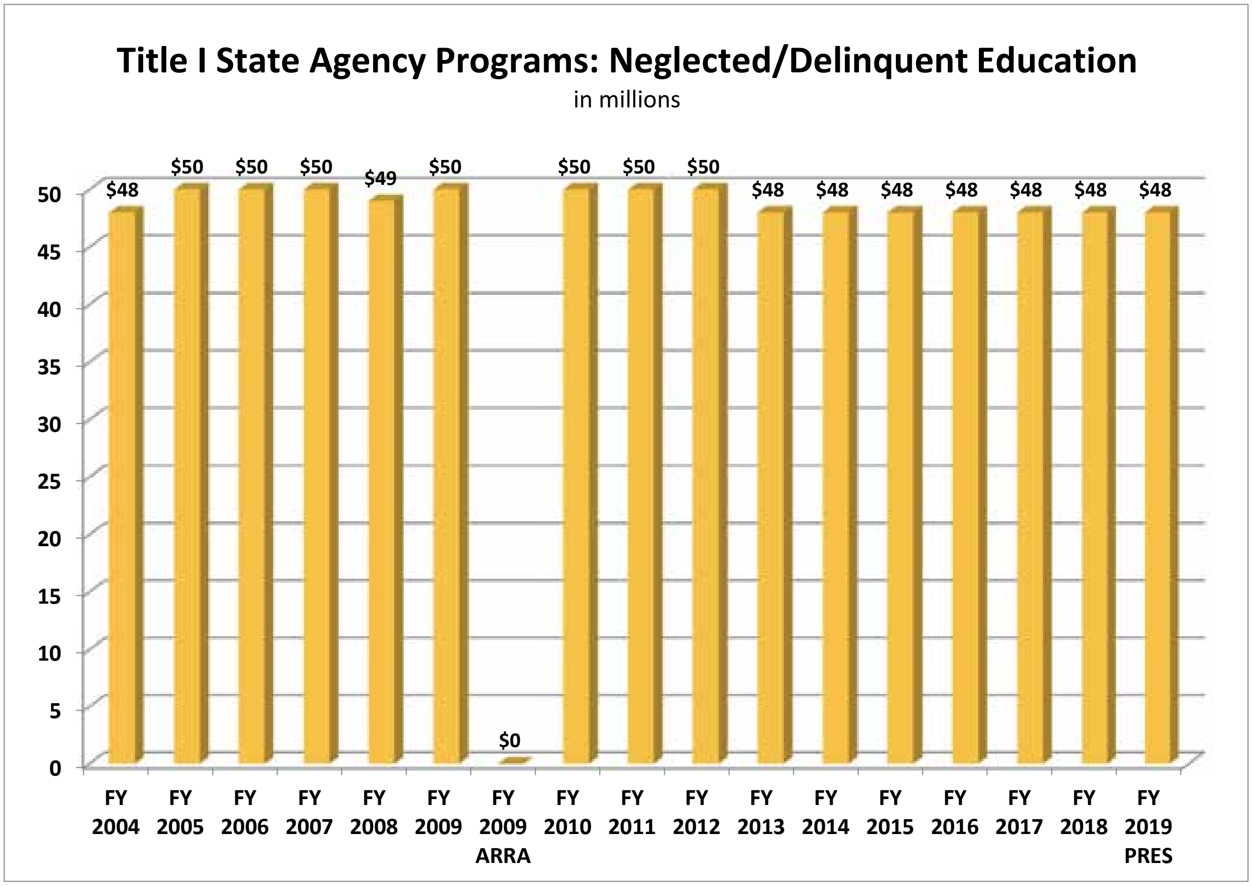
FUNDING HISTORY *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Grants to School Districts 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*	$ 3,544.05	$ 3,819.05	$ 3,969.05	$ 3,819.05
Education Finance Incentive Grants*	$ 3,544.05	$ 3,819.05	$ 3,969.05	$ 3,819.05
Subtotal	**$14,909.80**	**$15,459.80**	**$15,759.80**	**$15,459.80**
Migrants	$ 374.75	$ 374.75	$ 374.75	$ 374.75
Neglected/Delinquent/At-Risk	$ 47.61	$ 47.61	$ 47.61	$ 47.61
School Improvement Grants	$ 450.00	$ --**	$ --**	$ --**
Totals	**$15,782.16**	**$15,882.16**	**$16,182.16**	**$15,882.16**

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

***Program no longer authorized under ESSA.*




Title I State Agency Programs: Neglected/Delinquent Education
in millions
$48
$50
$50
$50
$49
$50
$0
$50
$50
$50
$48
$48
$48
$48
$48
$48
$48
0
5
10
15
20
25
30
35
40
45
50
FY 2004
FY 2005
FY 2006
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FY 2009 ARRA
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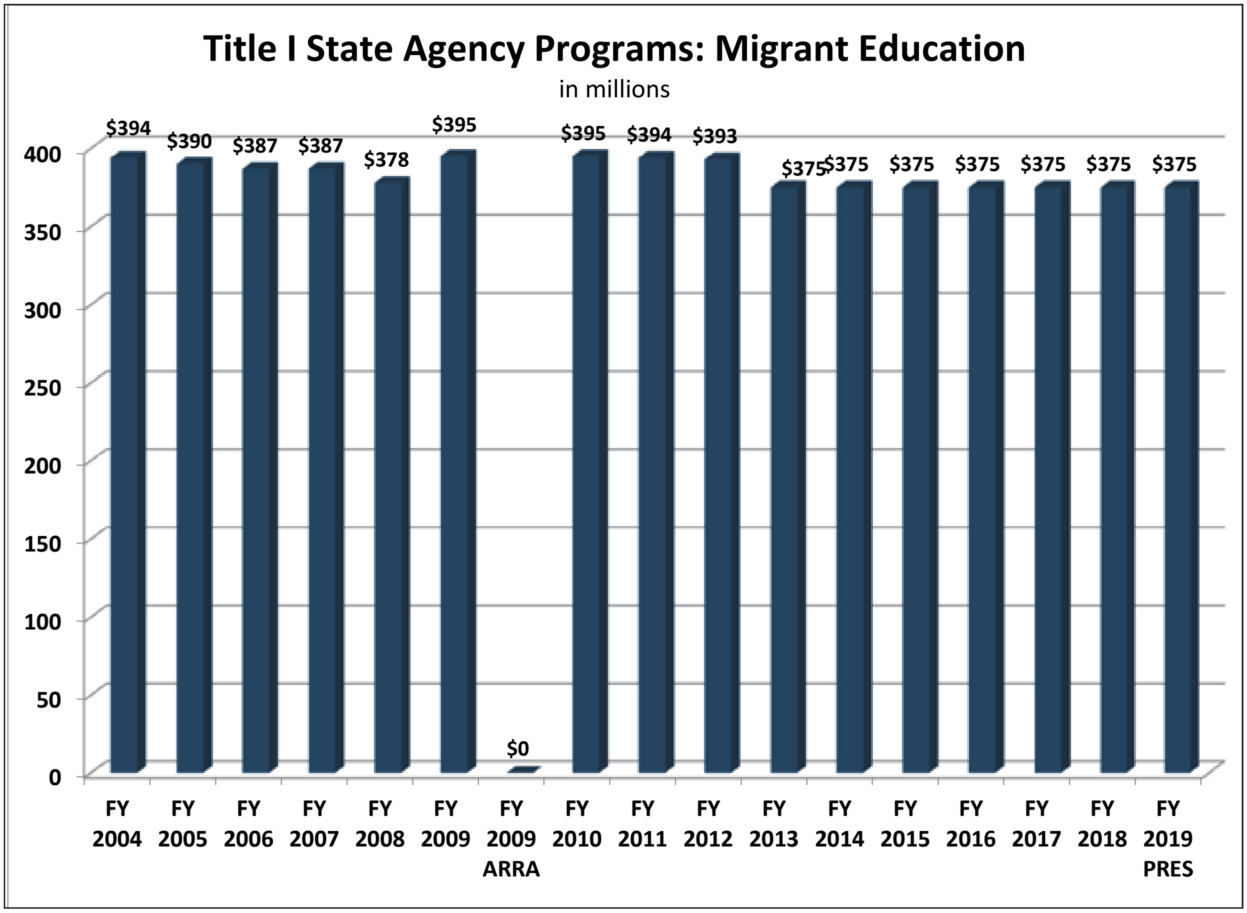
FY 2016
FY 2017
FY 2018
FY 2019 PRES


Title I State Agency Programs: Migrant Education
in millions
$394
$390
$387
$387
$378
$395
$0
$395
$394
$393
$375
$375
$375
$375
$375
$375
$375
0
50
100
150
200
250
300
350
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FY 2019 PRES

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget freezes funding at the FY 2017 level for the Title I-Part A formula grant program for school districts, the signature program of the Every Student Succeeds Act (ESSA). The president's FY 2019 budget was submitted before the passage of the FY 2018 omnibus spending bill, which increased Title I by $300 million over FY 2017. Funding is also frozen for both the Migrant Program, which supports high-quality education for migratory children, and the Neglected and Delinquent Program, providing formula grants to states for supplementary education services for children and youth in state-run institutions. A funding freeze for the critical Title I Local Educational Agency (LEA) formula grant program for disadvantaged school children will continue to put states and school districts in the tenuous position of implementing federal policy changes with insufficient financial support.

Increased set-asides, shifting poverty populations, and inadequate federal funding for Title I means school districts could receive lower local allocations while having to implement new ESSA accountability and intervention provisions and significantly increased data and reporting requirements. The small increase in FY 2017's overall Title I appropriation resulted in reduced local allocations for approximately half the nation's school districts, even before ESSA's increased state set-aside for school improvement was factored in. Preliminary Title I allocation estimates, based on the minimal $300 million increase (1.94%) in the FY 2018 omnibus funding bill, reveal thousands of school districts will see reduced Title I funding below the previous year. The president's FY 2019 funding level could again result in reduced Title I funding in these districts, raising the possibility of cuts to existing Title I services and staffing and affecting the increased responsibilities, costs, and school intervention activities imposed by ESSA.

In FY 2018, the president's budget proposal included a $1 billion Title I portability program built around the weighted student formula flexibility pilot program authorized under ESSA and partially funded with existing money from Title I-Part A. A similar proposal, in which federal ESSA funds would be packaged with a school district's state and local per capita funds and follow the child to a traditional public or charter school of parental choice, was again included in the president's FY 2019 budget. The FY 2019 program is included as a new legislative proposal — Opportunity Grants — not funded through the Title I program. The budget also expands the optional state set-aside for Direct Student Services under Title I from 3 to 5 percent which could decrease a school district's Title I formula allocation if triggered. This set-aside change would require specific congressional action, since the current 3 percent set-aside is a statutory provision under ESSA.

PROGRAM NEED

For the current school year (SY 2017-18), Title I Grants to LEAs reached $15.5 billion, while the smaller Title I Migrant and Neglected and Delinquent programs remained below their pre-recession funding levels. Yet the federal Title I formula grant allocations ultimately received by school districts for the current school year do not necessarily reflect the FY 2017 appropriations increase.

Despite providing some additional Title I program flexibility, ESSA includes multiple new requirements, and newly approved state plans are expected to result in more schools being identified than in the past few years for federally required interventions. ESSA also directs states to substantially increase their Title I school improvement set-aside from 4 to 7 percent and authorizes an additional discretionary state set-aside to fund direct student services projects. The overall FY 2017 funding levels for Title I barely offset the newly increased ESSA state school improvement set-aside for a major segment of the nation's school districts. For states implementing both new ESSA state funding reservations (sections 1003 and 1003A), virtually all of their school districts saw reduced Title I allocations.

State and local ESSA plans will be reviewed and approved during the current school year (SY 2017-18) concurrent with the implementation of the new Title I requirements — new reporting requirements, English learner entrance and exit procedures, and increased allotments of services to eligible private school students. For the subsequent school year (SY 2018-19), Title I and some non-Title I schools will be identified under ESSA accountability provisions for required school interventions, with the expectation that the number of schools identified will increase with full implementation.

New ESSA requirements are increasing Title I operational costs at the state and local level. Moreover, school-age child poverty continues to be high — nearly 10 million students meeting the Census Bureau's high-poverty threshold — despite the recent economic recovery. There continues to be an unmet funding need or shortfall of more than $30 billion for Title I LEA Grants, based on the generally accepted Title I "full funding" level of some $48 billion. In short, the Title I LEA Grant program remains less than one-third funded as school districts undertake implementation of the Every Student Succeeds Act and work to meet its new accountability requirements.

Nearly 90 percent of the nation's school districts and over half of all public schools participate in the ESEA Title I program. Yet, at the FY 2017 funding level, nearly half of these Title I-eligible school districts suffered an actual reduction in their federal formula grant allocation. A significant appropriations increase is needed to meet responsibilities under ESSA and the current services level that has eroded over the past few years for a large segment of high-poverty schools.

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

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

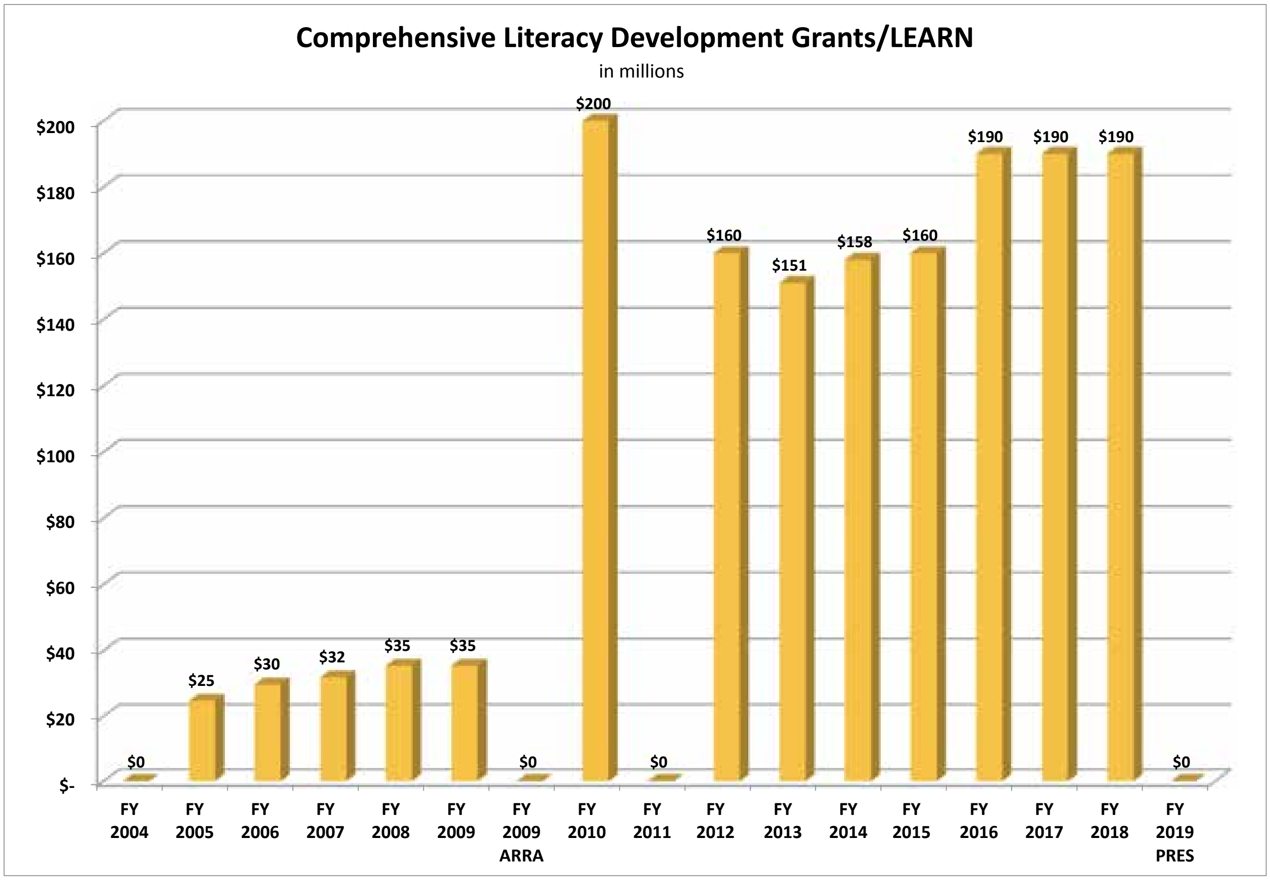
The LEARN program is based on the successes of the Striving Readers Comprehensive Literacy (SRCL) program, which in 2011 provided comprehensive literacy development grants to six states (GA, LA, MT, NV, PA, TX). After five years of implementation, all six grantees reported increases in literacy achievement for participating students. For example, in Louisiana, fourth-grade students achieved the highest growth among fourth graders in all states on the 2015 NAEP reading assessment. Louisiana also was among the top states in narrowing white-Latino achievement gaps in fourth- and eighth-grade reading. SRCL states also reported increased resources and positive outcomes for educators. In Nevada, nearly 2,000 teachers received professional development on applying effective literacy instructional strategies and analyzing student data to inform instruction. Participating teachers subsequently reported more frequent use of data to improve literacy instruction. In fall 2017, a new cohort of SRCL grants were awarded to 11 states (GA, KS, KY, LA, MD, MN, MT, NM, ND, OH, OK), the Bureau of Indian Education, and four territories.

DESCRIPTION

Title II (Part B, Subpart 2, Section 2221) of the Every Student Succeeds Act (ESSA) authorizes a comprehensive literacy program entitled "Literacy Education for All, Results for the Nation" (LEARN). The foundational base for the program was the SRCL program, which first received funding in FY 2010. LEARN provides competitive grants to states to help local school districts develop comprehensive, evidence-based literacy instruction and intervention plans for students from birth through grade 12 who are struggling to reach literacy proficiency. At least 95 percent of grant funds must be distributed to local school districts with priority to entities serving the greatest number/percentage of disadvantaged students in low-performing schools. States receiving grants 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.

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$190.00	$190.00	$190.00	$0



IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget eliminates funding for this foundational program, action which would jeopardize the successes of SRCL. It is also contrary to congressional intent in ESSA, demonstrated by the authorization of the LEARN Act, which supports birth through grade 12 comprehensive literacy instruction. The FY 2019 budget rationale, like the president's FY 2018 budget, contends that "Comprehensive Literacy Development Grants" (known also as SRCL grants or LEARN in ESSA) has "limited impact and duplicates activities that may be supported with other Federal, State, local, and private funds." Contrary to this statement, the first cohort of SRCL states to receive funding from this program has successfully implemented comprehensive literacy plans and realized significant improvement in literacy achievement for participating students, birth through grade twelve. In addition, state grantees have provided sustainable professional learning resources for teachers and principals, focused on the use of data-based decision making to improve instructional practices, policies, and student outcomes.

If funds are eliminated for LEARN, in addition to the elimination of Title II-Part A funding, states will be deprived of all resources to provide professional development for effective literacy instruction to teachers, principals, school leaders, and specialized instructional support personnel.

PROGRAM NEED

Literacy is the foundation for learning and essential to students' ability to progress, pursue higher education, and succeed in the workplace. Nonetheless, only 36 percent of fourth-grade students, 34 percent of eighth-grade students, and 37 percent of twelfth-grade students performed at or above the proficient level in the 2015 NAEP reading assessment (National Center for Education Statistics, 2015). This means more than 60 percent of fourth-, eighth-, and twelfth-grade students struggle with reading and therefore require targeted instructional support. In addition, many of the nation's young people graduating from high school do not have the advanced literacy skills needed to succeed in college and a career. Around 60 percent of employers request or require high school graduates to get additional education or training to make up for gaps in their ability to read and write effectively (Achieve, 2015).

Through comprehensive literacy grants, LEARN funds critical professional development to improve literacy instruction for struggling readers and writers from birth through high school. It is therefore essential that the funding level of $190 million be maintained for the program.

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Innovative Approaches to Literacy

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

With more than 52,000 students, Winston-Salem/Forsyth County Schools (WSFCS) is the fifth largest school system in North Carolina. WSFCS received an Innovative Approaches to Literacy (IAL) grant to support school librarians using technology tools to build literacy skills in young children and increase family engagement. The WSFCS program is increasing access to print and digital resources for youth, while developing targeted age- and skill-appropriate material. The grant is also supporting expanded summer media hours and distribution of material for home libraries, as well as supporting training for school librarians and teachers.

DESCRIPTION

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

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$27.00	$27.00	$27.00	$0

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget provides no funding for IAL, slating the program for immediate elimination. A 2015 report by the Southern Education Foundation found that a majority of U.S. public school students come from low-income families. Targeted literacy support grants benefiting these underserved children will be jeopardized. Nonprofit organizations that distribute books for young children may need to reduce or eliminate this service. The IAL program is vital for struggling families seeking to improve educational opportunities. Schools and districts that have received funding will now be forced to choose between cutting other programs or eliminating early literacy programs and book distribution. Highly effective school libraries have provided the tools and resources for education professionals to collaborate on curriculum, materials, and instructional strategies, leading to better and more effective ways to teach students. These critical functions cannot continue if federal support dedicated to school libraries through IAL is eliminated.

PROGRAM NEED

The impact of sequestration was particularly difficult on school libraries and nonprofits addressing critical child literacy needs, the former continuing to face severe underfunding from the federal government. Funding for IAL remains below the FY 2012 appropriations level of $28.57 million. The result will be no grant money for many school libraries in low-income areas that would benefit greatly from IAL and fewer opportunities for children to receive literacy training. Families will continue to struggle to keep pace with literacy and technology gaps without this important support program. School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment.

The program must be maintained, at a minimum, at $27 million in FY 2019 so all students have access to 21st century library and literacy programs.

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Impact Aid

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

Holbrook Unified School District located in northeastern Arizona expands over 1,500 square miles of high desert tundra. Nearly half its 2,000 students reside on Native American Trust Lands and over 70 percent live in poverty and qualify for free or reduced-priced meals under the National Food Service Program. The district embraces its diversity and uses Impact Aid dollars to overcome the challenges that present themselves. The students are transported more than half a million miles each school year to one of the five district schools. Several students travel as much as two hours each way to and from school daily. Funding provided through Impact Aid allows the district to purchase and maintain buses to meet the vast transportation needs where local funding does not adequately provide for such capital expenses. Additionally, Impact Aid funds allow the district to attract and retain the best qualified teachers through competitive salaries, benefits, and professional development. Investments through Impact Aid funds have proven successful, with a Native American graduation rate at Holbrook High School that exceeds the state average by more than 20 percent.

DESCRIPTION

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

The 1,200 federally impacted school districts educate over 10 million students. Impact Aid funding is efficient and flexible. Each year congressional appropriations flow directly from the U.S. Department of Education's Impact Aid program office to school districts. Locally elected school board members and appointed district leaders make decisions on how to use these dollars based on the needs and priorities at the local level, from staffing and academic materials to transportation and technology. Impact Aid funding is not supplemental. Without Impact Aid funds, some school districts would not be able to operate due to the limited local tax base.

FUNDING HISTORY *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Federal Properties	$ 66.81	$ 66.81	$ 73.31	$ 0.00
Basic Support	$ 1,168.23	$ 1,189.23	$ 1,270.24	$ 1,189.23
Disabilities	$ 48.32	$ 48.32	$ 48.32	$ 48.32
Construction	$ 7.41	$ 17.41	$ 17. 41	$ 17.41
Facilities	$ 7.84	$ 4.84	$ 4.84	$ 4.84
Total	**$1,305.60**	**$1,328.60**	**$1,414.11**	**$1,259.79**

IMPACT OF PRESIDENT'S BUDGET

The Administration fails to meet its obligation to federally connected school districts in its FY 2019 budget. The elimination of Federal Properties funding would be disastrous for the 200-plus school district recipients that rely on these general fund dollars for a variety of critical programs and services. The justification that school districts should have adjusted to the loss of local revenue is unfounded; school districts rely on local tax revenue each year to operate schools. In some cases, the federal government is the largest landowner in these communities. As long as the federal government owns property, it must maintain its obligation to students, schools, and taxpayers in those communities through Impact Aid.

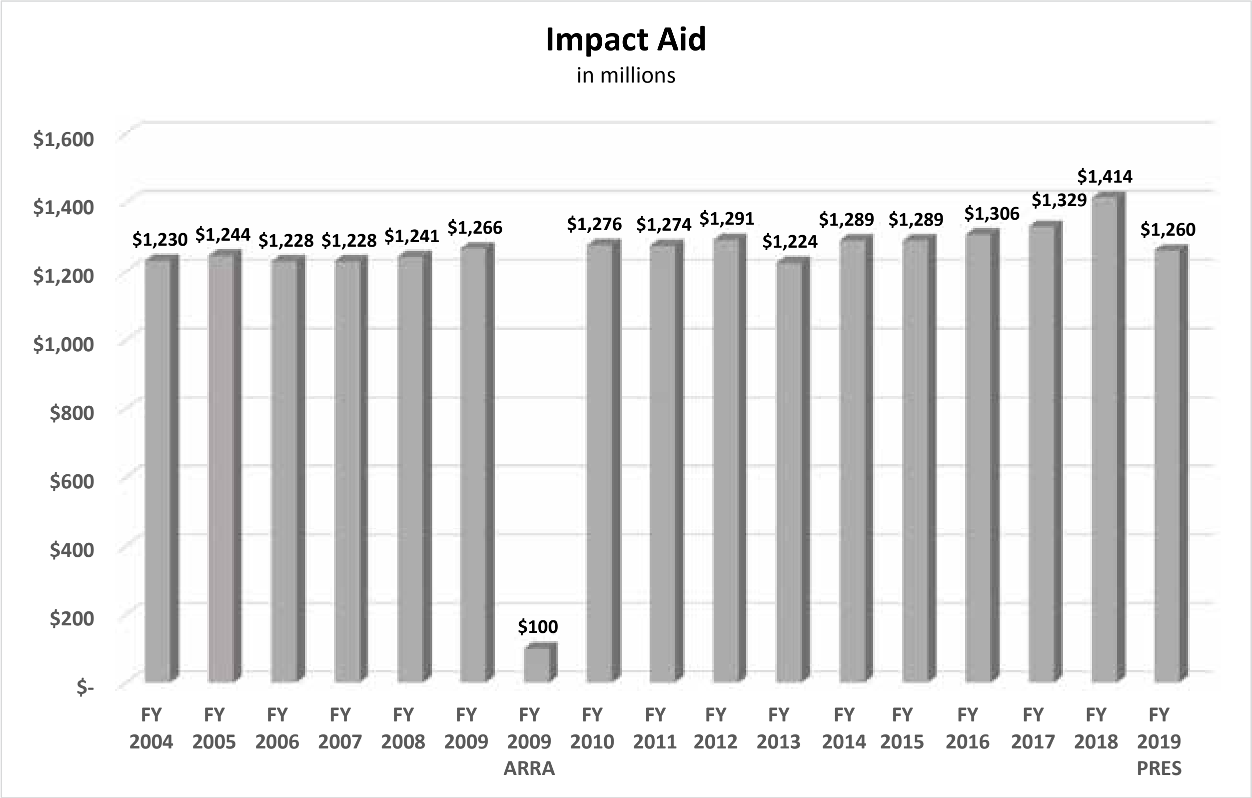
The Administration's original budget plan for FY 2019 included a $525 million cut to the Basic Support program, which would have translated to a 44 percent reduction in funding. The FY 2018-19 budget deal resulted in erasing the proposed cut. That originally planned reduction — for districts where Impact Aid could comprise upwards of 40 percent of a school district's budget — would be detrimental, including staffing and programming cuts and event school closures. The continued stagnation of Impact Aid is concerning. School districts' needs and costs continue to increase, as do local taxpayers' contributions. Without continued and increased support for Impact Aid, the federal government fails to meet its obligation to federally impacted school districts.

PROGRAM NEED

The Impact Aid program has not been fully funded since 1969. Over the past decade, appropriated levels have not kept pace with increasing education costs (see chart), which for Basic Support has resulted in districts receiving an increasingly lower percentage of their calculated need-based payment (a percentage of a district's maximum payment). A $120 million increase is required for FY 2019 to maintain the current payout. The Federal Properties program needs an additional $2 million to help offset newly eligible districts as the federal government continues to acquire property and to provide a much-needed increase to current school districts. As neighboring districts are able to generate additional revenue, federally impacted schools will fall further and further behind without increased Impact Aid funding.

Fiscal Year	DoED LOT Payment Level
FY 2007	**142.670% of LOT**
FY 2008	**136.930% of LOT**
FY 2009	**129.870% of LOT**
FY 2010	**115.524% of LOT**
FY 2011	**97.066% of LOT**
FY 2012	**96.109% of LOT**
FY 2013	**87.061% of LOT**
FY 2014	**91.730% of LOT**
FY 2015	**93.074% of LOT**
FY 2016	**93.690% of LOT**
FY 2017	**90%-93% of LOT***

**Represents estimated final rates.*



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Supporting Effective Instruction State Grants

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

Escambia County (FL) uses a large portion of Title II funding to run a peer mentoring and assistance program that pairs accomplished teachers with first-year and struggling teachers. Under the START (Successful Teachers Assisting Rising Teachers) program, consulting teachers observe, coach, and make recommendations to beginning teachers about their classroom practices. They also provide workshops on professional practices throughout the year. At midyear and again at the end of the year, consulting teachers present their novice teachers to a review board composed of other teachers and district staff. In addition to improving teaching quality, the high level of support has been an effective recruiting tool, helping the district attract promising young educators.

DESCRIPTION

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

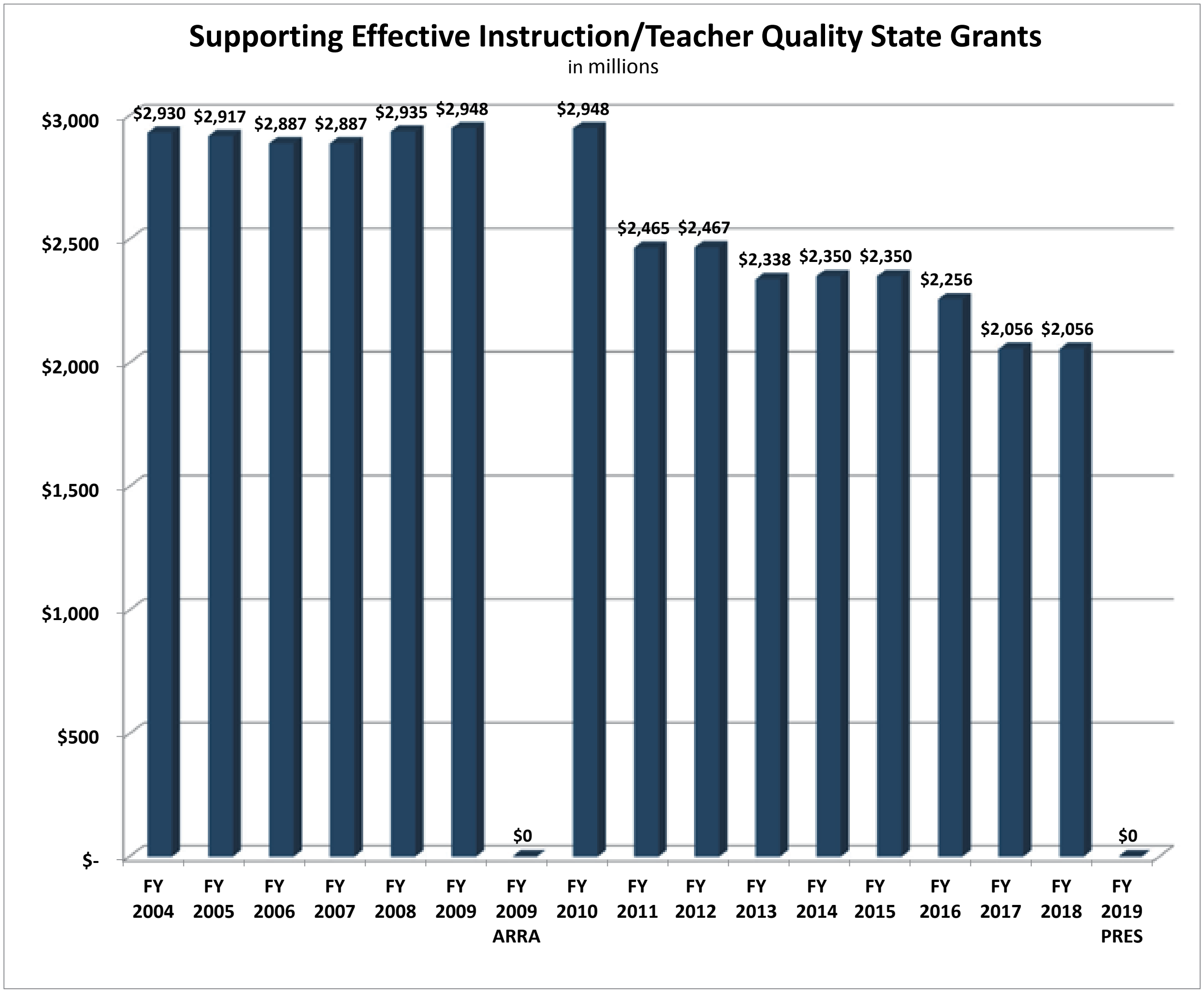
FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$2,255.84	$2,055.83	$2,055.83	$0

IMPACT OF PRESIDENT'S BUDGET

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

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



PROGRAM NEED

This essential program is authorized at $2.29 billion, a funding level tens of millions of dollars less than the amount states received earlier this decade. The Administration proposes to go much further by entirely eliminating this recently reauthorized program.

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

At the same time public school enrollment continues to grow, and almost half of states are poised to provide less formula funding in 2018 than they did ten years ago. Critical federal Title II funds are used by states to develop and improve support systems and professional development for teachers and principals and to reduce class size to evidence-based levels. However, without significant funding, those efforts will be severely impeded.

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21st Century Community Learning Centers

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

BUILD Inc., a community-based organization in Chicago, operates the 21st CCLC program serving 50–60 students at Wendell Phillips Academy High School. To support student achievement, the afterschool program focuses on whole-child education and reflects a strengths-based approach to engaging young people through prevention, intervention, and helping students prepare for the future. The program also offers academic enrichment, tutoring, and homework help. By helping students develop positive behaviors and enhance leadership skills, the afterschool program fosters conditions for learning that allow students to succeed in school and in their communities. Phillips serves a high-risk population in a community often affected by violence. The 21st CCLC program is a place that offers students physical and emotional safety, involving students in setting norms and expectations for behavior and programming. Without 21st CCLC support this program would likely cease to exist.

DESCRIPTION

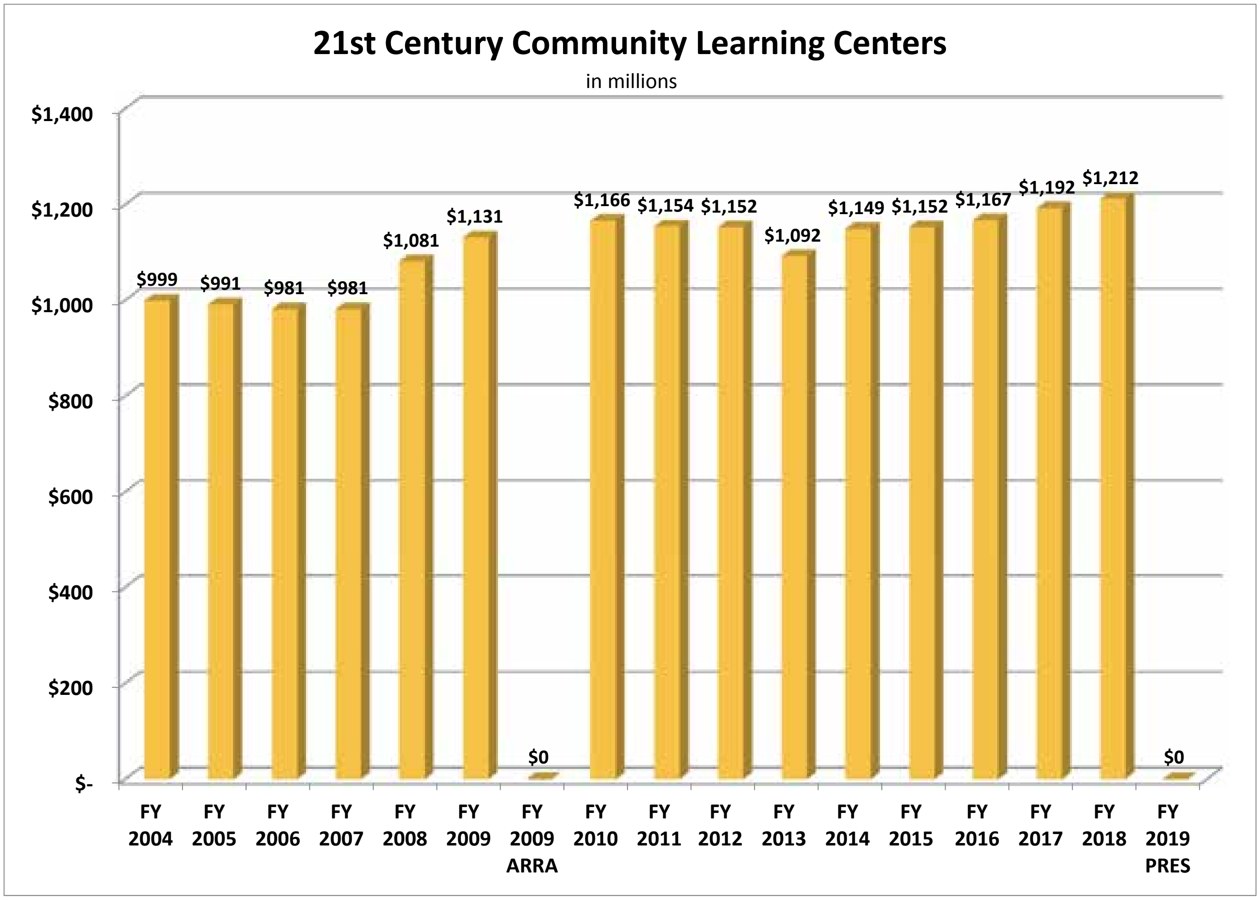
The 21st Century Community Learning Centers (21st CCLC) formula grant program provides financial support to local communities for afterschool, before-school, and summer learning programs serving students in low-performing schools. Programs are provided 3- to 5-year seed grants that support partnerships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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$1,166.67	$1,191.67	$1,211.67	$0

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget eliminates funding for the 21st Century Community Learning Center initiative. Funding for FY 2018 stands at $1.21 billion, covering costs associated with quality afterschool and summer learning programs for 1.6 million children. However, if programs were available, an additional 9.6 million eligible students would be able to benefit. Elimination of 21st CCLC would result in 1.6 million children losing access to the 11,000 local afterschool and summer learning programs currently funded through 21st CCLC. Students would lose educational and enrichment opportunities that evidence shows lead to increased school attendance, improved grades, and higher graduation rates.



PROGRAM NEED

Cutting the 21st CCLC program will result in denying almost 2 million young people important learning opportunities during afterschool, before-school, and summer hours. The outcomes of student participation under this program are clear: Students who attended 21st CCLC programs made significant improvements in classroom behavior, homework completion, and class participation. Students also made gains in their math and English grades. Another study indicates regular participation in afterschool programs by students during the elementary school years resulted in narrowing the math achievement gap at grade five between high- and low-income students, improving work habits, and reducing the number of school absences. Closing achievement gaps and equalizing opportunity require the combination of quality, commitment, and time provided through 21st CCLC programs supported by strong evidence and research.

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Grants for State Assessment

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

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

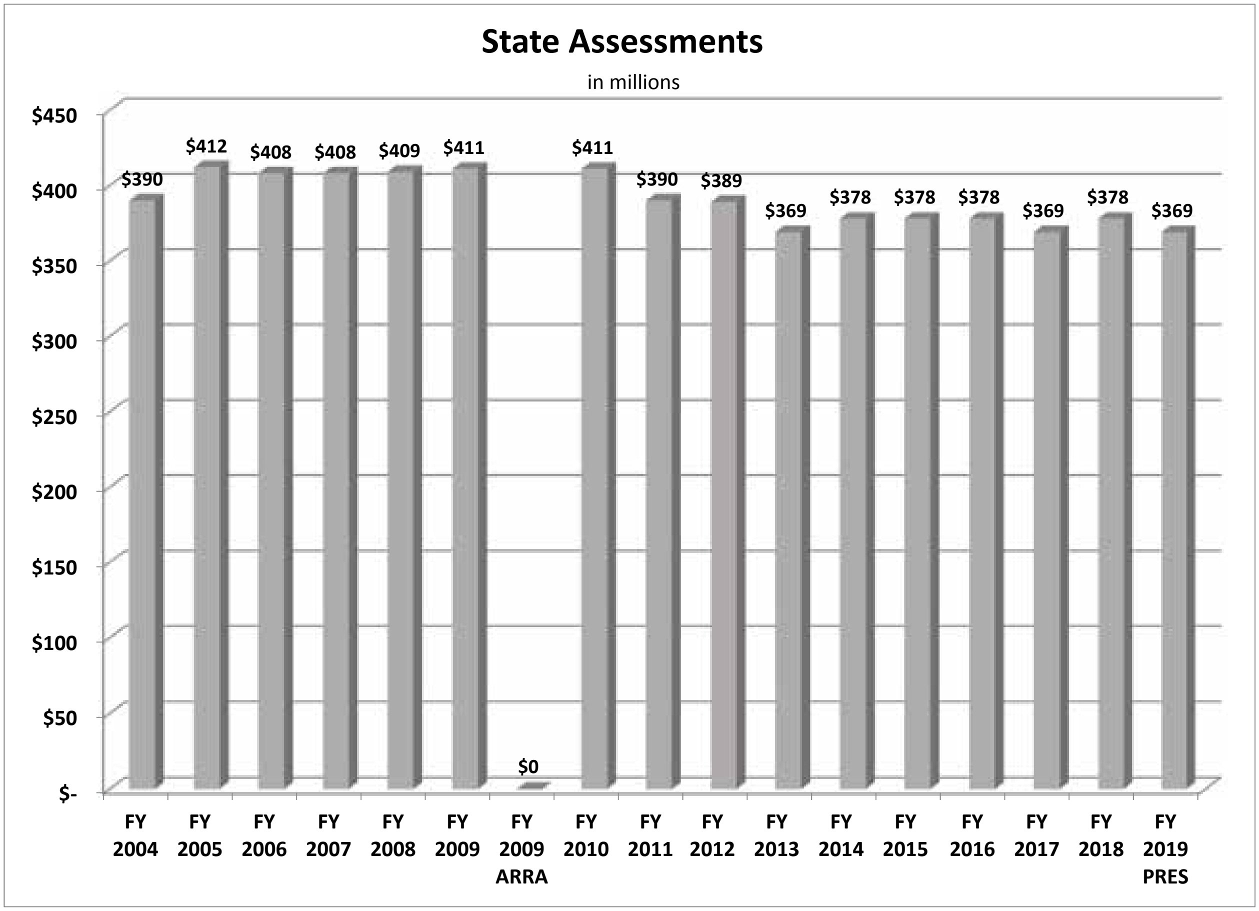
FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$378.00	$369.10	$378.10	$369.10

IMPACT OF PRESIDENT'S BUDGET

The budget includes $369.1 million to be distributed via formula grants to assist states in implementing the assessments required under Title I. Assessments provide parents and educators with information they need to help students progress and have improved academic outcomes. State assessments help identify schools that need support in closing achievement gaps and providing quality instruction and opportunities for all students to be successful. Increased funding for this program would go a long way in helping to cover costs of developing and administering high-quality assessment systems that can capture a fuller picture of what students know and are able to do, including tests for English language learners and students with disabilities that reflect each student's level of mastery. This year's request does not include funding for the Competitive Grants for State Assessments program, targeted to support projects designed to spur innovation in assessment design.

PROGRAM NEED

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



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Education for Homeless Children and Youth

Title VII-B, McKinney-Vento Homeless Assistance Act

“Miami-Dade County Public Schools (M-DCPS), the fourth largest school district in the nation, teaches students from 160 countries across a geography of 2,000 square miles of urban, suburban, and rural areas. We are proud of our diverse student population, and we strive to help each student succeed in school. M-DCPS launched Project UP-START in 1992 to assist students living in unstable housing. Project UP-START works in collaboration with school-based staff, administrators, and community partners to support the academic achievement of students whose housing is unstable by providing immediate school enrollment, transportation assistance, access to free lunch, and case management services. During the 2016-17 school year, Project UP-START served over 8,000 homeless students and provided wraparound services for approximately 260 Unaccompanied Homeless Youth attending schools in M-DCPS.

“M-DCPS is grateful for the McKinney-Vento subgrant to support our homeless students, especially this school year as hurricanes, floods, and fires destroyed the homes of youth and families around the country. With the devastating effects of Hurricane Irma on our community and then Hurricane Maria resulting in an influx of students from Puerto Rico and the U.S. Virgin Islands, McKinney-Vento has become more important than ever. Funds help us offer resources to students during a very vulnerable time in their lives. Losing a home is both physically and emotionally devastating, especially when families are separated during homelessness. Through McKinney-Vento funding, the Project UP-START team ensures students have the tools to succeed both in and out of school, even when they are without a place to call home.”

- Debra Albo-Steiger, LCSW, Program Manager
Project UP-START, Homeless Education Program
Division of Student Services, Miami-Dade County Public Schools

DESCRIPTION

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

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$70.00	$77.00	$85.00	$77.00

IMPACT OF PRESIDENT'S BUDGET

Public schools enrolled over 1.3 million homeless children and youth in the 2015-16 school year, a 3 percent increase over the previous year and a 7 percent increase over the past four years. The number of unaccompanied homeless youth has increased by over 40 percent in the past four years. The Every Student Succeeds Act (ESSA) increased the authorized funding level for the EHCY program to $85 million, a bipartisan acknowledgement of the importance of the program and the unique educational barriers faced by homeless children and youth. For FY 2018, Congress funded the program at this new authorized level. ESSA also made numerous amendments to the EHCY program, including new requirements for appropriate capacity for state and local personnel, better identification of homeless children and youth, enhanced school stability, transition to postsecondary education, and special protections for preschool children and unaccompanied homeless youth.

As school districts continue to see a rise in homeless student populations, additional funding will be required for schools to respond to this epic problem and meet children's educational and health needs. Children and youth are also impacted by natural disasters, with over 50,00 children and youth in 2017 experiencing homelessness due to hurricanes and wildfires. The president's budget decreases funding to the FY 2017 level, making implementation of ESSA requirements more difficult.

PROGRAM NEED

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

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Rural Education Achievement Program

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

"Pima is a small K-12 district in rural Arizona serving 800 students, more than half of whom qualify for free or reduced priced lunches. Providing our "digital native" students with access to a 21st century education requires the constant pursuit of innovation, which in turn requires a steady investment in new technology. Pima can cover operating costs with state and local dollars, but innovation is funded by grants. Our REAP grant, which we augment with private foundation grants, helps us provide the tools our students need to be prepared for success in the highly technical world they will meet after graduation. Over the past five years Pima Schools has increased student access to technology fivefold, and we have attracted almost $400 per pupil in private donations to help make that happen. We've been able to ensure that from kindergarten through high school students have opportunities to engage with the newest tools available. Kindergarten students practice math using manipulative apps on tablets, and junior high students engage in writing collaboration that prepares them for real world teamwork. REAP funding gives schools broad discretion in the use of federal dollars to meet student needs. Without that funding our programs would stagnate and our ability to attract private grants would be reduced."

- Sean Rickert, Superintendent
Pima Unified School District

DESCRIPTION

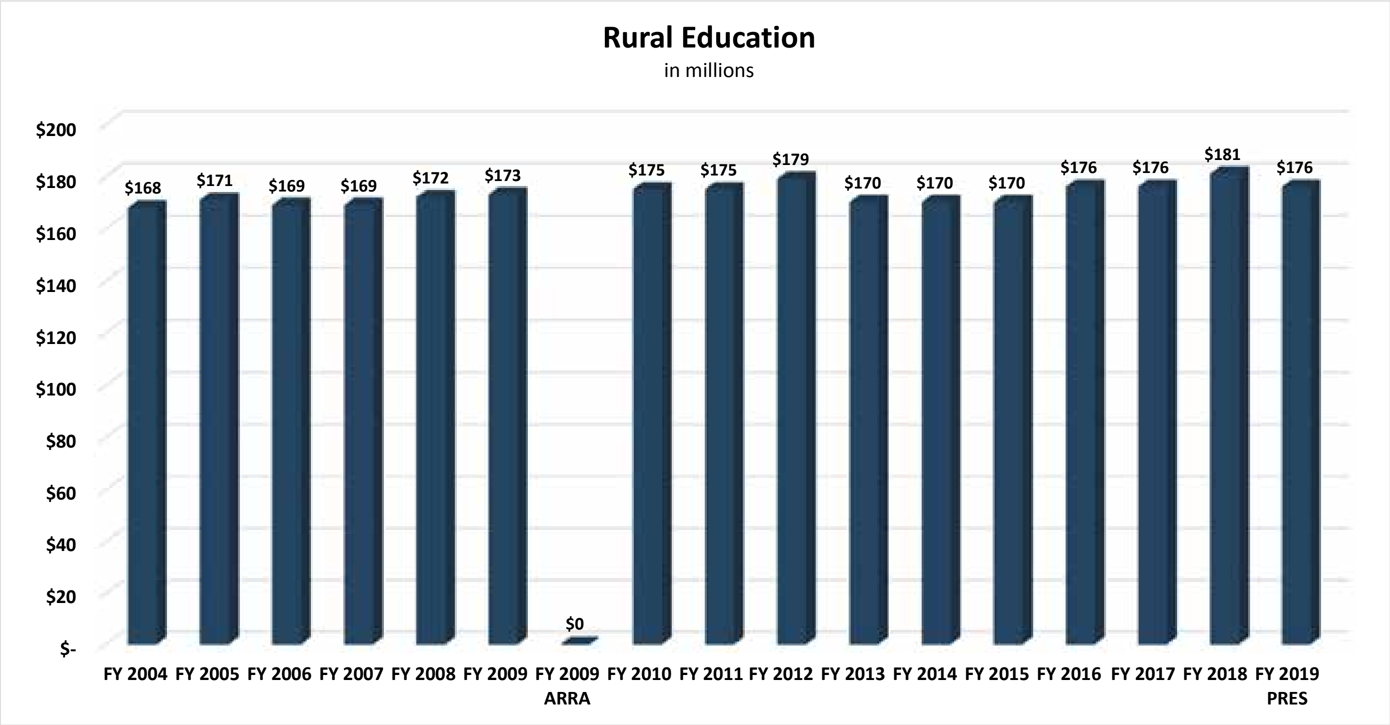
The Rural Education Achievement Program (REAP) assists small and low-income rural districts to raise student achievement where factors such as geographic isolation, poverty, and small enrollment might adversely impact the overall operation of the district. REAP is divided into two separate programs: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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$175.84	$175.84	$180.84	$175.84

IMPACT OF PRESIDENT'S BUDGET

The president includes $175.84 million for REAP. This represents a $5 million cut compared to the FY 2018 level. As rural communities across the nation move forward with full implementation of the Every Student Succeeds Act (ESSA), continued investment in REAP is an important complement, helping address the unique opportunities and obstacles in rural areas.



PROGRAM NEED

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

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Comprehensive Centers

Title II, Sec. 203, Education Technical Assistance Act

The North Central Comprehensive Center (NCCC) supported the Wyoming Department of Education in developing a digital learning plan to meet the statutory and court-mandated requirements of Campbell County School District vs. State of Wyoming. To assist in the development of this plan, NCCC facilitated advisory panel meetings, organized and co-facilitated a statewide listening tour, and conducted surveys of district personnel. NCCC also conducted focus groups with teachers and students and analyzed and synthesized feedback from more than 250 community members. Approved by the Wyoming Board of Education, the digital learning plan guides the state's transformation of education to personalized digital learning. Highlights from the past year's work include: partnering with Education Super Highway (ESH) to increase the number of districts participating in E-Rate; updating the Wyoming Switchboard Network so schools can offer online courses statewide; providing Quality Matters trainings and workshops to help educators understand how to build high-quality courses and teach in an online environment; and, initiating K-12 Digital Learning and Innovation Awards highlighting districts, teachers, and innovative practices across Wyoming.

DESCRIPTION

The Comprehensive Centers (CC) help states implement the Elementary and Secondary Education Act (ESEA) and other federal school improvement programs. The technical assistance CCs provide builds states' capacity to assist districts and schools. Fifteen Regional Centers assist state departments of education in their regions, while seven Content Centers focus on specific topics set by the Secretary. The FY 2016 omnibus appropriations act included $1.5 million to establish a new comprehensive center on students at risk of not attaining full literacy skills due to a disability. The center was authorized in the Every Student Succeeds Act (ESSA), Title II, Part B, National Activities and activities have been continued under current year funding.

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$51.45	$50.00	$52.00	$0

IMPACT OF PRESIDENT'S BUDGET

Congress funded the Comprehensive Centers at $52 million in FY 2018, an increase over FY 2017 of $1.3 million. Those dollars will support a new cohort of centers to be selected through a competitive process in FY 2018 that reflect changing priorities and new demands resulting from the passage of ESSA.

In contrast, the president's FY 2019 budget eliminates funding for Comprehensive Centers. The Administration justification says Center activities can be funded directly by states and local school districts as part of their ESSA implementation plans, using Title I Grants to districts and Title I dollars reserved for school improvement.

Comprehensive Centers support states as they begin to adapt to their expanded role and responsibilities for accountability and school improvement under the ESSA framework. Without these funds states will not have support they need to identify and implement evidence-based policies and practices that increase student achievement, improve teacher quality, and turn around low-performing schools.

PROGRAM NEED

Preliminary data from ongoing evaluation of the Comprehensive Centers program indicate the Centers enabled state departments of education and other stakeholders to accomplish work they otherwise would not have had the capacity to complete. Increased funding will support a new cohort of Centers that will help expand state capacity to implement reforms that improve student learning and close achievement and graduation rate gaps, consistent with the intent and spirit of ESSA.

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Student Support and Academic Enrichment Grants

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

"Tennessee educators support full funding of Title IV, Part A, so states and districts can adequately invest in educational technology initiatives and professional development for educators, especially as classrooms are finally realizing the power of technology to enhance student learning. These funds are critical to support educators' understanding of how technology can be used effectively to personalize and improve student learning. School districts across Tennessee are trying to provide professional learning to teachers and school leaders on technology but have limited state and local resources to support this need. From technical skills to effective integration and personalization, educators need ongoing support as they create 21st century digital learning environments and prepare students for the modern workforce, including jobs in cybersecurity, computer science, and others requiring an understanding of technology. Digital age skills are essential for success. Educators create tomorrow's leaders."

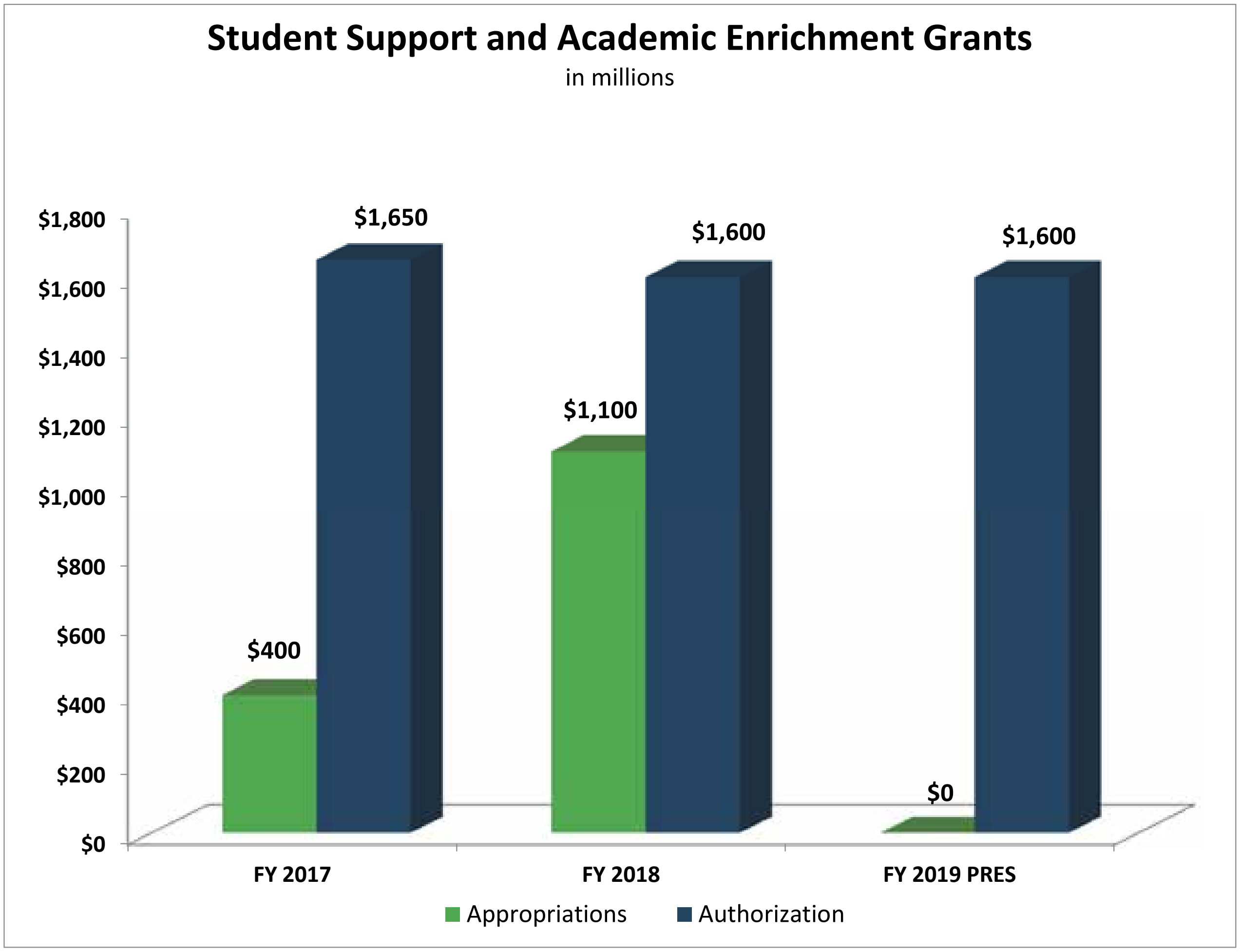
- Tennessee Educational Technology Association

"Missouri teachers support full funding of Title IV, Part A, so we can provide a well-rounded education with a diverse set of learning experiences that engage students through a variety of courses, activities, and programs. Our schools have significant latitude to use Title IV, Part A funds in ways best aligned to local needs. State and local educators understand that many schools, especially smaller and outstate, lack adequate resources to provide access to courses that help students connect their studies, curiosities, and passions with skills needed to become critical thinkers and productive members of society. A growing body of research affirms a well-rounded education that includes the arts translates to an increase in academic achievement and student success in preparation for college, career, and life. Full funding of Title IV-A will give Missouri teachers the resources to provide an enriched curriculum, including a wide array of music and art experiences."

- Missouri Music Educators Association

"School psychologists and our colleagues support maximum funding of Title IV-A to promote safe and supportive schools and support the comprehensive mental and behavioral wellness of all students. Students come to school with more than their lunch and a backpack. They bring difficulties stemming from trauma, the effects of poverty, opioid and other substance abuse, chronic absenteeism, community violence, and mental and behavioral health concerns. Students cannot learn if their needs are not met, and Title IV-A funds can help expand access to comprehensive mental and behavioral health services, violence prevention initiatives, and other critical support services necessary for children to thrive. Funds can also be used to implement suicide prevention programs in Missouri, where the suicide rate is higher than the national average and we are struggling to reverse this trajectory. Services to support safe and healthy students, directed by the unique needs in each school district, are critical to creating schools where all children are able to reach their full potential. Maximum funding of this grant can make this a reality!"

- Katya Sussman, Missouri Association of School Psychologists Advocacy Co-Chair



DESCRIPTION

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

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
--	$400.00	$1,100.00	$0

IMPACT OF PRESIDENT'S BUDGET

The president's decision to eliminate this program stands in stark contrast to both the will of Congress and the president's publicly stated intentions to provide states and districts enhanced flexibility over education. In fact, Congress allocated an additional $700 million in FY 2018, making the president's budget even more irrelevant.

Elimination of Title IV-A funds means no federal support to the nation's school districts for the critical education programs enumerated in ESSA under this grant, including: (1) safe and healthy students activities, such as providing mental health services to students; (2) increasing student access to STEM, computer science and accelerated learning courses, physical education, the arts, foreign languages, and college and career counseling, and support for effective school library programs; and, (3) providing students with access to technology and digital materials and educators with professional learning opportunities. Further, given the limited amount of state and local dollars to support these programs, providing no supplemental funding will force school districts to choose among high-quality programs that positively impact students in a variety of ways — for instance, trading off school counseling services for Advanced Placement programs — thereby jeopardizing Congress's intent to provide districts and schools with maximum flexibility.

PROGRAM NEED

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

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

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

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School Safety National Activities

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

In 2014, the Martin County school district (KY) received a five-year school climate transformation grant ($1.5 million). The district is using the grant to implement and expand a multi-tiered behavioral support system, create a team-based model focused on pinpointing behavioral problems for quick intervention, teach conflict resolution skills, train teachers and staff to recognize when students are struggling, and increase access to mental health services. They also hired two school psychologists with grant funds to provide more counseling to students and formed partnerships with county agencies who are able to provide additional support to students, as needed. This grant has helped Martin County coordinate efforts to address student need, effectively teach social skills and conflict resolution, and improve how schools identify and intervene with students who need mental and behavioral health support. These efforts would not have been possible without this federal investment.

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$75.00	$68.00	$90.00	$43.00

IMPACT OF PRESIDENT'S BUDGET

The president's budget significantly decreases funding for Title IV-F national programs. The president directs funds for **School Climate Transformation** grants. These grants are targeted to help state departments of education and local school districts develop and adopt, or expand to more schools, a multi-tiered decision-making framework that guides selection, integration, and implementation of evidence-based behavioral practices to improve school climate and behavioral outcomes for all students. Priority would be given to efforts intended to address the opioid epidemic. The president's budget eliminates three other very important grants, particularly given the recent school shootings, natural disasters, and level of violence in many of our communities: **Project Prevent** grants to help schools and communities break the pervasive cycle of violence; **Promoting Student Resilience** grants to address the comprehensive behavioral and mental health needs of students in communities that have experienced significant civil unrest; and **Project SERV** (School Emergency Response to Violence) to support education-related services to local school districts and institutions of higher education where the learning environment has been disrupted by a violent or traumatic crisis. Students exposed to school or community violence are at increased risk of negative academic, social, emotional, and mental health outcomes. Elimination of these grants ignores this reality and puts vulnerable students and communities at increased risk. Further, this funding level would not support additional grants to schools and communities in their efforts to prevent drug use and violence, reinforce healthy behaviors, and promote a positive school climate. A much larger investment is necessary to support critically needed staff training on mental health awareness, the effects of trauma, and effective discipline practices utilizing evidence-based behavioral interventions and supports.

PROGRAM NEED

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

The Every Student Succeeds Act (ESSA) includes a new Title IV formula grant, officially replacing the SDFSCA. The Student Support and Academic Enrichment Grants, Title IV, Part A (see corresponding article), provide flexible funding to school districts to improve student outcomes through a wide range of activities, including those supporting safe and healthy students. This consolidated grant structure includes allowable uses under multiple competing needs and priorities, many of which schools are already struggling to meet. However, the president's budget also provides no funding for this formula grant.

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

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Promise Neighborhoods

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

The Indianola (MS) Promise Community (IPC) unites health care, education, community, and faith-based services to create a pipeline of resources from prenatal care through high school graduation. The goal is to prepare children for school, improve their educational experience, keep them in school through graduation, provide a transition to postsecondary education and meaningful careers, and ultimately break the cycle of poverty. Over the next 20 years, IPC expects to continue to scale up efforts with the goal of reaching 7,000 children. The grant helped develop the ability to track data on 87 percent of school-age children in the catchment area and provided services to 66 percent of the whole population from July 2013–June 2014. Children who participated in early reading intervention implemented by the Indianola Promise Neighborhood are twice as likely to be kindergarten ready in reading as the children who did not participate in the program/intervention (62 percent vs. 38 percent).

–Promise Neighborhood Institute

DESCRIPTION

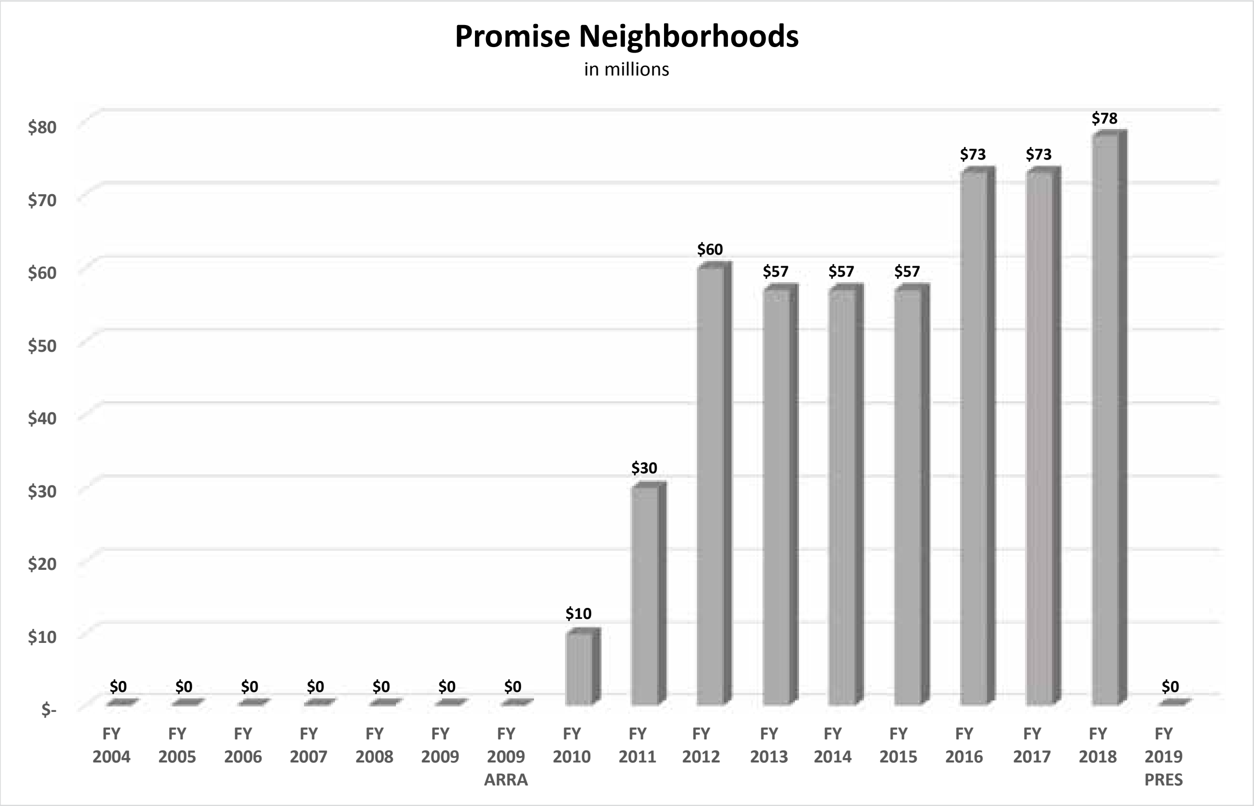
Promise Neighborhoods is a place-based initiative to help revitalize distressed communities by making high-quality systems of support available to every child and youth. Inspired by the Harlem Children's Zone, Promise Neighborhood grants fund entities including community-based organizations, local universities,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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$73.25	$73.25	$78.25	$0

IMPACT OF PRESIDENT'S BUDGET

The president's budget for FY 2019 eliminates Promise Neighborhoods funding. If eliminated, all currently funded communities receiving support from this initiative would lose their support. Six communities received Promise Neighborhoods grants in 2016. The U.S. Department of Education awarded four new grants under the FY 2017 Promise Neighborhoods competition. The elimination of funding would mean no additional high-need communities would receive support to implement comprehensive reforms centered on breaking the intergenerational cycle of poverty through a continuum of services from birth through college.



PROGRAM NEED

The Promise Neighborhoods initiative places education at the center of comprehensive efforts to fight poverty in urban and rural areas. In communities with concentrated poverty, children face barriers such as lack of access to food, health care, and technology, which increase the challenges to achieving academic success. The Promise Neighborhoods initiative is an innovative federal education program designed to address these barriers, both in and out of school — meeting the needs of the whole child through a continuum of educational programs and family and community supports. Under sequestration, funding for Promise Neighborhoods dropped from $59.89 million in FY 2012 to $56.75 million in FY 2013. Funding levels were frozen from FY 2013 through FY 2015. Both the FY 2016 and FY 2017 omnibus bills included $73.25 million for Promise Neighborhoods to help scale and sustain the work of current Promise Neighborhoods grants and to launch new projects. In FY 2018, Congress increased the program to $78.25 million. To date, over 1,000 national, state, and local organizations have partnered with Promise Neighborhoods, benefiting students at over 700 schools. Maintaining funding for this important initiative would allow other communities to benefit from this unique program.

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Full-Service Community Schools

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

The neighborhood served by the Lanier Full-Service Community School Project in Austin, Texas, is one of the neediest in the state. Residents are largely transient, and students are English Learners living in poverty. Funding for this project ensures services — like access to a social worker, counseling, food and clothing assistance, and enriching afterschool activities — are in place to help students come to school ready to learn. Recent cuts in health care at the federal and state levels make these services even more vital to students and families in the neighborhood. Recently, when a father was laid off, his family — including four children — was threatened with having their power cut off and were in the process of being evicted. A social worker funded by the Lanier Full-Service Community School Project was able to work with the manager of the apartment complex to gain enough time to secure funding from two local charities and a county program to pay the back rent as well as rent for the current month. The social worker was also able to leverage local funding to handle the utility bill and helped the family apply for Medicaid and the Supplemental Nutrition Assistance Program. While helping the father find a new job, the program was able to provide local sources of food assistance to bridge the gap. Four children who faced homelessness, hunger, and anxiety were able to continue attending their local school and arrived each day ready to learn.

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$10.00	$10.00	$17.50	$0

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget eliminates funding for the FSCS program, after Congress increased funding in FY 2018 by 75 percent to a total of $17.5 million. This loss would prevent the U.S. Department of Education from issuing five-year grants for Community Schools to our most disadvantaged communities. Fewer families will have access to the health, nutritional, dental, and counseling services they need to provide stable learning environments to the students who most need them. Schools struggling to improve and address the serious problems of students living in environments of poverty and trauma will be deprived the opportunity and resources to coordinate with community-based organizations, nonprofits, and private entities. Chances for students to achieve greater academic achievement and higher attendance rates and experience more positive school environments will be lost, as struggling families lose access to supports that have enabled them to send their children to school ready to learn.

PROGRAM NEED

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

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Indian Student Education

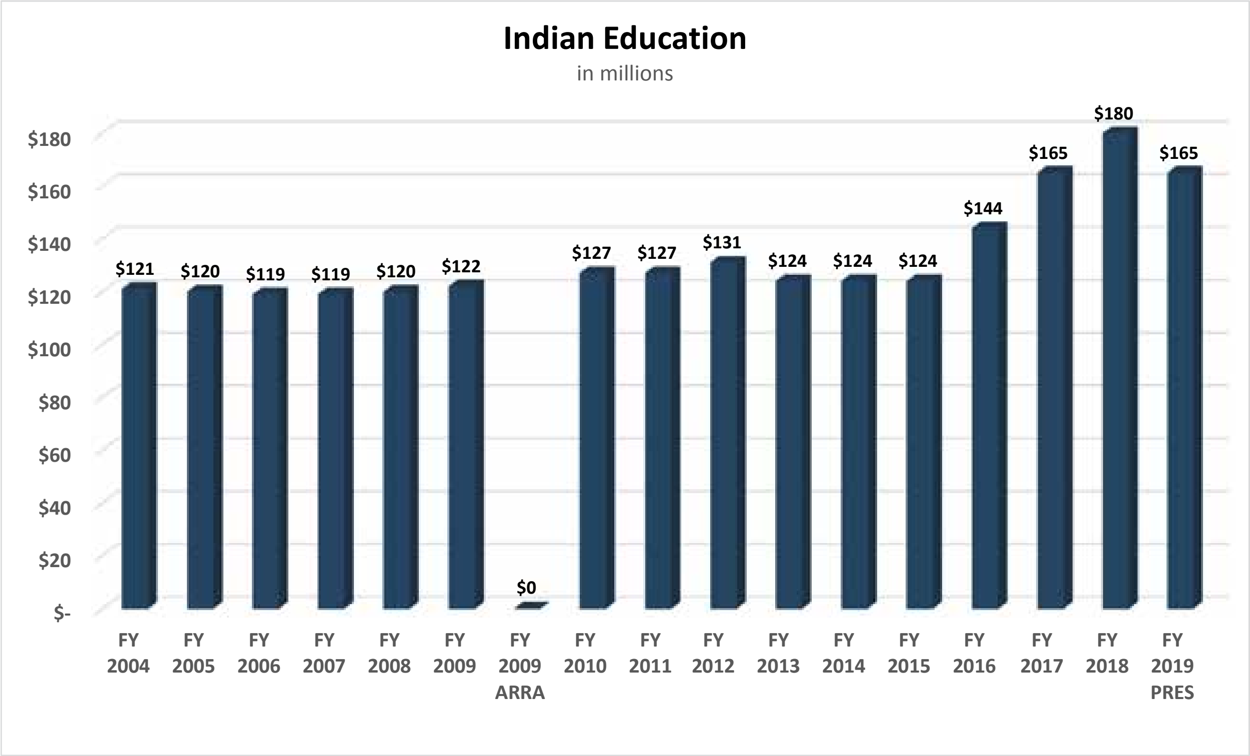
Title VI, Part A, Elementary and Secondary Education Act (Every Student Succeeds Act)

The Pueblos of Jemez and Zia in New Mexico have worked collaboratively with the Jemez Valley Public Schools (JVPS) to better serve and engage their students. The tribes have applied in lieu of the district for Title VI Indian Education funding. Through this collaborative effort, a unique academic program prioritizing language and cultural integration has emerged. Academic enrichment and support are offered at the schools and in each tribal community. Students learn about college and career readiness opportunities through educational presentations provided monthly by the Tribal Education Departments (TEDs). These presentations expose students to options and connect them to a wide range of career pathways. Funding provided by the Title VI formula grants also allows for partnership opportunities where TEDs host teacher professional development to ensure student success. Moreover, this collaboration allows for coordinated transitions with all schools within the district and tribal communities to elevate tribal education priorities and address common concerns, opportunities, and challenges.

DESCRIPTION

Approximately 620,000, or 93 percent, of Native children are currently enrolled in public schools, both urban and rural, while 45,000, or 7 percent, attend schools within the Bureau of Indian Education (BIE) system. There are 183 BIE-funded schools (including 14 peripheral dormitories) located on 63 reservations in 23 states. Funding for Native students is included both in the Department of Education and the Department of Interior, through the Bureau of Indian Education (BIE).

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



FUNDING HISTORY *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Grants to LEAs	$100.38	$100.38	$105.38	$100.38
Special Programs for Indian Children	$ 37.99	$ 57.99	$ 67.99	$ 57.99
National Activities	$ 5.57	$ 6.57	$ 6.87	$ 6.57
Total	**$143.94**	**$164.94**	**$180.24**	**$164.94**

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2019 budget reduces funding to the FY 2017 level, after Congress provided increases for all parts of the program in FY 2018. The FY 2018 funding level reflects bipartisan support in Congress for Native education programs. (The Administration has proposed significant cuts to the Bureau of Indian Education, which is located in the Department of Interior and serves approximately 48,000 Native students.)

The National Activities account includes funding for Native languages, research, and state tribal education partnerships. There is significantly more demand for these grants than available dollars, as demonstrated by the number of applications and advocacy for this program.

PROGRAM NEED

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

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

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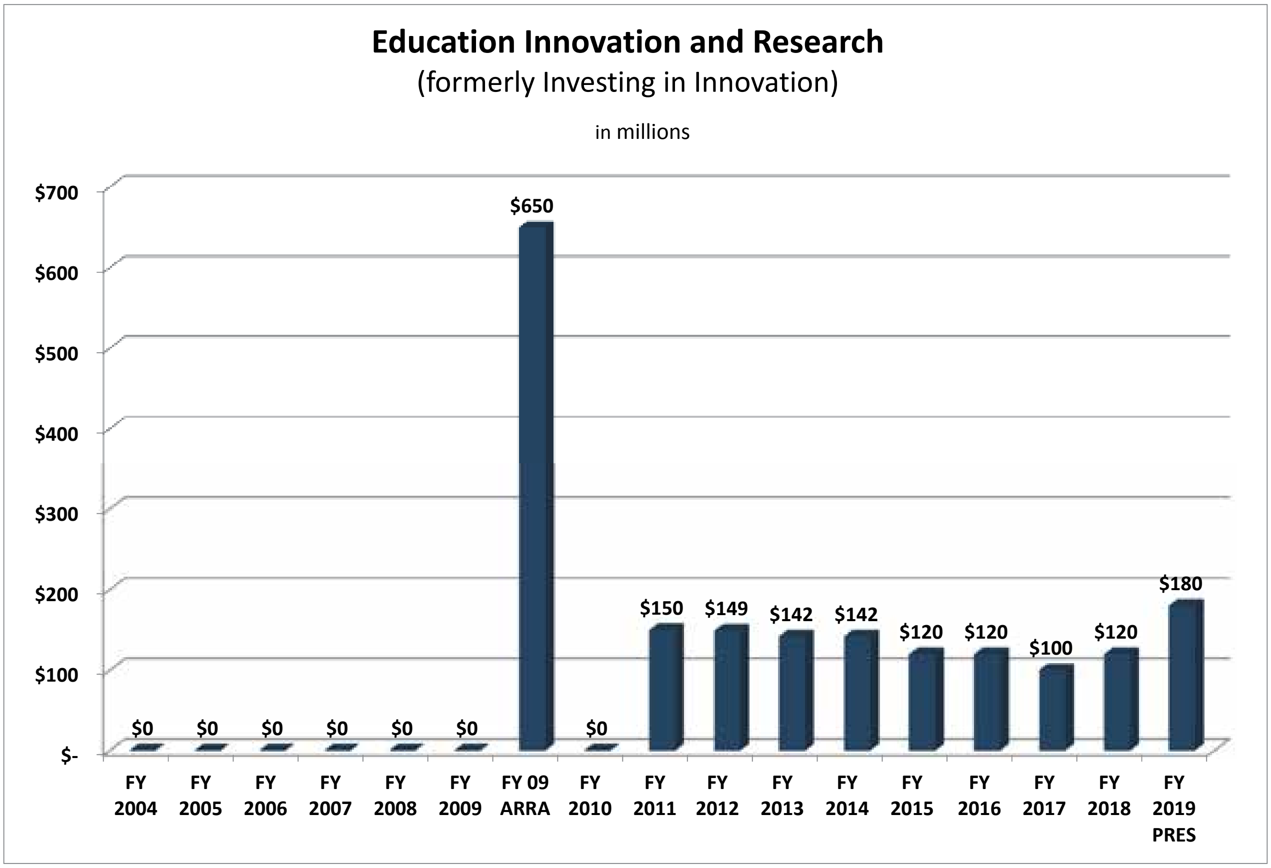
Education Innovation and Research

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

Through a 2010 expansion grant, Teach for America (TFA) was able to recruit a larger, more diverse teaching corps and increase its impact on students through serving more communities. TFA recruited, selected, trained, and supported over 30,000 teachers, impacting more than 3 million high-need students in nearly 6,000 schools across all subject areas and grade levels. In addition, TFA launched 13 new sites, growing the number of communities served by over 30 percent and serving an additional five sites with rural communities (up from five sites) and one additional site serving Native populations (up from three sites). These grant funds have also allowed TFA's recruitment team to pilot new strategies to attract a more racially and socioeconomically diverse corps of teachers. As a result, the number of corps members who identify as people of color, come from low-income backgrounds, and are the first in their family to graduate from college increased significantly between 2011 and 2015. Through a 2017 Early-Phase Grant, TFA is also expanding its Rural School Leadership Academy to serve more than 250 school leaders in rural communities over the next five years, including expanding training for teachers outside the TFA network.



DESCRIPTION

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

FUNDING HISTORY* *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$120.00	$100.00	$120.00	$180.00

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

IMPACT OF PRESIDENT'S BUDGET

The president's budget funds EIR at $180 million in FY 2019, an increase of $60 million over FY 2018. The budget justification states funds would support the creation, development, implementation, replication, and scale up of evidence-based innovations designed to improve student achievement and attainment for high-need students. In addition, funds would support a competition to promote innovation and reform in science, technology, engineering, and mathematics (STEM) and computer science education. Identifying STEM education models that work, as determined through the rigorous project-level evaluations required under the EIR program, also would help states and school districts meet requirements of the Every Student Succeeds Act (ESSA) to implement evidence-based interventions in schools identified for comprehensive support and improvement or targeted support and improvement. This will help build the supply of and evidence for proven programs, so information can be disseminated to educators who either need or want to utilize effective programs to better serve their students.

PROGRAM NEED

Under this budget, the Department of Education would continue to support innovation through a separate open EIR competition. Projects would develop and expand the evidence base for effective interventions and innovations responding to other education needs, including those identified by Secretarial priorities and those emerging from the field. This continued investment is particularly necessary in light of new ESSA requirements for states and school districts to support the use of evidence-based interventions in schools identified for comprehensive support and improvement or implementing targeted support and improvement plans. Robust federal investment in identifying such interventions through the EIR program is essential to ensuring school districts have the tools they need to address the persistent challenges in their lowest performing schools.

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Teacher and School Leader Incentive Grants

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

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

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

DESCRIPTION

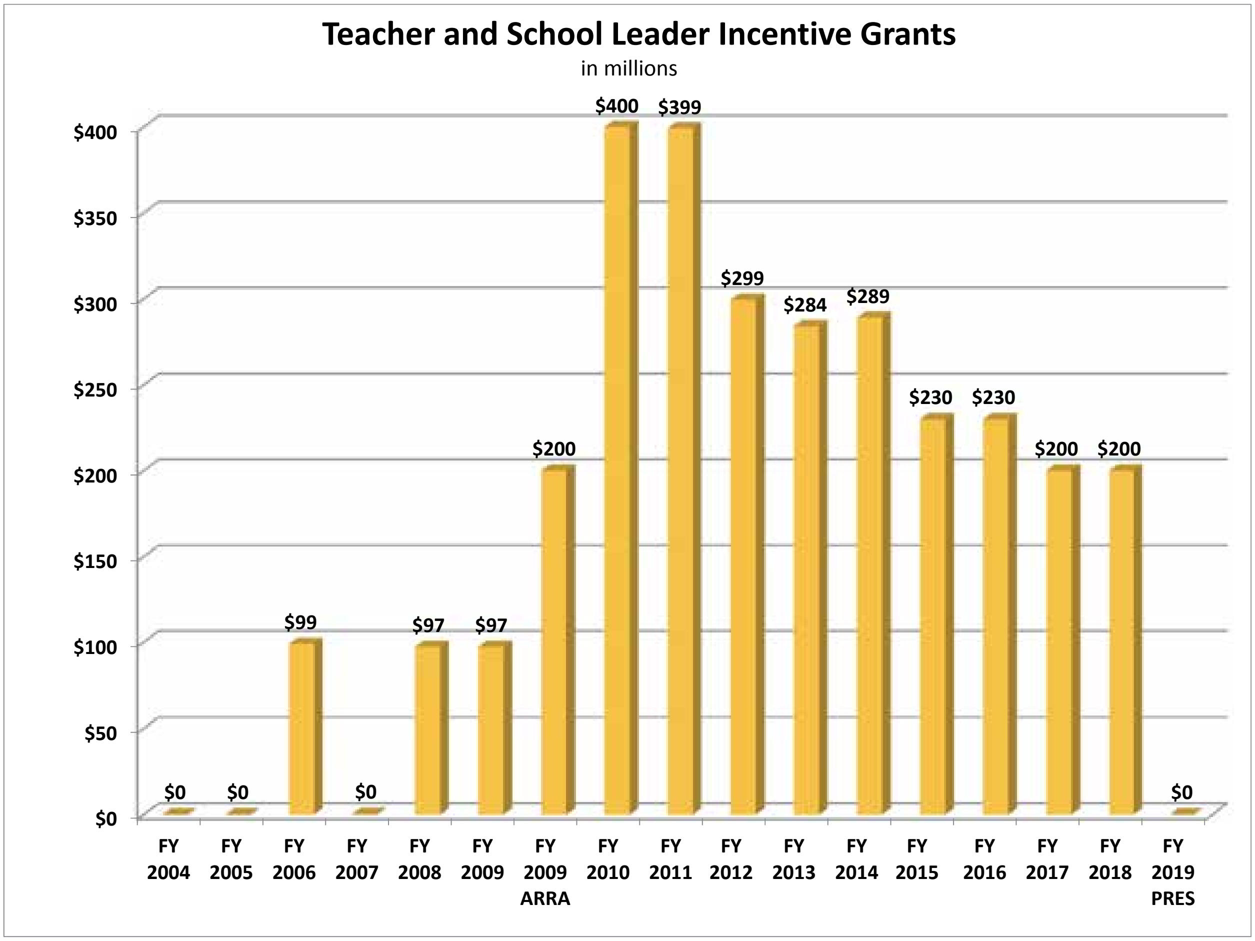
Formerly known as the Teacher Incentive Fund, the Teacher and School Leader Incentive Grants (TSL) program supports efforts to develop, implement, improve, or expand human capital management systems or performance-based compensation systems in schools. Recognizing the critical role of effective school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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$230.00	$200.00	$200.00	$0

IMPACT OF PRESIDENT'S BUDGET

The Administration's budget eliminates the TSL program, which could negatively impact state and local Every Student Succeeds Act (ESSA) implementation efforts that emphasize the role of effective teachers, principals, and school leaders. Specifically, the elimination would impact state and local efforts to develop tools and incentives focused on strengthening instruction, improving student academic outcomes, and retaining effective educators, especially for schools in underserved communities.



PROGRAM NEED

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

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Supporting Effective Educator Development Grants

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

Pontiac Middle School in Pontiac, MI, received embedded professional development services from the Oakland Writing Project in 2016-17 as part of the National Writing Project's (NWP) SEED grant supporting work in high-need schools. Through NWP's College, Career, and Community Writers Program, English-language arts (ELA) teachers in grades 7 and 8 participated in 45 hours of professional development, including scaffolded teaching and formative assessment resources and tools. These resources are designed as models that teachers can adapt and integrate into their curriculum to help students become skilled at writing arguments from nonfiction sources and raise student achievement. In 2017, the school made progress toward these achievement goals, as students scored at higher levels on the ELA M-Step (Michigan) assessment as compared to other content areas.

DESCRIPTION

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

In 2017 the Department of Education announced a total of 12 new SEED grantees. Combining FY 2016 and FY 2017 funds, two awards were made under the version of the program prior to the 2015 Elementary and Secondary Education Act (ESEA) reauthorization, and ten awards were made under new authorizing language found in ESSA.

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$94.00	$65.00	$75.00	$0

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget does not include any funds for SEED. With funding eliminated for this program, as well as for Title II, Part A, no resources will be available to support and increase the number and impact of highly effective educators. The Department of Education reported that 2017 SEED grants reached a significantly fewer number of educators than in previous years. Specifically, in 2015 SEED grants impacted over 50,000 educators serving 7.8 million students, while in 2017 the Department reported grants would reach a little more than 17,000 teachers and 3,000 principals over the next three years. Without robust support for this program, evidence-based preparation, development, and enhancement opportunities for educators will be greatly compromised.

PROGRAM NEED

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

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School Leader Recruitment and Support Program

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

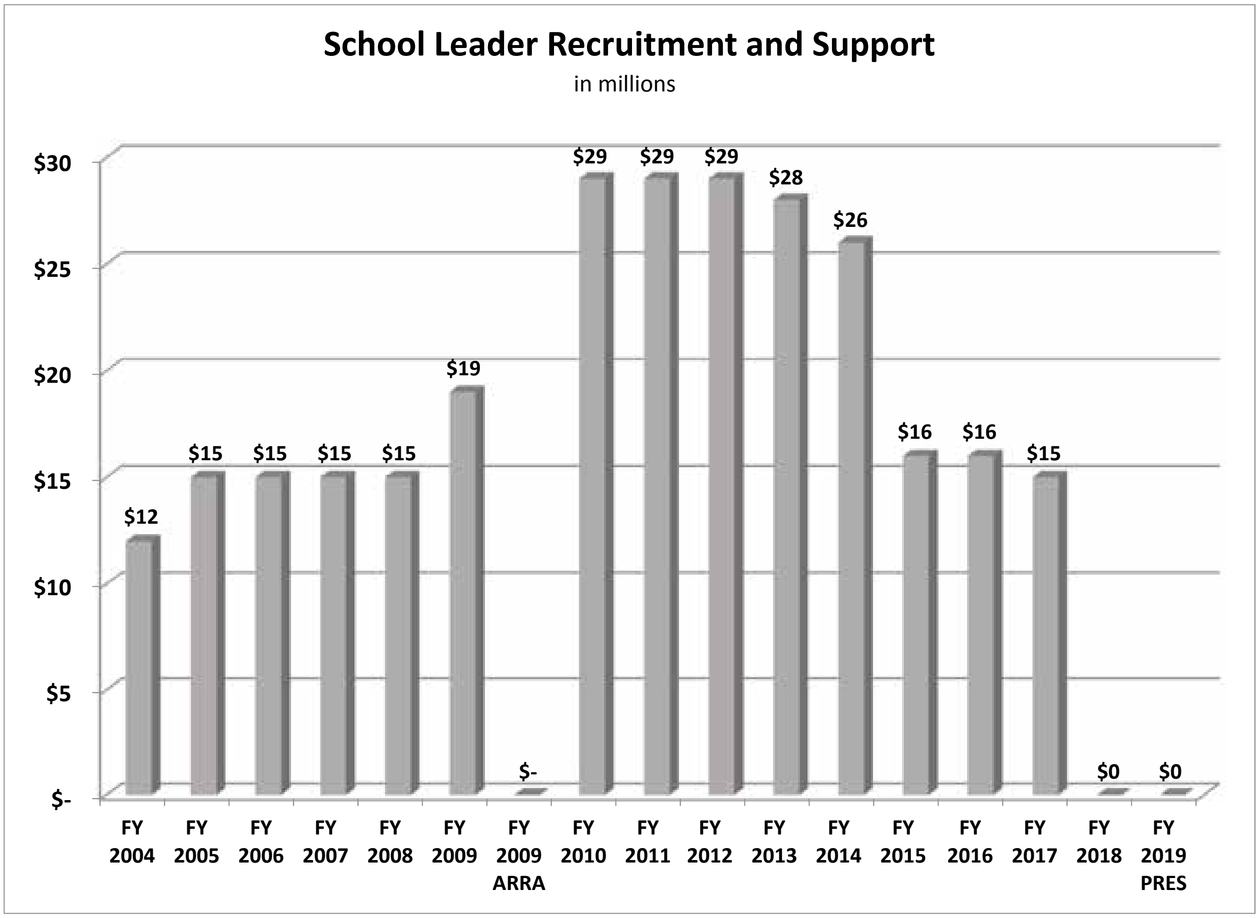
In 2013, the school districts of Fayette County, McDowell County, and Raleigh County (WV) received a grant for the Rural West Virginia Principal Development Program Demonstration Project. The goal of the project was to address the critical need for highly qualified administrators in rural West Virginia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

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$16.37	$14.50	$0	$0



IMPACT OF PRESIDENT'S BUDGET

Before funding was eliminated in FY 2018, the School Leader Recruitment and Support Program historically received many more grant applications than could be funded. Elimination of funding for this program will severely hamper state and district efforts to increase student achievement in the areas that need it most and to effectively implement their Every Student Succeeds Act (ESSA) state plans. As the instructional leader of a school, the principal plays a unique and important role in implementing school improvement efforts and creating a climate that fosters excellence in teaching and learning. In today's achievement-focused atmosphere, the stewardship provided by the principal of a school is even more critical. This is especially true in high-need schools where the principal turnover rate is 28 percent, much higher than the average in more affluent communities. Ending funding for this program will deprive principals of the targeted development and support they need to meet the increasing demands placed on them in our nation's most vulnerable communities.

PROGRAM NEED

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

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Charter Schools Program

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

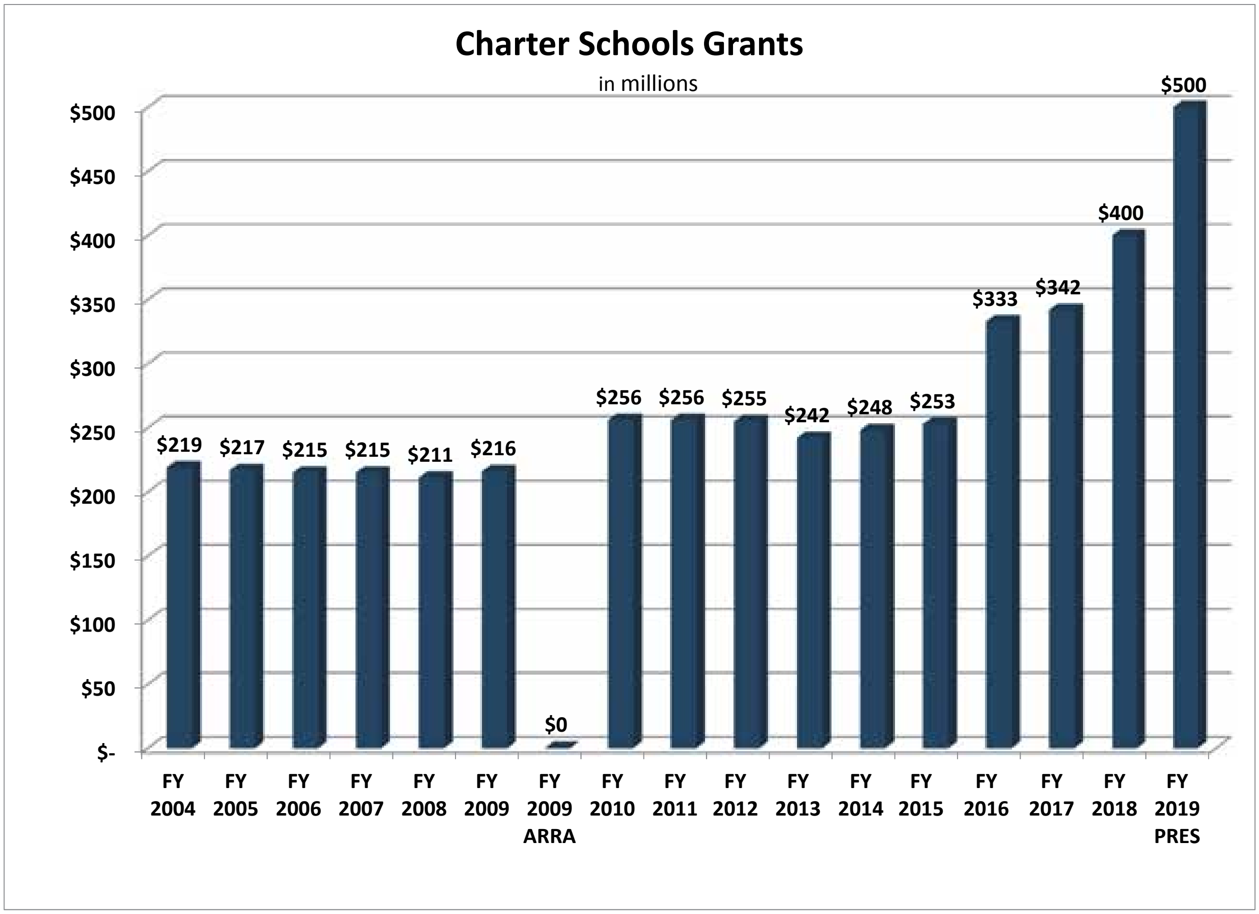
Rocketship Education (RSED) is a nonprofit network of 16 separate charter school campuses operating in four regions of the United States. Their mission is to create an inclusive organizational culture that addresses systemic inequities. The network believes truly transformative schools do more than educate students — they empower teachers, engage parents, and inspire communities. RSED serves a diverse population of 83 percent socioeconomically disadvantaged, 48 percent English Learners, 84 percent Hispanic and African-American, and 7.9 percent students with disabilities. Investments in the growth and development of team members by redefining the role of teaching in the 21st century and empowerment of parents to become champions of their child's education are cornerstones of RSED philosophy. RSED delivers high-quality education, entrepreneurial knowhow, fiscal discipline, and expertise in technology, all in support of student achievement. By 2020, the aim of RSED is to expand to fulfill the need for high-quality public elementary school options in additional high-need communities. Charter schools funds will support these efforts.

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$333.17	$342.17	$400.00	$500.00



IMPACT OF PRESIDENT'S BUDGET

The president proposes an increase to $500 million to expand and replicate high-performing charter schools. This increase is part of the president's school choice initiative, supporting an estimated 475 new or expanded charter schools.

PROGRAM NEED

Despite the FY 2018 increase, there is a financial need to continue the assistance for planning, program design, and initial startup of high-quality charter schools. Funding will support innovation and expand opportunities in charter schools for students with disabilities, English learners, and low-income students. Increased funding will also help ensure suitable facilities necessary to strengthen the charter movement.

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Magnet Schools Assistance Program

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

Through a $14.9 million five-year Magnet Schools Assistance Program (MSAP) grant, Chicago Public Schools (CPS) will transform three K-8 elementary schools into Science, Technology, Engineering, and Mathematics (STEM) magnet programs. STEM-themed schools are a high priority for CPS and the City of Chicago because of their proven track record of increasing academic achievement, preparing students for careers in high-growth STEM fields, and helping meet the demand for additional magnet school choice options from students, parents, and community members. The new magnet schools will be located in communities traditionally underserved by magnet schools and composed of significant numbers of African-American, Latino, and female students who are often underrepresented in STEM fields.

The MSAP grant will fund the start-up costs associated with establishing rigorous STEM programs. Funds will be used for extensive professional development opportunities for teachers and administrators, field learning experiences for students, curriculum materials aligned to Next Generation Science Standards, materials and training for an innovation/STEM lab, updated technology, and activities to promote family engagement in the new schools.

DESCRIPTION

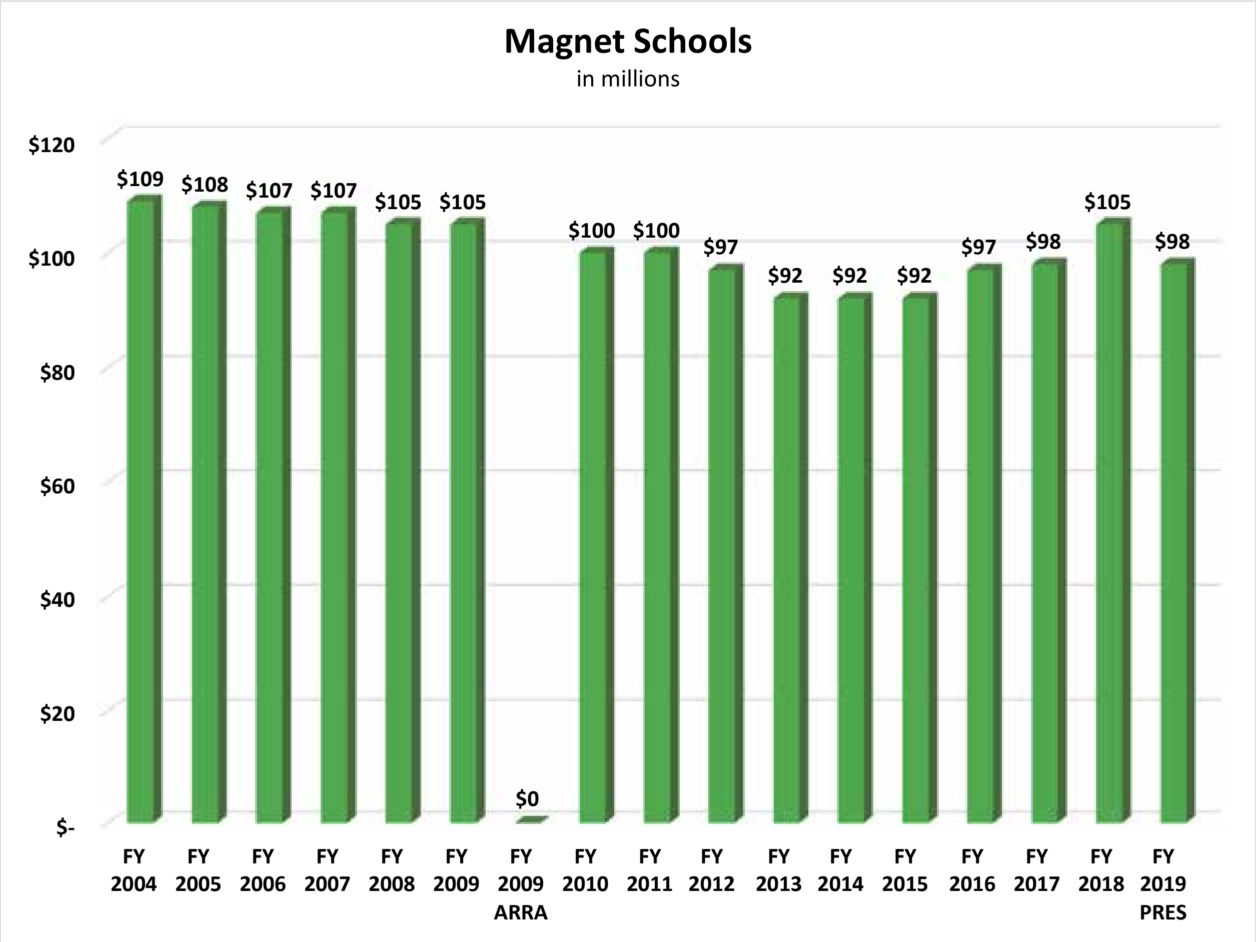
The Magnet Schools Assistance Program (MSAP) was reauthorized in the Every Student Succeeds Act (ESSA) and provides multi-year grants to local school districts to establish, expand, or improve magnet schools. It is the only federal education grant designed specifically to promote innovation, choice,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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$96.65	$97.65	$105.00	$97.65

IMPACT OF PRESIDENT'S BUDGET

The budget submitted by the Trump Administration decreases funding for the Magnet Schools Assistance Program by 6.9 percent. This amount is significantly less than the $500 million in funding for the Charter School Grant Program. In addition, the president provides $1 billion for new Opportunity Grants for a total of $1.5 billion including the charter school increase as part of his school choice program. Instead, Magnet Schools, a proven public school choice, should continue to be increased, as Congress did in FY 2018. Magnet schools serve nearly twice as many students per school than charters, yet over the last ten years support for MSAP has declined by 6 percent while support for charter schools has increased by 131 percent. The president's FY 2019 budget will force magnet schools to continue to do more with less.



PROGRAM NEED

Magnet schools are public schools that provide specialized theme-based curriculum and instruction in subject areas including STEM, Fine and Performing Arts, or International Baccalaureate. There are approximately 4,340 magnet schools in the United States that serve nearly 3.5 million students. 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 public school districts, ensuring they are accountable for delivering great results to the communities they serve.

In a 2017 nationwide survey, 67 percent of magnet schools reported having a waiting list of parents eager to get their children into these high-performing schools. As policymakers and school districts seek to provide more opportunities for students and more choices for parents, sustained and increased funding for magnet schools will allow them to continue to answer the call for high-quality public education. ESSA includes an authorization of $102.38 million for the Magnet Schools Assistance Program in FY 2019. With this additional support, Congress and the White House can ensure more parents have the option to send their children to schools that focus on their strengths, engage them, and motivate them to learn.

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Ready To Learn

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

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

DESCRIPTION

Ready To Learn uses the power of public television's on-air, online, mobile, and on the ground educational content to build the math and reading skills of children between the ages of two and eight, especially those from low-income families. First authorized in 1992 and reauthorized in 2001 and 2015, Ready To Learn is a competitive grant program funding the research and development of high-quality, scientifically based, multimedia educational content that can be used at home and in the classroom. This content is available free to children nationwide. Ready To Learn grants are a critical part of the development of public television's groundbreaking educational children's programming like Peg + Cat, SUPER WHY!, Martha Speaks, and many others that have been proven to help prepare children for success in school.

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

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$25.74	$25.74	$27.74	$0

IMPACT OF PRESIDENT'S BUDGET

President Trump's FY 2019 budget eliminates funding for Ready To Learn. This action would have a deeply negative impact on children and families across the country, particularly in the underserved communities that benefit most from the program. Elimination of the program would also significantly reduce the research, creation, distribution, and evaluation of high-quality, unique, free children's programming in all its components –broadcast, online, and community/school outreach. The proven results of Ready To Learn's ability to assist in closing the achievement gap would be difficult to replicate without the program.

PROGRAM NEED

Research shows children who start school behind stay behind, so it is critical to ensure all children are prepared when they enter K-12 education. However, in the United States 54 percent of three- and four-year olds do not attend preschool. In addition, of the more than 25 million American children under age six, 46 percent are living in low-income households. Research shows these children often struggle with early math and literacy skills, setting them on a downward trajectory once they enter school. Children from low-income families tend on average to score as much as 25 points lower on standardized tests than their higher income peers.

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

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Arts in Education

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

In FY 2017, the U.S. Department of Education awarded 20 new competitive grants to school districts, all made possible by the Arts in Education program. One of the recipients, the Houston Independent School District (ISD), is using its award to support "Project MUSIIKK" (Mastering Universal Strategies for the Innovative/Instruction of Kodaly for Kids). Through Project MUSIIKK, Houston ISD provides over 215,000 students access to a diverse music curriculum via the Kodaly method, a musical pedagogy that supports promotion of essential skills, including social and emotional learning and spatial-temporal reasoning. Seventy-six percent of students in the program are economically disadvantaged and have had limited to no access to music and arts experiences in school or in their community. In addition, music educators engage in extensive professional development to strengthen and improve their musical knowledge and teaching skills to better enable them to serve diverse student populations.

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$27.00	$27.00	$29.00	$0

IMPACT OF PRESIDENT'S BUDGET

The president's budget for FY 2019 eliminates the Assistance for Arts Education Program. Under this program, states and school districts are given the flexibility to determine how funds are used to support well-rounded education and develop strategies to best meet their needs. Elimination of the program will mean limited supplemental funds for school districts to support music and arts education and arts integration. Congress and the Administration would fail to provide our nation's students with a well-rounded curriculum, critical to academic and lifelong success.

PROGRAM NEED

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

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Gifted and Talented Program

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

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

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

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$12.00	$12.00	$12.00	$0

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget eliminates funding for the Jacob K. Javits Gifted and Talented Students Education Act. Just to cover continuation costs of current Javits grants, the $12 million appropriated for the last several years is required, and an even larger investment is critical to adequately address the needs of high-ability students across the nation. A continued investment would allow enhanced best practices research, development of interventions to increase the number of disadvantaged students performing at advanced levels, and support for closing the achievement gap among students at the highest levels of academic attainment.

PROGRAM NEED

Reports indicate every state has a growing "excellence gap," with students from low-income or minority backgrounds less likely to reach advanced levels on state and national assessments than their more advantaged peers. The Javits program is the only federally funded national effort that confronts this reality by supporting evidence-based research on best practices. This research informs educators on how best and most effectively to serve students with gifts and talents. An investment of at least $32 million is essential to assist states to expand their capacity to provide services to gifted students, especially students from disadvantaged backgrounds, and to implement innovative approaches. As states cut funding even further and as the United States continues to fall behind on international indicators of excellence, this funding is more critical than ever.

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Statewide Family Engagement Centers

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

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

—Richard Garcia, Executive Director, Colorado Statewide Parent Coalition

DESCRIPTION

The Statewide Family Engagement Centers (SFEC) program, part of the Every Student Succeeds Act (ESSA), provides federal competitive grants to statewide organizations or a consortia of statewide organizations to promote and implement evidenced-based family engagement strategies. Formerly the Parent Information Resource Centers (PIRC), the improved SFECs program provides much-needed technical assistance and partnership development to states and school districts for fostering engagement with families to further their children's academic and developmental progress and support student achievement and positive outcomes. SFECs also provide vital direct services to improve the communication among children, teachers, school leaders, counselors, administrators, and other school personnel to enhance understanding of district, state, and federal policies. Unfortunately, the program was not funded from FY 2011 through FY 2017.

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$0	$0	$10	$0

IMPACT OF PRESIDENT'S BUDGET

The president's budget did not include funding for this important program, which Congress funded in FY 2018 for the first time in a number of years. A dedicated funding stream for the Statewide Family Engagement Centers grant program must be continued in order to ensure school districts implement systematic family engagement practices to improve student outcomes. Support needs to be provided to states, districts and communities in their efforts to strengthen relationships between families and schools to further academic and developmental progress of children.

Funding must be allocated to create evidence-based approaches to family engagement. This federal investment to improve and expand family connectedness to public education would ensure families are equal partners with schools in their child's education.

PROGRAM NEED

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

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

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Language Acquisition Grants

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

The Metro-Nashville (TN) Public Schools use a majority of their Title III funds to provide job-embedded professional development through coaches and specialists who are specifically trained and knowledgeable in effective instructional practices for English Language Learners (ELL). Metro-Nashville Public Schools were able to invest in the acquisition of much needed instructional materials to support rigorous instruction for ELLs. In addition, funds support the training provided by Title III coaches on topics that include English Language Development standards, Complex Text, and Academic Conversations. Coaches operationalize the district's job-embedded professional development by conducting ELL instructional rounds, ELL Student Shadowing, and classroom lab experiences. Metro-Nashville uses its Title III-funded efforts to help prioritize the strategic investments the school district should make to improve and support overall instructional programs for ELLs.

DESCRIPTION

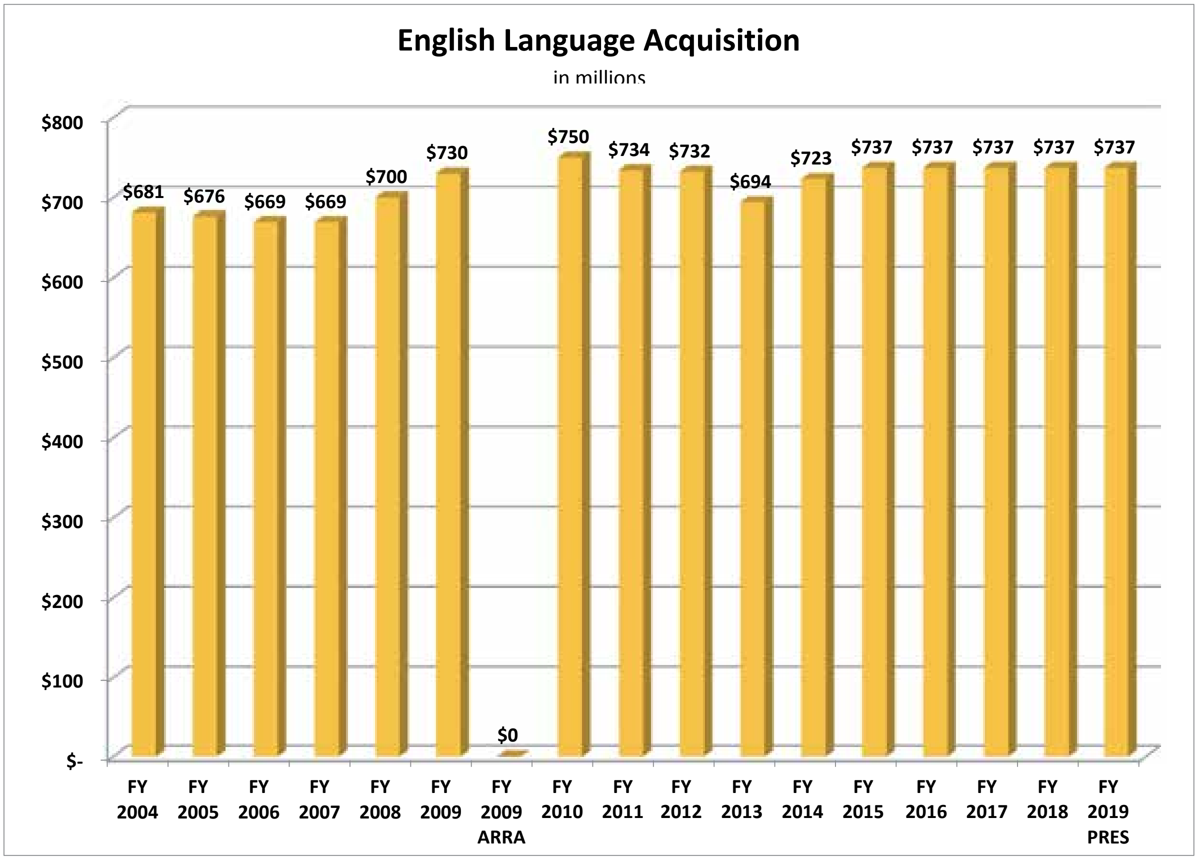
Language Acquisition Grants are provided on a formula basis to improve instructional programs for English language learners (ELLs). Grants help ensure students develop academic English and high levels of academic achievement to meet the same challenging state content and performance standards as their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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$737.40	$737.40	$737.40	$737.40

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget freezes Title III, keeping the funding at $737 million for the fifth year in a row despite the growing number of ELLs enrolled in K-12 public schools. The most recent data reported in 2016 from the Department of Education's National Center for Education Statistics indicate over 4.8 million ELLs were enrolled in K-12 public schools in school year 2014-15. This figure does not include 410,950 students attending public schools in Puerto Rico, where instruction is provided in Spanish. The total number of ELLs in continental U.S. schools for school year 2017-18, however, is expected to increase, as hundreds of thousands of Puerto Ricans are leaving the island in the aftermath of Hurricane Maria.



PROGRAM NEED

Both national and state achievement measures show persistent gaps in the performance of ELLs compared to their English-proficient peers. School districts continue intensifying their efforts to raise the achievement of ELLs. They rely heavily on Title III to supplement efforts to improve instruction and provide professional development to ensure ELLs have access to college- and career-ready standards. Title III funds are needed to assist school districts in providing quality instructional services to the growing number of American-born children who come from homes where English is not spoken.

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IDEA State Grants

Part B, Individuals with Disabilities Education Act (IDEA)

Cheerful, happy, optimistic, hard-working...these are qualities used by Matthew's teachers to describe him. Diagnosed with Down syndrome at birth, Matthew is currently in the first grade and receives daily instruction in general and special education. Matthew's parents met with his teachers and specialized instructional support personnel (physical therapist, occupational therapist, and speech therapist) to determine the best teaching strategies and options to help him. His parents and teachers developed an individualized education program, which outlined helpful strategies such as the use of highlighters to improve tracing/writing, incorporating the use of visuals, pictures and manipulatives to increase comprehension, preferential seating, wait time to assist in language understanding and communication, and adaptive materials to increase success in writing, cutting and other fine motor activities. One of Matthew's strengths is reading, and in February 2018 he increased to a higher reading level, based on his ability to read and comprehend. As a result of early use of adaptive physical education, Matthew can navigate the school environment and has learned to swim and joined a soccer team. At recess, he can be seen running and playing with his peers on the school playground, typically directing games and activities.

DESCRIPTION

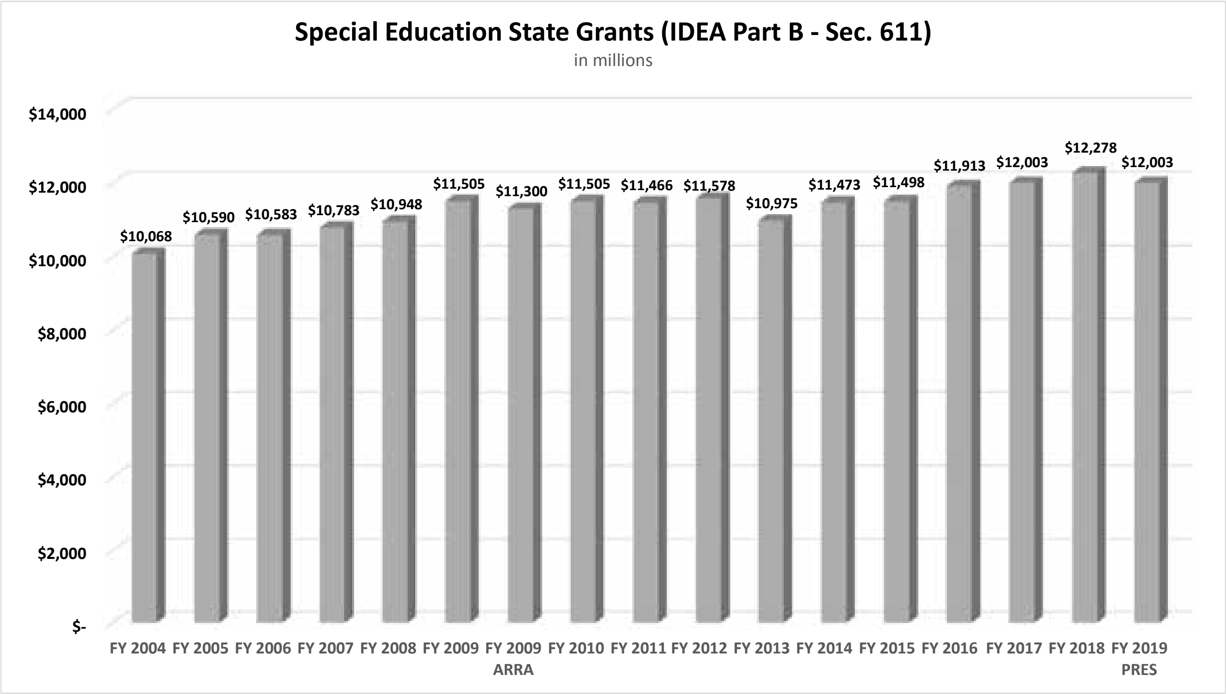
The Individuals with Disabilities (IDEA) State Grant program (Part B) provides services and supports to over 6 million students from ages 3-21 (unless a state sets a higher termination age). Students' disabilities must be within one of 13 enumerated categories of disability, and students must require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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$11,912.85	$11,939.81	$12,277.85	$12,002.85

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 request of $12.0 billion for IDEA Part B State Grants is a cut of $275 million below the FY 2018 level, providing a per-child average of $1,914 for the 6.7 million children with disabilities. A federal contribution at this level covers only 14 percent of the national average per pupil extra costs of special education, far below the 40 percent promised by Congress when IDEA was first enacted in 1975. This amount does not acknowledge increased costs faced by states and local school districts in meeting the needs of students with disabilities, nor does it factor in the growing number of students. mOver time, these increased costs have resulted in an erosion of purchasing power and resources.



PROGRAM NEED

Part B is the largest program under the IDEA, serving approximately 6.7 million preK-12 students. The guarantee of special education supports and services is a civil right, and the number of students who require assistance does not decrease when federal funding is cut. Funding remains less than half the original congressional commitment when the law was passed in 1975. Part B dollars have a direct and immediate impact on the capacity of schools to provide all necessary services to students with disabilities. A large majority of students with disabilities, with proper educational supports, will be able to make progress in the general education environment and graduate from high school on time. With more intensive supports provided under the IDEA, students with more significant disabilities also have an excellent opportunity to achieve academic success and successful postschool outcomes.

Students with disabilities and educators will feel the impact if funds are not increased. Funding at the president's level will result in school districts and states having to make up the difference to provide appropriate services to all eligible children.

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IDEA Preschool Program

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

Andrew was 2½ years old when he entered the early intervention/Part C program, receiving primarily supports for social and emotional development. When Andrew turned three, the family participated in a successful transition to a preschool program. Andrew experiences developmental delays that impact social/emotional, language and communication, and cognitive skills. At the end of three years of preschool, Andrew was better able to interact with his peers, focus on tasks for longer periods of time, and follow with the group during the daily routines and activities of the classroom. Andrew entered kindergarten at age 5 as a fully included student, again through a seamless transition. Andrew continues to receive support in cognition, social/emotional development, and language and communication. With the support of his early intervention and section 619 preschool programs, Andrew entered kindergarten with a much stronger academic and developmental foundation.

DESCRIPTION

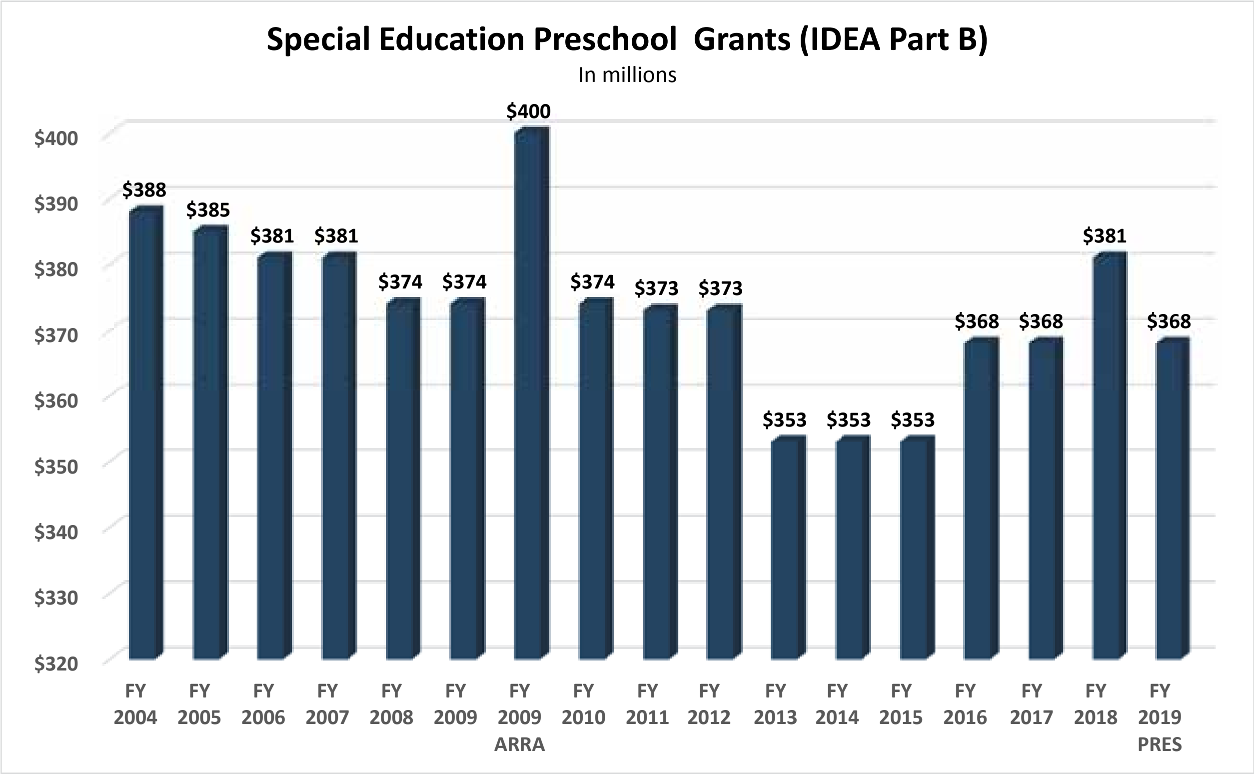
States and local school districts use IDEA Preschool Grants to help ensure children with disabilities ages 3 through 5 are identified early and receive a free appropriate public education. In addition, the federal contribution to preschool special education facilitates the continuity of services for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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$368.24	$368.24	$381.12	$368.24

IMPACT OF PRESIDENT'S BUDGET

The president has included $368.24 million for the IDEA Preschool Grants program after the first increase in several years in FY 2018. Funding for this program has decreased considerably from a high of $388 million 14 years ago. In FY 2016 this program saw a small increase of $15 million, the first forward movement in over a decade. In FY 2017, funding for the IDEA Preschool Program was again frozen. The president's FY 2019 budget moves funding in the wrong direction. Research affirms early childhood special education can help avoid the need for more costly and intensive services and supports when children are older. The Part C Infant and Toddler program has received some modest increases over the past few years, and almost all infants and toddlers served under the Part C program will continue to need services under the Preschool program when they reach age three. This program needs an increased investment in funding.



PROGRAM NEED

Funding for this program stagnated for many years and only recently have very small increases been realized. A higher federal investment is warranted, especially with strong research demonstrating early learning gains reduce educational and other expenditures over a lifetime. The Preschool program serves approximately 764,000 children with disabilities ages 3 through 5. The program guarantees a free appropriate public education, entitling children to special education and specialized instructional support services that will enable them to grow and learn and prepare to enter school with their nondisabled peers. Program emphasis is on serving children in inclusive settings, such as Head Start, childcare, and preschool programs. The IDEA Preschool program is designed to ensure a smooth transition for children from the Part C program, serve them appropriately in preschool, and ensure they are ready to enter school and the K-12 special education program if necessary.

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IDEA Infants and Toddlers with Disabilities

Part C, Individuals with Disabilities Education Act (IDEA)

By the age of one month, Carla had been referred for and received a comprehensive audiological evaluation after failing to pass the hospital's newborn hearing screening. As a result of the evaluation, she was identified as having a severe-profound hearing loss, and the process of fitting her for hearing aids began. By 2 months, she began receiving early intervention services through the IDEA Part C program. An interdisciplinary early intervention team, including an audiologist and speech-language pathologist, educated her family about the different communication modes and technologies and the programs available in their community to foster language and auditory development, socialization, and learning. Carla's family decided they wanted her to develop bimodal-bilingual communication, focusing on listening and spoken English, as well as sign language. After nine months of early intervention, Carla was understanding and using several signs, but the hearing aids were providing only minimal benefit. Her family decided to pursue a cochlear implant, which she received at 15 months. With continued early intervention, Carla's spoken language began to flourish. Today, at 2 ½ years old, Carla's language development, both signed and spoken, is on par with her deaf and hearing peers in her bimodal-bilingual preschool program.

DESCRIPTION

IDEA-Part C, the Infants and Toddlers with Disabilities program, serves approximately 362,000 children, birth through age two, and their families. These formula grants to states are used to develop and implement a statewide comprehensive, multidisciplinary, interagency early intervention system. Congress enacted this program after determining there was an urgent and substantial need to provide the earliest intervention possible for young children who have, or are at risk of having, disabilities or developmental delays. Studies have demonstrated that providing early intervention services to children and their families is one of the most effective strategies in helping children with disabilities attain favorable educational outcomes.

FUNDING HISTORY *(in millions)*

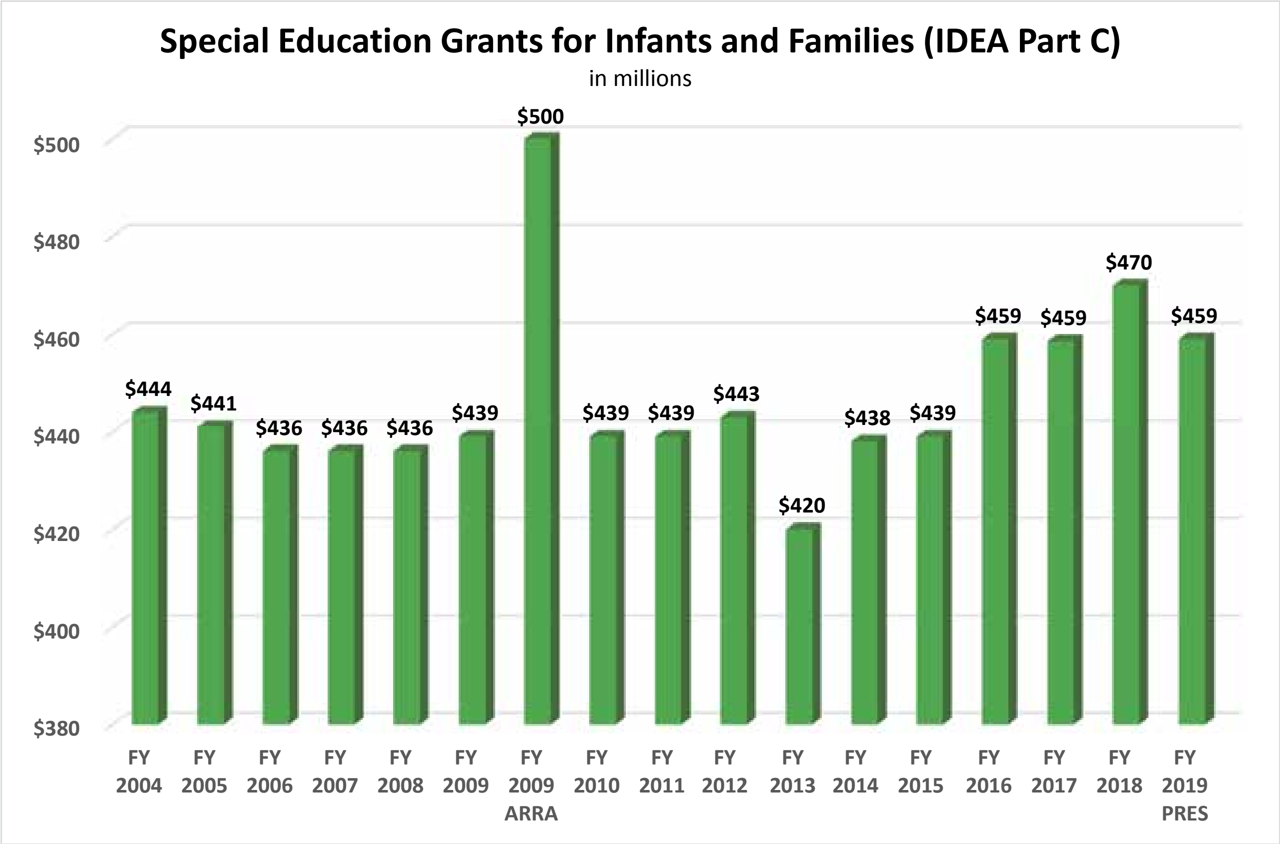
FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$458.56	$458.56	$470.00	$458.56

IMPACT OF PRESIDENT'S BUDGET

The president's budget decreases funding for this critical program after Congress provided the first increase in a number of years in FY 2018. Reducing this investment will once again make it more difficult to find children as early as possible and provide services to address disabilities and developmental delays. More funding is required to cover the increasing number of children served under IDEA Part C and to maintain the level and quality of service. A substantial investment is needed to ensure early intervention programs reach all children who need these services, and such an investment will reduce later costs as fewer children may need extended special education services.

PROGRAM NEED

The number of children in the program has grown by 102 percent in the last 20 years, requiring significant new funding to meet the needs. Without additional dollars, the program will continue to be limited in the number of children it can serve, despite a rapidly growing demand.



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IDEA National Activities

Part D, Individuals with Disabilities Education Act (IDEA)

The Department of Special Education at San Francisco State University is recruiting, preparing, retaining, and graduating fully certified teachers to serve students who are deaf-blind through a partnership between a university credential program and California Deaf-Blind Services (CDBS). CDSB is an Office of Special Education Programs (OSEP) funded training and technical assistance project serving students who are deaf-blind and their families. It is anticipated the project outcomes will include preparation of 28 credentialed teachers who have a specialization in deaf-blindness, employment of 95 percent of graduates within one year of graduation in their area of preparation, and employment of 80 percent of the graduates in high-poverty schools.

DESCRIPTION

Part D programs are often referred to as the "backbone" of special education, supporting an infrastructure that serves as a quality assurance mechanism for the provision of mandated services to students with disabilities. States, institutions of higher education, and nonprofit expert organizations receive funding through these competitive grant programs to support the provision of evidence-based strategies for students and to support families by connecting them to important information and resources to assist their children. Grants support the following activities, each with a separate funding stream: (1) State Personnel Development Grants; (2) technical assistance and dissemination; (3) personnel preparation; (4) parent information centers; (5) technology and media centers; and, (6) Special Olympics education programs.

FUNDING HISTORY *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
State Personnel Development Grants	$41.63	$38.63	$38.63	$38.63
Technical Assistance & Dissemination	$44.35	$44.35	$44.35	$44.35
Personnel Preparation	$83.70	$83.70	$83.70	$83.70
Parent Information Centers	$27.41	$27.41	$27.41	$27.41
Technology and Media Centers	$30.05	$28.05	$28.05	$28.05
Special Olympics Education Program	$10.08	$12.58	$15.83	$ 0.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget eliminates funding for the Special Olympics Education program. All other Part D programs are frozen, which means the special education infrastructure is not keeping pace with the need in states and local school districts. State personnel grants and personnel preparation are particularly critical, as shortages for special education teachers and specialized instructional support personnel continue to grow. Funds for parent information centers should be increased to ensure families understand and are able to advocate for their children's educational programs. Technology and media dollars support competitive awards available for continuing research and development on special education to provide best practices to meet children's needs. The president's budget is inadequate to meet increasing demands.

PROGRAM NEED

While these programs represent less than 2 percent of the national expenditure for educating students with disabilities, they provide the critical infrastructure of practice improvements that support the implementation of the IDEA. With a critical shortage of special education teachers in every state and the continued need to improve outcomes for students with disabilities, these funds are essential for the delivery of the promise of the law. These funds support more than 50 technical assistance and dissemination centers, higher education personnel preparation programs to prepare effective special educators and related services personnel, centers to provide assistance to parents in all 50 states, technology and media centers, and Special Olympics education programs. Without the Part D program, educators and parents would not have the preparation and support necessary to ensure positive outcomes for all students with disabilities.

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School Renovation and Modernization

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

Columbus (OH) City Schools received interest-free bonding authority under the Qualified School Construction Bond (QSCB) provisions of the American Recovery and Reinvestment Act. In 2011, Columbus issued $9.8 million in QSCBs to help pay for part of the cost of renovating, remodeling, and improving Stewart Elementary School. The school was originally built in 1874, shortly after the Civil War ended, but damage from a fire in 2010 forced the school district to close the building. The QSCB-supported overhaul of Stewart Elementary School involved renovating the 28,000-square-foot existing building and adding 18,000 square feet of new space. The building restoration also included the installation of a new HVAC system, an elevator to improve accessibility, a computer lab, designated art and music rooms, a fire suppression system, and a video surveillance security system. Stewart Elementary School reopened in 2015 and now enrolls approximately 350 students who learn in safe and modern classrooms in the historic building.

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Qualified Zone Academy Bonds*	$400.00	$ 0.00	$ 0.00	$ 0.00
Qualified School Construction Bonds*	$ 0.00	$ 0.00	$ 0.00	$ 0.00

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

IMPACT OF PRESIDENT'S BUDGET

Federal bond programs operate according to calendar rather than federal fiscal years. ARRA authorized QSCBs and BABs for the first time for 2009 and 2010, while extending and expanding QZAB authorization for the same period. A QZAB extension was approved by Congress in subsequent years, most recently for 2015 and 2016 by the 113th Congress under tax extenders legislation that was attached to the Consolidated Appropriations Act of 2016. The tax reform overhaul in the first session of the 115th Congress repealed tax credit bonds, but a separate tax extenders bill introduced subsequently by the Chair of the Senate Finance Committee included a two-year extension of QZABs and is awaiting action. In February 2018 the president outlined a ten-year $200 billion federal investment in national infrastructure, which the Administration believes will incentivize $1.5 trillion in total spending. While the president's infrastructure plan did not include specific references to school modernization or any additional bonding authority for QZABs, QSCBs, and BABs, there was a strong emphasis on encouraging states and localities to work with partners and invest in pressing needs.

PROGRAM NEED

The amount of bonding authority approved for QSCBs and QZABs in recent years falls well short of existing needs. A 2011 survey of urban school districts found these systems alone need approximately $20.1 billion in new construction, $61.4 billion in repair, renovation, and modernization, and $19 billion in deferred maintenance costs, or some $100.5 billion in total facilities needs. The Center for Green Schools "2016 State of Our Schools" report estimated that $145 billion is needed each year to provide 21st century facilities for all children. A study released by the Institute of Education Sciences (IES) in 2014 estimated a nationwide need of almost $200 billion. Continuous federal investment in school modernization is necessary to address a recognized and established local need and will help more students receive a high-quality education in safe, modern, and well-equipped buildings. Funds for school modernization would not only improve student learning, but would also put hundreds of thousands of Americans in the construction industry back to work.

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PART 2:

EDUCATION, CAREER AND LIFELONG LEARNING

The Carl D. Perkins Career and Technical Education Act

In the 2014-15 school year, Ohio served 226,982 secondary, postsecondary, and adult career and technical education (CTE) students through comprehensive high schools, technical centers, and community colleges. The vision for Ohio CTE is that every graduate is prepared for successful employment and ongoing education and every business has the skilled workforce it needs. Scott, a CTE educator from Ohio, points out that cutting funding for the Perkins CTE State Grants, "will not only hurt career centers, high schools, and adult training centers, it will be absolutely devastating to our overall economic growth. The current shortage of skilled workers is already an issue. This would only intensify the shortage of skilled workers and hurt our nation's youth and adults who are in desperate need of technical training."

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
CTE State Grants	$1,117.60	$1,117.60	$1,192.60	$1,117.60
National Programs	$ 7.42	$ 7.42	$ 7.42	$ 20.00

IMPACT OF PRESIDENT'S BUDGET

The budget freezes funding for the Perkins CTE State Grant program at the FY 2017 level of $1,117.60 billion, a 6 percent cut below the FY 2018 level. Additional funds are included for Perkins National Programs to establish a new competitive grant that would support development, implementation, and expansion of CTE programs focused on science, technology, engineering, and mathematics (STEM) fields.

PROGRAM NEED

The erosion of Perkins funding has negatively impacted high schools, tech centers, community colleges, employers, and millions of CTE students nationwide. The president's budget continues the trend over the past decade of underfunding CTE state grants. Funding at the FY 2017 level will represent a 13 percent reduction since FY 2007 — approximately $168.71 million when accounting for since-discontinued in federal CTE funding to states. An increased federal investment in Perkins is needed to support secondary and postsecondary education, while ensuring access to high-quality programs for all students.

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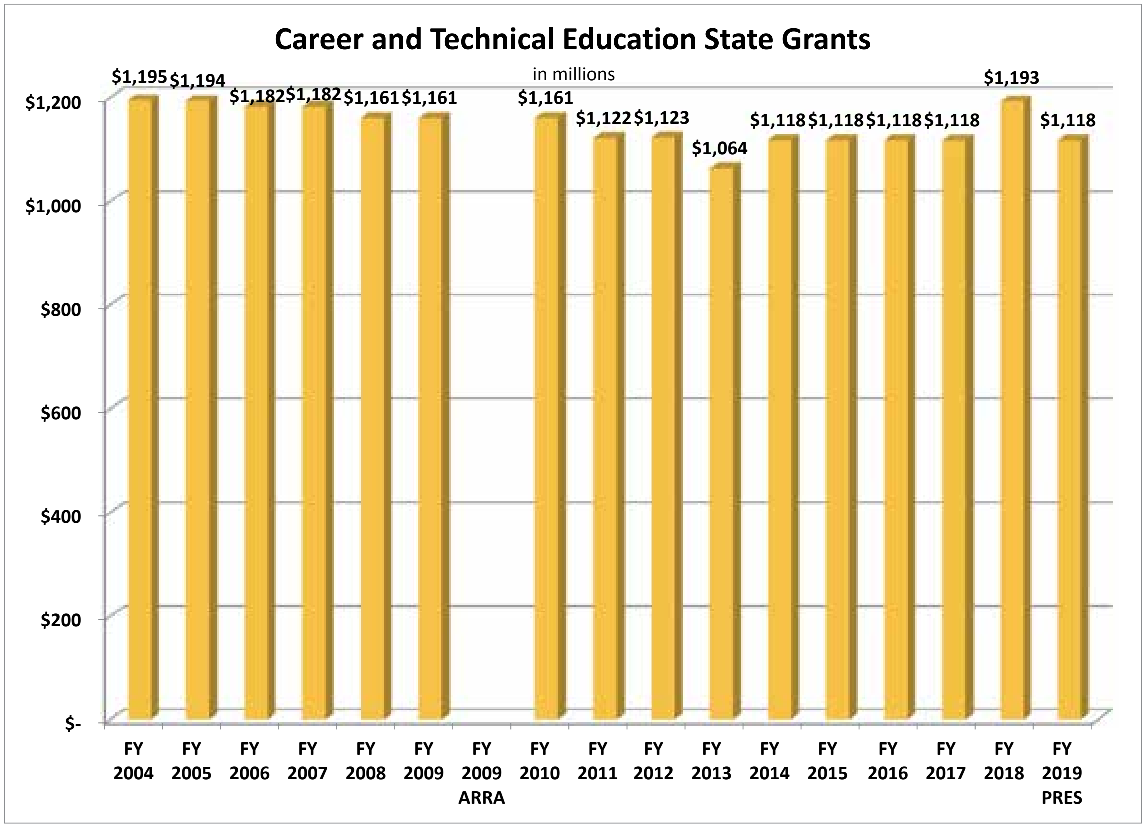
Career and Technical Education State Grants
in millions
$1,195 $1,194 $1,182 $1,182 $1,161 $1,161 $1,161 $1,122 $1,123 $1,064 $1,118 $1,118 $1,118 $1,118 $1,193 $1,118
$1,200
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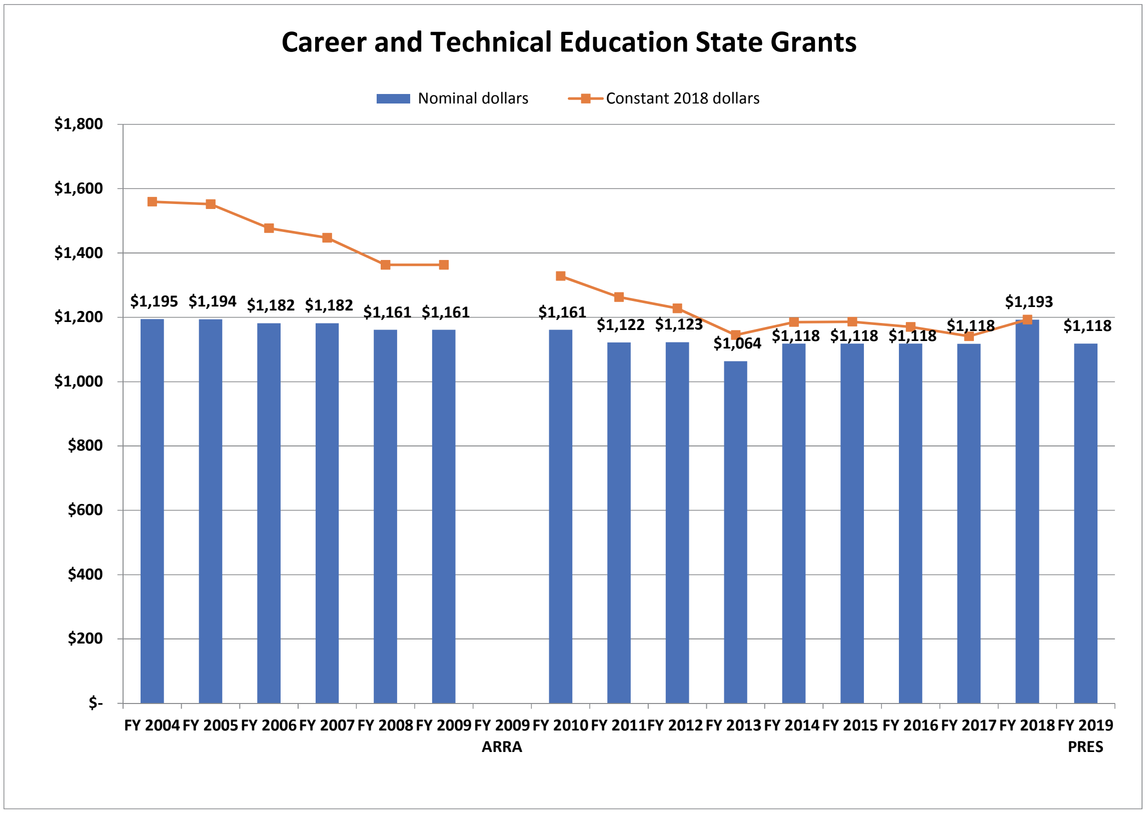
FY 2004 FY 2005 FY 2006 FY 2007 FY 2008 FY 2009 FY 2009 ARRA FY 2010 FY 2011 FY 2012 FY 2013 FY 2014 FY 2015 FY 2016 FY 2017 FY 2018 FY 2019 PRES


Career and Technical Education State Grants
Nominal dollars
Constant 2018 dollars
$1,800
$1,600
$1,400
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$1,195 $1,194 $1,182 $1,182 $1,161 $1,161 $1,161 $1,122 $1,123 $1,064 $1,118 $1,118 $1,118 $1,118 $1,193 $1,118
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Adult Education and Family Literacy

Title II, Workforce Innovation and Opportunity Act (WIOA)

When Zenaida first came to Genesis Center in Providence, RI, she didn't know she had a gift. A talented writer, with a natural sense of rhythm and an imagistic mind, Zenaida had gone 47 years without ever hearing anyone say, "You are intelligent," or "You are a good writer." But she is. Through her writing, one discovers there is quite a bit of depth to this woman — wisdom wrought from painful matters of having survived physical, sexual, and psychological abuse.

Because of the flexible structure of the ESOL program for College and Career Readiness at Genesis Center, which allows the Learning Facilitator to tailor lessons to learners' individual needs and provide time to meet, Zenaida was given an ear. Having someone to listen, encourage, and challenge her, Zenaida blossomed. Recently, she submitted a short story to a journal for publication and has become a mentor to other students, who ask advice on their own writing. She has developed an educational plan, to attend community college, while also volunteering at an organization that helps battered women. Above all, she has laid the foundation for being a productive member of society, who will contribute in many ways to the fabric of American culture.

DESCRIPTION

The Adult Education and Family Literacy Act (AEFLA) is the most recent iteration of an adult literacy state grant program originating with passage of the Adult Education Act, part of the Economic Opportunity Act of 1964. In 2014 AEFLA became Title II of the Workforce Innovation and Opportunity Act (WIOA). Congress reaffirmed the federal role in ensuring availability of education programs to assist adults without a high school credential or lacking basic language and math skills. AEFLA-funded programs also play a critical role in helping low-skilled parents obtain skills to become full partners in their children's educational development.

The AEFLA reauthorization in WIOA promoted greater integration of adult education services with occupational education and training and career pathways systems and explicitly authorized use of funds for integrated adult education and training programs. The law also codified the English Literacy/Civics Education program, the main federal funding source for states and communities to provide limited English proficient adults with English literacy programs linked to civics education.

Most AEFLA funds go to states as a block grant. States must distribute the bulk of funds through a competitive grant process to local adult education providers. States match federal funding at 25 percent (cash or in-kind) and satisfy a "maintenance of effort" provision requiring states to spend at least 90 percent of the prior year contribution. Some funds are allocated to support system-wide initiatives such as teacher training, curriculum development, and accountability measurement. In addition to the state grants, a formula set-aside supports national leadership activities conducted by the U.S. Department of Education. Activities are restricted to ones that "enhance the quality and outcomes of adult education and literacy activities and programs nationwide."

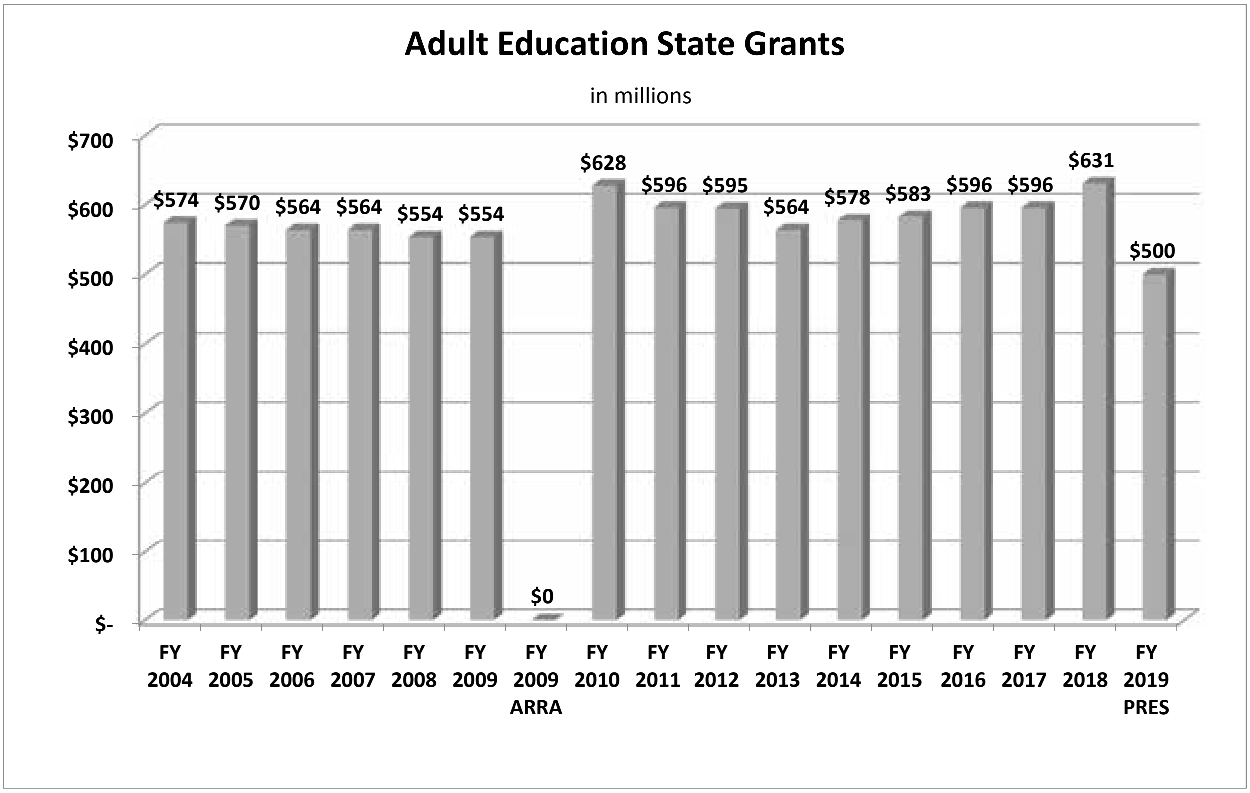
FUNDING HISTORY *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
State Grants	$581.96	$581.96	$616.96	$485.85
National Leadership Activities	$ 13.71	$ 13.71	$ 13.71	$ 13.71

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget for adult education is a staggering $164.99 million below AEFLA's authorized level of $664.55 million. State grants for adult education programs would be cut by $131 million below FY 2018. National Leadership Activities are frozen at $13.71 million. The president's budget makes no reference to the mandated English Literacy/Civics Education program, despite the fact that 12 percent of state grant funds must be set aside by states for EL/civics grants. This set-aside is targeted specifically to programs that provide English literacy programs linked to civics education.

By slashing funding for adult education state grants, the Administration reduces the program's effectiveness and reach. At the same time, the system is put on notice that "future decisions regarding the program will be informed by the statutorily required program evaluation and performance data based on the full implementation of WIOA." The president's FY 2019 budget reneges on the federal commitment to adult education made by Congress in 2014 with passage of WIOA. The adult education system is already so underfunded that it supports just 1.6 million of the 36 million adults who could benefit from these important services. The president's proposal would likely reduce that number by hundreds of thousands.



PROGRAM NEED

A 2013 international survey conducted by the Program for the International Assessment of Adult Competencies (PIAAC) found millions of American adults struggle with basic skills, impeding their ability to fully participate in the labor market, access education and training, take charge of their health, and engage meaningfully in social and civic life. The survey found roughly one in six, or 36 million adults, lack basic literacy skills. Nearly one in three has poor numeracy skills. While some adults enrolled in adult education are seeking a high school credential, a surprisingly large number of American adults with high school diplomas still struggle with basic skills. Twenty percent have less than basic literacy skills and 35 percent have less than basic numeracy skills. At least 3 million low-skilled American adults would like to enroll in Adult Education services but cannot access a program.

Increasing adults' level of education is a sound investment. Adult literacy intersects with almost every socioeconomic issue—parenting, health, economic development, and poverty. The value of adult literacy to our economy in additional wages and reduction in costs for public support programs is estimated at more than $200 billion per year.

WIOA imposed many new requirements on AEFLA programs. Effective career pathway and integrated program models show promise, but both are challenging and costly to implement and require intensive professional development up front. It is unrealistic to expect states and local communities to absorb the additional costs associated with WIOA's mandates while at the same time reducing federal resources. Adult education programs remain effective, but a system stretched beyond its capacity will continue to struggle without a sufficient investment.

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Library Services and Technology Act

The Museum and Library Services Act

A recent survey ranked Oklahoma as one of the least healthy states. According to the American Medical Association, poor health literacy is a stronger predictor of a person's health than age, education, socioeconomic status, or ethnicity. Through the LSTA Grants to States program, Oklahoma helped 23 libraries and literacy councils initiate and/or expand health literacy programs. This outreach has benefited thousands of Oklahomans. The grants focused on the delivery of health information in plain language and supported programs encouraging healthy choices and activities.

In Missouri, LSTA Grants to States are helping to provide critical services to underserved populations. The state provided a grant to the Wolfner Talking Book and Braille Library to support circulation of materials and special library services for persons with physical challenges in using standard print materials. There are over 8,400 individual patrons and 922 institutions using the Wolfner Library, with an annual circulation of nearly 500,000 items.

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$182.94	$183.57	$189.27	$0

IMPACT OF PRESIDENT'S BUDGET

The president's budget eliminates LSTA federal funding for libraries at a time when libraries across the country are seeing a record level of users — 4.2 million visits each day at 16,500 public libraries across the United States and more than 120,000 libraries of all kinds. This federal cut is exacerbated by the additional loss of a 34 percent match requirement from states. Libraries provide a wide range of services, administered by trained librarians, to small and emerging businesses, veterans, families, job seekers, seniors, Native Americans, and many others who increasingly rely on these supports and activities. In many communities, particularly rural or underserved areas, the local library is the only source of 24-hour high speed broadband access which may now be jeopardized by the double loss of funding (federal and state match). The president's proposed elimination of LSTA is even more stark in contrast to the increase provided by Congress to $189.3 million for FY 2018, acknowledging that millions of patrons benefit every day from this important program.

PROGRAM NEED

While the Museum and Library Services Act (MLSA) authorized LSTA at $232 million in 2010, the agency has not received this level of support. Congress must maintain funding for LSTA at a minimum $189.3 million and funding for Grants to States at $160.8 million. These funds will help meet the urgent needs of libraries to provide services upon which people in every community rely each day.

Libraries provide an increasingly wide array of services for their patrons, many of which are supported by LSTA funds. These grants allow patrons to participate in a 21st century Internet-driven economy which makes communities better places to live. For many patrons, the library is often the only free resource available to access the Internet, utilize 3D printers, retrieve government information, file forms, find career and educational tools, apply for jobs, or utilize commercial databases.

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Office of Museum Services

Institute of Museum and Library Services

In 2016, Springfield Art Museum (Springfield, MO) was awarded $14,670 by the Office of Museum Services to create and evaluate the Art@Work program in collaboration with the Missouri Job Center and Springfield Public Schools. Classroom activities, followed by field trips to the museum, the job center, and other sites, lead students through exercises designed to cultivate communication and organizational skills, as well as skills related to conflict resolution and teamwork. This innovative partnership results in the development of workforce skills in elementary schools and the identification of strategies for partnerships between art museums and workforce preparation organizations.

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$31.34	$31.72	$34.72	$0

IMPACT OF PRESIDENT'S BUDGET

The president's elimination of this tiny, vital agency is both alarming and misguided. At a cost of less than ten cents per American, the Office of Museum Services makes no appreciable contribution to the budget deficit. In fact, the economic activity of museums generates $8 billion in tax revenue for the federal government, far more than museums receive in federal funding. Despite its miniscule cost, OMS makes an immense contribution to museums' ability to care for their collections, educate learners of every age, and serve their communities. The minimal federal investment currently made through OMS grants also leverages significant private, state, and local funding for maximum impact.

The president's budget fails to recognize the bipartisan consensus in Congress that this program is an excellent use of taxpayer dollars. OMS has set records for congressional support during the appropriations submission process in each of the last six years, with 166 Representatives and 37 Senators signing FY 2018 appropriations letters on its behalf.

PROGRAM NEED

According to a recent study by researchers at the University of Arkansas, students who attended just a half-day field trip to an art museum experienced an increase in critical thinking skills, historical empathy, and tolerance. For students from rural or high-poverty regions, the increase was even more significant. Museums spend over $2 billion every year on education programs — three-quarters of which is at the K-12 level — but could do much more for their communities with increased capacity. In 2017, the Office of Museum Services received 962 applications requesting nearly $165 million, but was only able to meet 19 percent of this need. These figures do not take into account the fact that many museums may not even apply for grants due to the low prospects of receiving funding. With only a fraction of our nation's museums being reached and many highly rated applications going unfunded, we urge Congress to fully fund the IMLS Office of Museum Services at $38.6 million.

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Workforce Innovation and Opportunity Act (WIOA)

Samuel Garcia State Farm Insurance in Abilene, TX, is the 2018 winner of the National Association of Workforce Boards W.O. Lawton Business Leadership Award for small business. As a member of the board of Workforce Solutions of West Central Texas, Samuel Garcia led the creation and launch of the Workforce Investment Fund, designed to help small businesses train current workers. In addition, Garcia was instrumental in launching the Board's career pathways initiative by connecting business leaders with the local school district. His commitment to his community, to workforce development, and to helping fellow business owners succeed demonstrates a spirit of partnership that resonates in his community.

DESCRIPTION

The Workforce Innovation and Opportunity Act (WIOA) provides Americans, particularly individuals with barriers to employment, increased opportunity and access to education, skill development, and support services to succeed in the labor market. The law focuses on groups such as low-income individuals, individuals with disabilities, homeless persons, older individuals, individuals who are English language learners, and persons with low literacy levels. WIOA also focuses on better alignment of the workforce system with education and economic development in response to economic and labor market challenges at the national, state, and local levels.

FUNDING HISTORY* *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$3,389.83	$3,441.20	$3,486.20	$3,359.83

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

IMPACT OF PRESIDENT'S BUDGET

Congress passed the Workforce Innovation and Opportunity Act in July 2014. The Act replaced the Workforce Investment Act after over 10 years of deliberation on Congress's vision for the nation's workforce development system. That vision included local business-led workforce boards with responsibilities to analyze regional labor market data, consult with businesses to determine skill needs, communicate findings to their regional system, and evaluate investments based on efficiency, effectiveness, access, and equity for current and emerging job seekers. To accomplish this work, Congress established budget targets. FY 2018 funding exceeded the appropriations targets set in WIOA for adult and youth, with only the dislocated workers monies falling short of target by close to $290 million. The president's FY 2019 budget would retreat from this needed investment for America's workforce and is not substantial enough to address employers' need to fill the gap of nearly 6 million vacant positions with qualified workers.

PROGRAM NEED

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

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PART 3:
THE GATEWAY TO OPPORTUNITY

Higher Education

Section Overview

Part 3. Higher Education

President Trump's FY 2019 budget would make college more expensive for low- and middle-income students. It includes massive reductions in funding or elimination of programs across the full range of higher education, totaling $1.8 billion in the annually appropriated programs and $203 billion over 10 years in student loans. The budget also reflects recent congressional proposals to reauthorize the Higher Education Act (HEA), including "one grant-one loan," restructuring work-study, changing student loan repayment plans, and program consolidations.

The cornerstone of federal student financial aid is the Pell Grant program, which provides grant aid to the neediest college students. The president's budget expands the program to include eligibility for short-term credential and licensure programs that lead to immediate high-need employment without increasing funds for the program, or to support the higher maximum award Congress recently approved starting in FY 2018.

The budget eliminates funding for the Supplemental Educational Opportunity Grant (SEOG) program, which provides up to $4,000 in institutionally matched grant aid for the poorest students. Funding for the Federal Work-Study (FWS) program is cut by nearly 50 percent and is restructured to be available only for undergraduate students in job training, rather than student aid, thus cutting the number of recipients in half.

Much like the congressional HEA proposals, the budget completely revamps federal student loan programs. Most importantly, the budget eliminates subsidized loans, meaning the government would no longer pay the interest on loans while students are in school. This program is need based and is targeted at low-income students, most of whom are Pell Grant recipients. If this were enacted, low-income students' loans would immediately cost $5,000 more on average. Eliminating this provision returns $28.5 billion to the Treasury over 10 years.

Other student loan changes are related to repayment. The budget eliminates the Public Service Loan Forgiveness (PSLF) program, which forgives loans for borrowers working in various public service fields or certain types of nonprofits after 120 payments (equivalent to 10 years of monthly payments). The budget also proposes to replace the existing repayment plans with one income-driven repayment plan. The new plan caps monthly payments at 12.5 percent of annual income, up from 10 percent currently, but provides forgiveness of the loans after 15 years of repayment (from 20 currently) for borrowers with only undergraduate loans. For borrowers with any graduate debt, forgiveness is provided after 30 years, a significant increase over the current 10, 20, or 25 years for those borrowers, depending on their plan.

Important programs that promote access to college, enhance academic preparation and support services, and assist low-income and first-generation students to succeed in postsecondary education are also cut. The budget eliminates funding for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), but consolidates its activities into a restructured TRIO program funded through a state formula grant mechanism.

For the Strengthening Institutions programs, the budget cuts $117 million from existing programs, eliminates five existing programs, and creates a new Minority-Serving Institutions grant that would be distributed as a state formula grant. These programs help specific categories of institutions serving traditionally underserved and underrepresented populations, such as Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions, Native American-Serving Institutions, and Asian American and Pacific Islander-Serving Institutions.

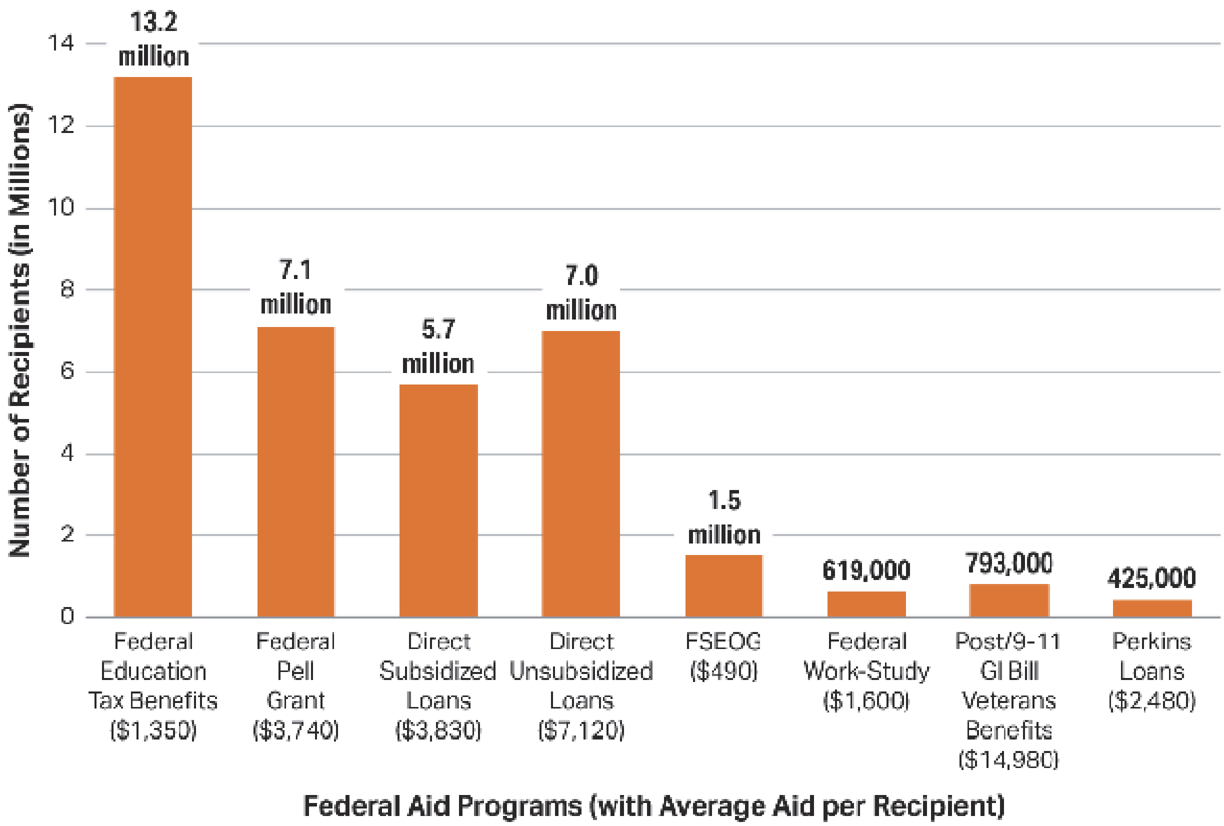
Four other small but important higher education programs are also eliminated in the FY 2019 budget: Graduate Assistance in Areas of National Need (GAANN), the only grant aid available through the Department of Education for academically talented graduate students; Title VI-International Education and Foreign Language Studies; the Teacher Quality Partnership program that supports partnerships between local school districts and higher education institutions to produce skilled teachers; and Child Care Access Means Parents in School program, which provides quality child care services while students are in school.

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

CEF members look forward to working with Congress to ensure funding is maintained for the federal student aid programs and other higher education programs that support students throughout their college careers at levels that ensure access, affordability, and completion for low- and middle-income students.

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

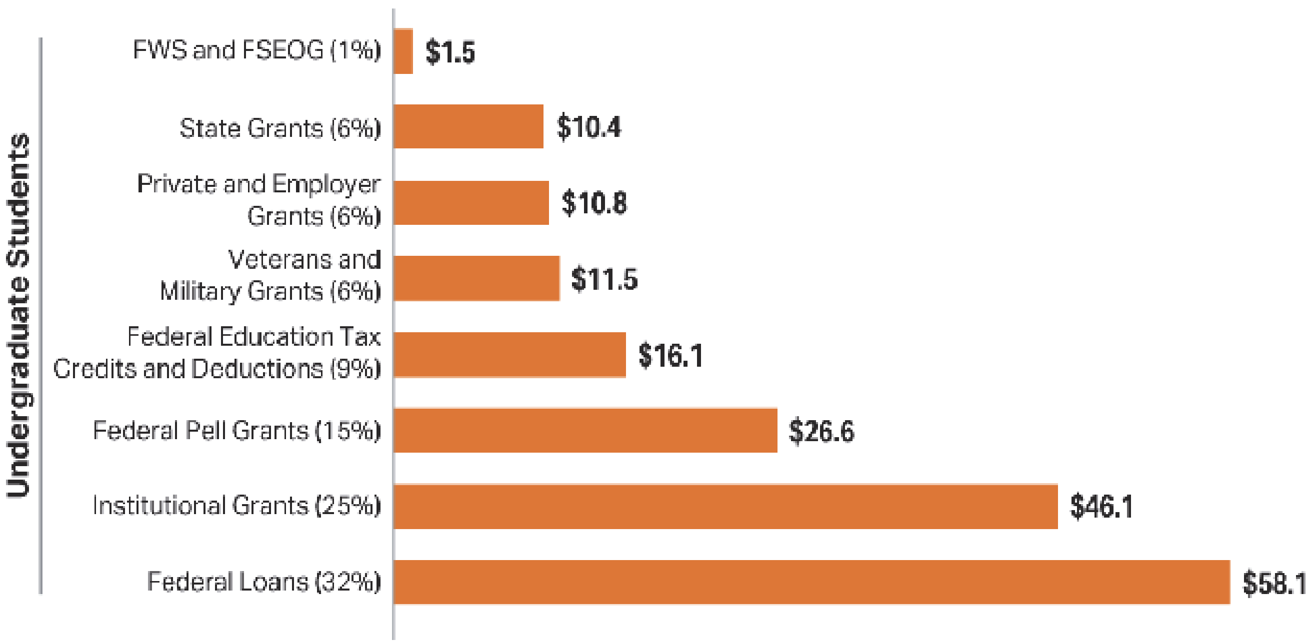
2016-17



SOURCE: The College Board, T*rends in Student Aid 2017*, Figure 6A

Total Undergraduate Student Aid by Source and Type

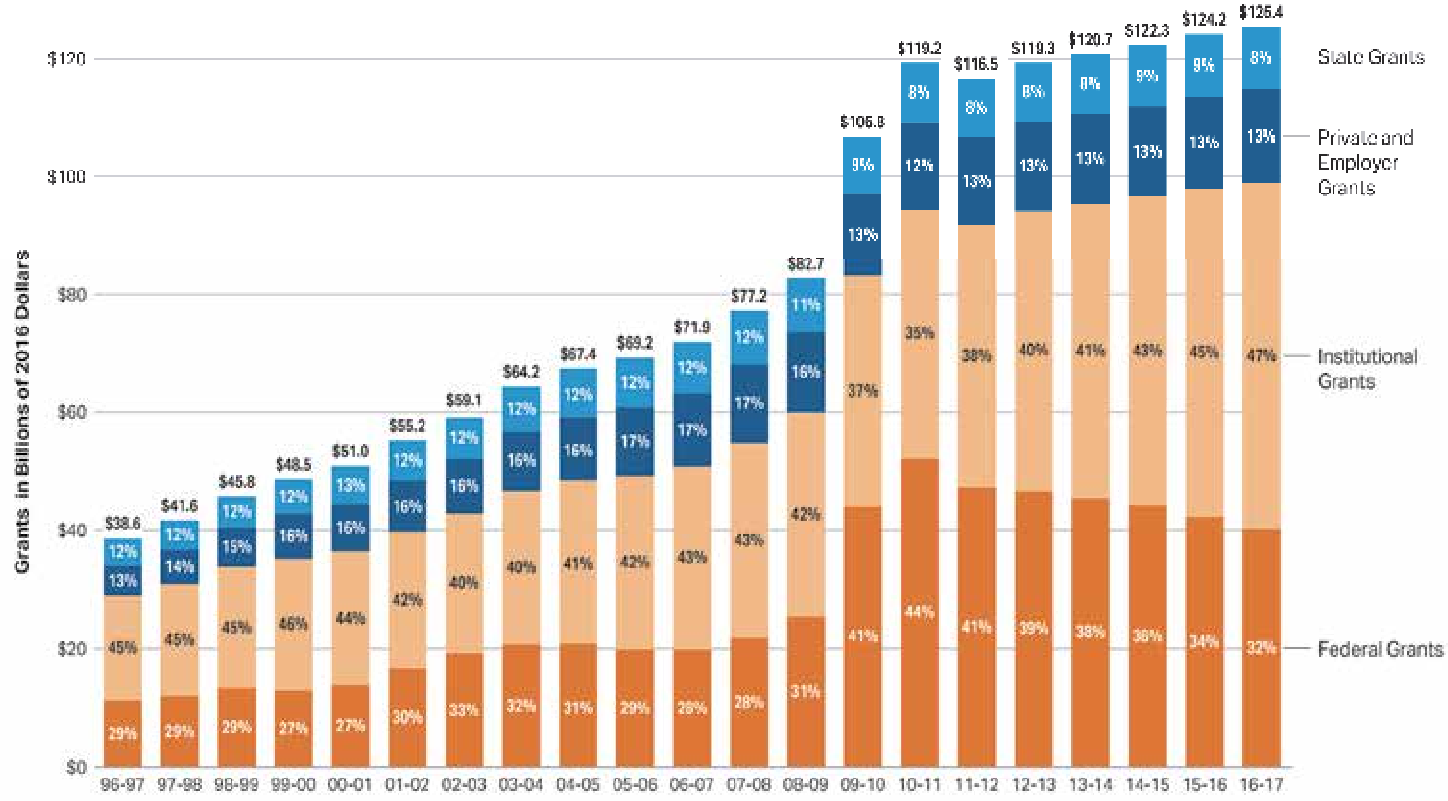
In billions, 2016-17



SOURCE: The College Board, T*rends in Student Aid 2017*, Figure 2

Total Grant Aid in 2016 Dollars by Source of Grant

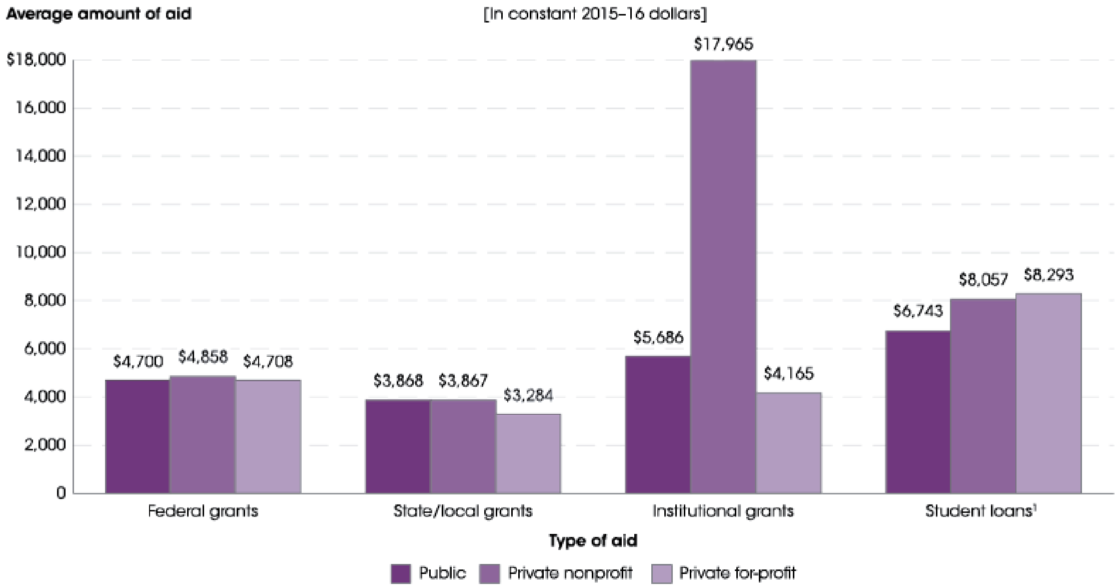
1996-97 to 2016-17



SOURCE: The College Board, *Trends in Student Aid 2017*, Figure 3.

Federal Grants and Loans Account for Most of Financial Aid

Average amount of financial aid awarded to first-time, full-time undergraduate students awarded financial aid at 4-year degree-granting postsecondary institutions in academic year 2014-15



SOURCE: National Center for Education Statistics, Digest of Education Statistics 2016, table 331.20.

Pell Grants

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

Sadid Carrillo
Examiner, Federal Reserve Bank of Kansas City

Sadid's path to college was far from easy. As the oldest of five children from Schuyler, NE, college seemed financially impossible to his family. Luckily Sadid qualified for the Federal Pell Grant and other forms of need-based aid. With this assistance Sadid was able to pursue his college education at the University of Nebraska-Lincoln. "Financial aid allowed me to step outside of my box and experience new things. I was able to take advantage of the resources put in front of me when it would have been just as easy to give up," Sadid says. While in school, Sadid was awarded a 10-week internship with the Federal Reserve Bank of Kansas City, considered one of the top internships in the country. He was offered a job with the Federal Reserve Bank after graduating from UNL and has been working as an examiner for over three years.

DESCRIPTION

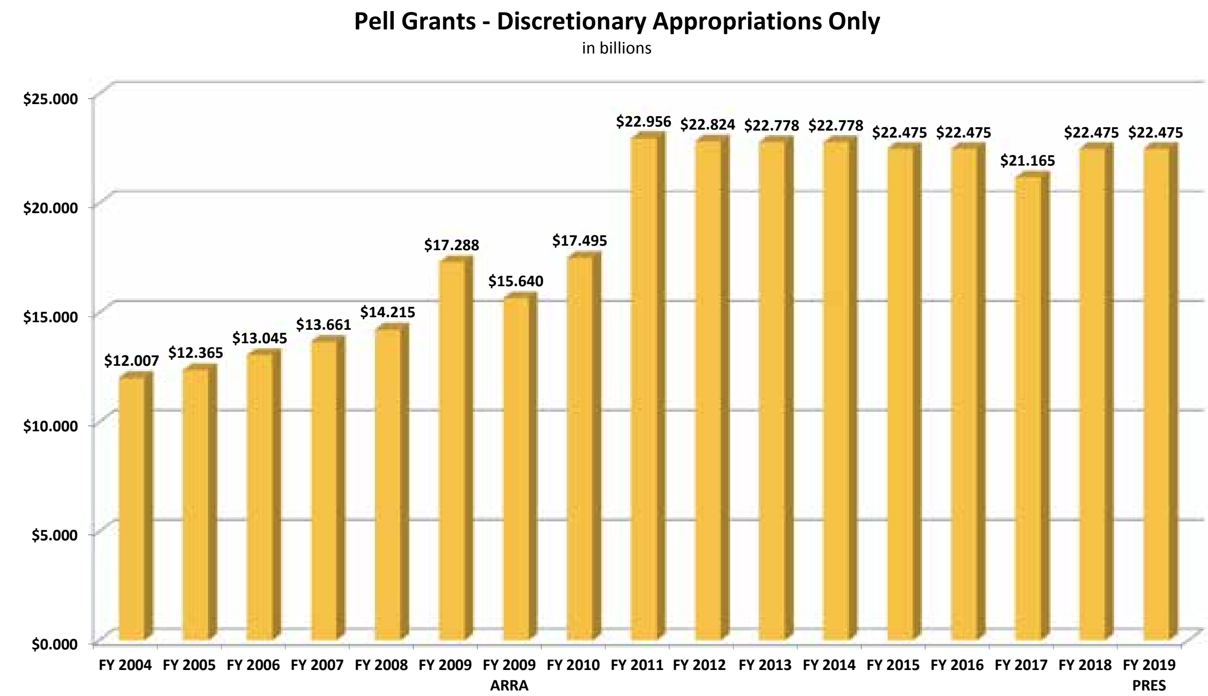
The Federal Pell Grant Program, the largest grant program administered by the U.S. Department of Education, provides grants to low-income undergraduate students to help finance their college education. Grants vary in amount on the basis of need, with the highest need students receiving the largest awards. Pell is the foundation of the federal financial aid program and is the key to providing equal access to postsecondary education for all citizens.

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 the majority of the program's funding is provided in the annual appropriations process. Additional mandatory dollars augment discretionary funding.

PELL GRANT FUNDING: COSTS, FUNDING, AND MAXIMUM AWARD

	FY 2016	FY 2017	FY 2018	FY 2019 President's Request
Funding and Costs (in billions of dollars)				
Discretionary Appropriations	$22.475	$22.475	$22.475	$22.475
Mandatory Resources Available for Discretionary Award	$0	$1.320	$1.334	$1.383
Mandatory Spending (BA) for Inflationary Add-on	$5.378	$5.857	$6.086	$6.103
Rescission of Unobligated Balances		-$1.310	$0	$0
Program Costs	$26.898	$28.489	$29.335*	$30.212
Maximum Award (in actual dollars)				
Discretionary Maximum Award	$4,860	$4,860	$5,035	$4,860
Mandatory Increase	$ 955	$1,060	$1,060	$1,060
Total Maximum Award	**$5,815**	**$5,920**	**$6,095**	**$5,920**

** FY 2018 total does not include additional costs from the $175 increase in the maximum award and other program expansions enacted in March.*
Source for FYs 2015-2017: CBO Federal Pell Grant Program, January 2017 baseline updated, and March 2016 baseline.



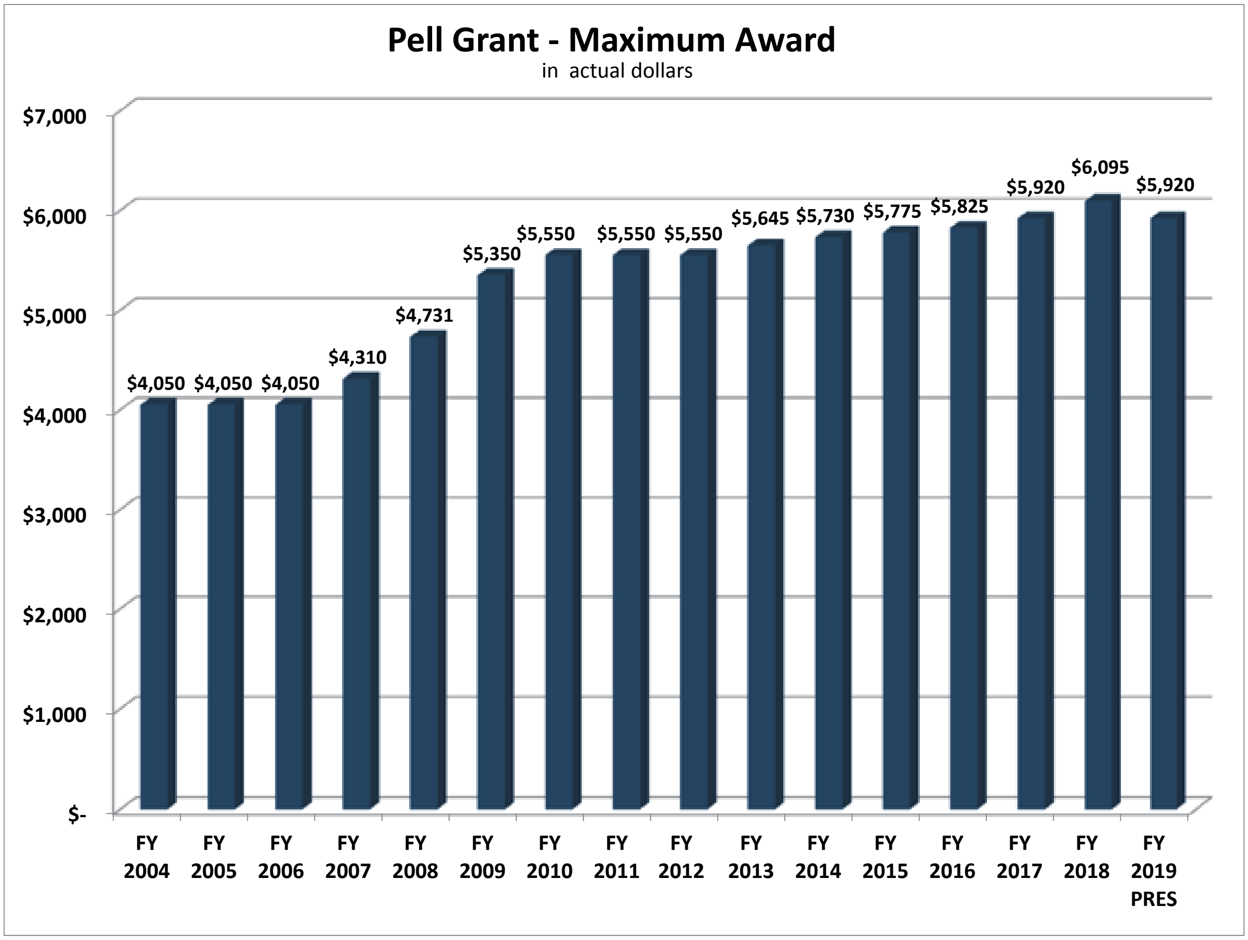
FY 2017 reflects $22.475 billion in appropriations minus a rescission of $1.31 billion of previously appropriated funding.
In addition to these discretionary amounts, Pell grants have had varying levels of mandatory funding since FY 2008.

IMPACT OF PRESIDENT'S BUDGET

A provision in the College Cost Reduction and Access Act of 2007 to index the annual maximum Pell Grant award to the Consumer Price Index for All Urban Consumers (CPI-U) expired after FY 2017. In FY 2018, the omnibus spending package included a $175 increase to the discretionary maximum award.

The president's budget supports a maximum Pell Grant award of $5,920, the maximum award in FY 2017, which represents a cut of $175. Further, the president does not propose extending the inflation adjustment, thereby further decreasing the purchasing power of the Pell Grant.

The president originally proposed rescinding $1.6 billion from the Pell Grant Program unobligated balances (carryover funds from previous years) in the Administration's FY 2019 budget, but later struck that provision in the budget addendum. Any rescission moves the program perilously closer to a funding shortfall in the event appropriated funds do not cover an upward fluctuation in enrollment, especially with the reinstatement of year-round Pell which most institutions will implement in the summer of 2018.



PROGRAM NEED

More than 7.2 million students rely on Pell Grants to attend and afford college. Students and institutions depend on the federal government to maintain consistent support to make higher education access possible for all. Therefore, it is critical Congress provide at least sufficient funding in FY 2019 to maintain the discretionary portion of the maximum award at $4,860. A drop below this level will cause reductions in the already enacted mandatory increases, resulting in a double cut to students. The annual inflation adjustment to the maximum award should be restored for FY 2019 and years moving forward to ensure the Pell Grant keeps pace with inflation. Alternatively, Congress can manually increase the maximum award for future students.

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

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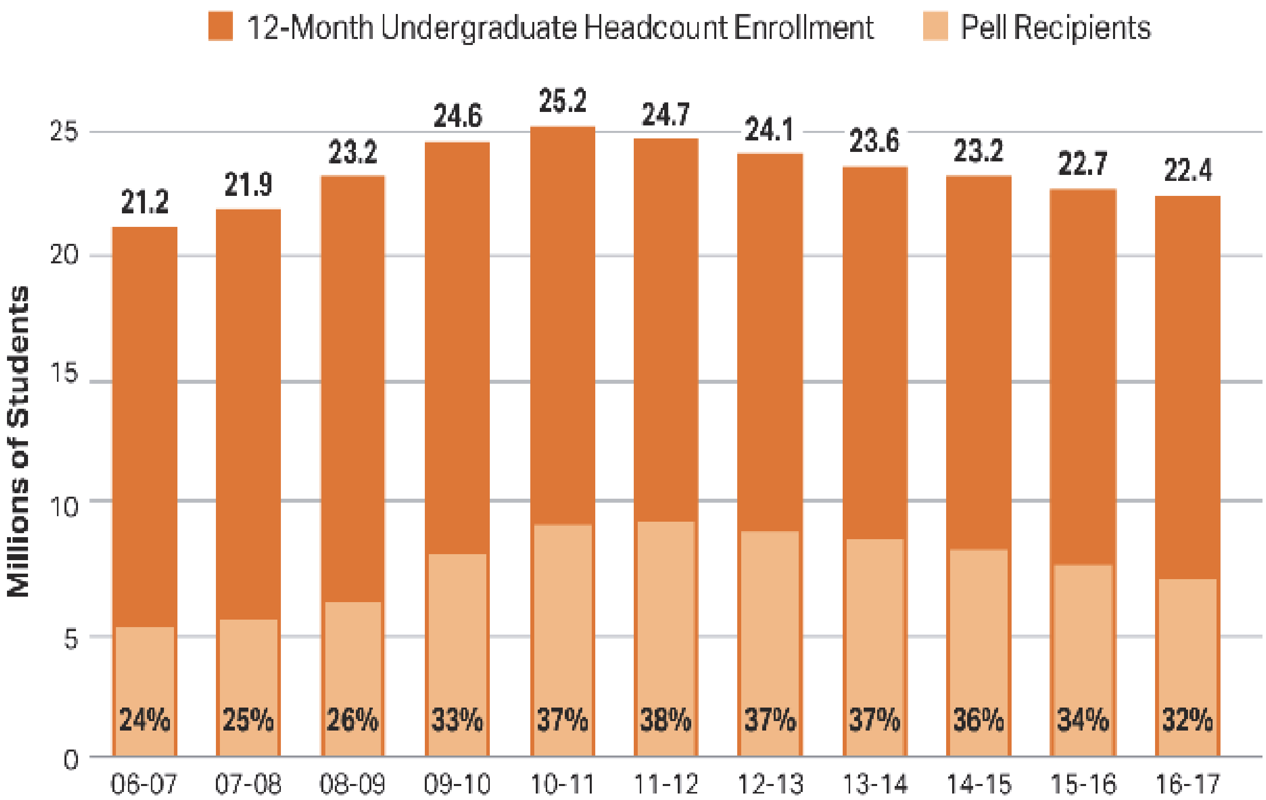
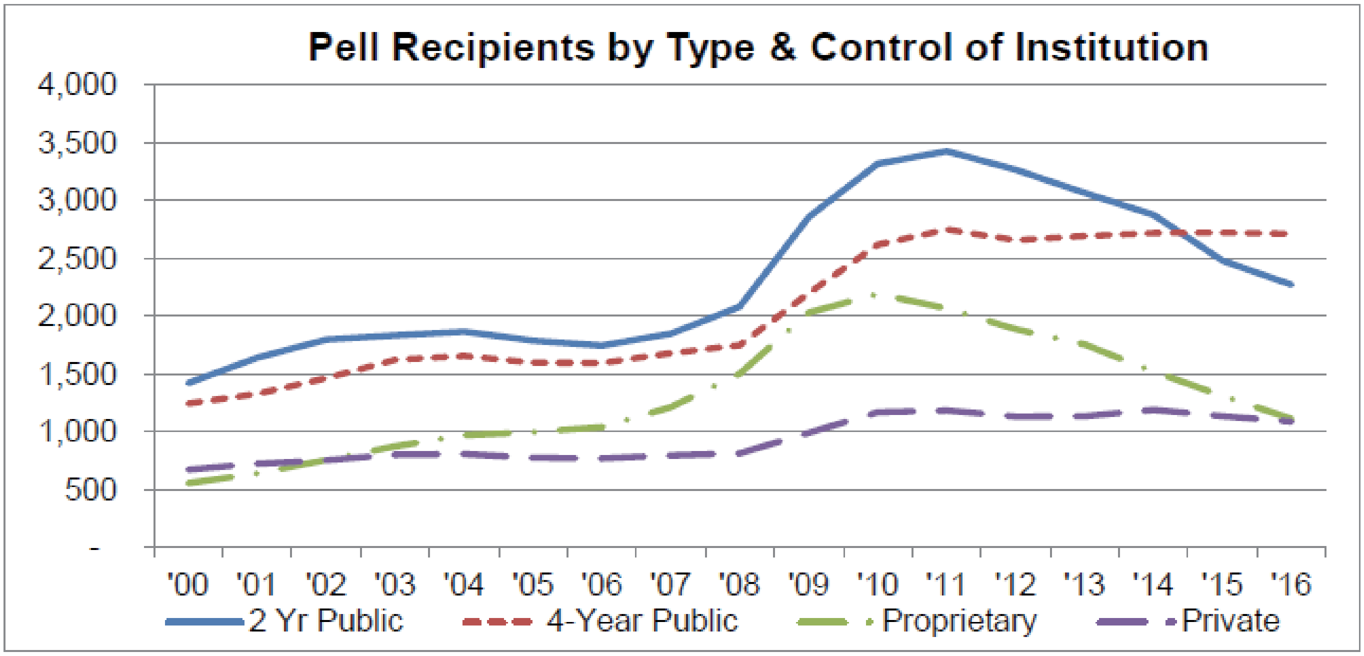
Undergraduate Enrollment and Percentage of Undergraduate Students Receiving Pell Grants

2006-07 to 2016-17



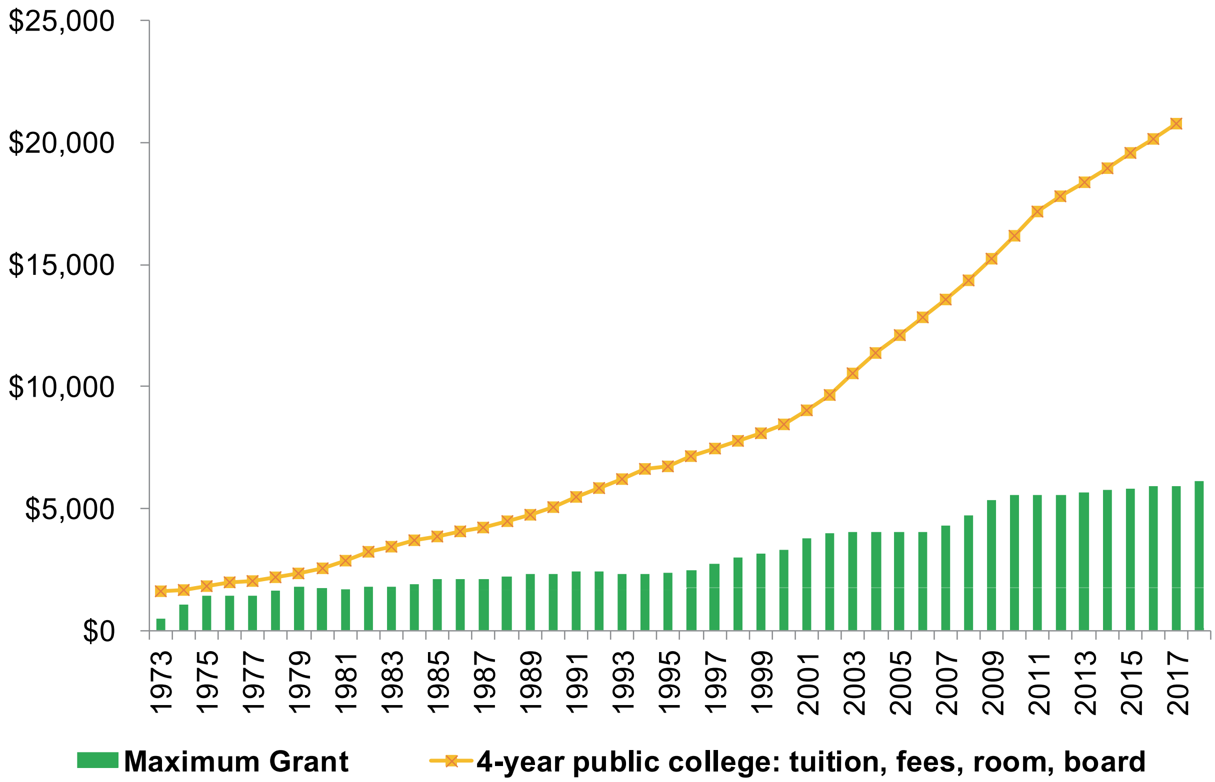
SOURCE: The College Board, *Trends in Student Aid 2017*, Figure 15A.

Most Pell Grant Recipients Attend Public Colleges



SOURCE: FY 2019 U.S. Department of Education Congressional Budget Justification.
https://www2.ed.gov/about/overview/budget/budget19/justifications/index.html

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



SOURCE: The College Board

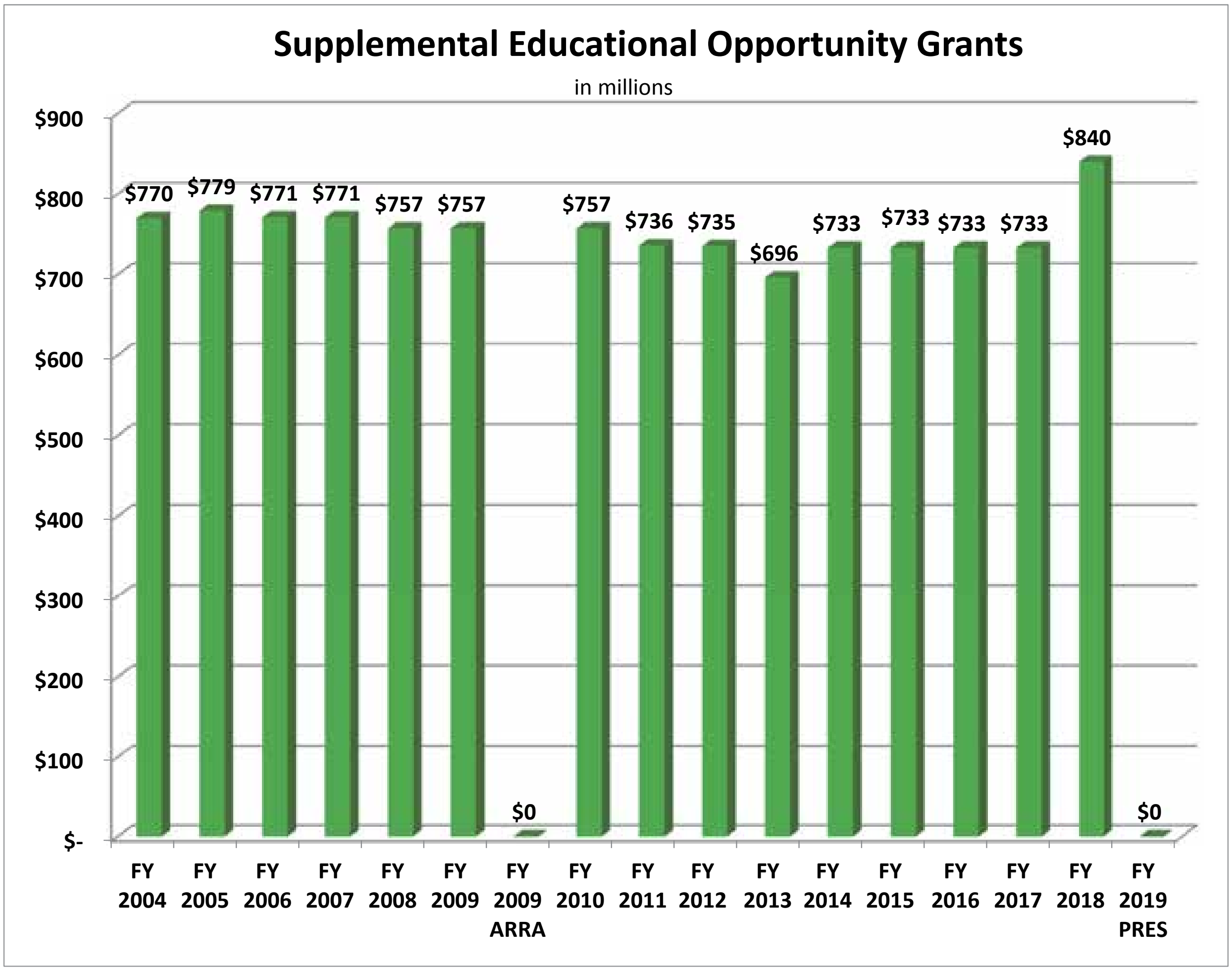
Federal Supplemental Educational Opportunity Grants

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

DESCRIPTION

The Supplemental Educational Opportunity Grant (SEOG) provides up to $4,000 in additional grant aid to Pell Grant recipients. Originally created as the campus-based partner to the federal Pell Grant (originally Basic Educational Opportunity Grant or BEOG), federal SEOG dollars are matched by participating institutions to generate more than $1 billion in grant aid for low-income students. In addition to being a core part of a financial aid package, the flexibility of the campus-based program allows financial aid officers to help students should their financial situation drastically change due to life circumstances.

More than 1.5 million students receive SEOG grants at roughly 3,700 institutions nationwide. The average award is $600, which helps students with average family incomes below $20,000 not to have to work more or borrow more to pay for college.



FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$733.13	$733.13	$840.00	$0

IMPACT OF PRESIDENT'S BUDGET

The president's budget eliminates funding for SEOG, cutting $840 million in federal funds, but taking more than $1 million out of available aid to students when the institutional match is counted. The elimination of SEOG — along with other "one grant-one loan" budget and Higher Education Act (HEA) reauthorization proposals — may seem to simplify federal student aid on the surface, but in reality this type of simplification results in less aid for low-income students and makes college even less affordable.

PROGRAM NEED

Instead of eliminating funding for SEOG, the program level should be maintained at or increased above the FY 2018 level of $840 million. Studies show additional grant aid makes a significant difference in low-income students persisting to completion, allowing students to focus on academics, rather than worrying about the need to work or borrow more to pay for their education.

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Federal Work-Study Program (FWS)

Title IV, Part C, Higher Education Act

As a single mother of two and a nontraditional student, Rosemary did not have an easy path to a degree. But with the help of federal student aid — the Pell Grant, federal Supplemental Educational Opportunity Grant and a work-study job — she was able to fund her associate's degree in diagnostic medical sonography while a part-time student at Delaware Technical Community College. Rosemary now works as a diagnostic medical sonographer — a job that allowed her to save enough to purchase her first home in 2011.

Rosemary Santiago, Diagnostic Medical Sonographer, Papastavros' Associates Medical Imaging

DESCRIPTION

The Federal Work-Study (FWS) program provides awards to institutions assisting needy 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 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. While the vast majority of funds go directly toward need-based student compensation, a portion of funds may also be used to develop off-campus employment opportunities. The FWS program provides students with much needed funding and employment opportunities, helping integrate students into college life while promoting persistence through graduation. Today students at approximately 3,400 participating postsecondary institutions are eligible to receive work study funding.

FUNDING HISTORY *(in millions)*

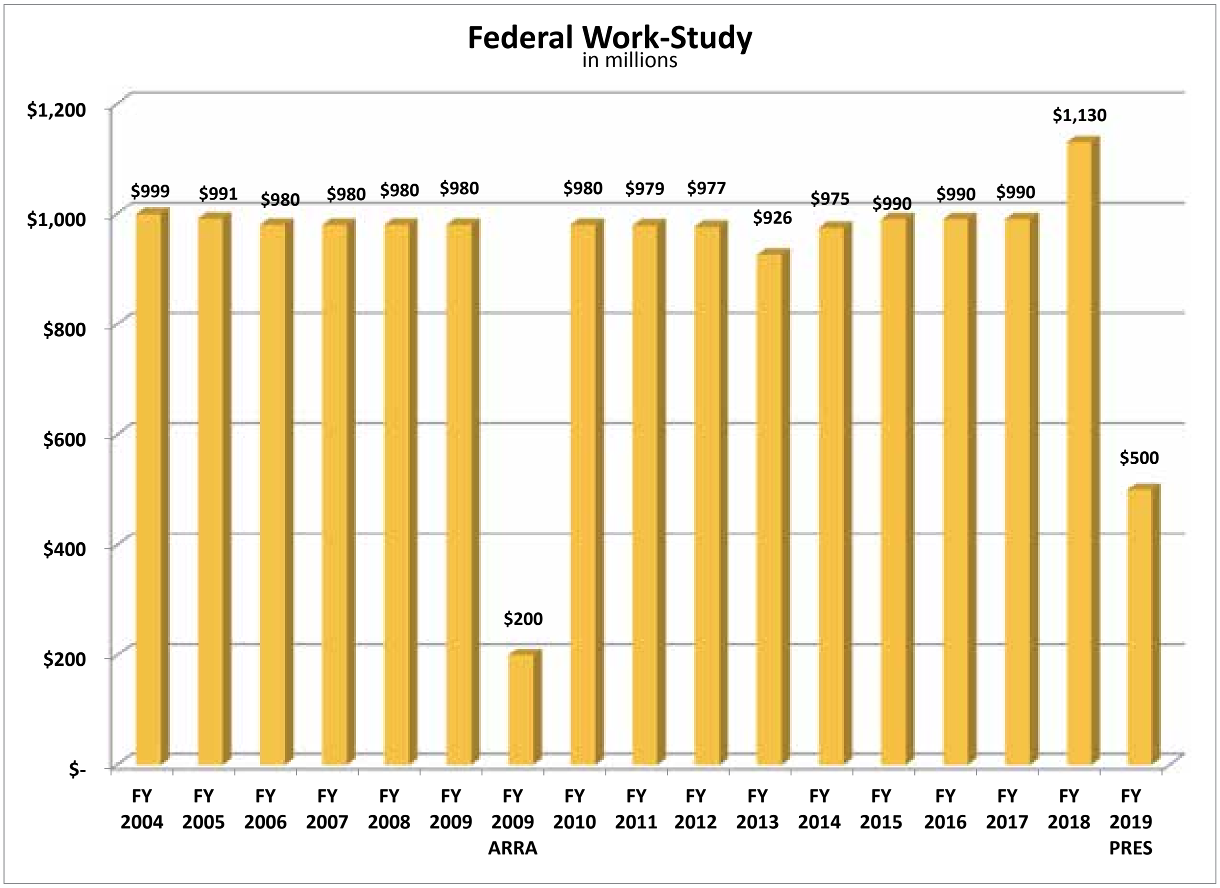
FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$989.73	$989.73	$1,130.00	$500.00

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2019 budget cuts FWS by 56 percent to $500 million. The Administration's original request proposed funding FWS at $200 million, a devastating 82 percent cut, and a funding level which would have reduced the number of students by a half million.

If enacted, this would amount to the largest percentage cut and the largest dollar-for-dollar cut in the program's history. Since its inception in 1965, FWS has been cut twice, by more than 10 percent in FY 1973 and again in FY 2010 after the one-time funding increase in the 2009 American Recovery and Reinvestment Act. With a 56 percent cut to FWS, the president's budget would support FWS awards to only 332,600 students, resulting in 302,331 fewer students receiving valuable financial assistance and work experience as compared to the 2015-16 academic year.

Because of the current "base guarantee" component of the FWS allocation formula, which ensures funds to institutions at the level of their award year 1999-2000 allocation, a large cut to FWS will have dramatically different implications for different institutions. Based on an analysis by the National Association of Student Financial Aid Administrators (NASFAA), FWS funding at a level less than approximately $660



million would mean institutions would receive — at most — the base guarantee as their total allocation in award year 2019-20, with no funding for the "fair share" portion. If the budget were enacted with only $500 million for FWS, institutions would receive approximately 75 percent of their "base guarantee" and no "fair share" funds, a potentially devastating cut particularly for those institutions with low "base guarantee" allocations.

The budget also supports revising the FWS allocation formula and restricting eligibility to undergraduate students. In 2015-16, 45,018 graduate students, 7 percent of all recipients, received work-study support, the only non-loan source of federal student aid still available to graduate students.

PROGRAM NEED

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

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William D. Ford Federal Direct Loan Program

Title IV, Part D, Higher Education Act

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

Brooke Harris,
Health and Physical
Education Teacher

DESCRIPTION

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

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

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

In addition, the law set caps on these rates: 8.25 percent for undergraduate Stafford, 9.5 percent for graduate Stafford, and 10.5 percent for PLUS. Loans would be "variable-fixed," meaning students would receive a new rate with each new loan, with that rate remaining fixed for the life of the loan.
As of July 2012, graduate students no longer qualify for an in-school interest subsidy on federal loans. The FY 2015 omnibus appropriations package only partially restored eligibility for federal student aid to college students without a high school diploma or GED enrolled in approved career pathway programs.

Direct Loan borrowers pay an origination fee on every new loan disbursed. Established in statute, for subsidized and unsubsidized loans the origination fee is 1 percent, and for PLUS loans the fee is 4 percent. Under sequestration imposed by the 2011 Budget Control Act, loan origination fees were increased annually based on the mandatory adjustment percentage provided by the Office of Management and Budget. For loans disbursed on or after October 1, 2017, the subsidized and unsubsidized loan fee is 1.066 percent, while the fee for PLUS loans is 4.264 percent. Origination fee increases present great unpredictability for students and a heavy administrative burden for financial aid administrators, as both are forced to make adjustments in the middle of an award year, creating confusion for students and families.

In 2014, President Obama issued an executive action calling for the expansion of Pay As You Earn (PAYE) to an additional 5 million borrowers. The result, after a negotiated rulemaking process in the first half of 2015, came in the form of REPAYE, or the Revised Pay As You Earn repayment plan, a new income-driven repayment plan effective July 2016. The Department of Education noted in the release of the new plan, now one of five income-drive repayment plans, that it hoped Congress would use REPAYE as a model for a single streamlined repayment plan developed in the upcoming reauthorization of the Higher Education Act.

IMPACT OF PRESIDENT'S BUDGET

President Trump eliminates the in-school interest subsidy for Federal Direct Loans for undergraduate students. Students would be ineligible for subsidized loans for any first loan originated after July 1, 2019, or until they have completed their program of study. With graduate and professional students already removed from eligibility in 2011, eliminating the in-school interest subsidy for undergraduate students with financial need will result in increasing the costs of college by thousands of dollars. According to an analysis by the Institute for College Access and Success (TICAS), a student starting school in 2018-19 who borrows the maximum aggregate subsidized loan amount ($23,000) and graduates in five years would enter repayment with $3,400 in additional student loan debt without the in-school interest subsidy.

In addition, President Trump consolidates the income-driven repayment (IDR) plans into a single plan: a new IDR plan with a discretionary income cap of 12.5 percent and a 15-year repayment term for undergraduates, but a 30-year repayment term for graduate students. The new plan would be the only income-driven repayment option for borrowers who originate their first loan on or after July 1, 2019, "with an exception for students who borrowed their first loans prior to July 1, 2019 and who are borrowing to complete their current course of study." Those borrowers would retain access to the current slate of income-driven repayment options.

Furthermore, the president's budget eliminates the Public Service Loan Forgiveness (PSLF) Program to "generate savings that help put the Nation on a more sustainable fiscal path." The same grandfathering provisions for the elimination of subsidized loans and the new income-driven repayment plan would apply to PSLF: borrowers who originated their first loan before July 1, 2019, would be eligible for PSLF. The elimination of PSLF would have severe consequences for public service professions nationwide.

PROGRAM NEED

Students depend on federal student loans, a form of self-help aid, to finance the cost of college. The restoration of eligibility for graduate and professional students for the in-school interest subsidy would aid our nation's commitment to advanced education while limiting student debt. Ensuring the in-school interest subsidy continues in place for undergraduates also remains an important priority.

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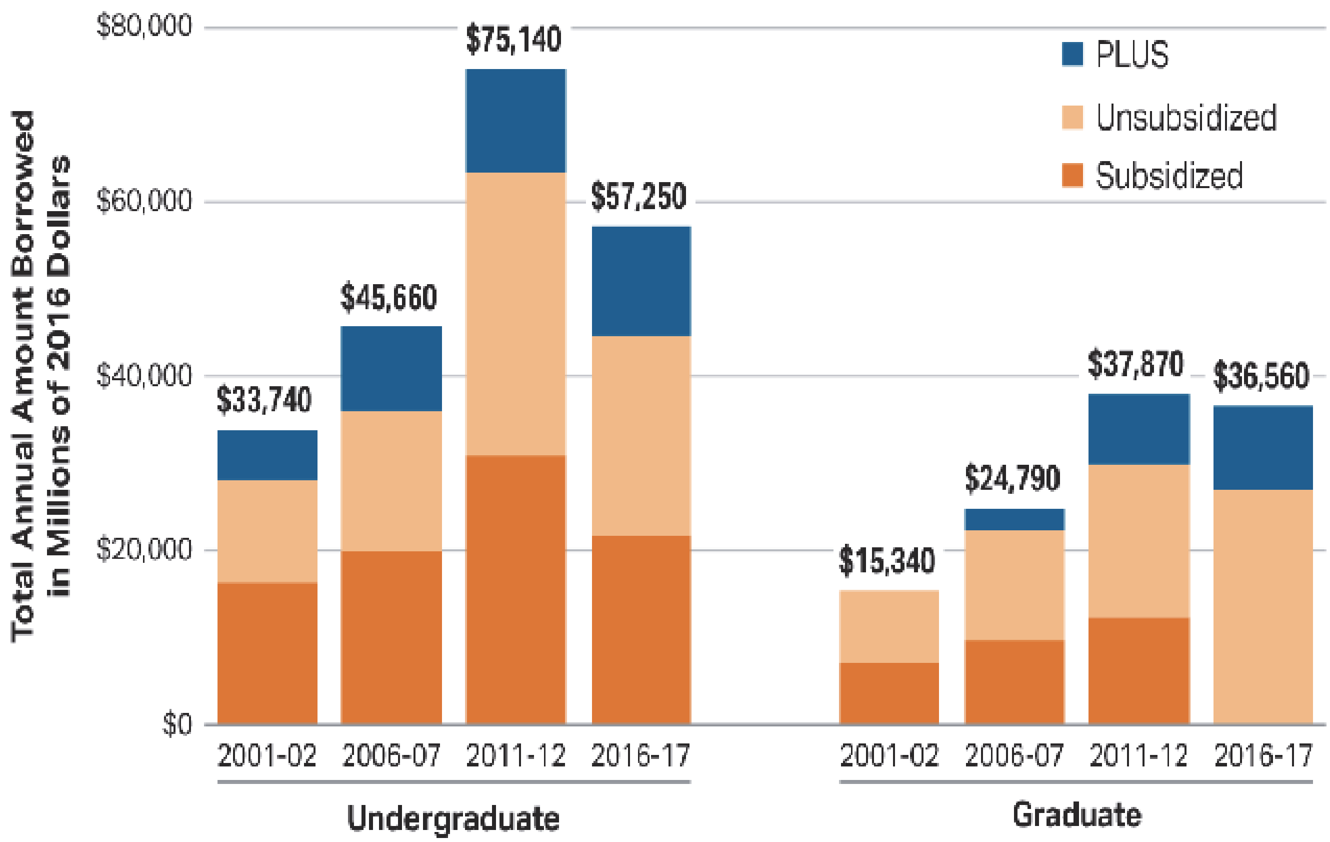
Total Amount Borrowed from Federal Subsidized, Unsubsidized, and PLUS Loans in Millions of 2016 Dollars

2001-02 to 2016-17, Selected Years



SOURCE: The College Board, *Trends in Student Aid 2017*, Figure 7A.

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

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

"I am the oldest of seven children, and have grown up in a low-income family, which means that I have grown up knowing that my future was in my hands. I knew that I could not depend upon my parents or family members to help me pay for college, no matter how much they might like to. This has proven true, and I have been pretty much on my own since I graduated high school. My dream of teaching someday seemed daunting and almost impossible, as I imagined going into debt and spending the rest of my life paying that debt off like my parents have. A miracle came about, however, in the form of a teacher (of course) who advised me to consider the TEACH grant. This grant has allowed me to make it through most of my schooling with little to no loans at all, and my plan now is to have all of my schooling paid off within four years (if not less) of graduating!"

— Alecia Alford, Northwestern State University, Natchitoches, Louisiana

DESCRIPTION

TEACH grants are a mandatory spending program subject to sequestration providing up to $4,000 a year for a maximum of $16,000 in grant aid to undergraduate and post-baccalaureate students who plan to become teachers of high-need subjects (such as mathematics, science, special education, foreign languages, bilingual education, and reading). In addition, current teachers or retirees from high-need fields are eligible for $4,000 per year, for a maximum of $8,000, to pursue Master's degrees also with a focus on high-need subjects. Students must maintain a 3.25 GPA to remain eligible to receive TEACH grants. Within eight years of finishing the program, grant recipients must fulfill a four-year teaching obligation in schools receiving Title I funds. If the service obligation is not fulfilled, the grants convert to unsubsidized loans repaid with interest. For budget and financial management purposes, the TEACH grant program is operated as a loan program with 100 percent forgiveness of outstanding principal and interest upon completion of the service component.

AID AVAILABLE TO STUDENTS *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$88.5	$91.0	$92.0	$98.8

IMPACT OF PRESIDENT'S BUDGET

President Trump's budget maintains the TEACH Grant program in support of an estimated 34,159 recipients. The TEACH grant program will continue to increase the number of profession-ready educators teaching high-need subjects in high-need schools.

PROGRAM NEED

For the 2017-18 academic year, the maximum award has been reduced by 6.6 percent to a cap of $3,736 due to sequestration. This reduction in grant aid transfers the financial burden to students on the path to becoming educators and may result in increased need of financial aid assistance, such as loans, to obtain their degree.

Currently enrollment in teacher preparation programs is declining while teacher shortages are on the rise. TEACH grants represent a federal commitment to the future of the teaching profession. Over the last five award years, grants have been distributed to more than 150,000 teacher candidates in high-need subject areas who maintain at least a 3.25 GPA and commit to four-year service obligations in high-need schools. The TEACH grant program has been successful in attracting teachers to work in the most challenging classrooms across the nation. TEACH grants were utilized in all 50 states, Puerto Rico, and Guam during the 2016-17 academic year.

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

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

Liliana Ibarra grew up working alongside her single mother in the asparagus, cucumber, and gladiola fields across the Lone Star State of Texas. Born to immigrant parents, she became the first in her family to attend college with the help of the University of South Florida's College Assistance Migrant Program (CAMP). While at USF, Liliana also took on voluntary and paid leadership positions with CAMP that led to substantial employment opportunities. Liliana considers her participation in CAMP instrumental in earning a number of professional distinctions, including interning with the U.S. Senate Committee on Agriculture, Nutrition, and Forestry, studying abroad in Florence, and returning to DC to intern in the office of Senator Kirsten Gillibrand. With CAMP's guidance and support, she graduated from college debt free and is currently attending Barry University School of Law to become an immigration lawyer. Liliana is thankful for the critical support CAMP provided during her undergraduate journey.

DESCRIPTION

For nearly five decades, both the High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) have successfully worked to close the access and completion gaps for children of agricultural workers. As the only federal programs to provide this student population with the support to succeed in higher education, HEP and CAMP are critical drivers of our country's commitment to ensuring equitable opportunity in education for families of farmworkers.

HEP is designed to assist children of agricultural workers, ages 16 and over, in obtaining a High School Equivalency Diploma (HSED) and gaining employment or admission to postsecondary institutions and training programs. CAMP assists students in their first year of college with comprehensive support services, including academic supports, personal counseling, stipends, and assistance in obtaining financial aid for the remainder of their undergraduate education. Today approximately 100 HEP and CAMP programs exist at institutions of higher education throughout the United States.

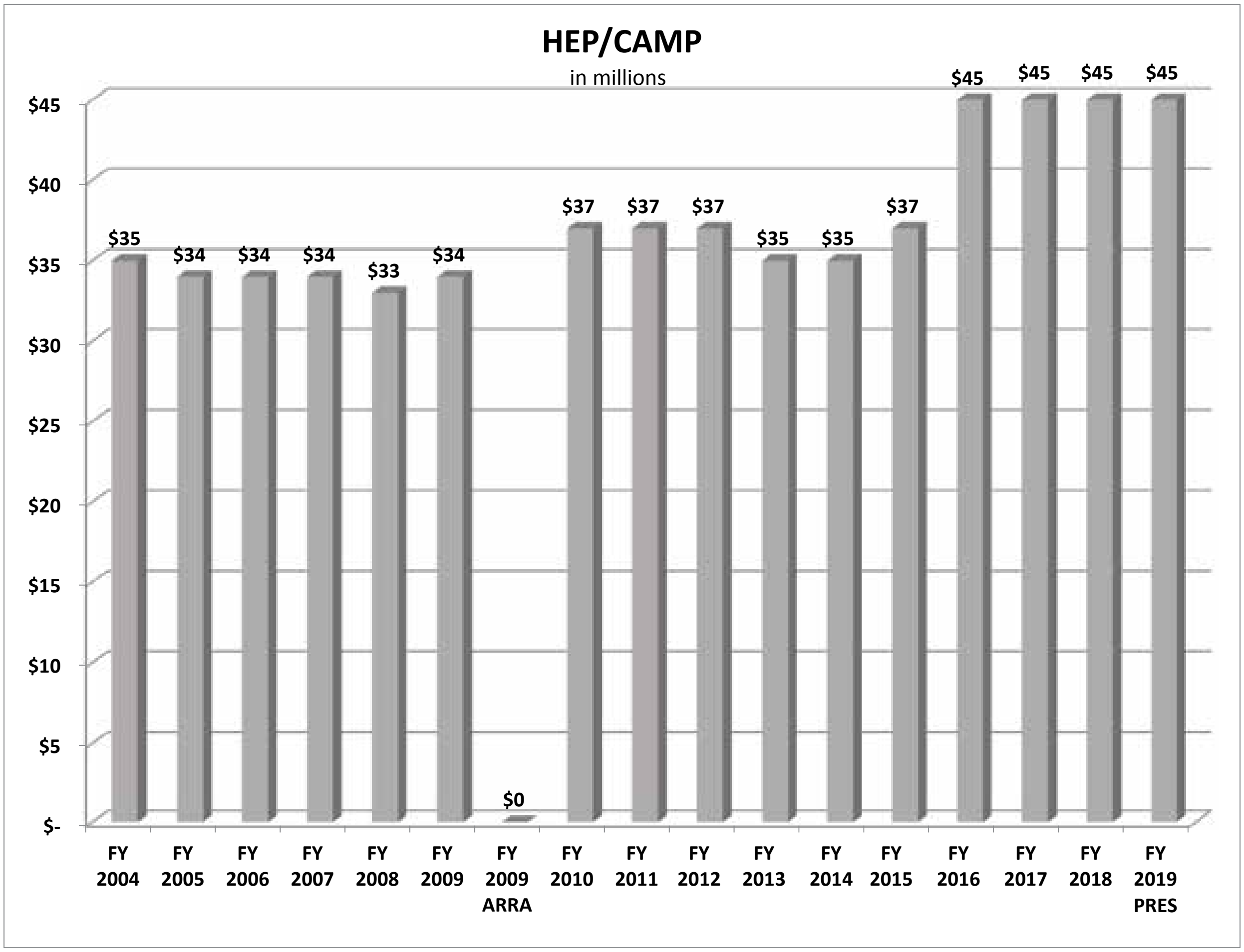
FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$44.62	$44.62	$44.62	$44.62

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget provides $44.62 million for HEP and CAMP, freezing the programs at the FY 2018 level. The FY 2019 request will support outreach, technical assistance, and professional development activities for children of agricultural workers. The proposed funding level will also allow the Department of Education to consider the geographic distribution of grants to ensure HEP and CAMP projects are available in areas of the country with the most need for these critical programs.

Current funding supports more than 100 HEP and CAMP projects. As a result, HEP services would be available to 5,700 students, while 2,500 students would be eligible to receive CAMP services. A decrease in funding for these programs, however, would result in programs being cut, thereby reducing the number of students benefiting from these services. These services continue to be in high demand, and more funding is required to meet the needs of the present farmworker migrant student population nationwide.



PROGRAM NEED

HEP and CAMP focus on identifying children of agricultural workers who have not been able to complete high school or pursue further education due to inconsistent access to equitable educational opportunity. In targeting out of school youth, HEP is able to provide services in flexible locations at times that meet the needs of this working population. CAMP provides counseling, tutoring, skills workshops, financial aid stipends, health services, and housing assistance that help students complete their first year of college.

The Higher Education Opportunity Act of 2008 recognized the importance of HEP and CAMP by increasing the authorization levels to $75 million, an increase of 73 percent or $55 million. Congress must fund these programs at the authorized appropriation levels to ensure children of farmworker migrant students have increased access to a quality education.

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Historically Black Colleges and Universities (HBCU)

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

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

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

DESCRIPTION

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

Strengthening HBCUs (Title III, Parts B and C)

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

HBCU Capital Financing Program (Title III, Part D)

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

Master's Degree Programs at HBCUs and PBIs

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

Strengthening Predominantly Black Institutions (PBIs)

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

Minority Science and Engineering Improvement Program (MSEIP)

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

FUNDING HISTORY *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Strengthening HBCUs				
(discretionary)	$ 244.69	$ 244.69	$ 279.62	$ 244.69
(mandatory)*	$ 79.22	$ 79.14	$ 79.39	$ 85.00
Strengthening HBGIs	$ 63.28	$ 63.28	$ 72.31	$ 63.28
Masters Degree Programs at HBCUs and PBIs	$ --	$ 7.50	$ 8.57	$ 7.50
Strengthening PBIs				
(discretionary)	$ 9.94	$ 9.94	$ 11.36	$ 0.00
(mandatory)*	$ 13.98	$ 13.97	$ 14.01	$ 15.00
MSEIP	$ 9.65	$ 9.65	$ 11.03	$ 9.65

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

IMPACT OF PRESIDENT'S BUDGET

The Administration's budget reduces funding for the programs that provide support to African/American undergraduate and graduate students after most accounts were increased in FY 2018. The Department of Education notes the FY 2019 budget is "aimed at...increasing access to a high-quality education for all students." HBCUs graduate more than 50,000 students annually and need greater resources to allow more students to avail themselves of high-quality postsecondary education opportunities. Collectively, these institutions yield nearly $15 billion in annual economic impact for the nation. Additional federal investments in the HBCU Title III program would help HBCUs continue to create new on- and off-campus job opportunities and greater investments in their surrounding communities.

PROGRAM NEED

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

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Developing Hispanic-Serving Institutions (HSI)

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

Hispanic-Serving Institutions in southern California's Inland Empire region — California State University, San Bernardino, Norco College, and San Bernardino Valley College — are engaged in a joint effort to serve Hispanic and low-income residents by providing access to education and support for academic success. The program will also provide opportunities to obtain skills in the rapidly growing field of digital media, including production of digital media incorporating sound, visual content, motion, animation, and interactive design. Goals of the "Here to Career" project are to:

- *Enhance student career readiness in the rapidly growing area of digital media.*
- *Increase access, transfer readiness, and transfer student success in digital media programs through outreach to Hispanics and low-income students.*
- *Expand limited institutional resources to help Hispanic and low-income students.*

—Title V, Part A

Adams State University (ASU) is a Colorado Hispanic-Serving Institution. The Promoting Postbaccalaureate Opportunities for Hispanic Americans Program (PPOHA) funding has allowed ASU to establish a Graduate Support Center (GSC) for and provide academic support services to Hispanic and low-income graduate students. For the first time, ASU graduate students will have comprehensive dedicated services and staff to assist them in navigating graduate student life. ASU's PPOHA project focuses on three project goals to ground creation of the GSC and establish a campus and an online presence that supports graduate student success:

- *Develop infrastructure for graduate-level academic support services to improve student success.*
- *Provide financial support or incentives to increase access to and persistence in graduate school for Hispanic students.*
- *Improve faculty and staff capacity through professional development and best practices.*

—Title V, Part B

Miami Dade College (MDC) has collaborated with St. Thomas University, a four-year university, to establish a Center for Science, Technology, Engineering and Mathematics for Transition, Retention, Advisement, and Completion (STEM-TRAC). The center attracts promising Hispanic and other disadvantaged students in Miami-Dade County, FL, to STEM studies, ensuring attainment of a four-year degree through a combination of high-impact strategies. The project goals included increasing the number of Hispanics and other disadvantaged students who attain degrees in STEM fields, and building on prior collaborations and existing transfer articulation agreements with St. Thomas University.

—Title III, Part F

DESCRIPTION

Developing Hispanic-Serving Institutions (Title V, Part A) provides 161 competitive grants to HSIs (32% of eligible schools), defined as nonprofit higher education institutions with enrollment of undergraduate full-time equivalent students at least 25 percent Hispanic. HSIs enroll and educate a disproportionate number of minority, low-income, and professional students. The program works to expand educational opportunities for and improve academic attainment of Hispanic students and expand and enhance academic offerings, program quality, and institutional stability.

Funds may be used to purchase laboratory equipment and construct instructional facilities, support faculty development, and provide academic tutoring/counseling programs and student support services, such as outreach, mentoring, and fellowships. Funds may also be used for administrative management, articulation agreements, program facilitation and education, and financial information to improve the financial and economic literacy of students. Five-year individual development grants and five-year cooperative arrangement development grants may be awarded under Title V, Part A.

Promoting Postbaccalaureate Opportunities for Hispanic Americans Program (Title V, Part B):
PPOHA grants (19 total) provide graduate school opportunities and improved academic attainment for Hispanic students. Funds also are used to expand postbaccalaureate academic offerings and enhance program quality in postsecondary institutions educating the majority of Hispanic college students, helping large numbers of Hispanic and low-income students complete postsecondary degrees. To receive a PPOHA grant, a higher education institution must offer a postbaccalaureate certificate or program, be designated as an eligible institution, and meet the program-specific requirements to be defined as an HSI.

Hispanic-Serving Institutions Science, Technology, Engineering and Mathematics and Articulation Programs (Title III, Part F):
HSI STEM & Articulation Program grants are competitively awarded to postsecondary institutions designated as HSIs. Grantees focus on increasing the number of Hispanic and other low-income students who attain degrees in the STEM fields and developing model transfer and articulation agreements between two-year Hispanic-serving institutions and four-year institutions.

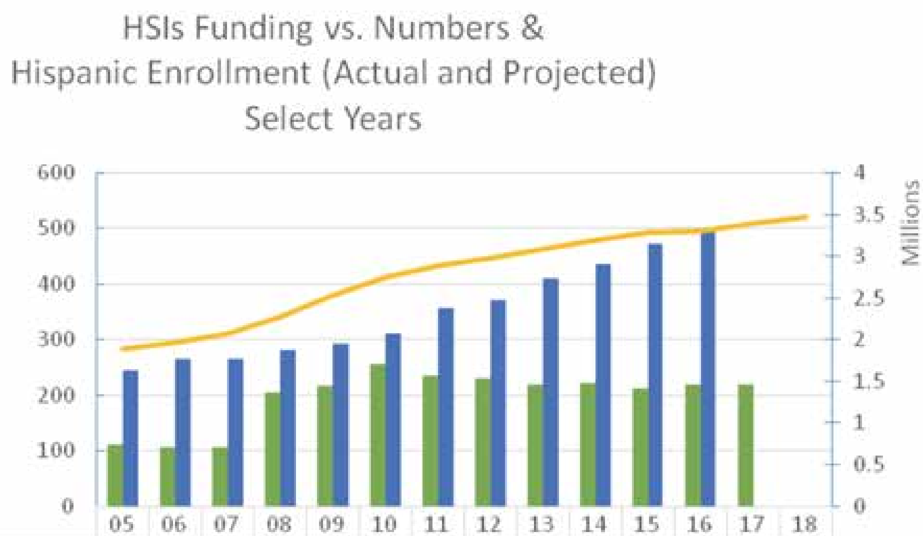
FUNDING HISTORY *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Title III—Part F (mandatory)	$ 93.20*	$ 93.10*	$ 93.10*	$100.00
Title V—Part A	$107.80	$107.80	$123.18	--**
Title V—Part B	$ 9.67	$ 9.67	$ 11.05	--**
Title V—Part B (mandatory)	--	--	--	--
Total	**$210.67**	**$210.57**	**$227.33**	**$100.00**

** 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 and 898 of the HEA.*

*** The Administration eliminates both current HSI grant programs (and most other Title III grant programs) and combines them into one Title III/V Institutional Formula Grant.*

**** $10.6 million in mandatory funds for Title V, Part B, as authorized in the Higher Education Act, ended after FY 2014, effectively cutting funding by 50 percent.*



	05	06	07	08	09	10	11	12	13	14	15	16	17	18
Funding (in M)	112	107	107	205	217	255	234	230	219	220	211	220	220	
HSIs	245	264	266	280	293	311	356	370	409	435	472	500		
Hspnc Enroll (in Thousands)	1882	1964	2076	2273	2537	2749	2893	2979	3093	3192	3292	3306	3386	3475

Enrollments for 2016-18 are estimated - National Center for Education Statistics.
The number of HSIs is determined by institutional reporting to the Department of Education of yearly enrollments that includes data on student self-identified race and ethnicity. The latest data are from the 2015-16 academic year. Totals also include funding for the Hispanic-Serving Institutions Education Grants Program at the Department of Agriculture, $9.2 million in FY 2017. Department of Education Grants include: STEM and Articulation Grant Program (HEA Title III-Part F) funded at $93.1 million in FY 2017; Developing Institutions (Title V-Part A) funded at $107.8 million in FY 2017, and Promoting Postbaccalaureate Opportunities (Title V-Part B) funded at $9.7 million in FY 2017.

IMPACT OF PRESIDENT'S BUDGET

The number of HSIs continues to grow with corresponding increases in the number of Hispanics accessing higher education, with recent year-to-year increases in HSIs of more than 30 institutions. President Trump's FY 2019 budget is shortsighted and fails to accomplish the stated goal of protecting our nation's most vulnerable students. The budget consolidates most institutional development grant programs in HEA,Title III and all HEA,Title V grant programs into a single formula-based allocation. However, the U.S. Department of Education acknowledges they do not have a specific plan in place. Such a drastic change would impact the way these important programs address their multiple purposes. It seems more about administrative convenience and budgetary expediency. This approach will impede the more than 3.5 million Hispanic and other low-income and first-generation students at HSIs achieving their hopes of higher education success.

Only 32 percent of HSIs currently have a Title V, Part A grant, and only 7.6 percent have a Title V, Part B grant. The FY 2019 budget would negatively affect HSIs by reducing Title V funds which assist them in serving the largest percentage of low-income, first-generation, and minority students who are expected to comprise the majority of tomorrow's workforce. Current funding is not nearly enough to serve the academic and support needs of the more than 500 eligible institutions, an estimated 3.5 million Hispanic students, and the more than 5 million students of all races/ethnicities currently enrolled in HSIs.

PROGRAM NEED

HSI grants enable colleges to better serve large percentages of Hispanic and other minority and disadvantaged students. Funds support programs that provide equal educational opportunity and strong academics and are used for improvements in instructional facilities, scientific equipment, curriculum development, faculty development, and other areas that promote access and success. As recently as FY 2011, HSIs received almost a third less federal funding on a per student basis as other institutions of higher education. HACU advocates for FY 2019 funding for Title V, Part A of $150 million and $30 million for Title V, Part B.

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Tribal Colleges and Universities and Other Title III Programs

Title III, Parts A and F, Higher Education Act

"You are blessed with education right at home, use it! Don't ever give up learning Iñupiaq along the way too. It is who we are as people and how we have survived all these years. Someday, we will not be here anymore, and you all will have to carry on our traditions, our values, our way of life…"

— Iñupiaq Elder

On the expansive and isolated North Slope of Alaska, the Title III-TCU program has been essential in helping Ilisaġvik College meet its mission of providing academic and career/technical education in ways that strengthen Iñupiaq culture and language. With support from Title III-TCU, Ilisaġvik has been able to equip all classrooms with state of the art interactive projectors and upgrade its technology infrastructure — including installing satellite internet, improving IT at village sites, acquiring smartboards, and enhancing its teleconference center. They have also hired an interdisciplinary faculty member to help transform teaching. To help students succeed, Ilisaġvik developed a tutoring program and an at-risk student task force, enhanced foundational studies, and launched new summer camps for future students.

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 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 in order to effectively prepare them to succeed in a globally competitive workforce. The Title III-TCU program has two parts: Part A (discretionary) and Part F (mandatory funding). Part F, which composes the majority of Title III-TCU funding, is slated to terminate after FY 2019. Funding from both Parts A and F is distributed to the 35 accredited TCUs by formula.

FUNDING HISTORY *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Discretionary	$27.60	$27.60	$31.54	$27.60
Mandatory*	$27.96	$27.93	$28.02	$30.00

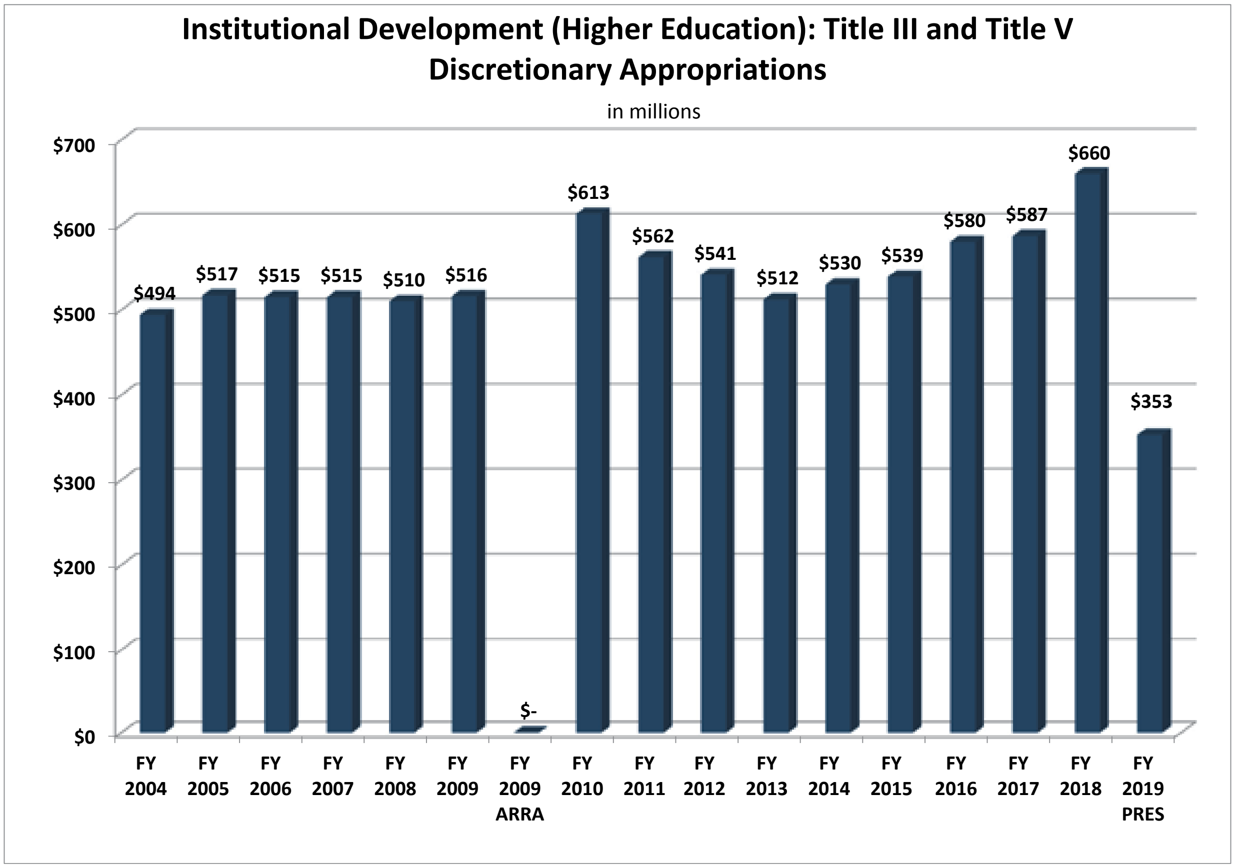
**Mandatory funds are provided under the Student Aid and Fiscal Responsibility Act (SAFRA) within the Health Care and Education Reconciliation Act of 2010 (P.L. 111-152)*

IMPACT OF PRESIDENT'S BUDGET

Under the president's FY 2019 budget, Title III-TCU Part A (discretionary) would be back to the FY 2017 level of $27.6 million, a cut of nearly $4 million. In addition, other complementary programs within the U.S. Department of the Interior impacting TCUs' ability to serve students would be slashed by 5 percent or more. Another year of low funding — following cuts of more than $3 million between FY 2011 and 2013 — is stifling the ability of TCUs to meet the changing needs of students seeking 21st century job skills, recruit and retain faculty, provide adequate student housing, and meet growing accreditation requirements. Because the number of TCUs continues to grow, even one year of frozen funding results in a cut to existing colleges. Since the funding high water mark of FY 2010, four new TCUs have joined the Title III-TCU program, resulting in an effective funding cut to the program of more than $5 million. The situation will become more dire at the end of FY 2019, when Title III-Part F is slated to end if Congress and the Administration do not take action. Loss of mandatory funding will slash the TCUs' Title III funding by more than 50 percent, which will be disastrous for TCUs and their reservation communities.

PROGRAM NEED

As a nation, it is critical we make it easier for more Americans, including the first Americans, to access, affordably pay for, and complete a college degree or pursue a trade through a vocational/technical education program. This is a key part of the mission of each TCU, 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 half the 566 federally recognized tribes. An average annual tuition of $2,937 makes a TCU education the most affordable in the nation, critically important since 85 percent of TCU students receive federal financial aid. TCUs are able to keep costs low, while continuing to innovate, serve more students, and meet extensive reporting and administrative requirements because of the Title III program. In particular, Part F funds have been instrumental in advancing tribal colleges' 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. To sustain the program at current levels, $35 million per year is needed for both Part A and Part F.



Other Title III Programs

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

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

Funding History *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Discretionary	$13.80	$13.80	$15.77	$ 0.00
Mandatory	$13.98	$13.97	$14.01	$15.00

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

Funding History *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Discretionary	$3.35	$3.35	$3.83	$0.00
Mandatory	$4.66	$4.66	$4.67	$5.00

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

Funding History *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Discretionary	$3.35	$3.35	$3.83	$0.00
Mandatory	$4.66	$4.66	$4.67	$5.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget eliminates Sections 317, 319, and 320 and consolidates the funding with five other Titles III and V programs. A new Title III program would be established for minority-serving institutions, including Hispanic-Serving Institutions, Alaska Native and Native Hawaiian-Serving Institutions, Asian American and Native American Pacific Islander-Serving Institutions, Native American-Serving, Nontribal Institutions, and Predominately Black Institutions. It is unclear how the funding would be distributed under this new program. For more on the impact, please see the Developing Hispanic-Serving Institutions (HSI) article in this publication on page 135.

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International Education Programs and Foreign Language Studies

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

At the University of California, students have participated in Title VI-funded international education programs since inception of the program in 1959. UC students have obtained international experience in regions spanning culturally, historically, and linguistically rich regions around the globe. At UC, Title VI supports research and expertise through nine National Resource Centers — important tools in serving the nation's economic, diplomatic, defense, and national security needs.

The Center for African Studies at UC Berkeley has previously served as a Title VI-designated National Resource Center, oftentimes in a joint capacity with the corresponding Center at Stanford University. Grants to support this National Resource Center have previously supported funding for African language instruction, graduate and undergraduate fellowships to study Africa and African languages, new curricula to improve learning about the continent, and resources to share these discoveries with the community, especially K-12 educators. Renewed funding of Title VI would continue sparking innovation in the academic community and bring new discoveries to the public.

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. In addition, funds support collaborations between four-year postsecondary institutions and community colleges and strong ties between U.S. higher education institutions and international partners. These efforts promote American students' global competencies and enhance their understanding of populations around the world. Title VI programs offer resources and expertise that serve the nation's economic, diplomatic, defense, and national security needs. Programs also facilitate university collaborations on international issues with federal, state, and local agencies, business and industry, and the military.

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

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

FUNDING HISTORY *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Domestic Programs	$65.10	$65.10	$65.10	$0
Overseas Programs	$ 7.06	$ 7.06	$ 7.06	$0

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2019 budget eliminates funding for the Title VI Domestic and Overseas (Fulbright-Hays) Programs. The budget justification asserts the programs are "duplicative, ineffective, or more appropriately supported with State, local or private funds." The budget makes reference to programs at the Department of Defense, the Central Intelligence Agency, and the United States Agency for International Development within which these programs may be consolidated. The Administration's request states the Department of Education would allow Domestic Program grantees to close out existing projects and draw down grant funds previously awarded.

PROGRAM NEED

Title VI programs are not duplicative and, in fact, serve as a national resource. For example, the National Resource Centers (NRC) program trains students, specialists, and scholars across the country and ensures the United States is ready to address vital demands in government, education, business, economics, foreign affairs, and defense, particularly in relation to less commonly taught languages and regions in America's strategic interests. All Title VI programs expand access to international studies and language programs and help deliver global opportunities to a broader population. While maintaining a robust national security and intelligence apparatus focused on foreign languages and regions is vitally important, such programs serve dramatically different purposes than the programs targeted for elimination.

If funding for these programs is eliminated, the nation's knowledge and expertise developed over the past 60 years with Title VI funding are at risk. A strong federal investment in Title VI is necessary to expand the nation's capacity in international education, research, and foreign language studies. In an increasingly global economy, additional funds are needed to address the severe shortage of Americans with proficiency in less commonly taught languages and to strengthen the nation's competitive advantage.

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Federal TRIO Programs

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

"I was raised by a single mother in the rural village of Wagon Mound, New Mexico. Growing up on food stamps in public housing, I developed a deep conviction that everyone deserves the same opportunities to succeed, regardless of background. The importance of school and believing in yourself are difficult to communicate in an environment that is neglected, where examples of achievement simply do not exist. This paradigm has to change, and programs like TRIO are vital in creating that shift. Because of TRIO, I went on to earn degrees from New Mexico Highlands University and the University of New Mexico School of Law — becoming the first person from my hometown to become an attorney. I would not have accomplished these things without the mentorship and guidance of TRIO. Attorneys General are not supposed to come from Wagon Mound, New Mexico. Yet here I am."

– Hector Balderas, Attorney General of New Mexico

DESCRIPTION

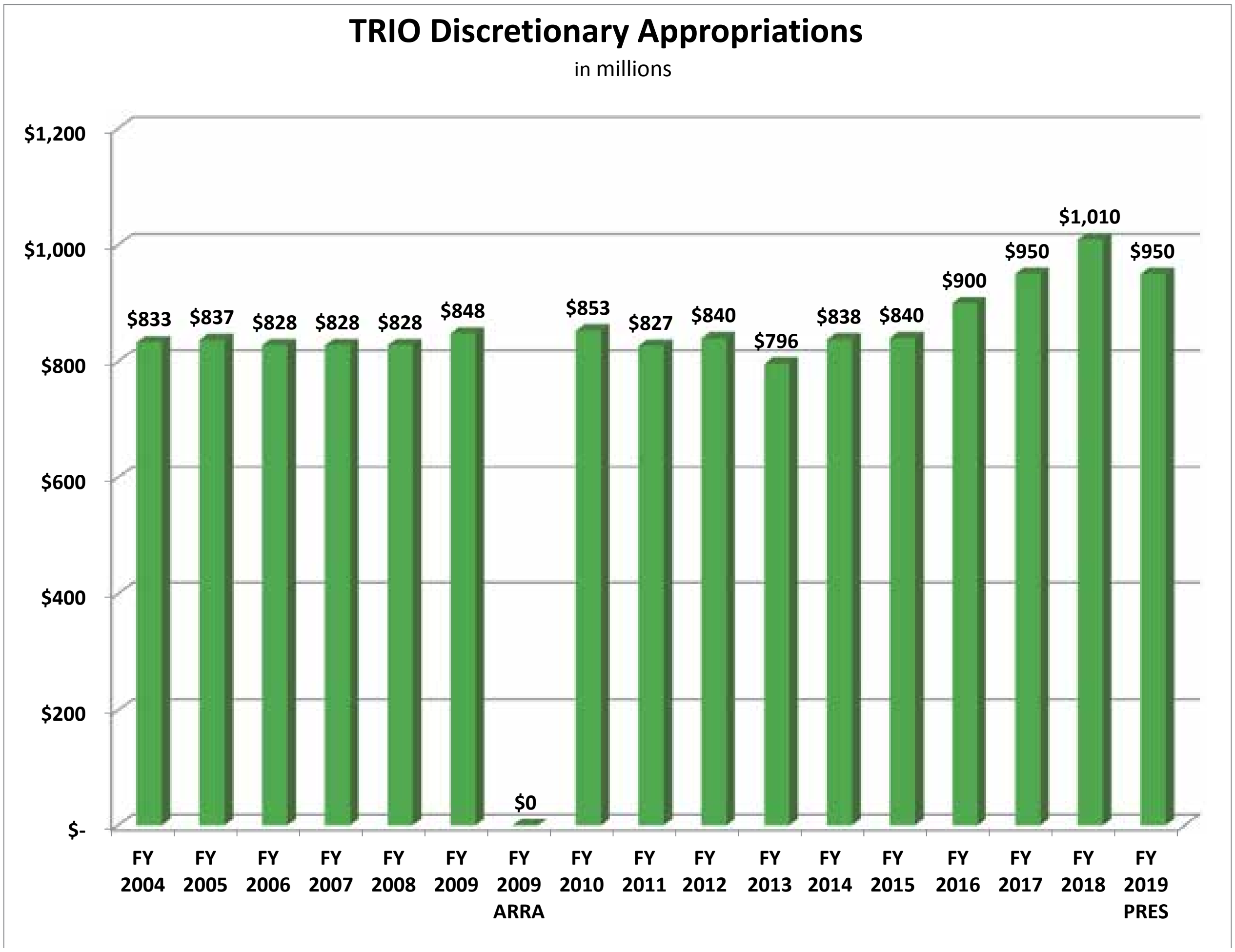
The TRIO programs provide a pipeline of educational outreach and supportive services to more than 828,000 low-income students ranging from sixth graders to doctoral candidates, adult learners, and students with disabilities. Through seven programs (Talent Search, Upward Bound, Upward Bound Math-Science,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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$900.00	$950.00	$1,010.00	$950.00

IMPACT OF PRESIDENT'S BUDGET

The Trump Administration's FY 2019 budget amounts to a proposal to eliminate the Federal TRIO Programs. On its face it might appear that funding for TRIO is simply frozen at the FY 2017 level. However, in the summary and justifications submitted with the U.S. Department of Education for FY 2019, the Administration unveiled a plan to transition TRIO from a competitive grant program to a single state formula (i.e., block grant) program. Through the creation of TRIO, the federal government assumed the role of ensuring that all students — regardless of background — have equal access to a college education. The general stagnation of higher education funding threatens the likelihood of such funds continuing to serve the needs of the least advantaged students. Without the intervention of the Federal TRIO Programs, students who are from low-income families, students who would be the first in their families to earn college degrees, students with disabilities, and other categories of at-risk students would not receive the supportive services necessary to even consider the possibility of college.



PROGRAM NEED

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

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

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

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

"Growing up in rural West Virginia, I experienced firsthand the devastation that economic decline and the opioid crisis could wreak on a community. I was raised primarily by my grandparents, who encouraged me to do well in school. While they supported me, it was the GEAR UP program that provided me with the knowledge and tools to pursue a higher education, including financial aid advising, taking the challenging courses, and deciding where to ultimately attend college. I have also been able to give back as a GEAR UP alum and recently participated in "Beating the Odds," a month-long road trip (sponsored by Roadtrip Nation) where I met educational, political, and civic leaders to discuss the importance of college and career success. I am excited to say that I will graduate in 2019 from Marshall University."

—Ikie Brooks, GEAR UP alumnus and Marshall University undergraduate student

DESCRIPTION

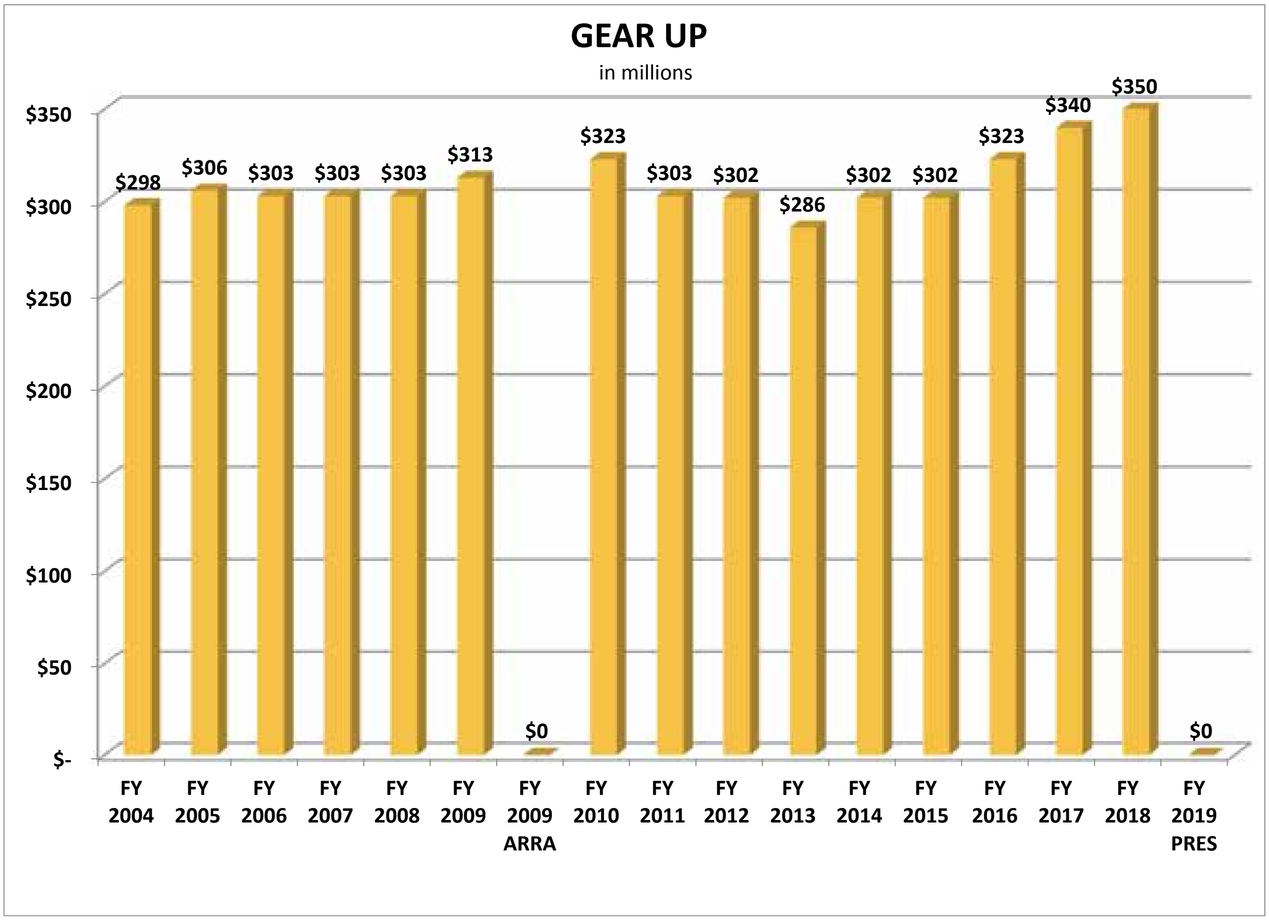
GEAR UP is a highly competitive discretionary grant program that increases the number of low-income, minority, and first-generation students prepared to enter and succeed in postsecondary education. The program is expected to serve nearly 750,000 students in FY 2018. Beginning no later than seventh grade, the program serves entire grade levels of students through high school and into their first year of college. GEAR UP provides a comprehensive suite of research-based programs that address academic, social, and financial barriers to higher education. Common programs include tutoring, mentoring, academic preparation, financial literacy education, parental engagement, scholarships, and professional development for educators. GEAR UP fosters partnerships among K-12 schools, institutions of higher education, local school districts, state departments of education, businesses, and community-based organizations to strengthen local pathways to college. These partnerships are required to match federal funding dollar for dollar, effectively doubling the investment to improve college readiness and completion for low-income students.

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$322.75	$339.75	$350.00	$0

IMPACT OF PRESIDENT'S BUDGET

The president's budget eliminates the GEAR UP program, potentially directing affected states to the Administration's proposal to combine the TRIO programs into a state formula grant program. The Department of Education justifies this move by stating that eliminating GEAR UP would provide administrative relief and points to the limited national evaluations on GEAR UP as further justification. Eliminating funding would close the doors at 45 state and 109 partnership grant programs.



PROGRAM NEED

For the most recent year where there is a substantial sample, the Department of Education reports 77.3 percent of the GEAR UP class of 2014 enrolled in a postsecondary institution immediately following high school graduation. Considering that nationally only 45.5 percent of low-income students did the same over the prior year, GEAR UP is clearly a catalyst for results. Achieving these outcomes at a modest annual federal investment of less than $500 per GEAR UP student speaks to the power of these highly flexible, locally led programs. In addition, an independent study from the New America Foundation (*Rebalancing Resources and Incentives in Federal Student Aid*) cites GEAR UP as "the most promising of [college outreach] programs." The study calls for "triple-funding for GEAR UP" to expand grantees' capacity to serve multiple cohorts.

The Department of Education argues the program lacks supporting data from national evaluations. However, the Department justification overlooks the fact that it is the entity mandated by law to lead those evaluations, which it has failed to do since 2008. In the president's budget, the Department acknowledges, while the scope of actually conducted evaluations was limited, there have been positive findings associated between GEAR UP participation and legislatively mandated goals, including increasing students' and parents' knowledge of postsecondary opportunities and increasing the percentage of students taking rigorous courses in secondary school. The limitations on the evaluation design relative to other key outcomes are a result of the Department of Education's unwillingness to evaluate the program systematically.

The elimination of GEAR UP would have a disastrous impact on students, their families, and the educators who serve them. In addition to closing educational and economic opportunities for students, a highly effective infrastructure would be dismantled that includes over 3,800 secondary schools.
For low-income communities, the GEAR UP program is a lifeline to opportunity, bringing research-based practices that help build schools' capacity to improve the college and career readiness of students long after grant funding has ended.

The Administration's proposal would harm state agencies, institutions of higher education, community-based organizations, and K-12 systems deeply committed to strengthening pathways to college and career success for low-income students. The impact would be felt in cities and rural communities in nearly every state in the nation.

Despite GEAR UP's demonstrated success in increasing high school graduation and college enrollment rates for students from low-income and working class backgrounds, only a fraction of eligible students and communities benefit from the program. Ensuring an open FY 2019 GEAR UP competition is critical, so communities can replicate the research-driven GEAR UP model. Modestly increasing GEAR UP to $375 million in FY 2019 would propel the program's momentum, strengthening the pathway to postsecondary education, and serving an additional 70,000 new students.

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Graduate Education

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

At the University of California, Riverside, a cadre of Ph.D. students in the Plant Biology Graduate Program apply their Graduate Assistance in the Areas of National Need (GAANN) fellowship toward enhancing the University's capacity to teach and conduct research in plant biology at the state, regional, and national level. The long-range goal of this fellowship program is to increase the number and diversity of trained plant biologists needed to address current and future challenges to food production, agricultural sustainability, renewable natural resources, and environmental sustainability, both at home and around the globe. The concentration of talented researchers at the University of California — an institution that serves as a leader in agricultural research and development — provides an ideal environment for deploying GAANN funding with an aim to continue the current pace of discovery.

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$29.29	$28.05	$23.05	$0

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2019 budget eliminates funding for GAANN after a decrease in FY 2018. The Administration asserts that GAANN fellowships "provide significant financial support to the graduate students receiving the fellowships, [but] the program operates at a high cost per student," and "such fellowships can be more efficiently and more appropriately supported through other Federal programs, as well as through institutional and other non-Federal resources."

PROGRAM NEED

GAANN is the only source of grant support for graduate students in the Department of Education. Recipients of these highly competitive awards are academically talented, financially needy students pursuing graduate degrees in critical scientific and technical fields identified by the federal government as areas of national need. In fact, a stronger national commitment to graduate education through GAANN and other programs is needed to assure a continued pipeline of skilled workers in all sectors of the economy, as well as qualified professors who will mentor and train the teachers and students of tomorrow. Graduate students are talented individuals who drive excellence in teaching and learning, generate discoveries, patent inventions, develop new products and solutions, and influence the worlds of music, art, and design. Graduate students also add to our nation's economic competitiveness, innovation, and national security in business, academia, government, and a broad range of fields.

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

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Child Care Access Means Parents in School (CCAMPIS)

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

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

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$15.13	$15.13	$50.00	$15.13

IMPACT OF PRESIDENT'S BUDGET

The president's budget for FY 2019 would return funding for this program to the FY 2017 level — a cut of 69.74 percent — when it supported 100 programs. This is particularly devastating after the major increase in funding to $50 million for FY 2018.

PROGRAM NEED

While there are hundreds of campus child care centers in the United States, they are only able to meet a small percentage of the demand for services. Expanding access to on campus child care helps increase access to higher education for low-income students and it also increases retention, especially for single parents. Without an increased investment, thousands of low-income students across the country continue to lack access to quality child care, and this is often cited as the reason why students with young children withdraw prior to completing a certificate or degree.

While the FY 2018 funding level is a significantly positive development, the CCAMPIS program needs a stable, increasing investment to demonstrate a commitment to this program and help institutions plan child care centers and parent support services.

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Teacher Quality Partnership Grants

Title II, Part A, Higher Education Act

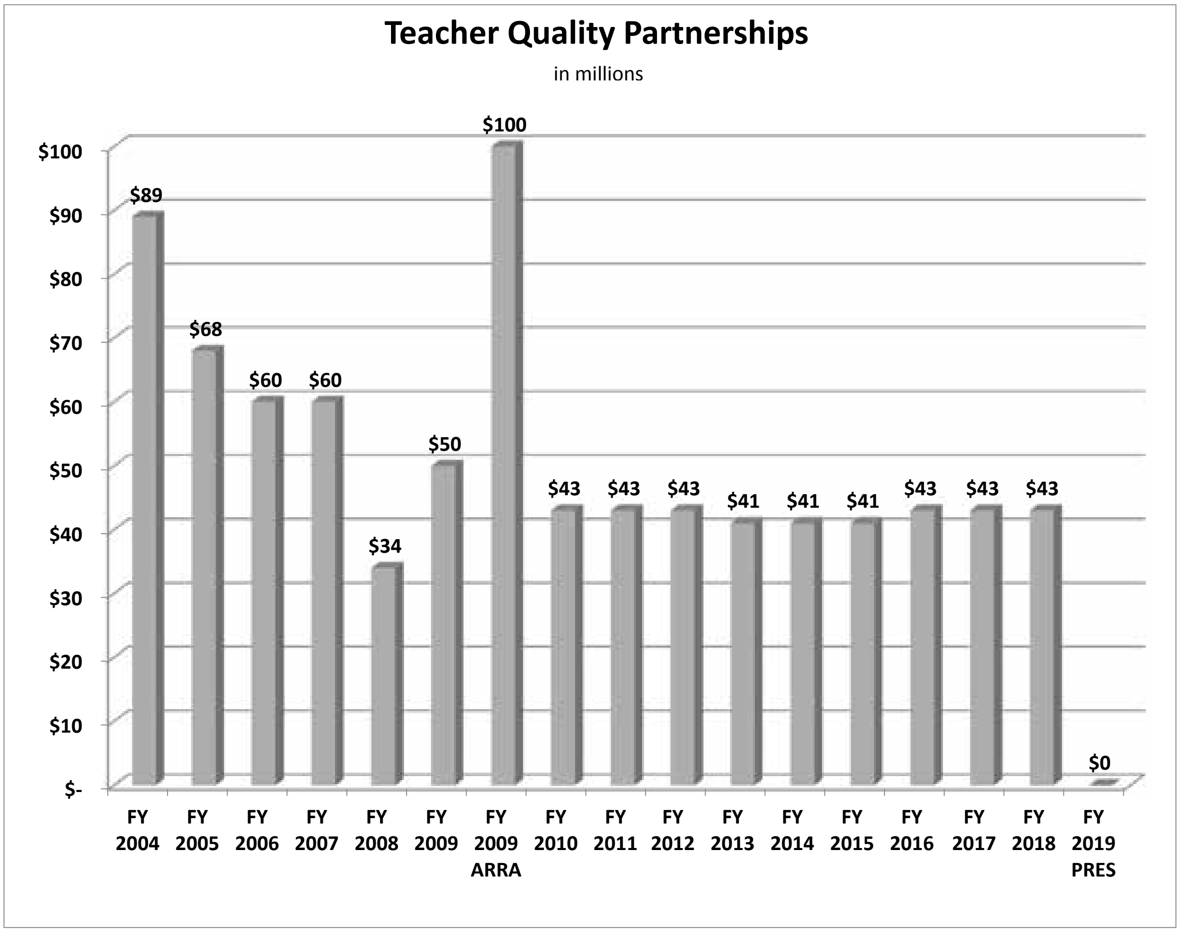
Eliana Berger struggled as a student growing up, so when she decided to become a teacher she wanted to provide students "with an educational environment that fostered inquiry, innovation, and excitement." Through her experiences as a teacher candidate participating in the Transforming Teaching through Technology grant at the University of North Carolina at Greensboro, Eliana became a leader in implementing STEM-based, hands-on learning opportunities for students. During her undergraduate program she served as a Maker in Residence in the SELF Design Studio in the School of Education, which was developed in part through Project ENRICH, a TQP grant. As a student teacher, Eliana planned and presented professional development on teaching in a makerspace to the entire staff of her school. Eliana's leadership and passion for fostering inquiry in the classroom resulted in her being named the North Carolina Student Teacher of the Year. She currently teaches at a STEM-themed Title I school in Charlotte, NC.

DESCRIPTION

The Teacher Quality Partnership (TQP) Program funds competitive grants to partnerships of higher education institutions, high-need local school districts, and other stakeholders to reform and strengthen educator preparation. At the heart of the TQP program is a focus on deepening the partnership between PK-12 and higher education as they collaborate to prepare profession-ready educators in high-need fields. The program extends the clinical practice and includes the option of a residency for master's level programs, as well as the implementation of more authentic integration of education curricula with the arts and sciences. In addition, TQP grantees develop metrics to evaluate the effectiveness of program graduates once they enter the classroom. Graduates of TQP residency programs agree to serve in a high-need school for three years, ensuring profession-ready teachers are serving where they are needed the most.

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$43.09	$43.09	$43.09	$0



IMPACT OF PRESIDENT'S BUDGET

The teaching profession is facing critical challenges, including shortages in high-need fields, declining enrollment in preparation programs, a persistent diversity gap between teachers and students, and the attrition of educators out of the profession. Eliminating funding for TQP will only serve to exacerbate an already serious situation.

PROGRAM NEED

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

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Student Aid Administration

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

Manpreet Dayal is a freshman at American University looking to study education policy. A first-generation college student, Manpreet and her family used the tools and checklists available on the Federal Student Aid website to guide her college application process. In addition to qualifying for some merit-based grants at her school, she will take out thousands of dollars in federal student loans — processed and dispersed by the Student Aid Administration — to finance her undergraduate education. The Administration is responsible for ensuring students like Manpreet can afford college and make responsible and informed decisions as borrowers.

DESCRIPTION

Student Aid Administration funds are used to administer the federal student financial assistance programs authorized under Title IV of the Higher Education Act. Federal Student Aid (FSA), a part of the Department of Education, is the largest provider of student financial aid for postsecondary students in the nation. In FY 2017, FSA processed just over 19 million student financial aid applications, dispersing more than $122 billion in federal grants, loans, and work-study funds to help nearly 13 million students pursue postsecondary education. FSA administers a loan portfolio of more than $1.3 trillion and protects students and taxpayers by ensuring federal resources are used appropriately.

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$1,551.85	$1,576.85	$1,678.94	$1,772.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget includes $1.77 billion, which is an additional $93 million (5.54 percent increase) for the Student Aid Administration, compared to the FY 2018 appropriation. These funds support offices that are "maintaining operations for student aid application processing, origination and disbursement functions, and student aid information technology system hosting; servicing the Department's loan portfolio; and enhancing security across applications."

PROGRAM NEED

Despite the recent budget deal raising spending caps for the current and next fiscal years, the Student Aid Administration's enormous student loan portfolio is difficult to manage year-to-year in such uncertain budget environments. To protect Congress's investment in federal student aid, the Student Aid Administration needs consistent funding not subject to budget caps. The office needs adequate, consistent funding to provide students and student-loan borrowers with the accurate information they require to understand their financial aid.

The president's budget supports the Secretary of Education's moves to a simplified mobile-first student aid application and increased cyber security measures, in addition to "undertaking a monumental student loan servicing upgrade." Additional stable funding for the Student Aid Administration is needed to improve on core functions in technology, infrastructure and data security, and better:

- educate students and families about the process for obtaining aid and student loan repayment options.
- process student financial aid applications.
- disburse aid and service loans.
- collect on defaulted loans and offer assistance for at-risk borrowers.
- ensure enforcement and oversight of Title IV programs.

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Federally Funded Research

Scientists at the Keck School of Medicine of the University of Southern California are looking to a group of deep-sea dwellers to create better ways to develop cancer-fighting therapies. Harnessing the power of the luciferases enzymes that enable these marine animals' bioluminescence, the team created a test that makes it easy for researchers to see whether a therapy is having its intended effect — killing cancer cells. These enzymes became the basis of the test called the Matador assay. Engineered to get trapped inside cells, the luciferases leak out of cells when they die, causing visible glow. To test the Matador assay's effectiveness at measuring cell death, several different types of cancer cells — including chronic myelogenous leukemia, Burkitt's lymphoma, and solid tumors — were treated with a variety of immunotherapies. Results showed the assay was so sensitive that it could detect the death of a single cell, far exceeding existing assays. Based on these outcomes, the Matador assay has potential applications in other areas of biomedical research and cellular therapy, as well as screening other anticancer agents or measuring environmental toxins. Support for this research came from the National Institutes of Health, specifically the National Institute of Dental and Craniofacial Research.

DESCRIPTION

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

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$68.95	$72.48	$ *	$58.98*

**OMB hasn't published the FY 2018 total yet because funding was only completed in late March. The FY 2019 total does not include any funding that might have been added to the budget in the "addendum."*

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget would decrease basic and applied research accounts across the federal research landscape overall by 18.6 percent relative to FY 2017. The president's budget eliminates the Department of Energy's Advanced Research Projects Agency–Energy. The National Institutes of Health (NIH) is cut by 8 percent, the National Science Foundation (NSF) by 3.8 percent, and the Department of Energy's Office of Science by 13.9 percent below FY 2018. The president cuts the National Aeronautics and Space Administration by 4.1 percent and eliminates the $100 million Education Program. The budget also cuts by 2.8 percent basic research at the Department of Defense and decreases applied research by 10 percent. The big winner, at an increase of 12 percent, is the Defense Advanced Research Projects Agency.

PROGRAM NEED

Low discretionary spending caps have had a negative effect on federal research funding in the aggregate, and funding levels have not kept up with growing need. The deterioration of federal funding for research, at a time when other countries are increasing their investments, creates an innovation deficit for the United States. This puts the nation at a competitive disadvantage and endangers our role as a world innovation leader. Federal funding for research should be bolstered every year and not allowed to decay, even in tight budget circumstances. As an investment with a proven track record of strong returns, federal funding for research is closely tied to our nation's economic health. Insufficiently funding this investment will have deleterious impacts on the national economy and future federal budgets, constricting funding for all programs into the foreseeable future. We must close the innovation deficit with robust federal support for research. In FY 2019, NIH should receive an additional $2 billion above final FY 2018, NSF should receive $8.45 billion, the AFRI should receive $420 million, and all agencies should be funded well above inflationary growth.

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Segal AmeriCorps Education Award

National and Community Service Act

"Unfortunately, many of my college classmates left Mississippi after graduating, but through Teach For America I was able to stay and teach in the Mississippi Delta. For more than 10 years, I have been a classroom teacher and school administrator, and currently work to advance public policy solutions aimed at ensuring educational excellence for every Mississippi child. The Segal AmeriCorps Education award has the power to change the professional paths of some of our nation's most promising leaders, redirecting talent to communities in need.

The AmeriCorps Education Award goes toward paying off a portion of student loans and covering some of the costs of a graduate degree. As a child of first-generation college graduates, having AmeriCorps support was important in allowing me the opportunity to enter into national service. Without this assistance, it would not have been financially feasible for me to commit to serve by teaching. By making this transition to service possible for more people, AmeriCorps helps Teach For America achieve its mission to recruit, develop, and support a diverse network of leaders who expand opportunity for children in our state's classrooms and every field that shapes education."

—Angela Bass, 2008 Teach For America Mississippi alumna

DESCRIPTION

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

The maximum amount of a full-time Segal AmeriCorps Education Award ($5,920 in FY 2018) is equivalent to the maximum amount of the Pell Grant for the year in which the national service position was approved. The value of the award is prorated based on the length of service. Education awards can be used toward repayment of qualified student loans and/or payment of higher education expenses. Many Teach For America participants use their awards to obtain teaching certification. AmeriCorps also provides a loan forbearance benefit, allowing members to postpone regular monthly student loan payments during their service. Additionally, AmeriCorps will pay up to 100 percent of the interest accrued on qualified student loans after each successful year served as an AmeriCorps member.

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$1,030.36	$1,030.36	$1,030.36	$123.00

IMPACT OF PRESIDENT'S BUDGET

President Trump's FY 2019 budget eliminates the Corporation for National and Community Service. The budget includes $123 million for an "orderly shutdown" of operations.

PROGRAM NEED

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

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PART 4:
FORGING SUCCESS

Educational Research, Statistics and Improvement

The Institute of Education Sciences

Titles I, II and III, Education Sciences Reform Act

DESCRIPTION

The Institute of Education Sciences (IES) is an independent agency within the Department of Education that houses major programs of federal education research and development, statistics, assessments, and program evaluation. The IES Director oversees the operation of the Institute through four national centers: the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, and the National Center for Special Education Research. The four centers support activities across all four centers to establish an evidence base and to communicate research-based findings and disseminate resources to policymakers, school and district leaders, teachers, parents, and students.

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$618.02	$605.27	$613.46	$521.56

IMPACT OF PRESIDENT'S BUDGET

The Administration's budget includes $521.56 million for FY 2019. This funding level reflects the elimination of two critical programs at IES, the Statewide Longitudinal Data Systems and the Regional Educational Laboratories. All other programs reflect only small changes in current funding levels. Eliminating these programs undermines the ability of IES to most effectively support the research, statistics, evaluation, and dissemination activities essential to understand student achievement, identify effective program and instructional practices, and assess the impact of education reform.

Funding for IES is particularly important in FY 2019. States are in the beginning stages of implementing the Every Student Succeeds Act (ESSA), which requires evidence in specific provisions such as school improvement plans and parent and family engagement. ESSA also requires the Department of Education to prioritize applicants for competitive grants who demonstrate use of evidence in seven delineated areas. In addition, the statute shifts numerous policy and practice decisions to the states, many of which lack the capacity and funding to establish their own evidence base and increasingly rely on IES for assistance in this regard.

PROGRAM NEED

The program need for research and evidence to improve education has always been substantial. Now the stakes are even higher for states and local school districts with the congressional and Administration commitment to evidence in ESSA and the bipartisan Foundations for Evidence-based Policymaking Act. Not only are all states charged with making education policy and practice decisions, they are required to make these decisions based on definitions of tiered evidence. States' capacity and support for education research range widely, making IES an even more critical resource. In addition, states and districts continue to seek research to address continuing challenges in cultivating a supportive school climate, increasing engagement in STEM education, and preparing students with necessary skills to enter the workforce.

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Regional Educational Laboratories (RELs)

Title I, Part D, Education Sciences Reform Act

REL Northeast and Islands released a guide to help states and districts use publicly available data about district expenditures and student academic performance to calculate six expenditure-to-performance ratios. This guide assists school districts seeking ways to increase efficiency by maintaining or improving education outcomes while using fewer resources. The guide also includes implications for practitioners and policymakers when using the different ratios, including how a district's perceived efficiency varies depending on which ratio is considered.

DESCRIPTION

The Regional Educational Laboratory program (REL) is comprised of a national network of 10 regional "labs" that help states and districts systematically use data and research to improve student outcomes. Created in 1966 and currently authorized under the Education Sciences Reform Act of 2002, RELs conduct rigorous applied research and help stakeholders use data to inform decisions. The current REL contracts were awarded in FY 2017 and include an explicit focus on supporting sustained, ongoing partnerships with stakeholders at the state and district levels. Much of the proposed work is conducted through REL research-practitioner partnerships where researchers and educators work together on a problem and generate solutions that improve student outcomes.

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$54.42	$54.42	$55.42	$0

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget eliminates funding for the REL program in contrast to a small increase in FY 2018. The budget justification states, "this program supports dissemination and technical assistance activities that are duplicative of existing investments in areas of training, technical assistance, and professional development to build State capacity to provide high-quality education. Past surveys and evaluations suggest that the technical assistance currently provided through this program may be underutilized or not relevant to State and district needs."

Contrary to this depiction, RELs carry out three broad types of work: applied research, dissemination of findings from rigorous research, and technical support for use of research. The 2017 REL contracts focus on developing research-practitioner partnerships with state and local entities that share the goal of increasing the use of evidence in education. Without these funds, the REL program would not be able to continue to serve as the primary dissemination partner for the What Works Clearinghouse (WWC) practice guides through virtual and in-person events or to support the U.S. Department of Education by developing webinars and tools to help applicants and grantees understand and meet evidence requirements in discretionary grant competitions.

PROGRAM NEED

The REL program is a comprehensive mechanism to help state and local school districts use up-to-date, credible, and rigorous education research to improve student outcomes, particularly crucial as state and local school districts implement the Every Student Succeeds Act (ESSA). ESSA requires that state, local district, and school-level activities, strategies, or interventions are evidence-based under some programs. Given these new evidence provisions in ESSA, the partnerships between the RELs, states, and districts are even more important as evidence-based activities are identified and implemented to meet specific local needs.

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Education Research, Development, and Dissemination

Title I, Education Sciences Reform Act

Developmental, or remedial, education courses are designed to support students deemed underprepared for college-level courses. Offering these noncredit courses allows community colleges and less selective four-year colleges to open their doors to students who might otherwise be shut out of higher education. Research from centers funded by the National Center for Education Research has revealed concerning outcomes in college completion, workforce development, and equity goals for the millions of students — disproportionately first-generation students, students of color, and those from low-income backgrounds — enrolled in developmental education at two- and four-year colleges. These findings led to partnerships with community colleges to determine what would work to help students who were underprepared for college. In North Carolina, community colleges shifted investments in ineffective remedial education to courses in technology resulting in higher completion rates for students.

DESCRIPTION

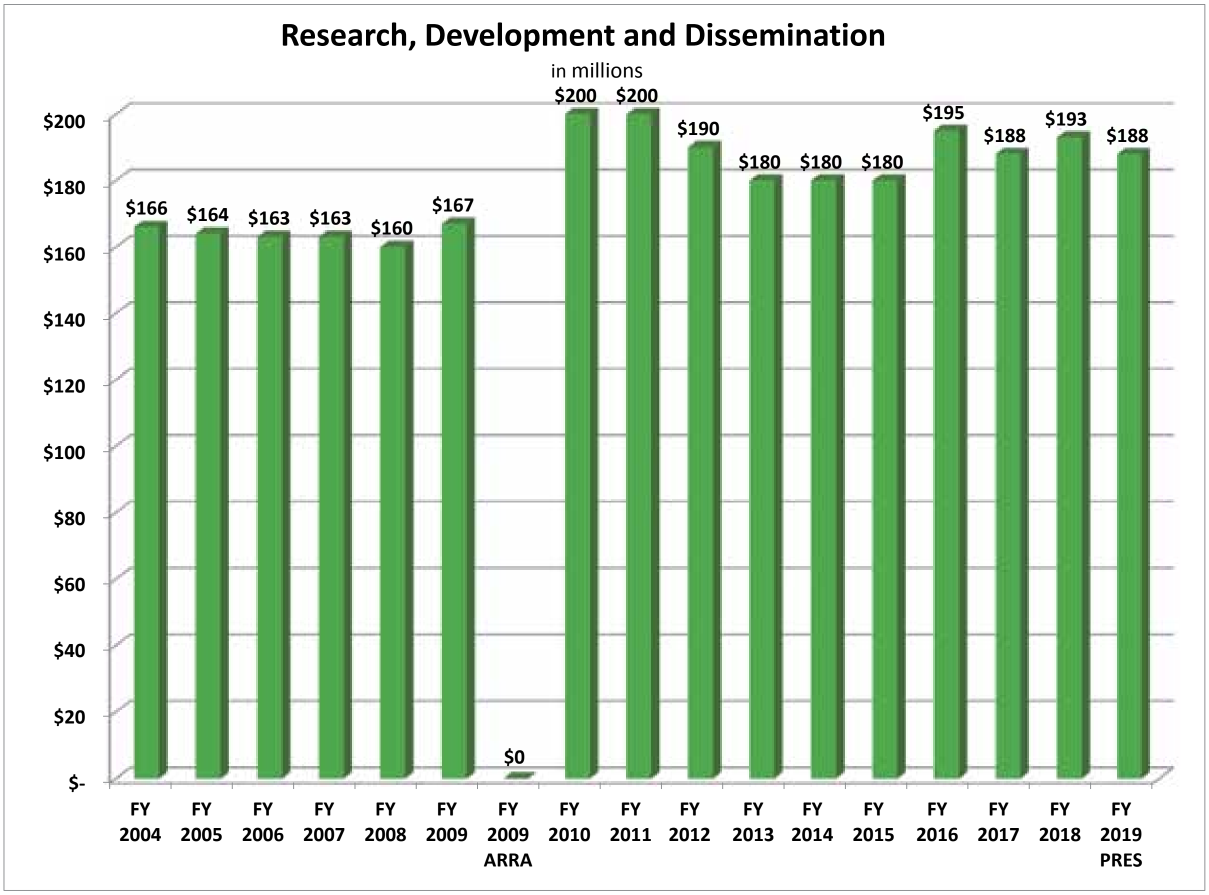
The Research, Development, and Dissemination budget line provides support for the Department's core education research programs. It includes the National Research and Development Centers that address specific topics such as early childhood development and learning, testing and assessment, and reading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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$195.00	$187.50	$192.70	$187.50

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget for Research, Development and Dissemination (RD and D) cuts funding for the National Center for Education Research (NCER) and the National Center for Educational Evaluation and Technical Assistance (NCEE) by over $5 million below FY 2018. Despite the increase in FY 2018, these centers remain underfunded. A cut below the FY 2018 level would impede the ability of NCER and NCEE to continue to produce and support the development and use of research and evidence at the U.S. Department of Education and in the field. NCER activities fall into a wide range of research topic areas including reading and writing, early learning, mathematics and science education, teacher effectiveness and pedagogy, and education systems and policies.



PROGRAM NEED

These programs within IES provide structure and leadership for research, development, and dissemination. However, all of these critical activities to improve effectiveness and efficiency of education policy and practice decisions suffer due to inadequate funding. IES grants provide a consistent source of support for building a high-quality evidence base for what works in education, as well as providing ongoing support for IES's dissemination efforts to ensure evidence informs practice. For many universities, IES funding is an essential source of support for education research. Important questions, such as the effectiveness of college advising and the effectiveness of financial aid reforms, will remain unanswered if funding is not available for quality research.

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National Center for Education Statistics

Title I, Part C, Education Sciences Reform Act

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

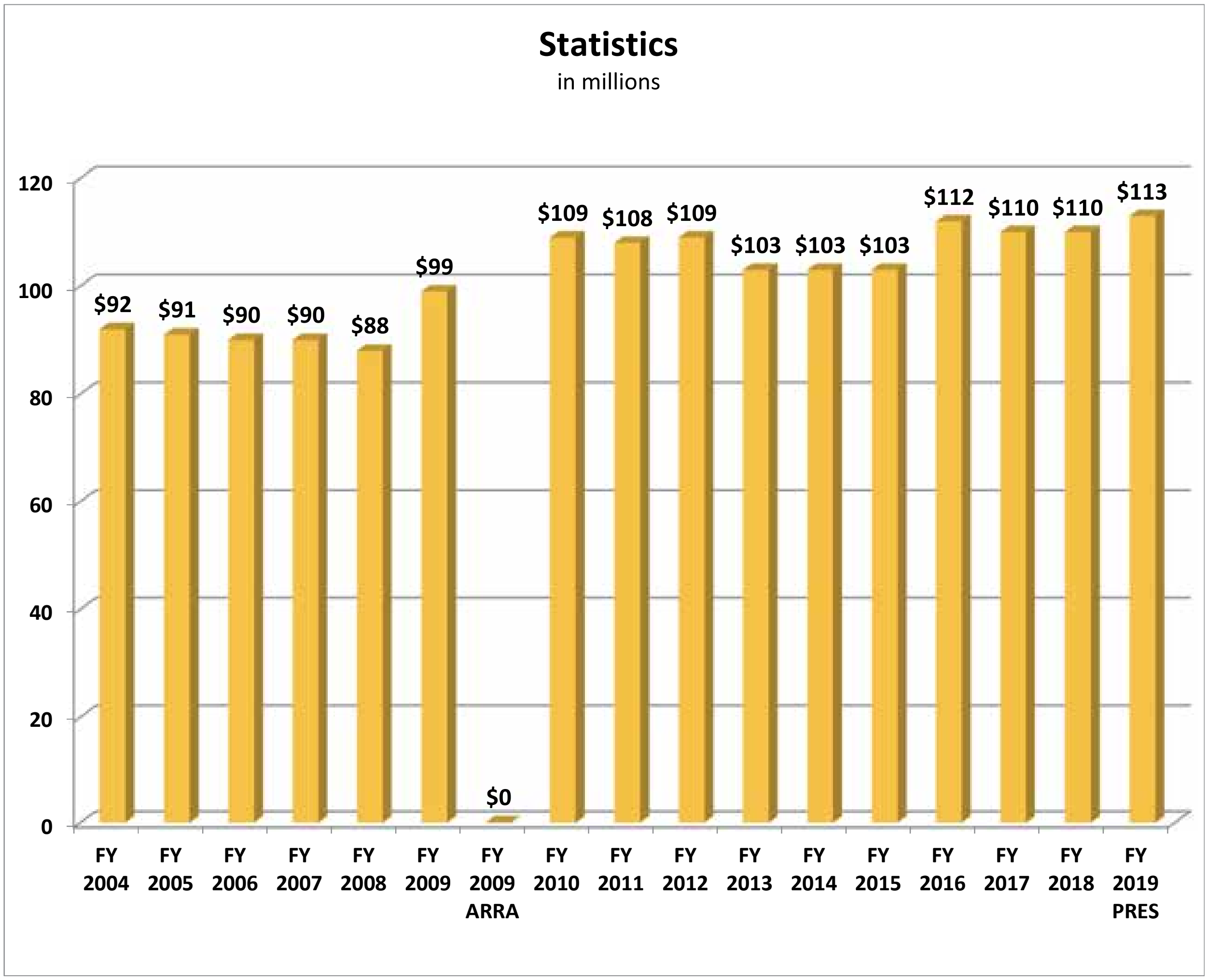
FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$112.00	$109.50	$109.50	$112.50

IMPACT OF PRESIDENT'S BUDGET

The slight increase for NCES in the president's budget reflects $3 million dollars currently in the State Longitudinal Data Systems budget. Those funds are designated for the Privacy Technical Assistance Center (PTAC), a valuable resource center to states and districts, the postsecondary community, and others building and using education data systems on issues related to privacy, security, and confidentiality of student records. The president's budget would support collection, analysis, and dissemination of education-related statistics in response to legislative requirements and the needs of data providers, data users, and education policy analysts. Education statistics collected by NCES enable policymakers and practitioners to identify challenges and policy priorities in education and develop new and evaluate and refine current systems.

PROGRAM NEED

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



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National Assessment of Educational Progress

Title II, Education Sciences Reform Act

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$149.00	$149.00	$149.00	$149.00

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2019 budget freezes funding at $149 million for the National Assessment of Educational Progress, frozen at that level since FY 2016. While this funding level will enable IES to continue its mandated assessments, it does not provide any flexibility for pursuing national and state NAEP assessments in topics beyond math, reading, and science that are permitted but not required by statute.

PROGRAM NEED

NAEP plays a critical role in benchmarking national education progress. Since most states and districts use their own unique assessments, such a benchmark is essential. The NAEP will likely be even more important as states develop their own accountability systems with the increased flexibility granted under ESSA. In 2017 NAEP assessments were administered in a digitally-based format. This modernization step will facilitate better, more efficient measurement of what students know and can do, better align with how students are taught, and eventually lead to cost savings. Participation in the voluntary Trial Urban District Assessment (TUDA) is growing, with results providing valuable data to districts that help them make evidence-based policy and practice decisions.

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Research in Special Education/ Special Education Studies and Evaluation

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

The National Center for Special Education Research (NCSER) is one of the largest sources of funding for research and development on special education and related services. NCSER funds research on the full range of issues facing children with disabilities, from early childhood through transition to adulthood, including research into academic progress and social and behavioral outcomes. Recently NCSER funded the development and evaluation of several promising professional development tools for educators who work with students with disabilities. PRIME Online offers a series of online professional development modules related to mathematics content, pedagogical content knowledge, instructional strategies, and the needs of students with disabilities in general education math classrooms. Tools for Teachers is a professional development training program that uses videos and web-based coaching to assess and improve instruction for teachers in preschool settings, ultimately improving developmental and school readiness outcomes for young children with disabilities.

DESCRIPTION

This program supports research to address gaps in scientific knowledge necessary to improve special education and early intervention services and results for infants, toddlers, and children with disabilities. Special Education Studies and Evaluation fund 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 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Research in Special Education	$54.00	$54.00	$56.00	$54.00
Studies and Evaluation	$10.82	$10.82	$10.82	$10.82

IMPACT OF PRESIDENT'S BUDGET

The president's budget includes $54 million in FY 2019 for Research in Special Education, a $2 million cut below the FY 2018 level, and $10.82 million for Special Education Studies and Evaluation, a freeze at the previous year's funding level. The FY 2019 level would essentially allow the Institute of Education Sciences (IES) to maintain current support for studies, evaluations, and assessments related to the implementation of IDEA. Funds would allow IES to support existing research, development, and evaluation projects that contribute significantly to solutions to special education problems in the United States.

PROGRAM NEED

Funding for special education research has remained static over the past few fiscal years. Cuts to NCSER since FY 2010, including through sequestration, have prevented the agency from funding a number of the high-quality research proposals submitted. NCSER work, for example, has targeted youth with high functioning autism experiencing high levels of anxiety, individuals with Down Syndrome learning to read, and individuals with learning disabilities studying to master math word problems. NCSER provides special educators and administrators research-based resources that support the provision of a free appropriate public education and early intervention services to children and youth with disabilities.

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Statewide Longitudinal Data Systems

Title II, Education Sciences Reform Act

Mississippi's Statewide Longitudinal Data System (SLDS) — LifeTracks — is a key component of how the state uses data and research to drive its work at the local and state levels. The system is based at Mississippi State University and provides answers to critical research questions that help the state make strong policy decisions based in evidence. Each of Mississippi's key stakeholder organizations representing education, health, and workforce development has the ability to use certain parts of LifeTracks to support and evaluate their programs. After a thorough review, they are granted secure access and can use this system to provide hard evidence that shows whether or not a particular program is effective. The power of this system is significant. Mississippi Governor Bryant has leveraged LifeTracks to strengthen the state's workforce development efforts by using the system to track high school and college graduates and statewide job opportunities.

DESCRIPTION

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

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$34.54	$32.28	$32.28	$ 0

IMPACT OF PRESIDENT'S BUDGET

The president's budget eliminates the SLDS program in FY 2019. Of the current four-year grants, 16 were awarded in FY 2015 and will end in FY 2019. It is unclear how this budget would affect continuation costs of grants previously awarded. SLDS would no longer be able to hold the annual best practices conference which has given states the opportunity to efficiently learn from each other's successes and mistakes. The budget also moves $3 million to NCES to cover the Privacy Technical Assistance Center.

PROGRAM NEED

Contrary to the depiction of the program in the budget justification, states' work is far from complete. The program has very successfully enabled the vast majority of states to develop some version of a structure for streamlining federal reporting of K-12 information. However, very few states have accomplished the original focus of the program to support linking K-12 data to early childhood, postsecondary, and workforce data. States are actively engaged in this work but are far from meeting the goals of this program. State demand for this program is well established, with a large number of states and territories still waiting to have their applications accepted and funded.

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PART 5:
EDUCATION-RELATED PROGRAMS

Meeting the Human Needs of America's Children

Head Start

Economic Opportunity Act of 1964

Jorge, the son of Puerto Rican immigrants who instilled in him the love of education, had his first graduation at four from a Head Start program. There he learned English, socialization, and the rudiments of education that would propel him in his lifelong academic pursuits. His mother became a teacher's aide and a family advocate for Head Start. Since that positive start, Jorge has graduated from high school and college with honors and recently received a Presidential Scholarship to attend Union Theological Seminary where he will pursue a master of arts degree. Jorge credits his success to "God who sustains me, my parents struggled for me, and the constant remembrance of my first graduation so many years ago that showed me you can excel amid diversity." His advice to young Head Start graduates: "In your voting and advocacy, remember your first graduation and fight to make sure more families show up at commencement. We need more graduates, and Head Start is good at graduations!"

—National Head Start Association Alumni Network

DESCRIPTION

Administered by the U.S. Department of Health and Human Services, Head Start is a federal grant program that provides comprehensive child development services for economically disadvantaged 3- and 4-year-old children to prepare them to succeed in school. Serving over 1 million children annually, Head Start promotes children's social, emotional, and cognitive development through educational, health, nutritional, social, and other important services and emphasizes parents' engagement in their child's learning and development. Congress established Early Head Start in FY 1995 to serve children from birth to age 3. Early Head Start, which serves 145,000 families, promotes healthy prenatal outcomes for pregnant women, enhances the development of young children, and promotes healthy family functioning. In addition, the Migrant and Seasonal Head Start (MSHS) serves approximately 30,000 children of migrant farmworker families, and the American Indian and Alaskan Native Head Start serves approximately 35,000 children and their families.

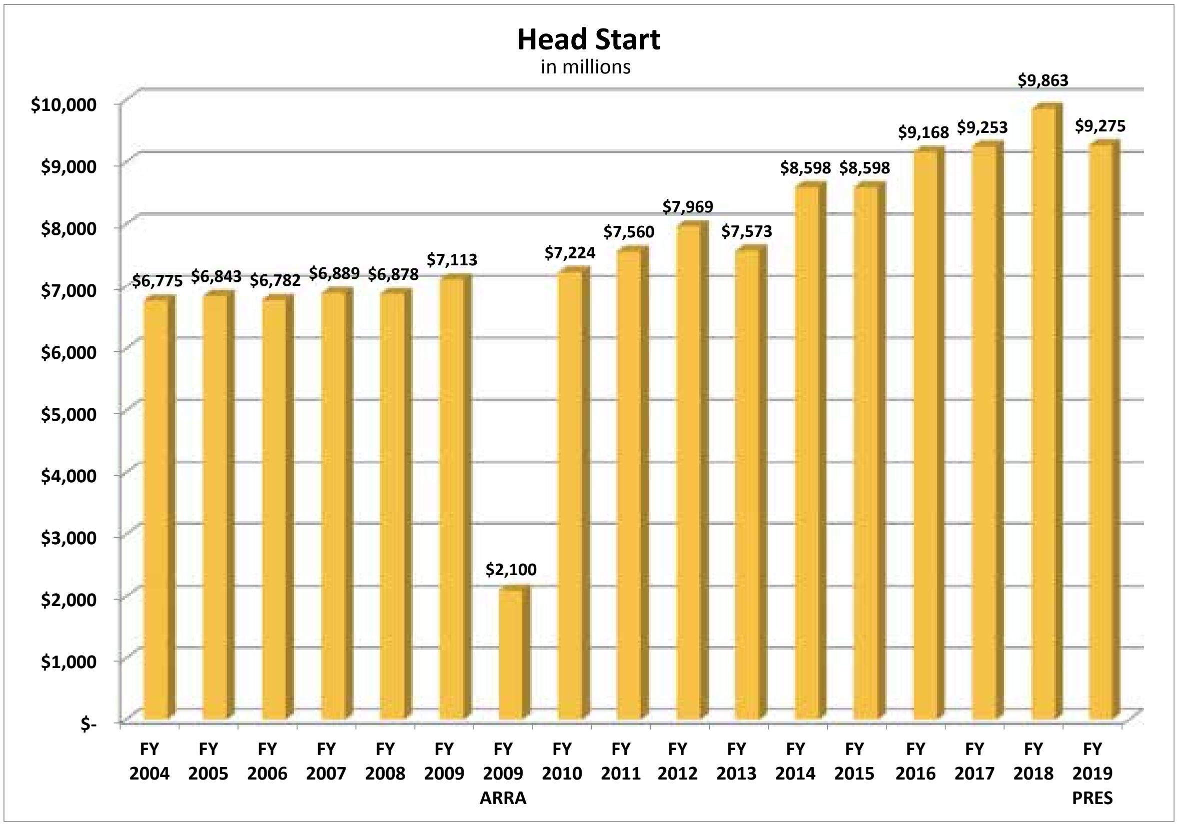
FUNDING HISTORY *(in millions)**

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$9,168.10**	$9,253.10***	$9,863.10	$9,275.00

**Allocations include Early Head Start, Migrant and Seasonal Head Start and Native American and Alaskan Native Head Start.*

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

****Includes $564 million for Early Head Start-Child Care Partnerships*



IMPACT OF PRESIDENT'S BUDGET

The president's budget decreases funding for Head Start after a significant increase in FY 2018. The proposal marks a significant retreat from the commitment Congress made in FY 2018 to support critical Head Start programs that help vulnerable children and families during their most formative years. The president's budget will also impede Head Start's ability to implement new performance standards, including transitioning to full-day, full-year center-based programs for 3- and 4-year olds. Compounding the harm, the president's budget includes significant cuts to Medicaid, education, nutrition, and housing assistance, all of which hurt children during the most critical time in their early development.

PROGRAM NEED

Now more than ever children and families need support. More than 16 million children in the United States (21 percent of all children) live in families with incomes below the Federal Poverty Level. Poor and lower income children are more likely to experience hunger, food insecurity, lower reading and math scores, and more physical and mental health problems, all of which put them far behind, well before they enter kindergarten. Despite these needs, federal spending on children's programs has been trending downward, making the need for increased funding for Head Start even more critical.

Head Start has a track record of improving child health, development, and school readiness, increasing the chances preschoolers will complete high school and go on to college. Head Start also helps parents become better caregivers to their children. Despite these benefits, Head Start serves less than one-half the eligible low-income, preschool children, and Early Head Start serves only 4 percent of eligible preschoolers. In order to give children a strong start in life, funding for Head Start should be significantly increased to extend services to full day and full year.

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Child Care and Development Fund

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

Life is hectic for Mike Buchman, a high school teacher, his wife, Shannon, a comptroller, and their three children. Among all of their expenses, child care totals 20 percent of their take-home pay. In fact, the cost of child care for their 14-month-old is $660, more than half their mortgage. At the end of the month, there is nothing left for savings and no money left over. In addition to teaching, Mike is now driving for Uber at night to earn extra money. The Buchman family has a lot of company with these struggles. Nearly one-third of all parents needing child care say the cost is a financial burden, with 70 percent saying it is a significant burden.

DESCRIPTION

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

FUNDING HISTORY *(in millions)**

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$2,761.00	$2,856.00	$5,226.00	$3,006.00

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

IMPACT OF PRESIDENT'S BUDGET

Before enacting the Bipartisan Budget Agreement of 2018 Congress made a commitment to provide an additional $5.8 billion for CCDBG over FY 2018 and FY 2019. For FY 2018, Congress increased CCDBG funding by $2.37 billion. It is estimated the increase will provide child care assistance to an additional 230,000 children. The increase also helps cover new costs for program administration associated with the implementation of the 2014 CCDBG Reauthorization Act.

The president's FY 2019 budget does not reflect the bipartisan budget agreement, including only a total of $3 billion. That funding level would be a substantial cut below FY 2018 for this critical funding stream. Although the president has touted the importance of child care, his budget falls short of helping working families afford quality child care.

PROGRAM NEED

Access to affordable, quality child care remains a persistent problem for low- and moderate-income families, who struggle to make ends meet and support their families. Child care costs, which average $9,589 per year, rival the cost of in-state tuition at a public college in 33 states. To put the high cost of child care in perspective, in four states — Kentucky, Montana, Oregon and Wisconsin — average child care costs exceed median rent. In 11 states and the District of Columbia — Idaho, Illinois, Iowa, Kansas, Massachusetts, Michigan, Minnesota, Ohio, South Dakota, Vermont, Washington — the average cost of full-time day care is more than 90 percent of median rent.

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Child Nutrition Programs

National School Lunch Act and the Child Nutrition Act

"With school breakfast I see that my children are ready to learn. I drive them pretty hard, so the expectation is that the kids will be able to focus and to be able to contribute and be able to push themselves for large chunks of time. Anywhere from half an hour to an hour and a half. That's a long time if you're nine years old. And if you're not ready, if you're not fueled up, you'll fall apart. Now that they eat breakfast in the classroom, I don't get that anymore. My kids are ready."

—Courtesy of Share our Strength

DESCRIPTION

The National School Lunch, School Breakfast, Special Milk, Summer Food Service, and Child and Adult Care Food programs are mandatory accounts administered by the U.S. Department of Agriculture (USDA). The programs were last reauthorized in 2010 in the Healthy, Hunger-Free Kids Act. These programs help ensure children have consistent access to nutritious meals throughout the year, 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. While most child nutrition programs are not susceptible to direct cuts in FY 2019 due to their mandatory structure, administrative changes to eligibility requirements and other program features could reduce their scope and funding.

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is a discretionary initiative that provides grants to states for supplemental foods, health care referrals, and nutrition education serving low-income pregnant and postpartum women, as well as infants and children up to age five at nutritional risk. Cuts to WIC could limit access for the millions of children who experience positive dietary, health, cognitive, and academic outcomes as a result of participation in the program.

FUNDING HISTORY* *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Child Nutrition	$22,159.89	$22,789.75	$24,254.14	$23,146.94
WIC	$ 6,350.00	$ 5,550.00	$ 5,350.75	$ 5,535.00

**Includes cuts due to sequester and rescissions of WIC carry-over funds.*

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget does not cut mandatory spending for the Special Milk, Child and Adult Food Care, or Summer Food Service Programs. However, the budget includes legislative proposals that would cut Supplemental Nutrition Program (SNAP) funding by $213 billion over 10 years. The structural changes to SNAP would have devastating consequences for the 20 million children who rely on this program for consistent access to healthy food and would reduce the number of children automatically eligible as SNAP participants for the School Breakfast and School Lunch programs. Reduced access to school meals for low-income children would constitute an estimated $161 million "saving" across both programs. The president's budget also eliminates a $35 million discretionary program for school meal equipment grants, which would weaken School Food authorities' ability to serve healthier foods that meet updated meal patterns.

The president's FY 2019 budget for WIC is generally unchanged from FY 2018 levels. However, it is noteworthy that FY 2018 spending included a rescission of carryover funds, while the FY 2019 level reflects a decline in projected caseloads. The National WIC Association cautions that appropriators ought to fund WIC at a higher level than the president's budget to ensure adequate funding to meet caseload needs.

PROGRAM NEED

The National School Lunch Program and School Breakfast Program served roughly 30 million and 15 million children respectively in 2017. Maintaining and increasing participation in these programs is crucial, especially for low-income and food insecure children who lack consistent access to healthy meals. Requirements and support for school food operators to fully implement healthier school nutrition standards in the School Lunch Program must also continue.

The Child and Adult Food Care Program (CACFP) provides nutritious meals and snacks for over 3.3 million children in day care and child care settings. CACFP would be improved by encouraging more child care providers to participate in the program through increased federal reimbursement to reduce paperwork and provide nutritious meals, allowing for an additional daily healthy meal or snack for children in care.

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

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Medicaid: Early and Periodic Screening, Diagnosis and Treatment Programs

Title XIX, Social Security Act

The Broward County Public Schools (BCPS) in Florida has participated in Medicaid's Certified School Match and Administrative Outreach Programs since 1998. BCPS uses Medicaid reimbursements to fund the increasing need for health care services provided to students with disabilities covered by Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act (IDEA). Medicaid reimbursements allow Broward County to purchase critical items such as assistive technology equipment, learning aids, and therapies needed for hospitalized and homebound students, providing greater independence, accomplishment, access, and a quality education for these students. The Medicaid reimbursement also funds multidisciplinary teams of psychologists, therapists, and specialists who speak multiple languages and evaluate over 3,000 children annually. Medicaid reimbursement also funds nurses to care for students diagnosed with diabetes and other chronic health conditions. Broward County's participation in the Medicaid Program helps the district meet the health needs of their students so they can become successful adults.

DESCRIPTION

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

FUNDING HISTORY *(in billions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$368.29	$374.68	$410.02	$412.03

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget estimates $412.03 billion in total Medicaid outlays, based on the Administration's proposed legislative changes to Medicaid. This amount is $8.21 billion less than the estimated $420.24 billion cost of FY 2019 Medicaid services based on current law. The estimates factor in a projected 32 million children receiving Medicaid services in the upcoming year, accounting for just over 40 percent of all individuals enrolled in the Medicaid program. The number of total Medicaid beneficiaries is projected to increase by 3.1 million over the previous year, with an additional 2.3 million children constituting almost three-quarters of the total growth in FY 2019.

The Administration's budget for FY 2019 proposes a number of health care policy changes, including a dramatic financial restructuring of the Medicaid program that would cut spending in the program by $1.44 trillion over the next ten years. Despite House passage of an Affordable Care Act repeal-and-replace bill during the first session of the 115th Congress, the Senate was unable to approve similar health care legislation in 2017, including multiple proposals that would alter the current Medicaid program. The president's FY 2019 Medicaid proposal, similar to the House-passed bill, would eliminate the current federal entitlement or guarantee to match all eligible state medical expenditures for eligible beneficiaries. The president's legislative proposal would change the fiscal structure of Medicaid, allowing states to choose between a per capita payment cap or a flexible Medicaid block grant. In either case, the fixed or capped amount will not adjust for rising health care costs, new medical innovations, or pharmaceutical developments. States would have more discretion to determine or limit the suite of Medicaid services provided to a potentially more restricted set of beneficiaries.

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

PROGRAM NEED

Unfortunately, the Medicaid program became embroiled in the 2017 efforts to repeal and replace the Affordable Care Act (ACA) or transform Medicaid into a state block grant. Since more than one in five children in America has health coverage through Medicaid, major changes to the program could severely affect access to essential medical care for low-income children. Medicaid participation provides access to preventive, basic, acute, and specialized health services, in addition to prescription medications not otherwise available to low-income children and families. School health personnel are often among the few health professionals to whom low-income children have regular access, and cost-effective school-based health services help reduce the need for more costly medical services later in life. Eligible students with disabilities are the primary recipient of Medicaid-supported services in schools, including physical, occupational, and speech therapies, audiology, and mental health and nursing services. In recent years, the Centers for Medicare and Medicaid Services (CMS) removed additional federal administrative barriers to provision and reimbursement of school-based health services for eligible low-income children. Maintaining an effective school-based Medicaid program is critical to the nation's medically underserved children.

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Children's Health Insurance Program (CHIP)

Title XXI, Social Security Act

A family in a small town in Utah has five children, all receiving state CHIP coverage. Two of the children, a 13-year-old boy and an 11-year-old girl, have Crohn's Disease, a chronic autoimmune disease. They are life-dependent on their treatment, an immunosuppressant infusion every 8 weeks. Each treatment can cost up to $10,000. Without CHIP, their mother would be forced to give up her job to qualify for Medicaid so treatments can continue or keep her job but pay more than her income to cover their health care costs. The family knows CHIP has kept their children alive and healthy. Facing the loss of a parent's income to qualify for Medicaid is not a choice they ever want to be forced to make.

DESCRIPTION

CHIP provides enhanced federal matching rates to states to assist in providing health care coverage to millions of low-income uninsured children whose families earn too much money to qualify for Medicaid. These families do not have options for employer-sponsored coverage or cannot afford to purchase private coverage on their own. The program was created in 1997 and reauthorized in 2009, and the 2010 Affordable Care Act (ACA) contained provisions to strengthen the program and extended CHIP funding until September 30, 2015. The Medicare Access and CHIP Reauthorization Act of 2015 extended CHIP funding through September 30, 2017. Funding expired for the program on October 1, 2017, and states maintained coverage with emergency funds from the Centers for Medicare and Medicaid (CMS). In early 2018 Congress passed two Continuing Resolutions resulting in funding to maintain CHIP through FY 2027.

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$14,305.00	$16,655.00	$16,655.00	$11,424.00

IMPACT OF PRESIDENT'S BUDGET

The president's budget was finalized before Congress extended CHIP funding through 2027. However, the president's budget calls for a reduction in CHIP of almost $7 billion through policy changes that were recently addressed by Congress. The Administration reaches savings in CHIP by eliminating the ACA provision that increased the state matching rates by 23 points in FY 2019 and caps federal funding for CHIP at 250 percent of the federal poverty level (FPL). In recent legislation, Congress extended the CHIP 23-point matching rate through 2019, decreasing it to 11.5 percent in 2020 and removing it in FY 2021. Also, the CHIP extension passed by Congress maintains CHIP at 300 percent of the FPL through FY 2027.

PROGRAM NEED

In FY 2016, 8.9 million children and pregnant women were enrolled in CHIP. If CHIP funding were to end, states would be required to maintain coverage for children in CHIP-funded Medicaid expansion programs under the ACA maintenance of effort requirement. State costs for this coverage would increase since states would receive the lower federal Medicaid match rate. States would not be required to maintain separate CHIP coverage if funding ended. Some children in separate CHIP programs could shift to parents' employer-sponsored plans or Marketplace plans, but others would be left uninsured. The implications of loss of CHIP funding would be even larger if combined with repeal of the ACA. The extent of further coverage losses would depend on what coverage may be available to these children under a replacement plan.

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

DESCRIPTION

There are several programs that represent a collaborative effort between the Departments of Education, Health and Human Services, and Justice to improve school safety and prevent school and community violence. Although these programs are intended to reach the same goal, they have specific and distinct purposes, all critically important to ensure schools and communities remain safe and supportive for children and youth. The largest is the **Comprehensive School Safety Program** (National Institutes of Justice), a competitive grant program funding large-scale, integrated research to increase school safety by increasing knowledge about the most effective methods. Funds support innovative pilot projects in local schools, rigorous research on the effectiveness of school safety programs and interventions, and improving data collection on and review of current approaches to school safety. The program encourages collaboration among the law enforcement, mental health, and education communities. The **Gang and Youth Violence Prevention and Intervention Initiatives** support both local school districts and communities in developing and implementing a comprehensive set of programs and services to prevent youth drug use and violence and to support early childhood development activities.

FUNDING HISTORY *(in millions)*

	FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
Comprehensive School Safety Program	$75.00	$74.85	$75.00	$0.00
Gang & Youth Violence Prevention and Intervention Initiatives	$ 5.00	$ 4.90	$ 4.00	$5.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2019 budget eliminates the Comprehensive School Safety Initiative (CSSI). CSSI funds large-scale empirical research related to schools and smaller district- and state-level efforts examining outcomes associated with specific interventions intended to improve school safety. This research is critical to help identify evidence-based practices to improve school safety that can be replicated by schools and districts. Eliminating the program will significantly hamper efforts to identify promising and effective strategies to improve school safety and prevent school violence. The FY 2019 budget does include a slight increase for the Gang and Youth Violence Prevention and Intervention Initiative. Given recent efforts to combat the opioid epidemic and reduce school and community violence, these additional funds could help support additional efforts in communities in need.

PROGRAM NEED

Improving overall school and community safety requires innovative solutions and collaboration among schools, parents, educators, law enforcement, the community, and the juvenile justice system. Both community and school environments must be physically and psychologically safe to promote student learning and overall positive development. Historically school, community, and law enforcement efforts have operated in silos with little collaboration or coordination of services. Additionally, many school safety efforts have focused primarily on physical measures (e.g., metal detectors) and often have occurred in response to a tragedy.

Effective school safety is a daily commitment requiring coordination and integration of existing systems. These systems must be designed to promote a positive, supportive school and community culture, reduce negative behaviors, support student mental and behavioral health, minimize the impact of crises when they occur, and keep students out of the juvenile justice system. Unfortunately, many schools and communities are not able to address safety in those environments in a comprehensive manner, due to inadequate financial resources and an insufficient number of school-employed professionals (e.g., school psychologists, school social workers, school counselors) to meet the wide range of student behavioral and mental health needs and coordinate with community professionals. Each of these programs meets a specific need, including funding research about the most effective practices to provide guidance to schools and communities about what works best and providing funds to hire personnel needed to implement evidence-based models and programs. All students deserve to live in a safe community and attend a safe school. We must provide the federal investment to meet this goal.

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Secure Rural Schools and Community Self-Determination Act of 2000

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

Wrangell Public Schools is a small school district in the heart of the Tongass National Forest in Southeast Alaska. Between 1992 and 2017, the student population dropped from 696 to 292 students. This reduction in student enrollment is almost entirely due to the demise of the timber harvesting industry. For many years Wrangell was the hub of Alaska's logging industry. There was a large sawmill and residential float-houses that traveled throughout the southeast portion of the State of Alaska harvesting trees that were subsequently transformed into dimensional lumber. It is not overstating it to say the timber industry was the heart of Wrangell's economy. For the district, elimination of Secure Rural Schools (Forest Counties) support would represent a loss of roughly $1 million per year. The 53 percent free and reduced-priced lunch population is yet another indicator of community needs. The loss of these dollars represents the equivalent loss of approximately 12 teaching positions for the Wrangell Public Schools.

DESCRIPTION

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

Congress has failed to fund SRS through the annual appropriations process since FY 2015. Without congressional reauthorization of the SRS Act, the Forest Service reverted to making payments to states under the 1908 Act (16 U.S.C. 500), commonly called the 25 percent payments, for FY 2016 (2017 payment year). The Forest Service continued to distribute 25 percent payments for FY 2017 and FY 2018 and will do so until the program is reauthorized.

Congress funded SRS for Fiscal Years 2014 and 2015. However, despite assurances from Senate and House members, Congress did not fund SRS in FY 2016. As part of the final FY 2018 appropriations deliberation, Congress provided funding for both FY 2017 (approximately $248 million) and FY 2018 (approximately $236 million), estimated at 95 percent relative to the previous funding level.

FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$261.30	$248.00	$236.00	$0

**Reflects 25% payments as provided when Congress fails to fund the program.*

IMPACT OF PRESIDENT'S BUDGET

President Trump's FY 2019 budget again eliminates funding for the program. Without these dollars, 775 counties and over 4,400 schools serving 9 million students in 41 states will face the grim financial reality of budget cuts, the loss of county road, fire, and safety services, and reductions in education programs and student services. These cuts will have a profound negative effect on everyone who lives in or visits forest counties.

PROGRAM NEED

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

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Preschool Development Grants

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

The Preschool Development Grant program has helped Arizona make significant progress in expanding access to high-quality preschool and enhancing early learning systems. In 2016, Preschool Development Grant program funds were used to support the state's College Scholarships for Early Childhood Professionals initiative, which provides access to higher education for the early childhood workforce. Like many states, Arizona is working to confront the challenge of early education educators who lack a bachelor's degree. The scholarship initiative — critical to improving the quality of the early childhood workforce and to professionalizing the field — focuses on degree completion and recruitment of high-quality candidates to enter the field. Preschool Development Grants funded 203 teaching candidates pursuing bachelor's degrees in early childhood or early childhood special education.

DESCRIPTION

The Every Student Succeeds Act (ESSA) transitioned the Preschool Development Grant program to the Department of Health and Human Services, with joint administration by the Department of Education. The program provides states with competitive grants to improve quality, collaboration, and coordination among existing early education programs (birth to age 5) and with K-12 systems to better support the transition of young children across settings. The program provides states with initial and renewal grants. The initial grants allow states to conduct statewide needs assessments, engage in strategic planning, and develop initiatives to enhance parental choice. Grantees are eligible to compete for renewal grants. Those grants provide funds to develop new programs addressing the needs of children and families eligible for, but not served by, early learning programs to reach more children with high-quality preschool programs.

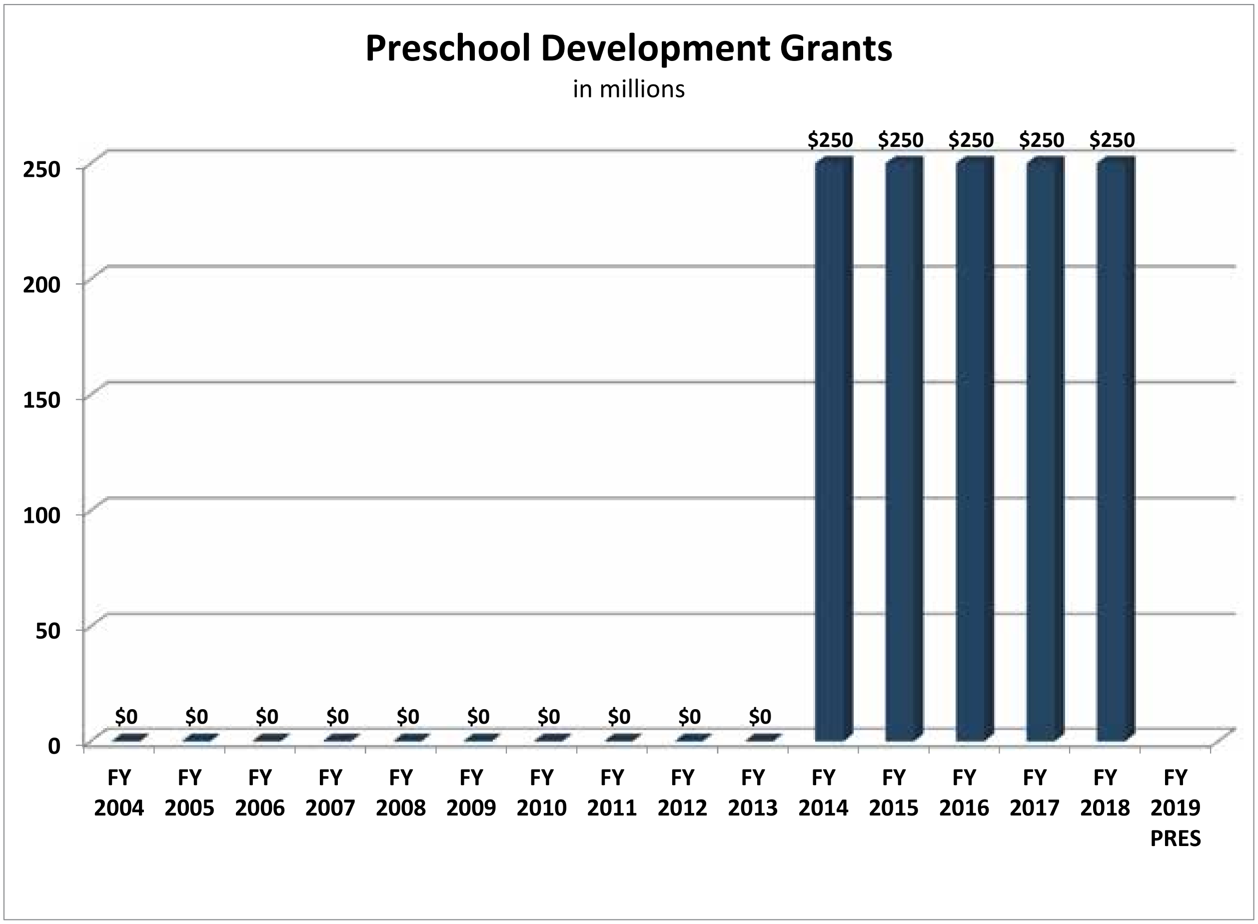
FUNDING HISTORY *(in millions)*

FY 2016	FY 2017	FY 2018	FY 2019 PRESIDENT's REQUEST
$249.53	$250.00*	$250.00*	$0*

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

IMPACT OF PRESIDENT'S BUDGET

The president's budget eliminates the Preschool Development Grants program, consolidating it with early learning activities at the U.S. Department of Health and Human Services. Funding is frozen at the FY 2018 level. As a result, no state funding will be available to create or expand high-quality preschool programs in high-need communities, provide state-level infrastructure and quality improvements, or support strong collaboration and partnerships between school districts and early learning providers. States, such as Arizona, will not have additional resources to meet goals related to early learning expansion or for efforts to align preschool programs within a birth through third grade continuum of services, a key component of ESSA.



PROGRAM NEED

Extensive research shows investments in high-quality early childhood programs can have an enormous impact on children and families. The early years of a child's life are a critical window for acquiring problem-solving skills, advancing socially and emotionally, and strengthening language acquisition.
For example, studies on language acquisition of children from low-income families compared to children from families with two professional parents reveal a gap that begins at 18 months of age and grows over time. However, strong investments that improve access to high-quality early childhood education programs can help close this gap. In addition, strong investments can yield economic returns, such as increased earnings later in life, as well as reducing the likelihood of future interventions and support services.
In short, Preschool Development Grants are critical to improving access to strong early learning opportunities that enable all children to enter school ready to succeed academically and in life.

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