



May 2019

# EDUCATION MATTERS

*Investing in America's Future*

Fiscal Year 2020 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, is celebrating its 50th anniversary this year. Founded in 1969, the original and continuing goal of CEF is to achieve adequate federal financial support for our nation's education 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. In 2018 CEF launched 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 more than 110 member organizations represent the continuum of education — early childhood education, elementary and secondary education, higher education, adult and workforce education, and 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 fall Gala, CEF honors outstanding advocates of federal education investment.

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

Downloadable versions of the charts in this analysis are available on the CEF website. The site 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](mailto:cohen@cef.org), or CEF's president Stephanie Giesecke at [stephanie@naicu.edu](mailto:stephanie@naicu.edu).

1800 M Street, NW, Suite 500 South  
Washington, DC 20036  
(202) 327-8125  
[www.cef.org](http://www.cef.org)  
Twitter and Instagram: [@edfunding](https://twitter.com/edfunding)

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## **MANAGING EDITOR**

Myrna Mandlawitz, MRM Associates, LLC

## **SECTION EDITORS**

### **Part I: Elementary and Secondary Education**

Lindsay Kubatzky, National Center for Learning Disabilities  
Zachary Scott, National Association of Secondary School Principals  
Nick Spina, American Federation of School Administrators

### **Part II: Education, Careers, and Lifelong Learning**

Kevin Maher, American Library Association

### **Part III: Higher Education**

Peter DeYoe, Harvard University  
Stephen Payne, National Association of Student Financial Aid Administrators  
Carl Welliver, University of California

### **Part IV: Educational Research and Statistics**

Michele McLaughlin, Knowledge Alliance

### **Part V: Education-Related Programs**

Erik Peterson, Afterschool Alliance  
Kelly Vaillancourt Strobach, National Association of School Psychologists

### **Charts and Graphs**

Sarah Abernathy, Committee for Education Funding

### **Book Design and Layout**

Karen Seidman, Seidman Says! Communications

## **COMMITTEE FOR EDUCATION FUNDING STAFF**

Sarah Abernathy, Deputy Executive Director  
Sheryl Cohen, Executive Director

# CEF Position Statement

## President's Fiscal Year 2020 Budget

### Investments in Education are among the Most Important and Profitable Our Nation Can Make

*The Committee for Education Funding (CEF), the nation's oldest and largest education coalition, is a nonpartisan, nonprofit organization that reflects the broad spectrum of the education community – from early childhood, elementary and secondary, and higher education to adult and workforce education, including students, teachers and faculty, parents, administrators, specialized instructional support personnel, librarians, other school personnel, and school board members.*

#### **CEF strongly opposes President Trump's FY 2020 education budget.**

Investments in education remain a top priority for an overwhelming majority of Americans, yet the president's FY 2020 budget slashes federal resources for education by \$8.8 billion (12.5 percent) below current levels. Americans have become increasingly aware and vocal about the resource challenges facing our schools and the mounting levels of student debt. However, instead of taking the opportunity to address these educational needs, the president's budget makes them worse. In fact, the budget underinvests along the entire education continuum – from early childhood education and elementary and secondary education to higher education and workforce training, as well as out-of-school educational programs.

Education investments currently account for less than 2 percent of the federal budget, and funding for Department of Education programs is \$7 billion below the 2011 level in inflation-adjusted terms. The president's budget deeply cuts support for education even though investments in education are among the most important and profitable the nation can make. Simply put, education pays – for students, families, communities, and the economy.

CEF urges Congress to reject the president's damaging cuts to education and to instead increase investments in education as part of an overall increase in nondefense discretionary funding.

# Summary & Analysis

## President's Fiscal Year 2020 Budget for Education

March 2019

### OVERVIEW

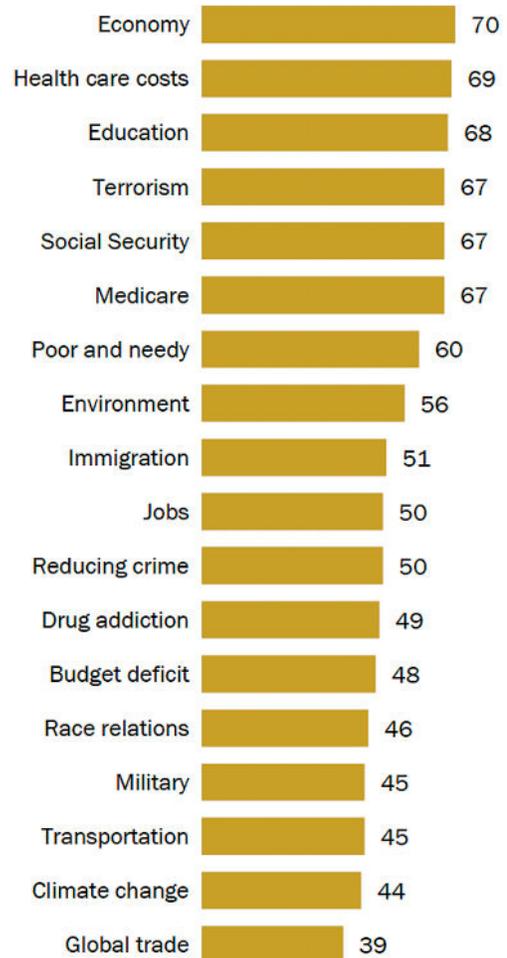
The president's Fiscal Year (FY) 2020 budget cuts education investments in all areas of the continuum – in early childhood education, elementary and secondary education, postsecondary education, workforce training and adult education, and out-of-school educational services.

The budget cuts discretionary resources for the Department of Education by \$8.8 billion (12.5 percent) below the FY 2019 level, and cuts mandatory spending for student loan programs by \$207 billion over ten years. These cuts all reduce resources that help students learn and achieve, train teachers and school leaders, and provide access to higher education.

Poll after poll demonstrates the American public considers education a top priority and wants to increase federal education investments, which currently account for less than 2 percent of the federal budget. This public support comes after federal education funding has been cut or stagnant for years, reducing the vital resources that boost student achievement and help prepare a well-rounded workforce for global competition. In fact, Education Department programs currently receive \$7 billion less than in FY 2011 in inflation-adjusted terms. The president's FY 2020 budget would cut those investments by an additional \$8.8 billion.

### Public's policy priorities for 2019

*% who say \_\_\_\_ should be a top priority for Trump and Congress this year*



Source: Survey of U.S. adults conducted Jan. 9-14, 2019.

PEW RESEARCH CENTER

This year Congress and the Administration have the challenge of addressing unrealistically low limits on both defense and nondefense discretionary spending. Rather than acknowledging that the spending caps need to be increased to allow for necessary investments, the president's budget slashes nondefense discretionary funding by 9 percent overall, making even deeper cuts in some areas like education. Many of the spending cuts are ones the Administration also proposed in its previous two budgets and that Congress consistently refused to enact, making it clear a budget that slashes education is a nonstarter.

## PRESIDENT'S EDUCATION BUDGET

The funding cuts and increases in the president's education budget support the Administration's goal of reducing the federal role in education while increasing support for school choice. Of the \$8.8 billion in discretionary spending cuts for FY 2020, slightly more than half are to elementary and secondary education programs, slightly less than half are to postsecondary education, and the remainder are to research, adult education, and other programs. Counting a rescission of previously appropriated Pell Grant funding enacted for FY 2019 and one proposed in the president's FY 2020 budget, net new discretionary resources for the Department of Education are cut to \$62 billion.

In addition to the cut to Education Department appropriations, the budget cuts \$207 billion over ten years to student loan programs. It also makes changes to education programs in other agencies, including eliminating the \$250 million Preschool Development Grant program in the Department of Health and Human Services. In addition, the budget creates a new federal tax credit in the Treasury Department of \$50 billion over ten years to support scholarships for private schools and some public school educational activities.

The budget eliminates more than 30 education programs that Congress funded this year at more than \$7 billion, the biggest of which are the following:

- Title II Supporting Effective Instruction State Grant to hire and train teachers and school leaders (-\$2.1 billion);
- 21st Century Community Learning Centers afterschool program (-\$1.2 billion);
- Title IV-A Student Support and Academic Enrichment grant, a flexible block grant schools can use for a variety of purposes (-\$1.2 billion); and
- Federal Supplemental Educational Opportunity Grants, matched partially by higher education institutions and awarded to about 1.5 million of the neediest undergraduate students (-\$840 million).

The president's budget makes large cuts to many other education programs, including a \$630 million cut to Federal Work-Study and a \$110 million cut to TRIO programs. The budget targets deep cuts to programs that train and hire teachers, eliminating four programs Congress funded at more than \$2.2 billion this year. Most of the formula grant programs are frozen at current funding levels, although the budget cuts \$96 million from adult education state grants, designed to help adults become literate and gain skills needed to get a job and be self-sufficient. The budget eliminates two other reading programs: the Comprehensive Literacy Development Grants (-\$190 million) and the Innovative Approaches to Literacy (-\$27 million).

The few substantive programmatic funding increases include \$170 million more for the Education Innovation and Research program, changing the focus to a pilot program allowing teachers to select their own professional development and to projects that focus on STEM and computer education. The budget also provides a \$105 million increase for school safety programs, a \$60 million increase for charter schools, and a new \$50 million competitive grant program for school districts to consolidate federal, state, and local funds to follow students who change schools.

## EDUCATION MATTERS: INVESTING IN AMERICA'S FUTURE

This book provides a comprehensive picture of the national education programs in the president's budget, including several that are not part of the Department of Education and several not funded by annual discretionary appropriations. The book also contains charts illustrating overall funding levels, as well as each program's funding history. Articles include a vignette showing real-world examples of how that program's funding makes a difference in access to high-quality education and educational achievement. The articles describe each program's purpose, detail the funding history, and demonstrate the impact of the president's FY 2020 budget. CEF members author these articles, and their contact information is provided for those who have more questions about specific programs.

## MORE INFORMATION ON CEF'S WEBSITE

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

# Changes in the FY 2020 Education Budget for Discretionary Programs

Dollars in Billions

Listed in order of largest to smallest dollar change

	2020 President's Request	\$ change from 2019	% change
<b>Department of Education, selected programs</b>			
<b>Programs with Funding Increases:</b>			
Education innovation and research .....	0.300	0.170	130.8%
Proposed: consolidated Minority-Serving Institutions formula grant .....	0.148	0.148	100.0%
Student Aid Administration .....	1.812	0.133	7.9%
School safety national activities .....	0.200	0.105	110.5%
Charter schools grants .....	0.500	0.060	13.6%
Title I: Proposed: Student-centered funding incentive grants.....	0.050	0.050	100.0%
Program Administration .....	0.447	0.017	4.0%
Career and technical education national programs.....	0.020	0.013	169.5%
Institute of Education Sciences - statistics .....	0.113	0.003	2.7%
<b>Programs with Frozen Funding:</b>			
Career and technical education state grants.....	1.263	0.000	0.0%
Education for homeless children and youths .....	0.094	0.000	0.0%
English Language Acquisition .....	0.737	0.000	0.0%
IDEA - special education - educational technology, media, and materials .....	0.028	0.000	0.0%
IDEA - special education - grants for infants and families .....	0.470	0.000	0.0%
IDEA - special education - grants to states .....	12.364	0.000	0.0%
IDEA - special education - parent information centers .....	0.027	0.000	0.0%
IDEA - special education - preschool grants .....	0.391	0.000	0.0%
IDEA - special education - personnel preparation .....	0.087	0.000	0.0%
IDEA - special education - state personnel development .....	0.039	0.000	0.0%
IDEA - special education - technical assistance and dissemination .....	0.044	0.000	0.0%
Institute of Education Sciences - special education studies and evaluations .....	0.011	0.000	0.0%
Magnet schools assistance .....	0.107	0.000	0.0%
Office for Civil Rights .....	0.125	0.000	0.0%
Pell grants (discretionary funding only) .....	22.475	0.000	0.0%
Rural education .....	0.181	0.000	0.0%
School leader recruitment and support .....	0.000	0.000	0.0%
Special programs for migrant students (HEP/CAMP) .....	0.045	0.000	0.0%
State assessments .....	0.378	0.000	0.0%
Strengthening HBCU masters programs .....	0.009	0.000	0.0%
Strengthening HBCUs .....	0.282	0.000	0.0%
Strengthening historically black graduate institutions .....	0.073	0.000	0.0%
Supplemental education grants (Compact of Free Association Act) .....	0.017	0.000	0.0%
Teacher and school leader incentive grants (previously TIF) .....	0.200	0.000	0.0%
Title I - Grants to local educational agencies.....	15.860	0.000	0.0%
Title I - State Agency Programs: Migrant .....	0.375	0.000	0.0%
Title I - State Agency Programs: Neglected and delinquent .....	0.048	0.000	0.0%
Training and advisory services .....	0.007	0.000	0.0%
Transition programs for students with intellectual disabilities .....	0.012	0.000	0.0%

## Changes in the FY 2020 Education Budget, Discretionary Programs, continued

	2020 President's Request	\$ change from 2019	% change
<b>Programs with Funding Cuts:</b>			
Pell grants - rescission of previously appropriated funding .....	-2.000	-1.400	233.3%
Federal work-study .....	0.500	-0.630	-55.8%
Federal TRIO programs .....	0.950	-0.110	-10.4%
Adult education .....	0.560	-0.096	-14.7%
Impact Aid .....	1.372	-0.074	-5.1%
Child care access means parents in school .....	0.015	-0.035	-69.8%
Institute of Education Sciences - research, development, and dissemination .....	0.188	-0.005	-2.7%
Strengthening tribally controlled colleges and universities .....	0.028	-0.004	-13.4%
Indian Education .....	0.176	-0.004	-2.2%
Institute of Education Sciences - assessment .....	0.157	-0.002	-1.3%
Institute of Education Sciences - research in special education .....	0.054	-0.002	-3.6%
Minority science and engineering improvement .....	0.010	-0.002	-13.8%
Tribally controlled postsecondary career & technical institutions .....	0.008	-0.001	-13.2%
<b>Programs Eliminated:</b>			
Title II - Supporting effective instruction state grants .....	0.000	-2.056	-100.0%
21st century community learning centers .....	0.000	-1.222	-100.0%
Title IV-A - Student Support and Academic Enrichment Grants .....	0.000	-1.170	-100.0%
Federal supplemental educational opportunity grants (SEOG) .....	0.000	-0.840	-100.0%
Gaining early awareness & readiness for undergraduate programs (GEARUP).....	0.000	-0.360	-100.0%
Federal Direct Student Loan account (help for Public Service Loan Forgiveness).....	0.000	-0.350	-100.0%
Title I: Comprehensive literacy development grants.....	0.000	-0.190	-100.0%
Aid for Hispanic-serving institutions .....	0.000	-0.136	-100.0%
Strengthening institutions .....	0.000	-0.100	-100.0%
Promise neighborhoods .....	0.000	-0.078	-100.0%
Supporting effective educator development (SEED) .....	0.000	-0.075	-100.0%
International education and foreign language studies .....	0.000	-0.072	-100.0%
Institute of Education Sciences - regional educational laboratories .....	0.000	-0.055	-100.0%
Comprehensive centers .....	0.000	-0.052	-100.0%
Teacher quality partnerships .....	0.000	-0.043	-100.0%
Native Hawaiian education .....	0.000	-0.036	-100.0%
Alaska Native education .....	0.000	-0.035	-100.0%
Institute of Education Sciences - statewide longitudinal data systems .....	0.000	-0.032	-100.0%
Arts in education.....	0.000	-0.029	-100.0%
Ready to learn programming .....	0.000	-0.028	-100.0%
Title I: Innovative approaches to literacy .....	0.000	-0.027	-100.0%
Graduate assistance in areas of national need .....	0.000	-0.023	-100.0%
Special Olympics education programs .....	0.000	-0.018	-100.0%
Full-service community schools .....	0.000	-0.018	-100.0%
Strengthening Alaska Native & Native Hawaiian-serving institutions .....	0.000	-0.016	-100.0%
Javits gifted and talented students .....	0.000	-0.012	-100.0%
Strengthening predominantly black institutions .....	0.000	-0.011	-100.0%
Statewide family engagement centers .....	0.000	-0.010	-100.0%
Fund for the Improvement of Postsecondary Education .....	0.000	-0.005	-100.0%
American history and civics academies and national activities .....	0.000	-0.005	-100.0%
Strengthening Asian American - & Native Am. Pcfc Islndr-serving insts. ....	0.000	-0.004	-100.0%
Strengthening Native American-serving nontribal institutions .....	0.000	-0.004	-100.0%

Changes in the FY 2020 Education Budget,  
Discretionary Programs, continued

	2020 President's Request	\$ change from 2019    % change	
<b>Other related programs, not in the Department of Education</b>			
<b>Head Start, including Early Head Start .....</b>	<b>10.063</b>	<b>0.000</b>	<b>0.0%</b>
<b>Child Care and Development Block Grant .....</b>	<b>5.276</b>	<b>0.000</b>	<b>0.0%</b>
<b>Library Services Technology Act .....</b>	<b>0.000</b>	<b>-0.189</b>	<b>-100.0%</b>
<b>Museum Services Act .....</b>	<b>0.000</b>	<b>-0.032</b>	<b>-100.0%</b>

# FY 2020 President's Budget for Selected Department of Education and Related Programs

Discretionary Dollars in Billions

(Increases shown in blue, cuts shown in red)	2015	2016	2017	2018	2019	2020 President's Request	2020 +/- 2019	% change vs 2019
<b>Department of Education, selected discretionary programs</b>								
<i><b>Title I, Education for the Disadvantaged</b></i>								
Grants to local educational agencies: Title I .....	14.410	14.910	15.460	15.760	15.860	15.860	0.000	0.0%
Proposed: Student-centered funding incentive grants.....						0.050	0.050	100.0%
School improvement grants (struck by P.L. 114-95).....	0.506	0.450						
Comprehensive literacy development grants (previously striving readers) .....	0.160	0.190	0.190	0.190	0.190	0.000	-0.190	-100.0%
Innovative approaches to literacy (in FIE in 2015) .....	0.025	0.027	0.027	0.027	0.027	0.000	-0.027	-100.0%
State agency programs:								
Migrant .....	0.375	0.375	0.375	0.375	0.375	0.375	0.000	0.0%
Neglected and delinquent .....	0.048	0.048	0.048	0.048	0.048	0.048	0.000	0.0%
Special programs for migrant students (HEP/CAMP) .....	0.037	0.045	0.045	0.045	0.045	0.045	0.000	0.0%
Total, Appropriation .....	15.537	16.044	16.144	16.444	16.544	16.377	-0.167	-1.0%
Impact Aid .....	1.289	1.306	1.329	1.414	1.446	1.372	-0.074	-5.1%
<i><b>School Improvement Programs</b></i>								
Title II - Supporting effective instruction state grants .....	2.350	2.256	2.056	2.056	2.056	0.000	-2.056	-100.0%
Mathematics and science partnerships (eliminated by ESSA) .....	0.153	0.153						
21st century community learning centers .....	1.152	1.167	1.192	1.212	1.222	0.000	-1.222	-100.0%
State assessments .....	0.378	0.378	0.369	0.378	0.378	0.378	0.000	0.0%
Education for homeless children and youths .....	0.065	0.070	0.077	0.085	0.094	0.094	0.000	0.0%
Native Hawaiian education .....	0.032	0.033	0.033	0.036	0.036	0.000	-0.036	-100.0%
Alaska Native education .....	0.031	0.032	0.032	0.035	0.035	0.000	-0.035	-100.0%
Training and advisory services .....	0.007	0.007	0.007	0.007	0.007	0.007	0.000	0.0%
Rural education .....	0.170	0.176	0.176	0.181	0.181	0.181	0.000	0.0%
Supplemental education grants (Compact of Free Association Act) .....	0.017	0.017	0.017	0.017	0.017	0.017	0.000	0.0%
Comprehensive centers .....	0.048	0.051	0.050	0.052	0.052	0.000	-0.052	-100.0%
Title IV-A - Student Support and Academic Enrichment Grants .....			0.400	1.100	1.170	0.000	-1.170	-100.0%
Total, including advance funding .....	4.403	4.340	4.409	5.158	5.247	0.676	-4.571	-87.1%
<i><b>Safe Schools and Citizenship Education</b></i>								
School safety national activities .....	0.070	0.075	0.068	0.090	0.095	0.200	0.105	110.5%
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	0.078	0.000	-0.078	-100.0%
Full-service community schools .....	0.010	0.010	0.010	0.018	0.018	0.000	-0.018	-100.0%
Total .....	0.223	0.255	0.151	0.186	0.191	0.200	0.009	4.8%
<i><b>Indian Education</b></i>	0.124	0.144	0.165	0.180	0.180	0.176	-0.004	-2.2%
<i><b>Innovation and Improvement</b></i>								
Education innovation and research .....	0.120	0.120	0.100	0.120	0.130	0.300	0.170	130.8%
Teacher and school leader incentive grants (previously TIF) .....	0.230	0.230	0.200	0.200	0.200	0.200	0.000	0.0%
American history and civics academies and national activities .....		0.002	0.004	0.004	0.005	0.000	-0.005	-100.0%
Supporting effective educator development (SEED) .....		0.094	0.065	0.075	0.075	0.000	-0.075	-100.0%
School leader recruitment and support .....	0.016	0.016	0.015	0.000				
Charter schools grants .....	0.253	0.333	0.342	0.400	0.440	0.500	0.060	13.6%
Magnet schools assistance .....	0.092	0.097	0.098	0.105	0.107	0.107	0.000	0.0%
Ready to learn programming .....	0.026	0.026	0.026	0.028	0.028	0.000	-0.028	-100.0%
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	0.029	0.000	-0.029	-100.0%
Javits gifted and talented students (funded in FIE until 2017) .....	0.010	0.012	0.012	0.012	0.012	0.000	-0.012	-100.0%
Statewide family engagement centers .....	0.000	0.000	0.000	0.010	0.010	0.000	-0.010	-100.0%
Total .....	1.102	0.988	0.888	0.982	1.036	1.107	0.071	6.9%



<b>(Increases shown in blue, cuts shown in red)</b>	2015	2016	2017	2018	2019	2020 President's Request	2020 +/- 2019	% change vs 2019
<b>Institute of Education Sciences</b>								
<b>Research and statistics:</b>								
Research, development, and dissemination .....	0.180	0.195	0.188	0.193	0.193	0.188	-0.005	-2.7%
Statistics .....	0.103	0.112	0.110	0.110	0.110	0.113	0.003	2.7%
Regional educational laboratories .....	0.054	0.054	0.054	0.055	0.055	0.000	-0.055	-100.0%
Assessment .....	0.137	0.157	0.157	0.157	0.159	0.157	-0.002	-1.3%
Research in special education .....	0.054	0.054	0.054	0.056	0.056	0.054	-0.002	-3.6%
Statewide longitudinal data systems .....	0.035	0.035	0.032	0.032	0.032	0.000	-0.032	-100.0%
Special education studies and evaluations .....	0.011	0.011	0.011	0.011	0.011	0.011	0.000	0.0%
Total .....	0.574	0.618	0.605	0.613	0.615	0.522	-0.094	-15.3%
<b>Program Administration</b> .....	0.411	0.432	0.432	0.430	0.430	0.447	0.017	4.0%
<b>Student Aid Administration</b> .....	1.397	1.552	1.577	1.679	1.679	1.812	0.133	7.9%
<b>Office for Civil Rights</b> .....	0.100	0.107	0.109	0.117	0.125	0.125	0.000	0.0%
<b>DISCRETIONARY APPROPRIATION**</b>	67.136	68.306	**66.929	70.867	**70.848	**62.006	-8.843	-12.5%
<b>DISCRETIONARY TOTAL EXCLUDING PELL GRANTS</b>	44.660	45.581	45.764	48.392	48.973	41.531	-7.442	-15.2%
<b>Other related programs, not in the Department of Education</b>								
<b>Head Start, including Early Head Start</b> .....	8.598	9.168	9.253	9.863	10.063	10.063	0.000	0.0%
<b>Child Care and Development Block Grant</b> .....	1.435	2.761	2.856	5.226	5.276	5.276	0.000	0.0%
<b>Library Services Technology Act***</b> .....	0.181	0.183	0.184	0.189	0.189	0.000	-0.189	-100.0%
<b>Museum Services Act ***</b> .....	0.029	0.030	0.030	0.032	0.032	0.000	-0.032	-100.0%

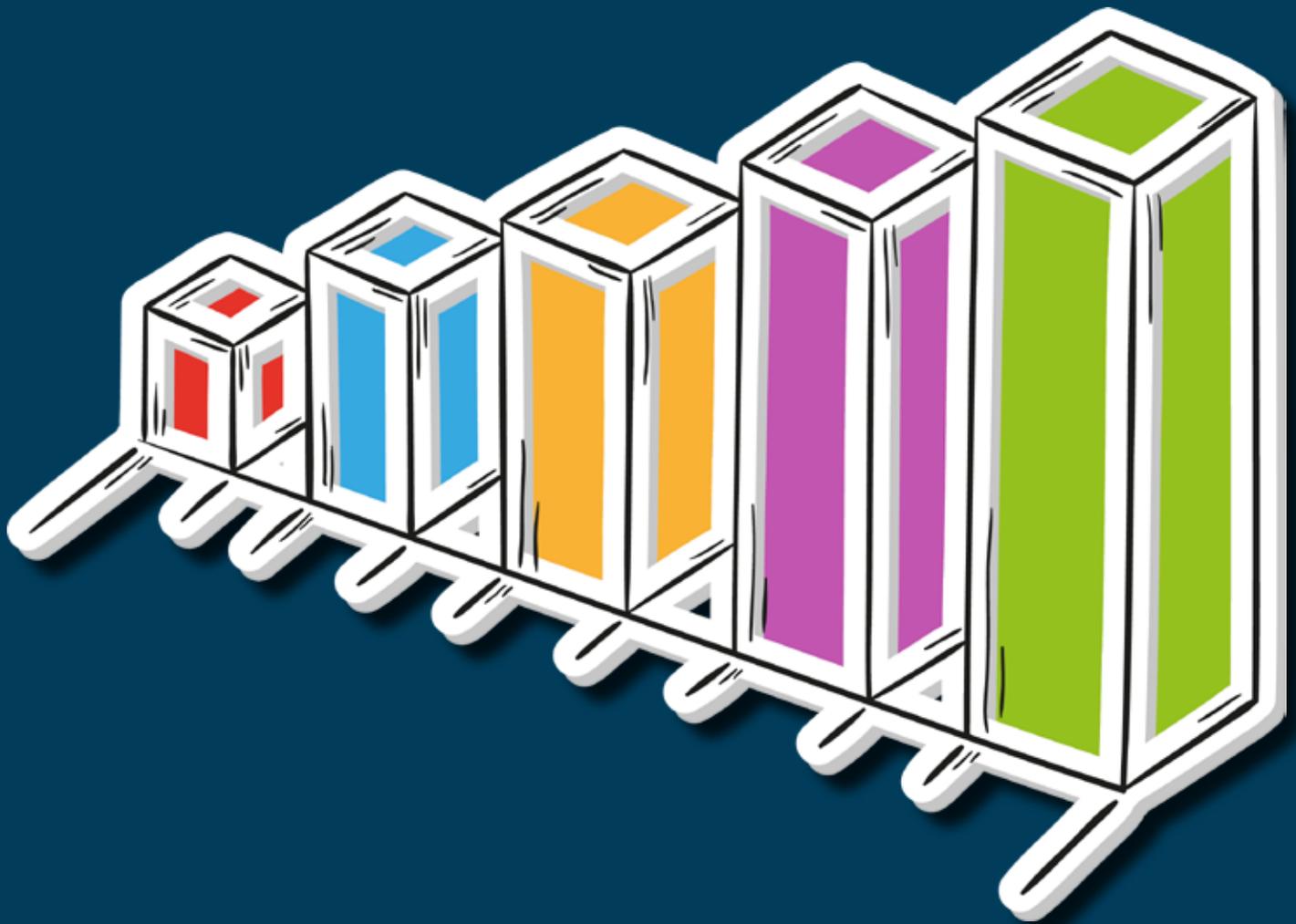
\* \$250 million for Preschool development grants (in 2016 in FIE, in 2017 & 2018 in HHS, eliminated in 2020) not in totals above.

\*\* 2017, 2019, and 2020 request totals reflect rescissions of previously appropriated funding for Pell Grants.

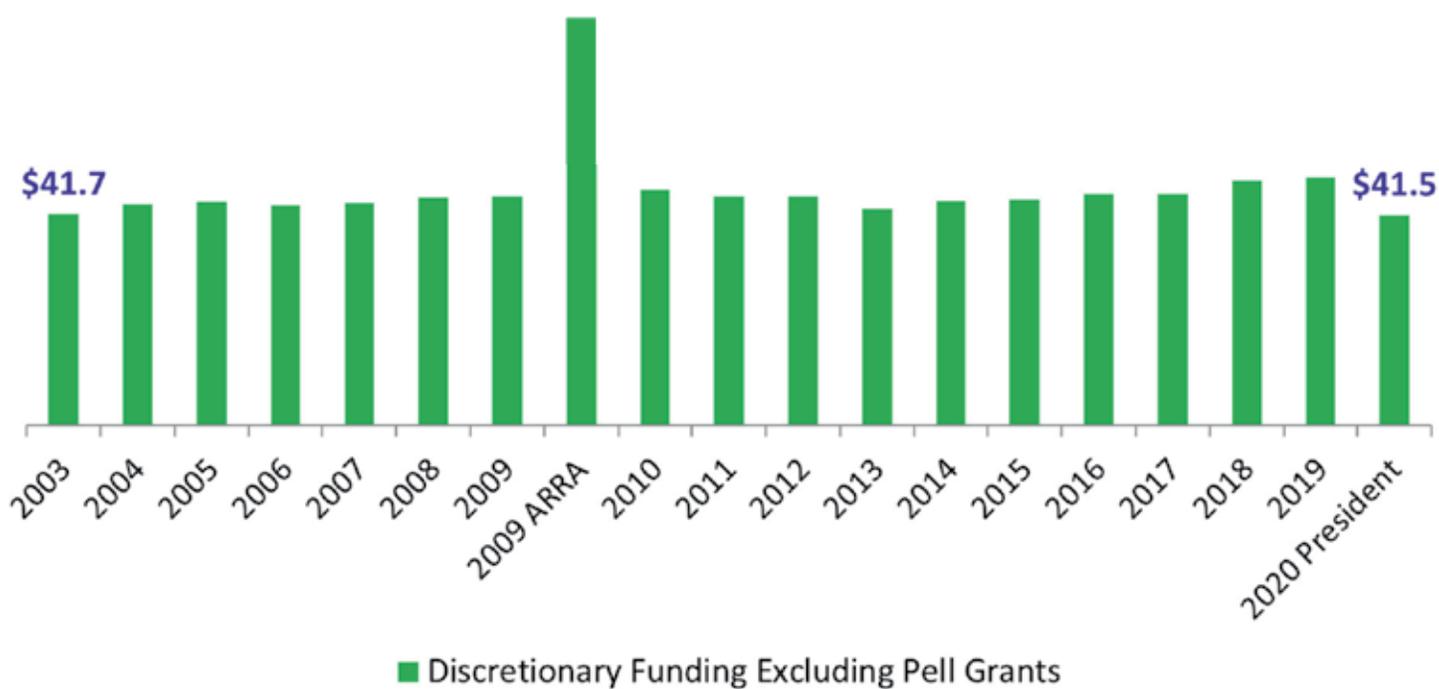
\*\*\* The 2020 budget eliminates the Institute for Museum and Library Services, providing \$23 million for its closure in 2020.

# BUDGET CHARTS & GRAPHS

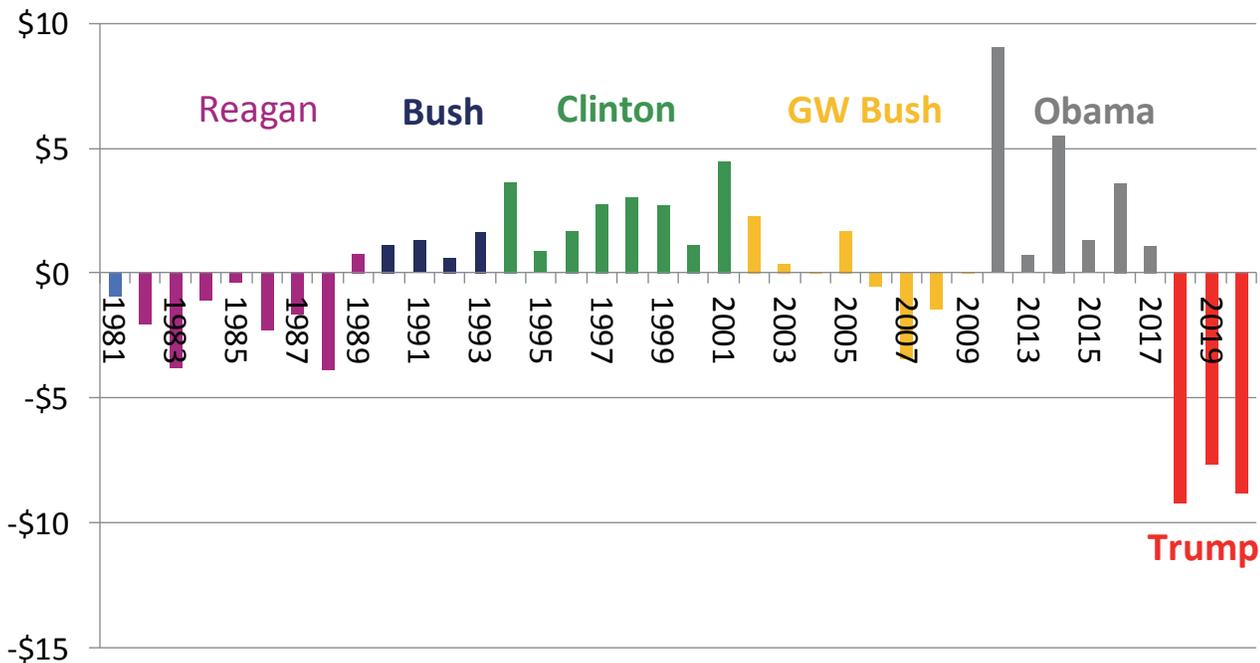
*The Need to Invest in Education*



## President's 2020 Education Budget Far Below 2003 Level Excluding Pell Grants



## President Trump's FY 2020 Budget Makes Largest Education Cut

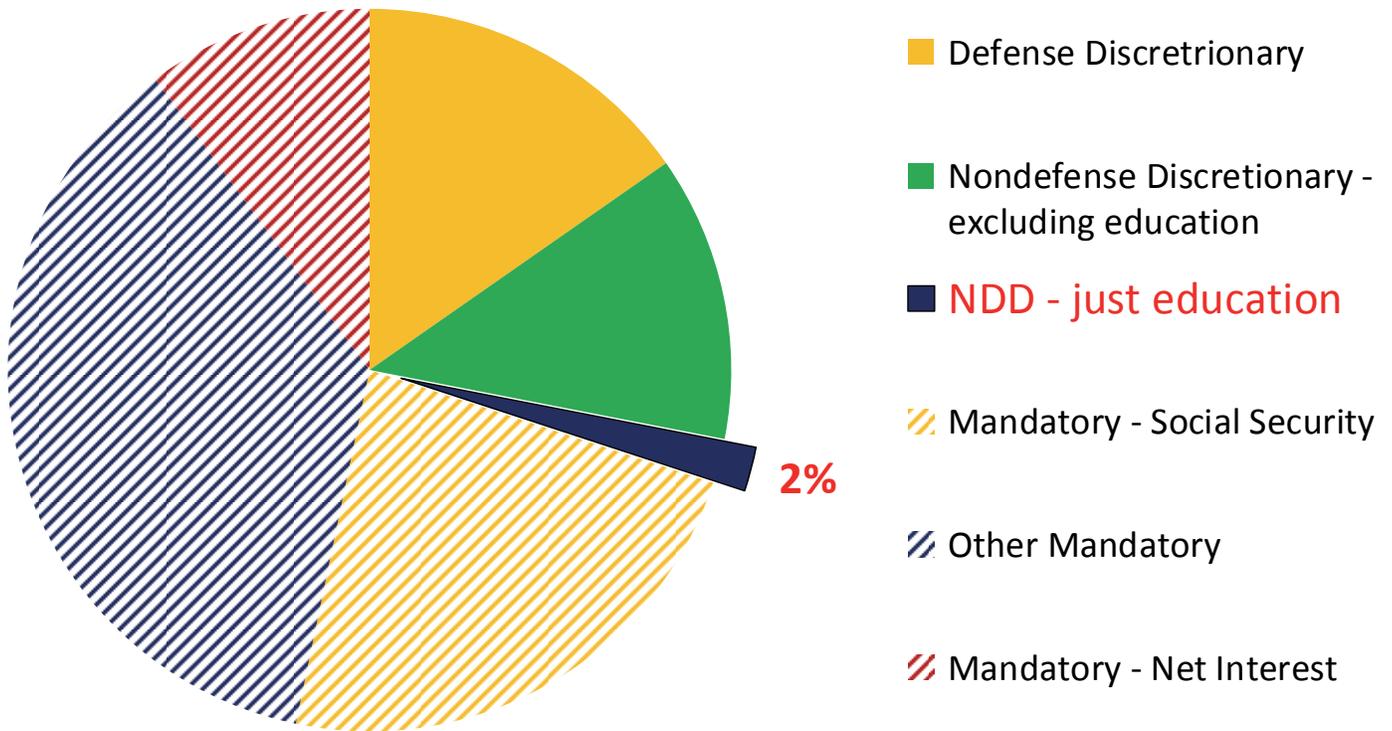


Does not include FY 2010 request versus FY 2009, which included \$97 billion in Recovery Act funds, or FY 2011 request that requested all Pell grant resources as mandatory spending.

Source: Department of Education 2020 request and budget history tables

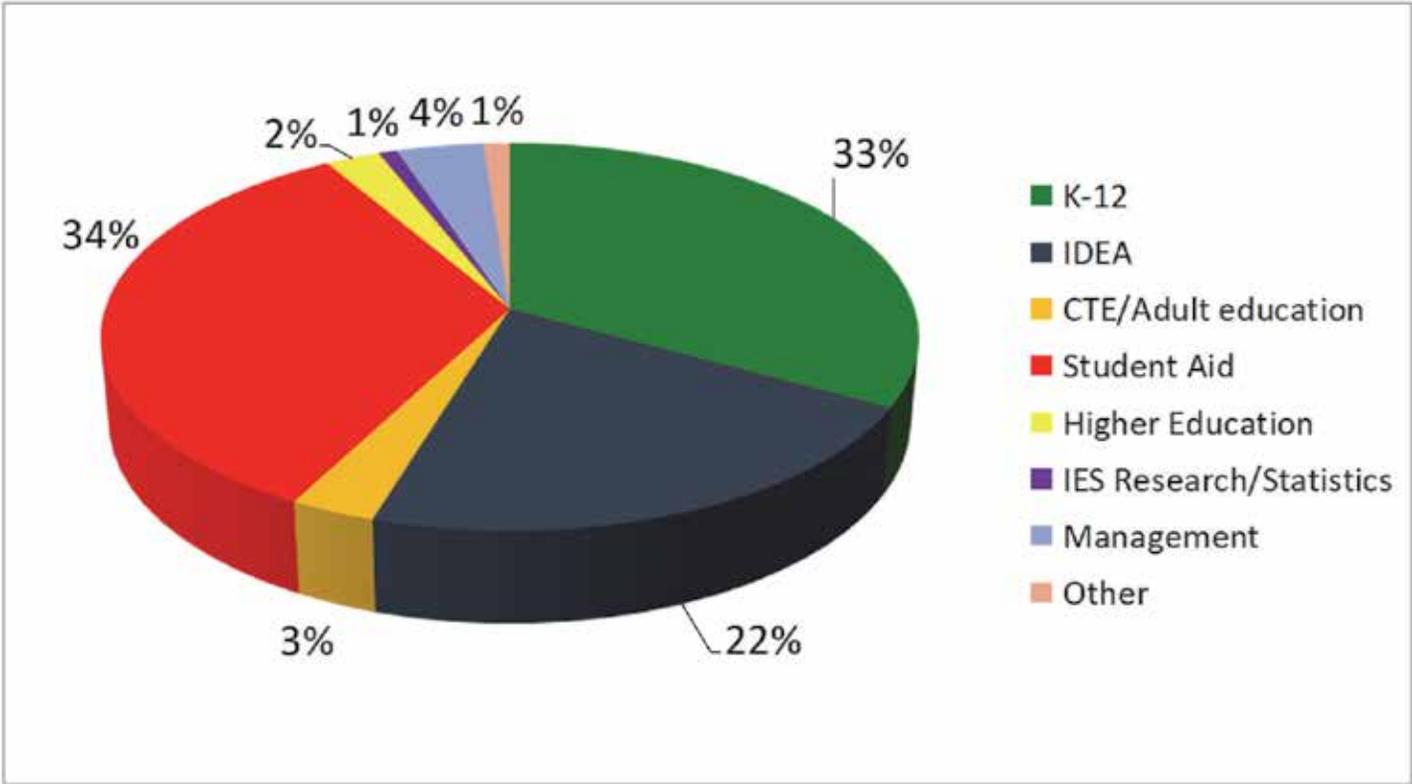
## Education Accounts for Less Than 2% of All Federal Spending

### 2020 President's Budget Outlays by Category



SOURCE: CEF based on FY 2020 OMB Budget

# President's FY 2020 Department of Education Discretionary Funding

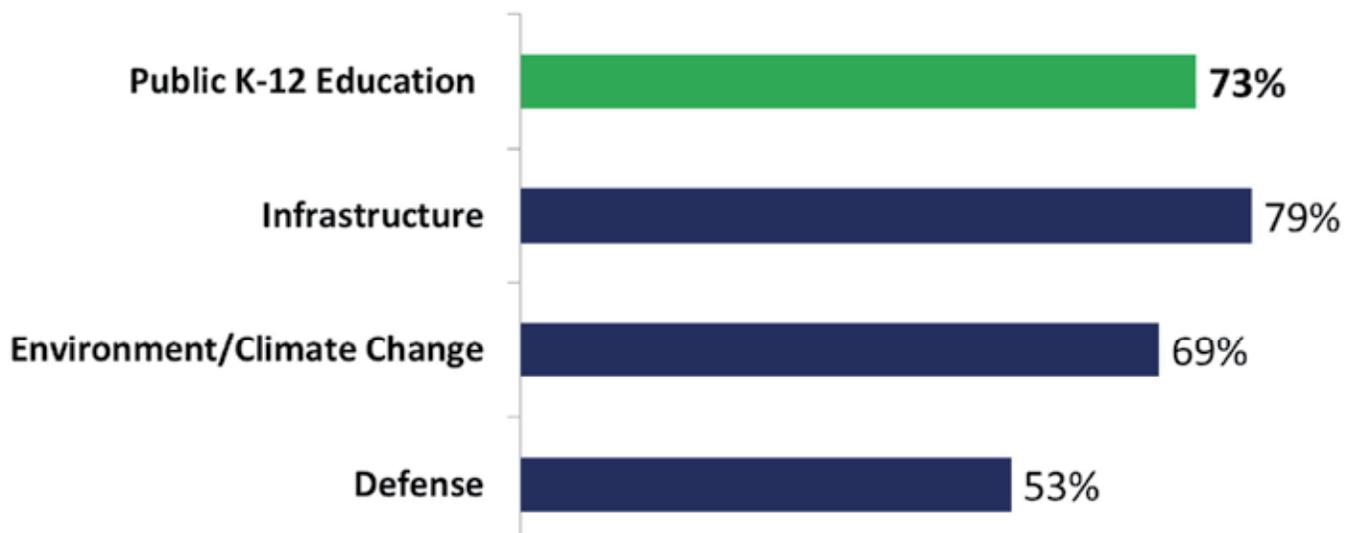


SOURCE: CEF based on Education Department data

## Increasing Federal Funding for Public K-12 Education is One of Americans' Highest Priorities

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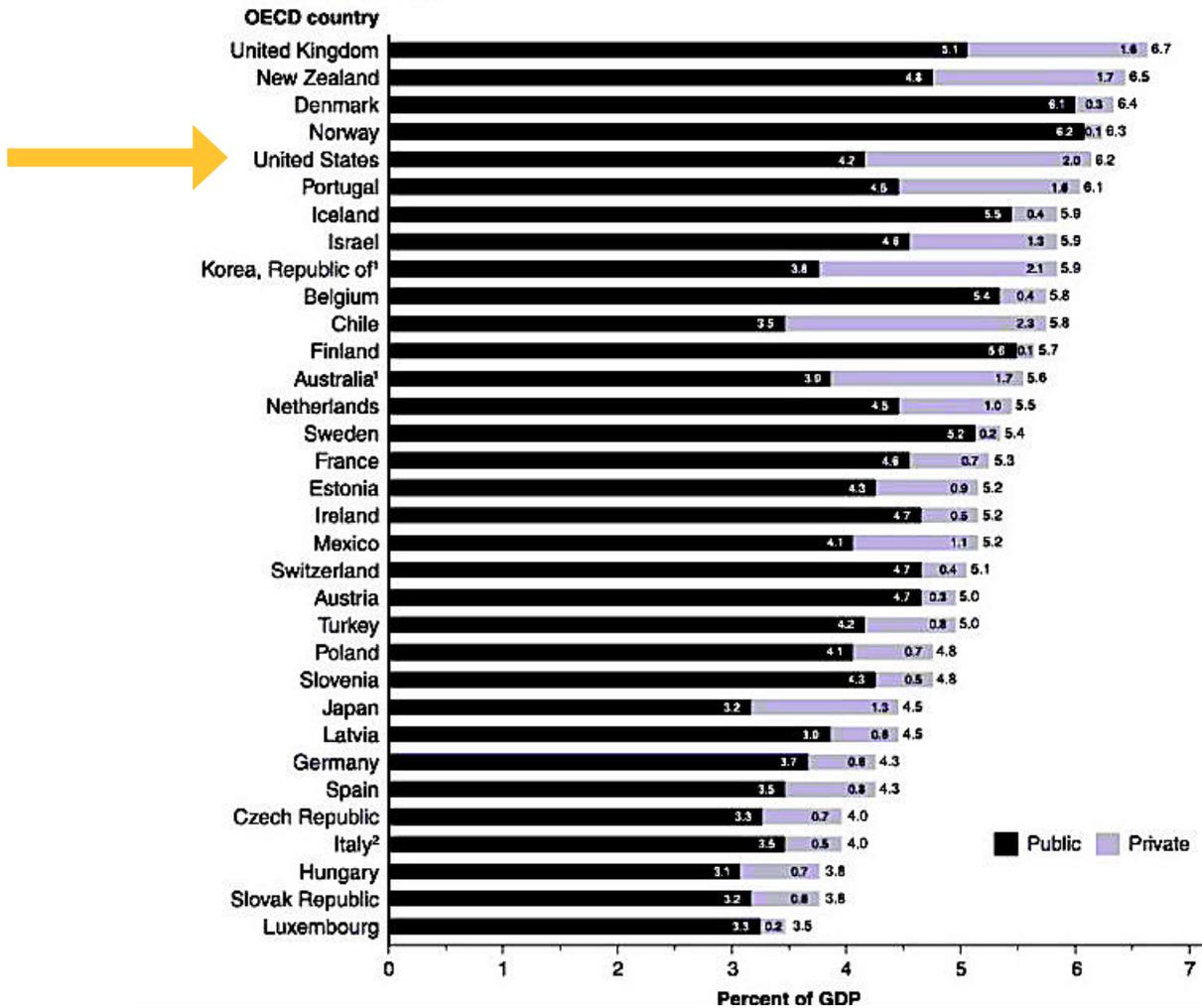
Percentage Saying it is an "Extremely Important Priority" to Increase Funding for the Following:



SOURCE: POLITICO/Harvard poll conducted December 4-9, 2018

## US Ranks 18th of 33 OECD Countries in Public Education Funding as a Percent of GDP

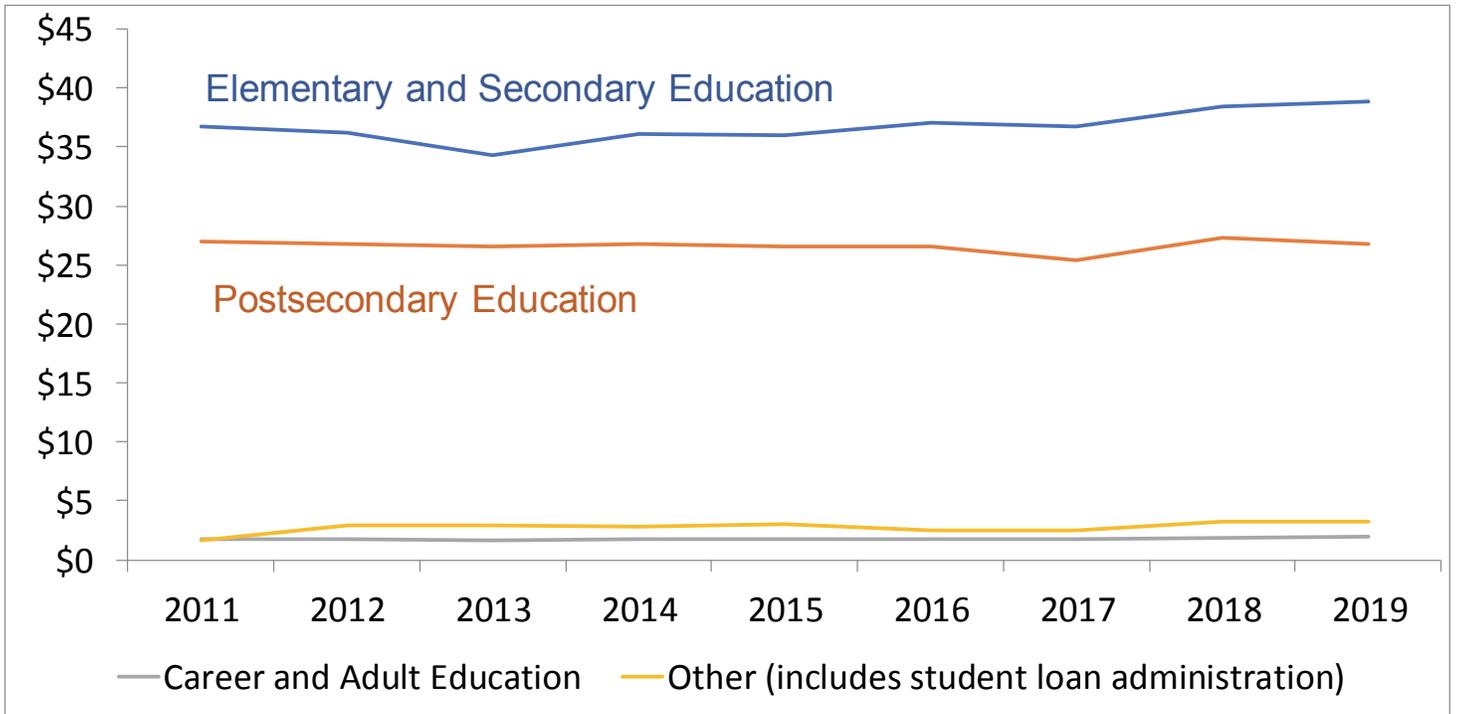
Figure 29. Public and private direct expenditures on education institutions as a percentage of gross domestic product (GDP), by OECD country: 2013



SOURCE: NCES Digest of Education Statistics: 2016, Figure 29

## Federal Funding Has Been Flat for Years across Education Continuum

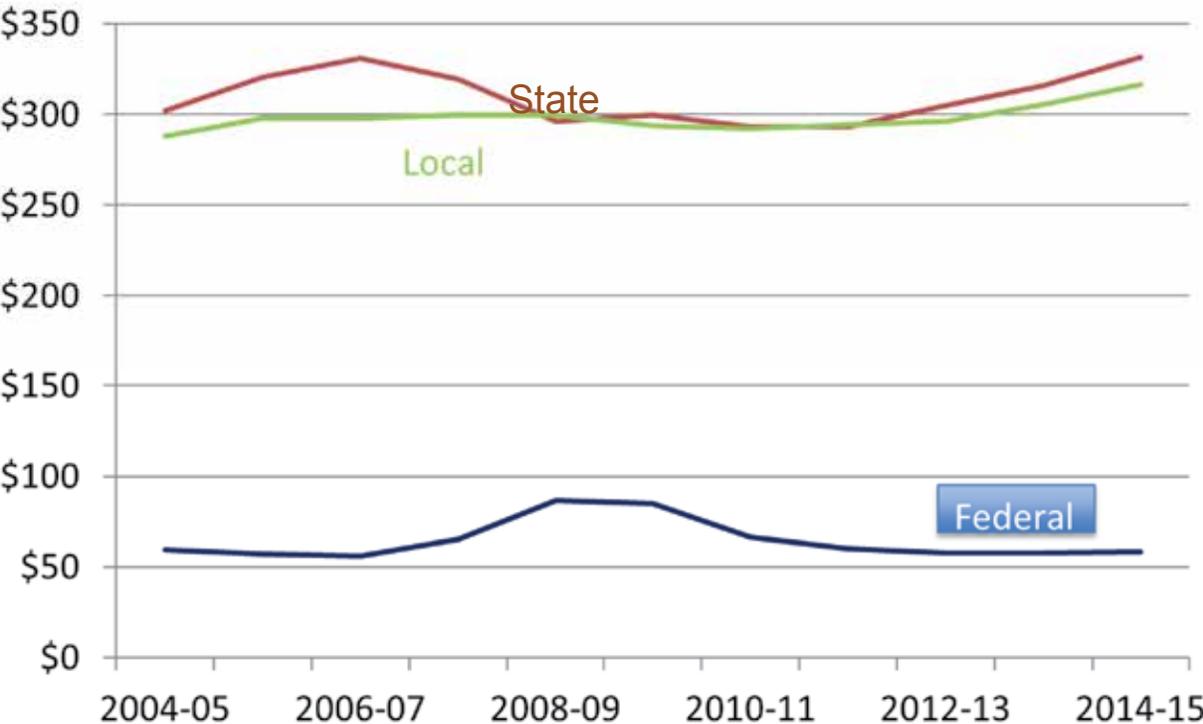
Discretionary nominal dollars, in billions



# Federal Support for Public Elementary and Secondary Schools Has Declined in Real Terms

In Constant 2017-18 Dollars

Revenue in Billions



SOURCE: National Center for Education Statistics, Digest of Education Statistics 2018. Table 235.10.

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

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

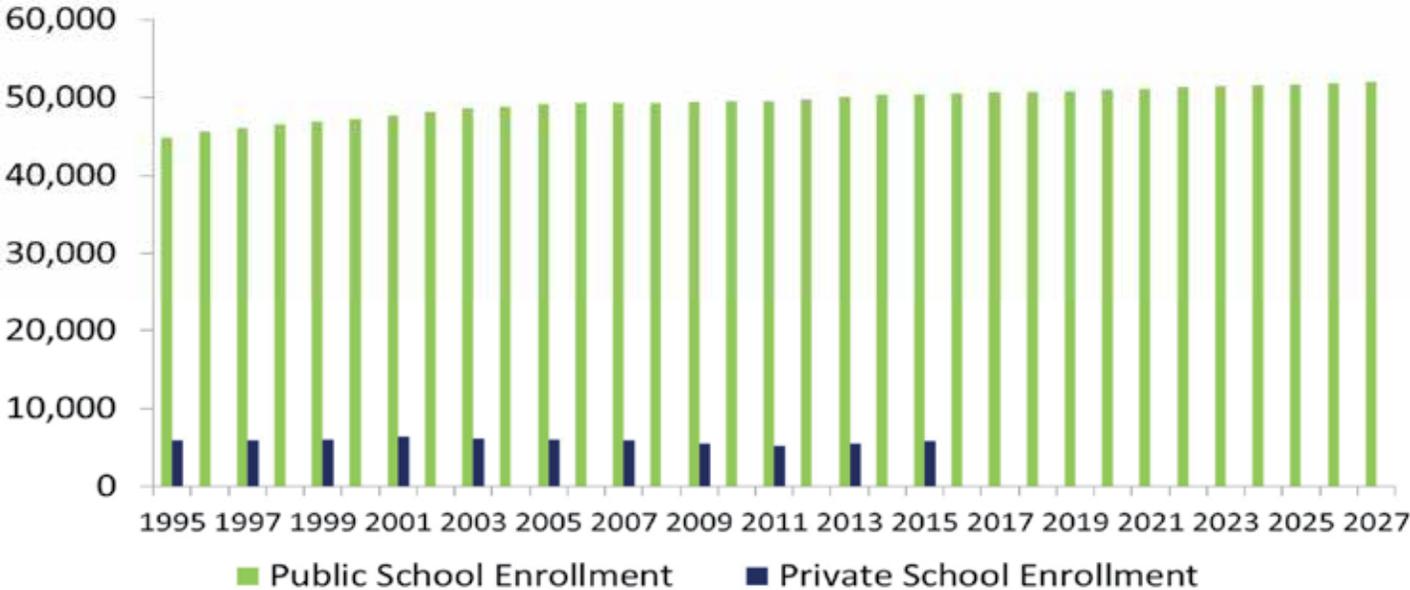


7% of eligible children under 3 had access to Early Head Start

SOURCE: National Head Start Association, <https://www.nhsa.org/facts>.

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

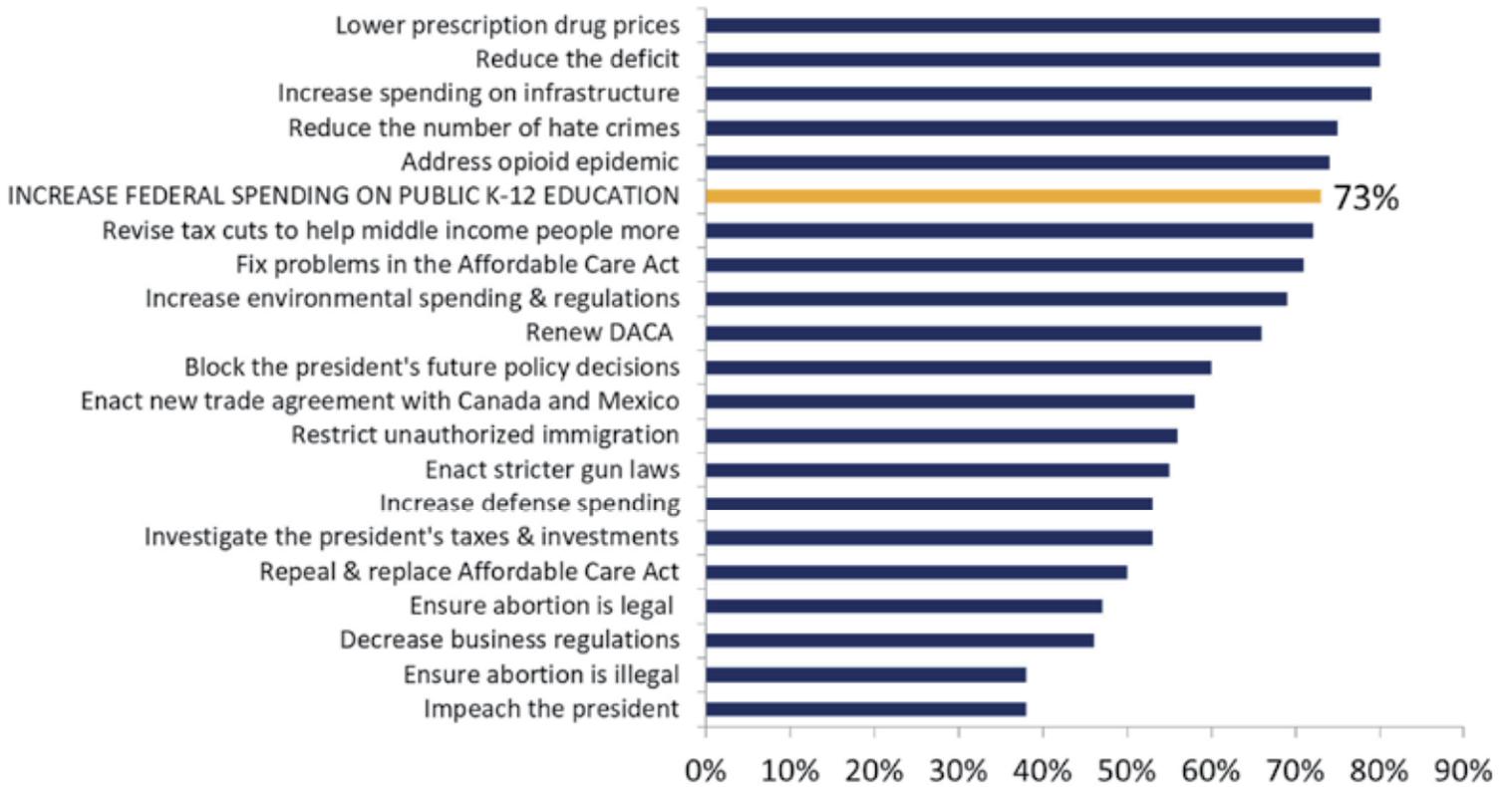
Students in thousands



SOURCE: National Head Start Association, <https://www.nhsa.org/facts>.

## Increasing Federal Funding for Public K-12 Education is One of Americans' Top Priorities

Percent thinking the following should be an "extremely important priority"



SOURCE: POLITICO/Harvard poll conducted December 4-9, 2018

PART 1:

# THE FOUNDATION FOR SUCCESS

*Early Childhood, Elementary and  
Secondary Education*



# Section Overview

## Part 1. The Foundation for Success

*President Trump's FY 2020 education budget maintains two themes from the Administration's previous budget requests: (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 many existing programs. Congress rejected some of these proposals in both FY 2018 and FY 2019.*

The budget cuts funding for early childhood, elementary, and secondary education by a net of \$5.1 billion below the FY 2019 level. However, the size of the cut to existing programs actually is greater because the budget has scattered funding increases, including a new \$50 million program. Below is a summary of the biggest changes. In addition, the articles in this section provide details for each program, including a real-world example of what the program is accomplishing, the impact of the president's budget, and the need for the program.

- **School choice (new tax credit and portability program, charter schools, DC Opportunity Scholarship):** The biggest proposed change for elementary and secondary education is not an education funding program. Instead, it is a new federal tax credit of \$50 billion over ten years to support private school choice and certain public afterschool or tutoring options. The tax credit would — somehow — be limited to \$5 billion per year for individual or corporate donations to state-authorized scholarship-granting organizations. Funds would be used for private school tuition, afterschool tutoring, extra courses, and certain public school expenses. In addition to this new tax credit, the president's budget increases funding for several public school choice programs, including: a \$60 million increase for charter schools; \$50 million for a new competitive grant program for local school districts to consolidate federal, state, and local funds to follow students who change schools; and, an increase for the DC Opportunity Scholarship Program.
- **Large formula grant programs eliminated:** In contrast to the emphasis on school choice, the budget cuts funding for existing K-12 programs by \$4.8 billion, including eliminating the following three large formula grant programs:

  - Title II Supporting Effective Instruction state grants (-\$2.1 billion) that pay for hiring and training teachers and school leaders.
  - 21st Century Community Learning Centers afterschool program (-\$1.2 billion).
  - Title IV-A Student Support and Academic Enrichment grants (-\$1.2 billion), flexible block grants designed to provide students with a well-rounded education and improve a variety of school conditions and access to technology. Some school districts have already begun to discuss using these funds to increase school mental health services and enhance school safety.

The president's previous two budgets also eliminated these programs, but Congress instead responded with increased funding for both Title IV-A and the afterschool program and maintained Title II funding.

- **Nineteen pre-K through secondary education programs eliminated:** The budget eliminates 19 programs, currently providing \$4.9 billion in funding for early childhood through secondary education, including the large formula grants discussed above. The other eliminated programs range in size from the \$250 million Preschool Development Grant to the \$5 million American History and Civics Education.

- **Literacy programs cut:** The budget cuts more than \$300 million from three literacy-focused programs, eliminating the \$190 million Comprehensive Literacy Development grants and the \$27 million Innovative Approaches to Literacy and slashing adult education funding by \$96 million (15 percent).
- **Early childhood education (Head Start, Child Care and Development Block Grant, Preschool Development Grants):** The budget eliminates the \$250 million Preschool Development Grant and freezes funding for Head Start and the Child Care and Development Block Grant.
- **Students with disabilities:** The budget eliminates one special education program and freezes funding for all the rest. The result is a reduction in the federal share of special education funding to just 13 percent of the excess cost of educating students with disabilities above the average per pupil expenditure, far below the 40 percent federal share pledged when Congress enacted the original special education law in 1975.
- **Scant funding increases:** Beyond its support for school choice, the budget provides increased funding for just three other elementary and secondary education programs: school safety national activities (+\$105 million); education and innovation research (+\$170 million); and career and technical education national programs (+\$13 million).

The following table shows funding levels for three early childhood programs within the Department of Health and Human Services and funding for the elementary and secondary education programs within the Department of Education going back to FY 2017, with comparisons between the president's FY 2020 request and the level Congress provided for FY 2019.

<b>Early Childhood Education, Elementary and Secondary Education Funding</b> (in billions of discretionary dollars)						
	2017	2018	2019	2020 President	2020 +/- 2019	% change vs 2019
<b>Early Childhood Education (in HHS)</b>	12.359	15.339	15.589	15.339	-0.250	-1.6%
Head Start, including Early Head Start .....	9.253	9.863	10.063	10.063	0.000	0.0%
Child Care and Development Block Grant .....	2.856	5.226	5.276	5.276	0.000	0.0%
Preschool Development Grants.....	0.250	0.250	0.250	0.000	-0.250	-100.0%
<b>K-12, including special education</b>	36.886	38.468	38.850	34.096	-4.754	-13.9%
Title I, Education for the Disadvantaged.....	16.144	16.444	16.544	16.377	-0.167	-1.0%
Impact Aid.....	1.329	1.414	1.446	1.372	-0.074	-5.1%
School Improvement Programs.....	4.409	5.158	5.247	0.676	-4.571	-87.1%
Safe Schools and Citizenship Education.....	0.151	0.186	0.191	0.200	0.009	4.8%
Indian Education.....	0.165	0.180	0.180	0.176	-0.004	-2.2%
Innovation and Improvement.....	0.888	0.982	1.036	1.107	0.071	6.9%
English Language Acquisition.....	0.737	0.737	0.737	0.737	0.000	0.0%
Special Education.....	13.064	13.366	13.469	13.451	-0.018	-0.1%
<b>Career, Technical, and Adult Education</b>	1.721	1.831	1.926	1.842	-0.084	-0.137
Career and Technical Education.....	1.125	1.200	1.270	1.283	0.013	1.0%
Adult Education.....	0.596	0.631	0.656	0.560	-0.096	-14.7%

## Title I Grants to States

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

*Will Rogers College High School is the Tulsa Public Schools' flagship early college academy, graduating numerous internationally renowned writers, musicians, professional athletes, artists, business owners, doctors, and academicians. As a magnet school, Rogers serves students from each geographic quadrant in Tulsa. The school's enrollment has grown from 225 students in grades 9-10 in 2011-12 to 843 students in grades 9-12 in 2018-19. The graduation rate has now exceeded 94 percent, a 16 percent increase over three years. Junior and senior students at Rogers have an opportunity to take college classes while still in high school, acquiring almost half of the nearly 8,000 college credits earned by Tulsa students, or take career-tech classes at Tulsa Tech or four years of math and science. Enrolling students must meet a minimum reading score and must be willing to take pre-AP and AP English and social studies classes throughout their high school career.*

*Rogers focuses on not only helping students get into college, but also preparing them to successfully graduate from college. All students are enrolled in College Summit, a specialized class focused on helping students cultivate the self-regulatory skills necessary for college and career success. In addition to academics, Rogers provides students with a wide range of performing arts opportunities, a variety of co-curricular classes, as well as a plethora of extracurricular programs. Rogers' 21st Century Afterschool Grant partner provides students with numerous opportunities to be engaged in afterschool activities at no cost to their families. Housed in a majestic school building designated as a National Historic Landmark, this Title I "schoolwide program" school offers endless possibilities for Rogers students.*

#### 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 were 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.

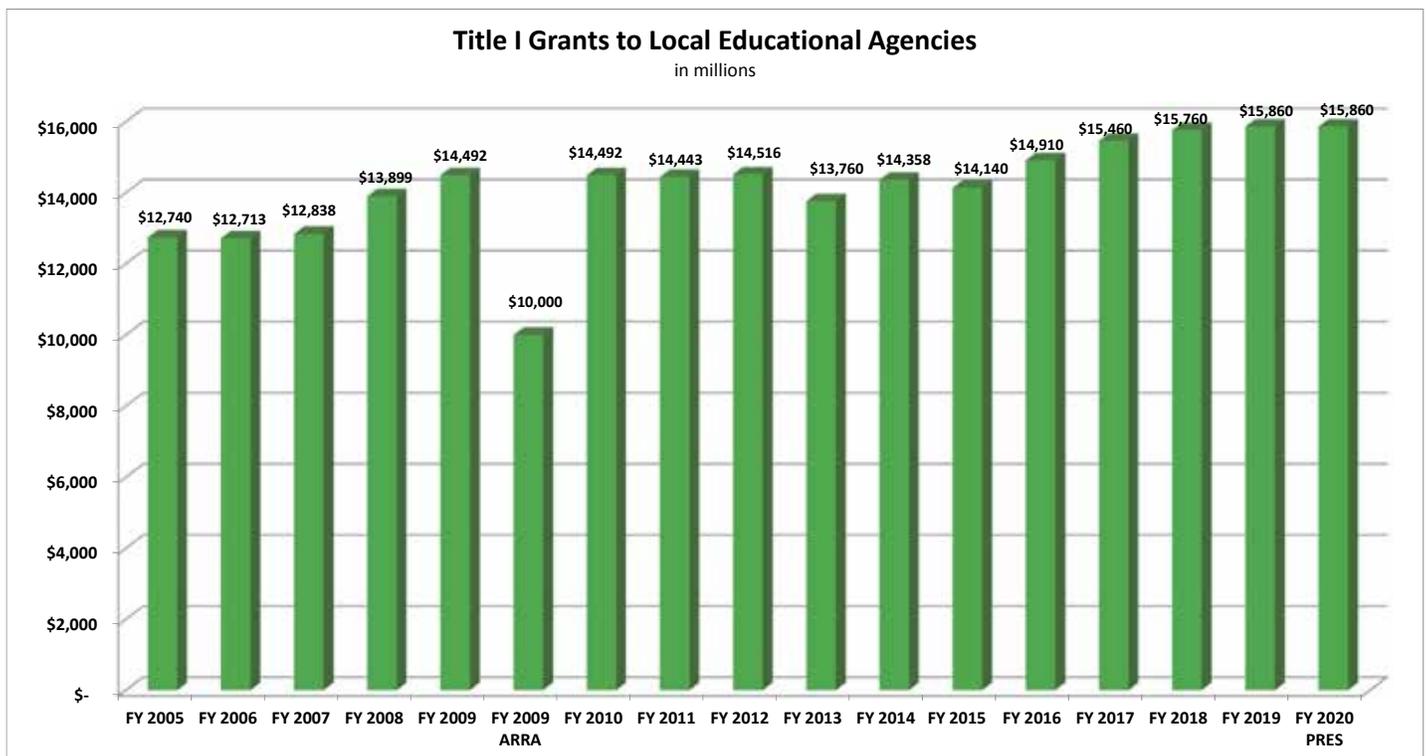
The Title I program retains authorizations for a variety of specialized subprograms, including programs for Migratory Children and Neglected and Delinquent Children, and a separate State Assessment Grant program. However, the separate authorization of appropriations for School Improvement Grants was 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)

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020 PRESIDENT'S REQUEST</b>
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*	\$ 3,819.05	\$ 3,969.05	\$ 4,019.05	\$ 4,019.05
Education Finance Incentive Grants*	\$ 3,819.05	\$ 3,969.05	\$ 4,019.05	\$ 4,019.05
<b>Subtotal</b>	<b>\$15,459.80</b>	<b>\$15,759.80</b>	<b>\$15,859.80</b>	<b>\$15,859.80</b>
Migrants	\$ 374.75	\$ 374.75	\$ 374.75	\$ 374.75
Neglected/Delinquent/At-Risk	\$ 47.61	\$ 47.61	\$ 47.61	\$ 47.61
School Improvement Grants	\$ -- **	\$ -- **	\$ -- **	\$ -- **
<b>Totals</b>	<b>\$15,882.16</b>	<b>\$16,182.16</b>	<b>\$16,282.16</b>	<b>\$16,282.16</b>

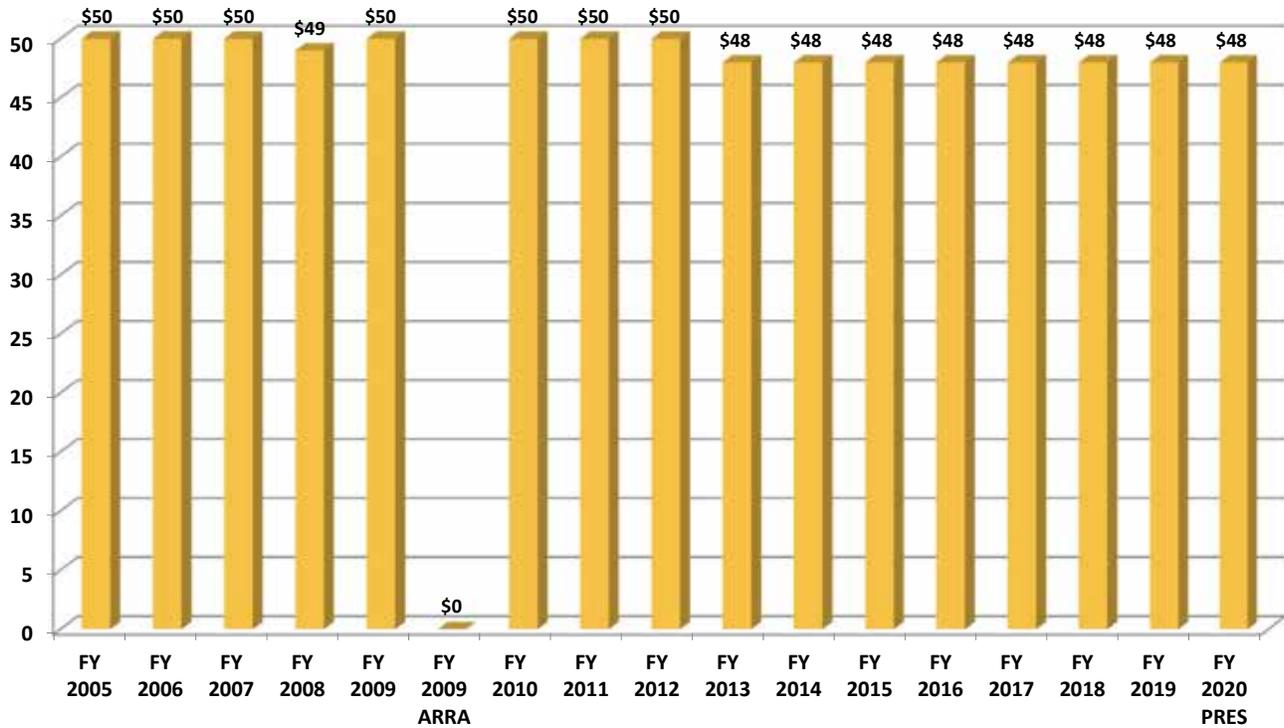
\*Reflects program levels rather than budget authority, since a portion of the appropriation becomes available October 1.

\*\*Program no longer authorized under ESSA, as a 7% state set-aside from the LEA grant program.



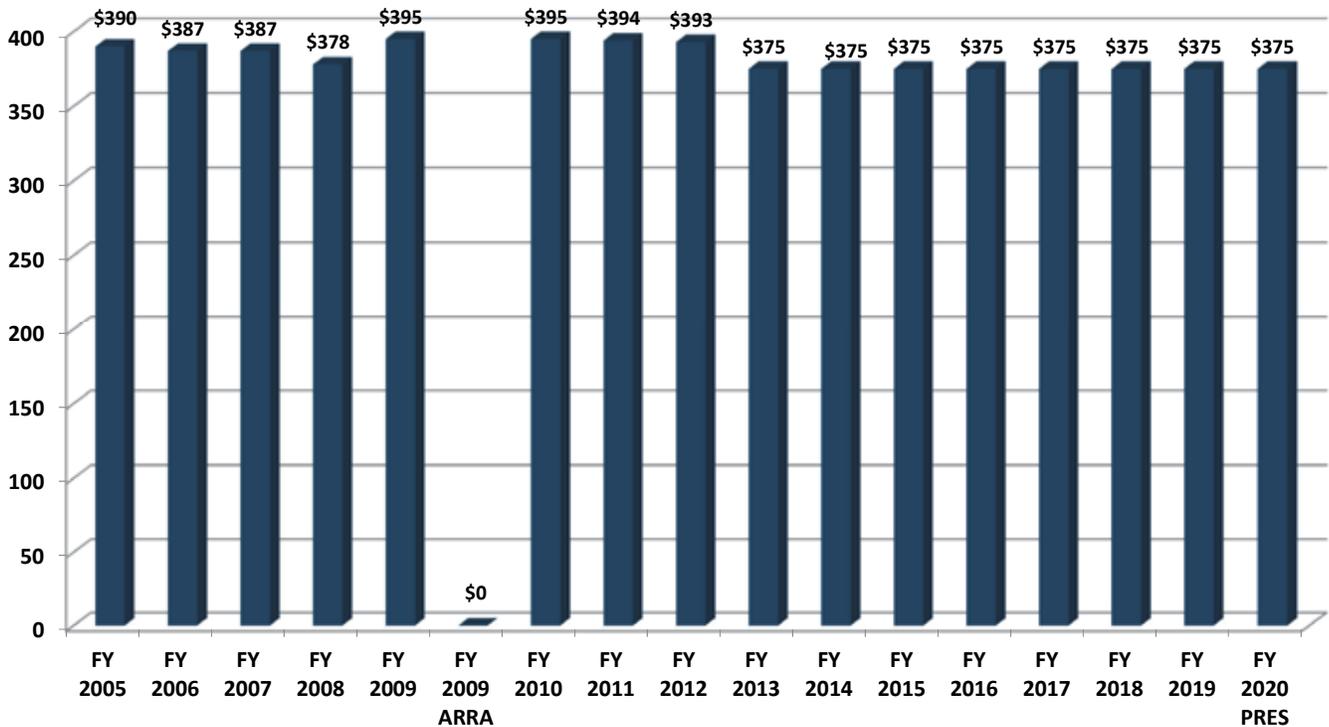
### Title I State Agency Programs: Neglected/Delinquent Education

in millions



### Title I State Agency Programs: Migrant Education

in millions



## IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2020 budget freezes funding for the signature ESSA Title I-Part A formula grant to school districts. Funding also is 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. The funding freeze for the critical Title I LEA formula grants for disadvantaged school children will continue to put states and school districts in the tenuous position of implementing ongoing federal policy changes with insufficient federal financial support.

Increased set-asides, shifting poverty populations, and inadequate federal funding for Title I mean many school districts will receive lower local allocations in the upcoming school year. At the same time, school districts will have to fully implement ESSA state accountability systems, including interventions in a new set of identified Targeted and Comprehensive Improvement Schools. The small increase in this year’s overall Title I appropriation has resulted in reduced preliminary local allocations from the U.S. Department of Education for more than half the nation’s Title I-eligible school districts — even before ESSA’s 7 percent state set-aside for school improvement is deducted. The president’s FY 2020 funding freeze could again result in reduced Title I formula allocations for most school districts in school year 2020-21, triggering another round of cuts to existing Title I services and staffing.

The Title I budget does not include a request for a Title I voucher or funding portability program. However, the FY 2020 budget increases from 3 to 5 percent the optional state set-aside for “Direct Student Services” that would come off the top of the school district Title I formula grant allocation — much like the 7 percent state school improvement set-aside. Reminiscent of the No Child Left Behind set-asides for school choice and supplemental tutoring services, the state would then award these set-aside funds to state-selected school districts for credit recovery, advanced or accelerated courses, career and technical education, personalized learning, academic tutoring, or transportation to another public school of choice. Although only two states currently opt to set aside local Title I formula grant funds for these purposes, a maximum of \$793 million potentially could be redirected out of Title I formula grants and into state-determined Direct Student Services programs. To do so, however, would require congressional authorization.

## PROGRAM NEED

For the upcoming school year (SY 2019-20), Title I LEA (local school district) Grants will reach \$15.86 billion, while the smaller Title I Migrant and Neglected and Delinquent programs remain below their pre-recession funding levels. With only a minimal increase of \$100 million (0.6%), the annual federal Title I formula grant allocations many school districts ultimately receive may be less than current Title I funding levels due to shifts in the number of low-income students in those jurisdictions.

Despite providing some additional Title I program flexibility, ESSA includes multiple new requirements, as well as revised state accountability systems expected to result in more schools than in the past year identified for federally required interventions. ESSA also directs states to set aside 7 percent of aggregate school district allocations for Title I school improvement projects and authorizes an additional discretionary state set-aside to fund direct student services projects. Comprehensive and targeted school improvement activities for schools identified under the new accountability system will be implemented whether or not the school district receives a state-determined school improvement grant and may include non-Title I schools, as well.

Title I operational costs at the state and local level are increasing as a result of new ESSA requirements. Moreover, school-age child poverty continues to be high despite the recent economic recovery, with 9.4 million students meeting the Census Bureau’s high poverty threshold. An unmet funding need or shortfall of nearly \$30 billion for Title I LEA Grants continues, based on the generally accepted Title I “full funding” level of nearly \$45 billion. In short, the Title I LEA Grant program is barely one-third funded as school districts undertake full 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. At the FY 2019 funding level, a sizeable percentage — if not a majority — of these Title I-eligible school districts are expected to suffer an actual reduction in their federal formula grant allocation. A significant funding increase is needed to meet school responsibilities under ESSA and to maintain current services levels since the current appropriated amount has not kept pace with inflation.

## CONTACT INFO

### Jeff Simering

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

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

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

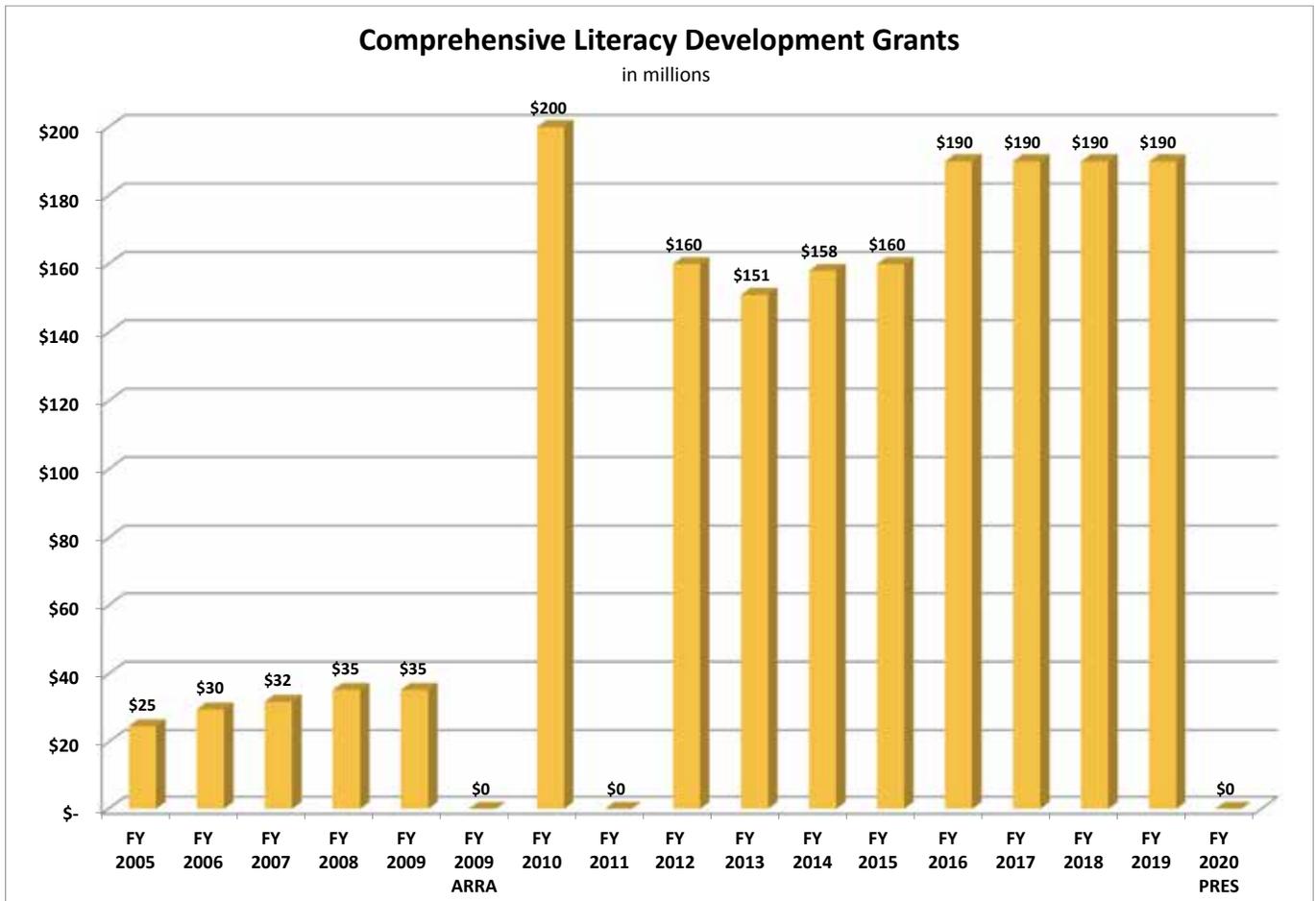
*The LEARN program is based on the successes of the Striving Readers Comprehensive Literacy (SRCL) program, which in 2011 provided comprehensive literacy development grants to six states (GA, LA, MT, NV, PA, TX). After five years of implementation, all six grantees reported increases in literacy achievement for participating students. For example, in Pennsylvania, high school students in SRCL grant-funded programs outperformed other high school students on the state assessment in literature during the last three school years of the grant. SRCL states also reported increased resources and positive outcomes for educators. Georgia used SRCL funds to develop a website to provide all teachers online-accessible professional literacy resources. In fall 2017, SRCL grants were awarded to a new cohort of 11 states (GA, KS, KY, LA, MD, MN, MT, NM, ND, OH, OK), the Bureau of Indian Education, and four territories. These new grantees are now implementing their comprehensive literacy plan, with forthcoming additional information about the results for participating students and educators.*

## 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, first funded 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 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$190.00	\$190.00	\$190.00	\$0



## IMPACT OF PRESIDENT'S BUDGET

The president's FY 2020 budget eliminates funding for this foundational program. 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 2020 budget rationale contends that "Comprehensive Literacy Development Grants" (known also as SRCL grants or LEARN in ESSA) has "limited impact (only 11 State grants in the most recent cohort) and duplicates activities that may be supported with other Federal, State, local, and private funds." Contrary to this statement, 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

A literacy-rich learning environment beginning in early childhood is essential to improving student rates of school readiness, high school graduation, college access and completion, and workforce readiness. Moreover, the literacy skills students need today are more complex than 50 years ago. Yet, only 35 percent of fourth-grade students, 35 percent of eighth-graders, and 37 percent of twelfth-grade students performed at or above the proficient level in the 2017 NAEP reading assessment (National Center for Education Statistics, 2015 and 2017). This means more than 60 percent of fourth-, eighth-, and twelfth-grade students struggle with reading and therefore require targeted instructional support.

Creating a globally competent workforce depends on students cultivating and using their reading and writing skills to excel in areas such as math, science, and technology. 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.

## CONTACT INFO

### Rachel Bird Niebling

Alliance for Excellent Education  
(202) 828-0828 | rniebling@all4ed.org

## Innovative Approaches to Literacy

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

*The book distribution and literacy support program in the Texas Education Service Center, Region 20, will build student literacy skills for children birth through fifth grade. Region 20 received a 2018 Innovative Approaches to Literacy grant which will support teacher professional development, in-school library materials, and book distribution focusing on family engagement activities. Texas ranks low on the percentage of fourth graders reading at proficient levels. The IAL grant will help create a model that schools across the state can use to improve their literacy proficiency ratings.*

## DESCRIPTION

Recognizing the link between early literacy and future success, Senators Jack Reed (D-RI) and Thad Cochran (R-MS) sponsored legislation directing the Department of Education to create the Innovative Approaches to Literacy (IAL) grant program that targets underserved school libraries and nonprofit organizations. Created in 2012, IAL replaced the Improving Literacy through School Libraries program. At least half of these grants are reserved for school libraries – the only source of federal funds for those entities. IAL grants target high-need communities by providing support for schools that develop and enhance innovative and effective school library programs, provide early literacy services, and provide high-quality and reading level-appropriate books for children. These IAL grants provide models for school libraries of how to create effective literacy programs.

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 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 to read at home on their own or with family. IAL allows schools and nonprofits to provide children with books for their home environment.

**FUNDING HISTORY** *(in millions)*

<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT'S REQUEST</u></b>
\$27.00	\$27.00	\$27.00	\$0

**IMPACT OF PRESIDENT'S BUDGET**

For the third consecutive year, the president's budget provides no funding for IAL, recommending elimination of a program that directly supports the literacy needs of our youngest students. A report by the Southern Education Foundation found that a majority of U.S. public school students come from low-income families. Children introduced to literacy at an early age are more likely to become lifelong readers, graduate high school, and enroll in college. However, more than one in three American children start kindergarten lacking literacy skills, and many have no books in their homes. IAL grants to nonprofit organizations and school libraries support the distribution of books to young children. The IAL program is vital for struggling families seeking to improve educational opportunities. Schools and districts that previously 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 provide the tools and resources for education professionals to collaborate on curriculum, materials, and instructional strategies, leading to better and more effective ways to teach students. These critical functions cannot continue if federal support dedicated to school libraries through IAL is eliminated.

**PROGRAM NEED**

According to the American Academy of Pediatrics, children introduced to early reading and literacy support tend to read earlier and excel in school compared to children who lack the same access to books and literacy activities. Early literacy mastery is a strong indicator of future success in school and in life. Yet more than one in three American children start kindergarten without foundational skills to learn to read. Funding for IAL remains below the FY 2012 appropriations level of \$28.57 million. This low funding level means 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 2020 so all students have access to 21st century library and literacy programs.

**CONTACT INFO**

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

## Impact Aid

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

*Impact Aid provides critical funds for Swain County Schools (SCS) in Bryson City, North Carolina. Local funding per student is just \$364 as compared to the state average local funding of \$1,706 per student. More than 58 percent of our student population qualifies for free- and reduced-price lunch. One of the ways we use Impact Aid is with our STEM programs. Not only do we have STEM technology in K-12 classrooms, but we also host a STEM Night for parents. Impact Aid is used to help with STEM Night as well as integral workshops for faculty to stay up to date. SCS hosts a summer STEM camp for elementary students. In addition, each year Swain County Schools sends competitive teams to a statewide STEM and Robotics competition. In short, Impact Aid is a critical part of STEM education in Swain County.*

#### 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)

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020 PRESIDENT'S REQUEST</b>
Federal Properties	\$ 68.81	\$ 73.31	\$ 74.31	\$ 0.00
Basic Support	\$ 1,189.23	\$ 1,270.24	\$ 1,301.24	\$ 1,301.24
Disabilities	\$ 48.32	\$ 48.32	\$ 48.32	\$ 48.32
Construction	\$ 17.41	\$ 17.41	\$ 17.41	\$ 17.41
Facilities	\$ 4.84	\$ 4.84	\$ 4.84	\$ 4.84
<b>Total</b>	<b>\$1,328.60</b>	<b>\$1,414.11</b>	<b>\$1,446.11</b>	<b>\$1,371.80</b>

#### IMPACT OF PRESIDENT'S BUDGET

The Administration fails to meet its obligation to federally connected school districts in its FY 2020 budget. The elimination of Federal Properties funding would be disastrous for the 200-plus school district recipients that rely on these general fund dollars for a variety of critical programs and services. The justification that school districts should have adjusted to the loss of local revenue is unfounded; school districts rely on local tax revenue each year to operate schools. In some cases, the federal government is the largest landowner in these communities. As long as the federal government owns property, it must maintain its obligation to students, schools, and taxpayers in those communities through Impact Aid.

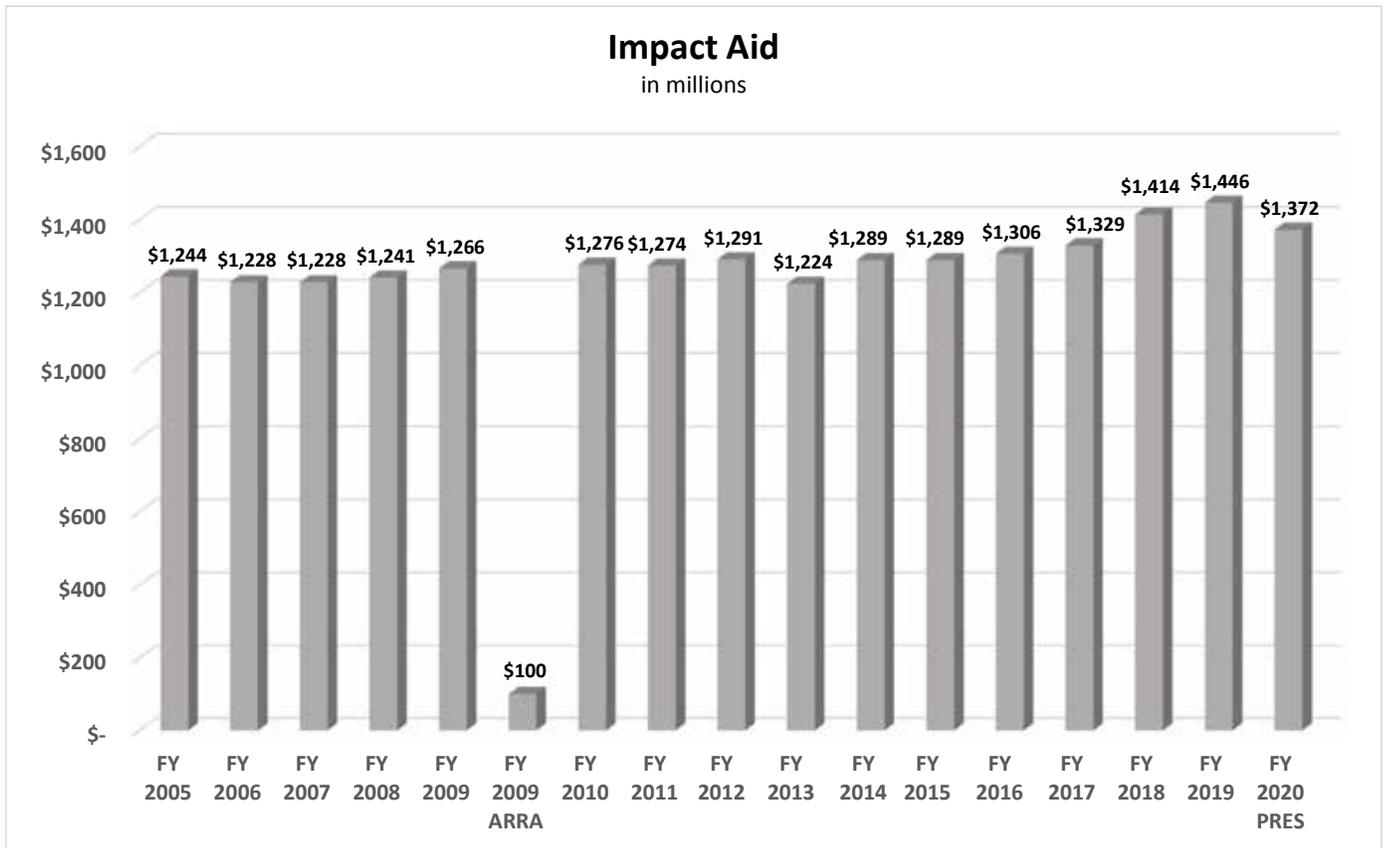
The continued stagnation of Impact Aid is concerning. School districts' needs and costs continue to increase, as do local taxpayers' contributions. Without continued and increased support for Impact Aid, the federal government fails to meet its obligation to federally impacted school districts.

## PROGRAM NEED

The Impact Aid program has not been fully funded since 1969. Over the past decade, appropriated levels have not kept pace with increasing education costs (see chart), which for Basic Support has resulted in districts receiving an increasingly lower percentage of their calculated need-based payment (a percentage of a district's maximum payment). A \$50 million increase is required for FY 2020 to reach FY 2018 levels, and a \$100 million increase is required to fully fund the proration of the program. 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 farther and farther 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	92.332% of LOT
FY 2018	95-97% of LOT*

*\*Represents estimated final rates.*



## CONTACT INFO

### Leslie Finnan

National Association of Federally Impacted Schools  
(202) 624-3614 | [leslie@nafisdc.org](mailto:leslie@nafisdc.org)

## Supporting Effective Instruction State Grants

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

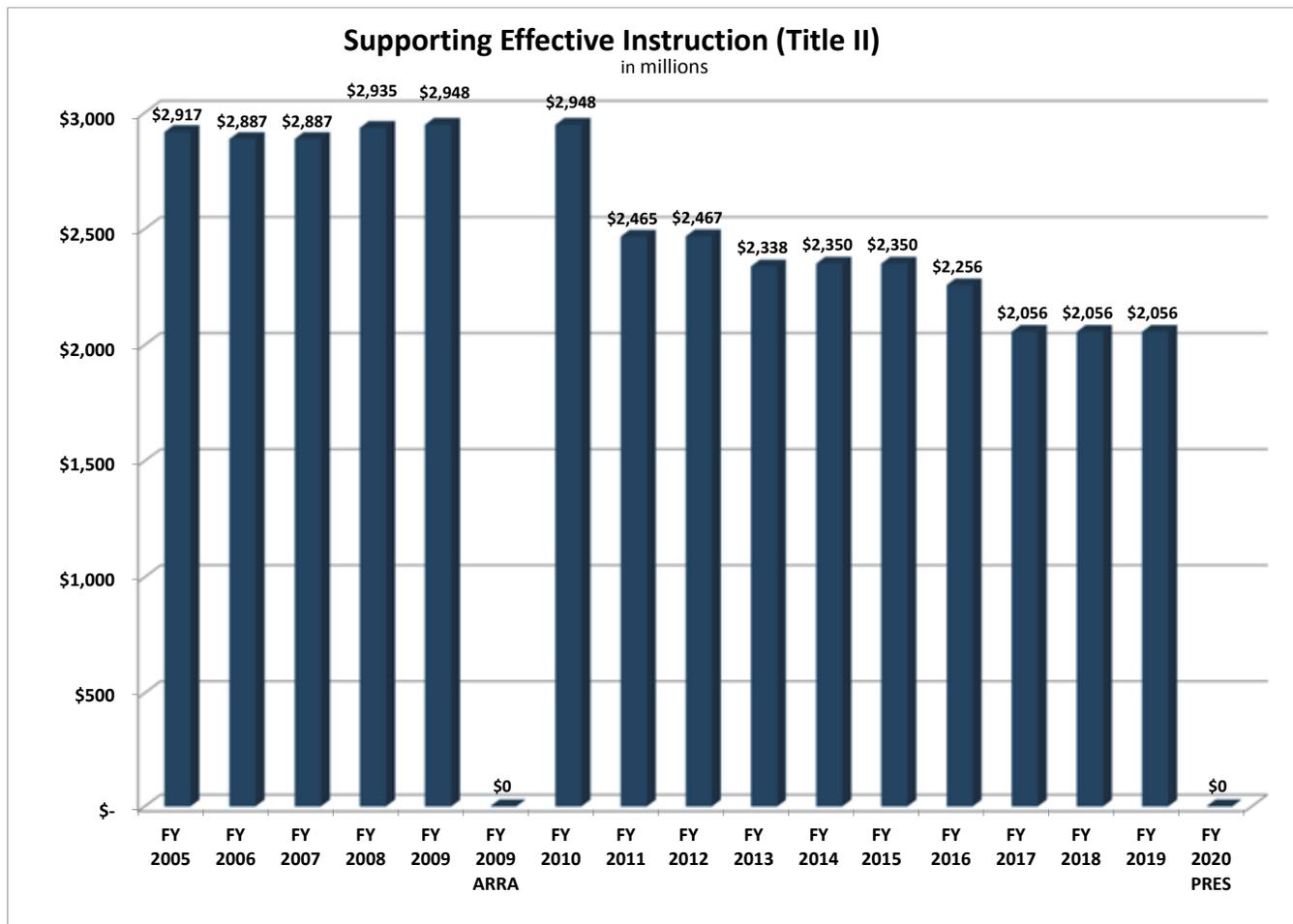
Reflecting many recent economic ups and downs and a more diverse population, Michigan educators are continuously seeking professional learning to enhance their skills and provide support for students' emotional and academic growth. Title II, Part A funding allows schools or even entire school districts to request on-site professional development to address issues of classroom management, bullying, cultural competency, and skills focused on teaching students from backgrounds impacted by trauma and poverty. The professional learning instructor provides a full-day training for school staff – strategies and research-based information on the relevant topic – and is then available for individual follow-up, including classroom observation and one-on-one coaching. In one high school with a large immigrant population, a cultural understanding training resulted in educators recognizing that certain student behaviors were a product of the students' culture, not anti-social behavior, and led to a noticeable decrease in discipline problems at the school.

## DESCRIPTION

Previously known as Improving Teacher Quality State Grants, the Supporting Effective Instruction State Grant program is authorized under Title II of the Every Student Succeeds Act (ESSA). The program focuses on improving student academic achievement by bolstering skills 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$2,055.83	\$2,055.83	\$2,055.83	\$0



## IMPACT OF PRESIDENT'S BUDGET

The president's budget abolishes funding for Supporting Effective Instruction state grants. This would result in the elimination of approximately 7,500 teaching jobs. Almost 200,000 teachers, as well as school leaders, would lose access to professional development and support throughout their careers. Class sizes would balloon in the poorest school districts, especially in rural and urban areas, resulting in less individual attention for students who need it most.

Further, state plan implementation under the Every Student Succeeds Act (ESSA) requires states meet multiple new accountability measures and higher standards, and places a strong emphasis on turning around struggling schools. States rely on educators to help ensure ESSA plans are implemented well. Students and parents rely on teachers to help every child succeed. This is the time when teachers require support the most, including high-quality professional development to ensure teachers have the skills and knowledge to help all children meet college- and career-ready standards. Smaller class sizes will enable teachers 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 had 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, adequate salary, and access to high-quality professional learning opportunities.

At the same time public school enrollment continues to grow, and almost half of states are providing less formula funding now than they did ten years ago. Critical federal Title II, Part A 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.

## CONTACT INFO

### **Sarah Cohen**

American Federation of Teachers  
(202) 879-4452 | scohen@aft.org

## 21st Century Community Learning Centers

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

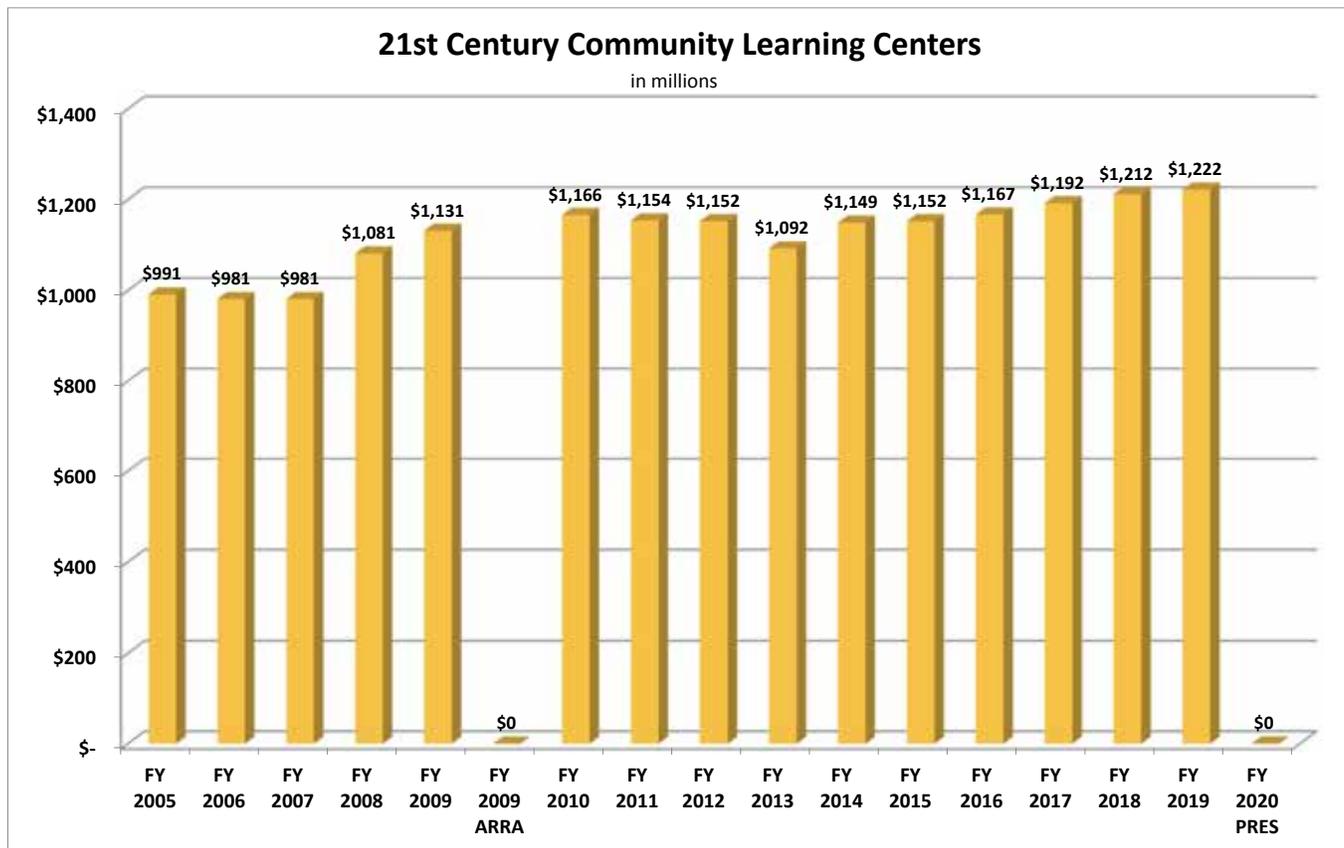
Close to 4,000 K-12 students participate in Minneapolis Beacons (Beacons) afterschool programs, focused on reaching underserved youth and providing a mix of activities that emphasize youth voice, celebrate students' cultures, and help raise students' self-awareness. Funded by the 21st Century Community Learning Center initiative and also leveraging private and corporate foundation funding, Beacons is a collaborative model. The Minneapolis Public School District partners with three of the area's largest youth-serving organizations – YMCA of the Greater Twin Cities, Boys & Girls Clubs of the Twin Cities, and YWCA of Minneapolis – which in turn partner with more than 60 community organizations. The typical day for students in the program depends on their age and interest. Elementary and middle school students begin their day with a healthy snack and time to connect with friends before selecting and breaking into activity groups. Beacons embeds academics into the enrichment activities offered, which range from cooking to chess. Older students may take a more formalized role in the program, such as leading a group or club. Beacons' outcomes are impressive and typical of 21st Century Community Learning Center programs: a 2016 longitudinal evaluation found participants were 1.2 times more likely to attend school at least 95 percent of the time and 2.2 times more likely to graduate in four years relative to their peers. The Survey of Academic and Youth Outcomes-Youth (SAYO-Y) found more than 9 in 10 Beacons youth agreed attending the program has helped them do better in school and help determine their strengths and interests.

#### 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 providers, 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 experiential activities, counseling programs, art, music, financial literacy, environmental education, STEM activities, physical activity, and nutrition education. The Every Student Succeeds Act (ESSA) updated performance metrics for 21st CCLC 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$1,191.67	\$1,211.67	\$1,221.67	\$0



## IMPACT OF PRESIDENT'S BUDGET

The president's FY 2020 budget eliminates funding for the 21st Century Community Learning Center initiative. Funding for FY 2019 stands at \$1.22 billion, covering costs associated with quality afterschool and summer learning programs for 1.7 million children provided by local schools and community-based organizations. However, if programs were available, an additional 9.6 million eligible students would be able to benefit. Elimination of 21st CCLC would result in 1.7 million children losing access to more than 9,000 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. In addition, working families would lose access to these programs, ensuring their children are safe, supervised, and learning during the hours after school while parents remain at work. This could impact a family's ability to maintain employment if child care and programming are eliminated.

## PROGRAM NEED

Currently about 1.7 million students are positively impacted by 21st CCLC. However, about 9.6 million students are eligible and would participate in programs if funding and access to local community programs were available. 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 math and English. Another study indicates regular participation in afterschool programs by students during the elementary 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.

**CONTACT INFO****Erik Peterson**

Afterschool Alliance  
 (202) 347-2030 ext. 105 | epeterson@afterschoolalliance.org

**Ellen Fern**

BOSE Public Affairs Group  
 (202) 349-2306 | efern@bosepublicaffairs.com

## Grants for State Assessment

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

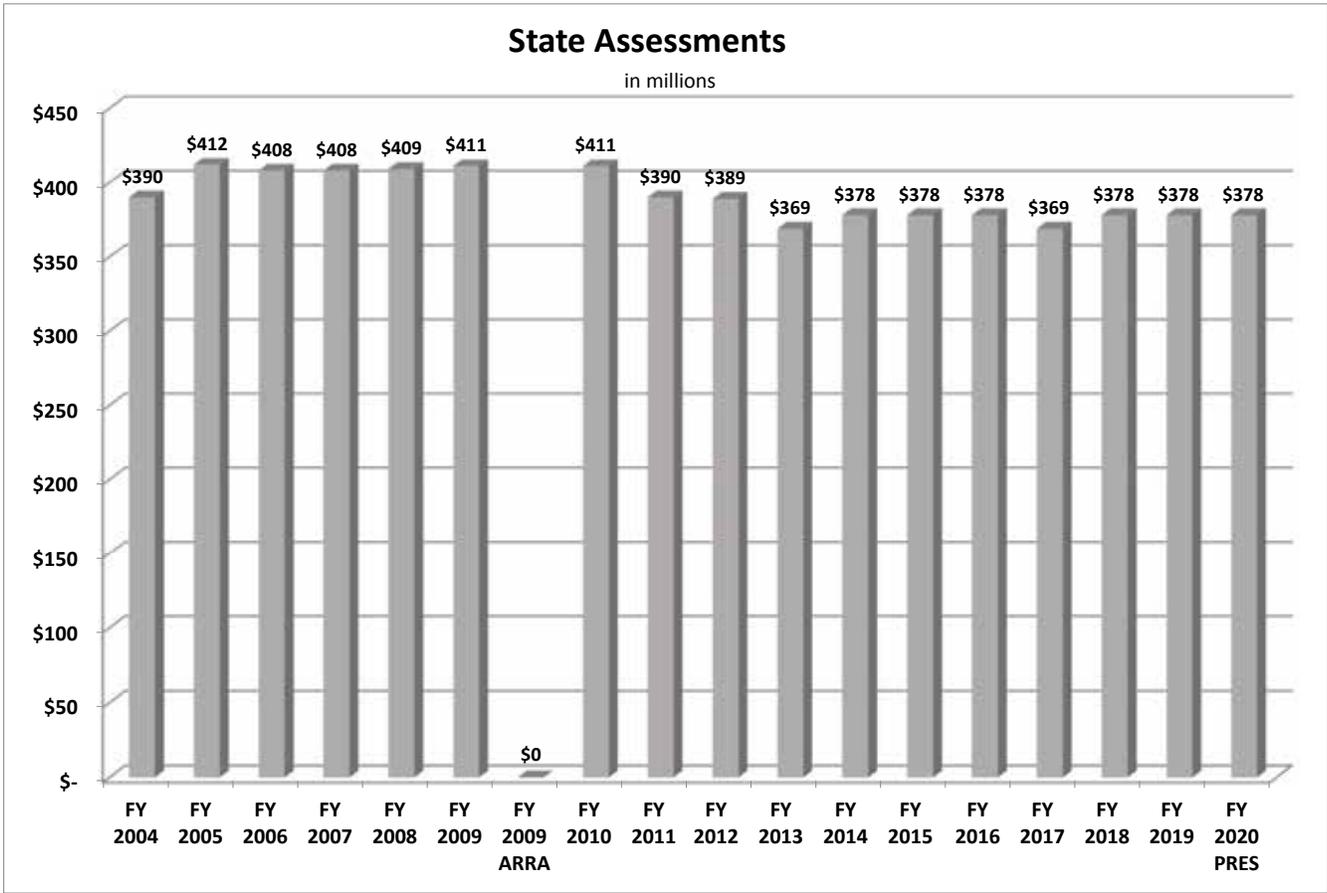
*States use Grants for State Assessment to support development and administration of reading and mathematics as required under ESSA, including purchasing test materials and staffing positions. States would be unable to meet the ESSA requirements without this funding. In addition to general reading and math assessments, states also use grant funds for English Language Proficiency (ELP) assessments. One state shared, “We would be in big trouble if the allocation decreased or was eliminated!” They added being able to use funds for both general and ELP assessments “frees up some of our state funds to build early learning formative assessments and secure technical assistance to enhance the technical quality of our systems,” important long-term strategies that would not otherwise be possible. Another state has used grant funds to “develop high-quality, technology-enhanced assessment items, and to continue to acquire copyright permissions for high-quality passages for use in assessing students’ ability to read and to write in response to complex texts.” States have also used funds to develop enhanced parent reports that offer greater detail about students’ strengths and weaknesses, information about resources to help students succeed, and longitudinal data to show parents how students have performed over time. The variety of assessments and reliable and actionable resources for educators, students, and parents supported by Grants for State Assessment are critically important to students’ success across the country.*

**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)**

<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT’S REQUEST</u></b>
\$369.10	\$378.00	\$378.00	\$378.00



## IMPACT OF PRESIDENT'S BUDGET

The budget includes \$378 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.

## PROGRAM NEED

Preserving and expanding this grant program is necessary for states to support costly assessments required under current law, especially in 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. Now that all state ESSA plans have been approved by the Department of Education, continued funding for this program must adequately support ESSA implementation and improvement of assessments.

## CONTACT INFO

**Peter Zamora**  
 Council of Chief State School Officers  
 (202) 336-7003 | [Peter.Zamora@ccsso.org](mailto:Peter.Zamora@ccsso.org)

# Education for Homeless Children and Youth

## Title VII-B, McKinney-Vento Homeless Assistance Act

*In FY 2018, Illinois served 56,881 students experiencing homelessness under the McKinney-Vento Homeless Assistance Act. Saint Clair County, bordered by the Mississippi River just east of downtown St. Louis, has some areas considered urban, some suburban, and some rural. Homelessness impacts 1800 students in St. Clair County schools and 130 students in Belleville Township High School District #201. The vast majority of students who qualify for McKinney-Vento services are doubled up with family or friends due to lack of fixed, adequate housing. Funding provided through this Act allows schools to provide these students with school supplies, backpacks, clothing, and hygiene supplies. More importantly, however, these funds allow the schools to provide professional development for educators and specialized instructional support personnel to help them better respond to the needs of homeless children and youth.*

*One of the most significant benefits of the Education for Homeless Children and Youth (EHCY) program for our students is the ability to avoid long periods of absence because they lack proper documentation normally required to enroll in school. Traditionally, schools require documentation prior to enrollment, but students experiencing homelessness are entitled to immediate enrollment. This minimizes educational disruption, allows for stronger acquisition of skills, and, at the high school level, affords students every opportunity to earn credit necessary for graduation. According to data reported to the U.S. Department of Education from states that disaggregate graduation rates for homeless youths, these students face significant gaps in high school graduation rates compared to their peers. Despite the national statistics, in Belleville District #201, 88 percent of students in the Class of 2018 who enrolled as homeless graduated within 4 years, just slightly below the 91 percent graduation rate of their peers not experiencing homelessness. Continued funding for this program is vital as our schools work to meet the often complex needs of students experiencing homelessness in order to maximize their educational success.*

- Melissa Taylor, Director of Student Services  
Belleville (IL) Township High School District #201

## DESCRIPTION

The Education for Homeless Children and Youth (EHCY) Program is the education subtitle of the McKinney-Vento Homeless Assistance Act. Under this program, students experiencing homelessness may continue their education at their school of origin (the school they attended before becoming homeless) or the school in the area where they are currently staying. Each school district appoints a homeless program liaison. The liaison assists students and their families to navigate this choice and helps students enroll in the new school immediately, even without the usual documents required for registration. This process decreases educational disruption. If a student stays at the school of origin, districts must provide transportation assistance as well.

Funding from the McKinney-Vento Homeless Assistance Act supports state coordinators and liaisons in school districts to help identify homeless students, assist with school enrollment, provide services including emergency transportation, school supplies, clothing to meet dress code requirements, hygiene products, professional development for educators, and referrals for community services.

**FUNDING HISTORY** *(in millions)*

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$77.00	\$85.00	\$93.50	\$93.50

**IMPACT OF PRESIDENT'S BUDGET**

During the 2016-17 school year, 1,354,363 homeless children and youth were enrolled in public schools. This represents an increase of 50,000 students from the previous year and continues the trend of steady increases of homeless students since the inception of the McKinney-Vento Homeless Assistance Act. Congress demonstrated a commitment to this program by authorizing funds well over what the president requested in FY 2019. The president's request for a funding freeze for this program in the FY 2020 budget, when so many other educational programs are recommended for a decrease in funds, reflects an acknowledgement of the importance of the program and the unique educational barriers faced by homeless children and youth.

Maintaining the FY 2019 funding level for this program will allow school districts to meet the requirements to serve homeless children and youth, as specified in the Every Student Succeeds Act, in a manner that lessens the impact to local school district revenue. However, even with this federal funding, school districts have increased local costs with the rise in homeless student populations, particularly in the area of transportation, which is not covered by the EHCY program.

**PROGRAM NEED**

This program helps remove barriers previously faced by children and youth experiencing homelessness to enrolling, attending, and succeeding in school. Homelessness has an impact on academic achievement due to greater mobility, increased absences, and higher stress. All of these factors lead to an interruption of education, lower educational achievement, and an increased risk of dropping out. Homelessness among preschool age children is associated with delays in language, literacy, and social-emotional development. 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 their peers. The McKinney-Vento Homeless Assistance Act is designed to protect the rights of students experiencing homelessness and offer educational stability despite difficult life circumstances. Funds support services such as tutoring or other instructional supports, referrals for health services, emergency transportation, clothing, and school supplies. The McKinney-Vento program is a critical support for all children and youth experiencing homelessness.

**CONTACT INFO****Melissa Taylor**

Council of Administrators of Special Education  
 Illinois Alliance of Administrators of Special Education  
 (618) 222-8273 | mtaylor@bths201.org

# Rural Education Achievement Program

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

*The Small Rural School Achievement REAP (SRSA-REAP) funds make it possible for Randolph Southern School Corporation (Lynn, IN) to provide a variety of services to our students. For example, SRSA-REAP funds allow us to supplement Title II services to reduce third grade classes averaging 40 students into two sections, resulting in a pupil-teacher ratio of 20:1 rather than 40:1. Smaller classroom sizes have allowed our teachers to provide more one-on-one instruction to students and identify and address student learning difficulties more quickly.*

*Randolph Southern Elementary School is one of a handful of schools in Indiana with a 94 percent pass rate over the last 7 years on the third grade IREAD reading comprehension exam. In addition, for the last 12 years the third graders have consistently had scores in English and math at or above the state average.*

*SRSA-REAP funds are used by Randolph Southern to pay membership dues to the East Central Education Service Center, a cooperative of schools working together to provide access to statewide purchasing and professional development programs for teachers. These services provide a tremendous savings. Teachers have access to professional development training sessions on topics such as struggling readers and writers; migrant children overcoming educational disruption, cultural and language barriers, social isolation, or health related issues; advancing differentiation; and, helping students develop better social skills.*

### DESCRIPTION

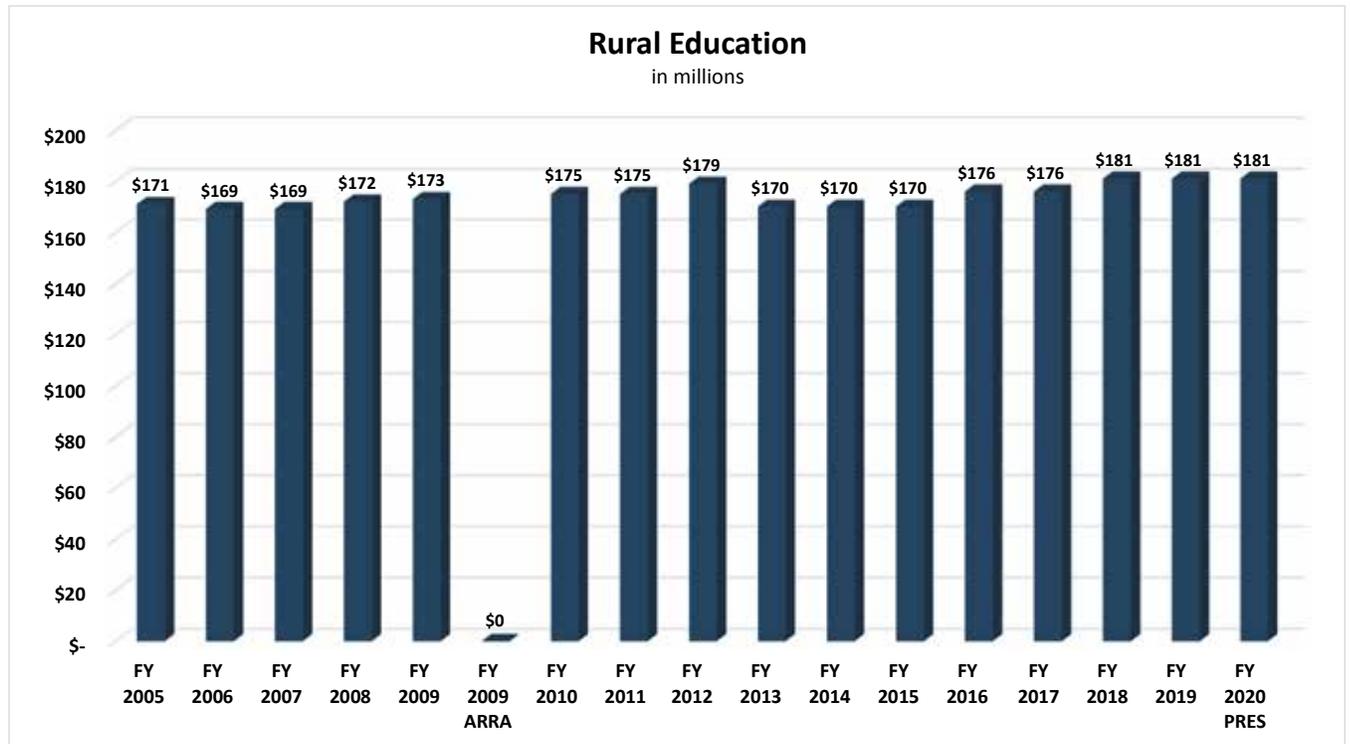
The Rural Education Achievement Program (REAP) assists small and low-income rural districts to raise student achievement where factors such as geographic isolation, poverty, and small enrollment might adversely impact the overall operation of the district. REAP is divided into two separate programs: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

### FUNDING HISTORY (in millions)

<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT'S REQUEST</u></b>
\$175.84	\$180.84	\$180.84	\$180.84

### IMPACT OF PRESIDENT'S BUDGET

The president includes \$180.84 million for REAP. This represents a funding freeze at the FY 2019 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 \$20 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.

## CONTACT INFO

### Noelle Ellerson Ng

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

# Comprehensive Centers

## Title II, Sec. 203, Education Technical Assistance Act

*The Northwest Comprehensive Center (NWCC) supported Washington State’s Office of the Superintendent of Public Instruction (OSPI) in developing a Dual Credit System Improvement Guide for district and school leaders. Dual credit is a key performance indicator (KPI) in Washington, and school systems across the state are working to expand their programs to help students meet the 24-credit high school graduation requirement while also advancing their career and college readiness goals. The guide provides a rationale for expanding dual credit opportunities in Washington and supports system leaders in accessing and interpreting OSPI’s new online data reports that enable each district to identify local equity gaps in dual credit program participation. It also provides a comprehensive self-assessment and action planning tools to support focused, evidence-based improvement. The dual credit guide was so well received that OSPI has used the same approach to develop system improvement guides for two more KPIs – Attendance and Ninth Grade On Track.*

### DESCRIPTION

The Comprehensive Centers help states implement the Elementary and Secondary Education Act (ESEA) and other federal school improvement programs. The Centers provide technical assistance that helps build 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 of Education. 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT’S REQUEST</u>
\$50.00	\$52.00	\$52.00	\$0

### IMPACT OF PRESIDENT’S BUDGET

Congress froze funding for the Comprehensive Centers at \$52 million in FY 2019. Those dollars will support state departments of education to meet the changing priorities and new demands resulting from the passage of ESSA. The president’s FY 2020 budget eliminates funding for Comprehensive Centers. The Administration justification says Comprehensive 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. However, Title I is already underfunded and dollars are stretched to meet the needs of that important program. The president’s budget did not include an increase for Title I.

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 to improve student learning and close achievement and graduation rate gaps, consistent with the intent and spirit of ESSA.

## CONTACT INFO

### Michele McLaughlin

Knowledge Alliance  
(202) 770-2218 | michele@knowledgeall.net

# Student Support and Academic Enrichment Grants

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

*"I believe that the SSAE grant program, if fully funded, has the potential to improve the lives of our educators and students by strengthening the opportunities to incorporate various technologies into classrooms that support personalized and blended learning, leading to a brighter future for all students, no matter where they live."*

- Pete Just, Chief Operations & Technology Officer, MSD of Wayne Township, Indianapolis, IN

*"The Title IV, Part A program is a game changer when it comes to music education in Pennsylvania. When Congress named music and the arts as well-rounded subjects in the Every Student Succeeds Act, they reaffirmed what we already knew – that music education helps to develop the whole child and prepares them to be productive members of society. Not only was that language important, but so was opening up a new funding stream through Title IV, Part A. With funds specifically designated for well-rounded education activities, educators are taking up the charge of assessing how to provide more access to music for their students and using these federal Title IV funds to do that. It's really a win-win. Taking the time to do an assessment improves programs on a variety of levels, and then the additional funding is crucial to provide more equitable access to music."*

- Pennsylvania Music Educators Association

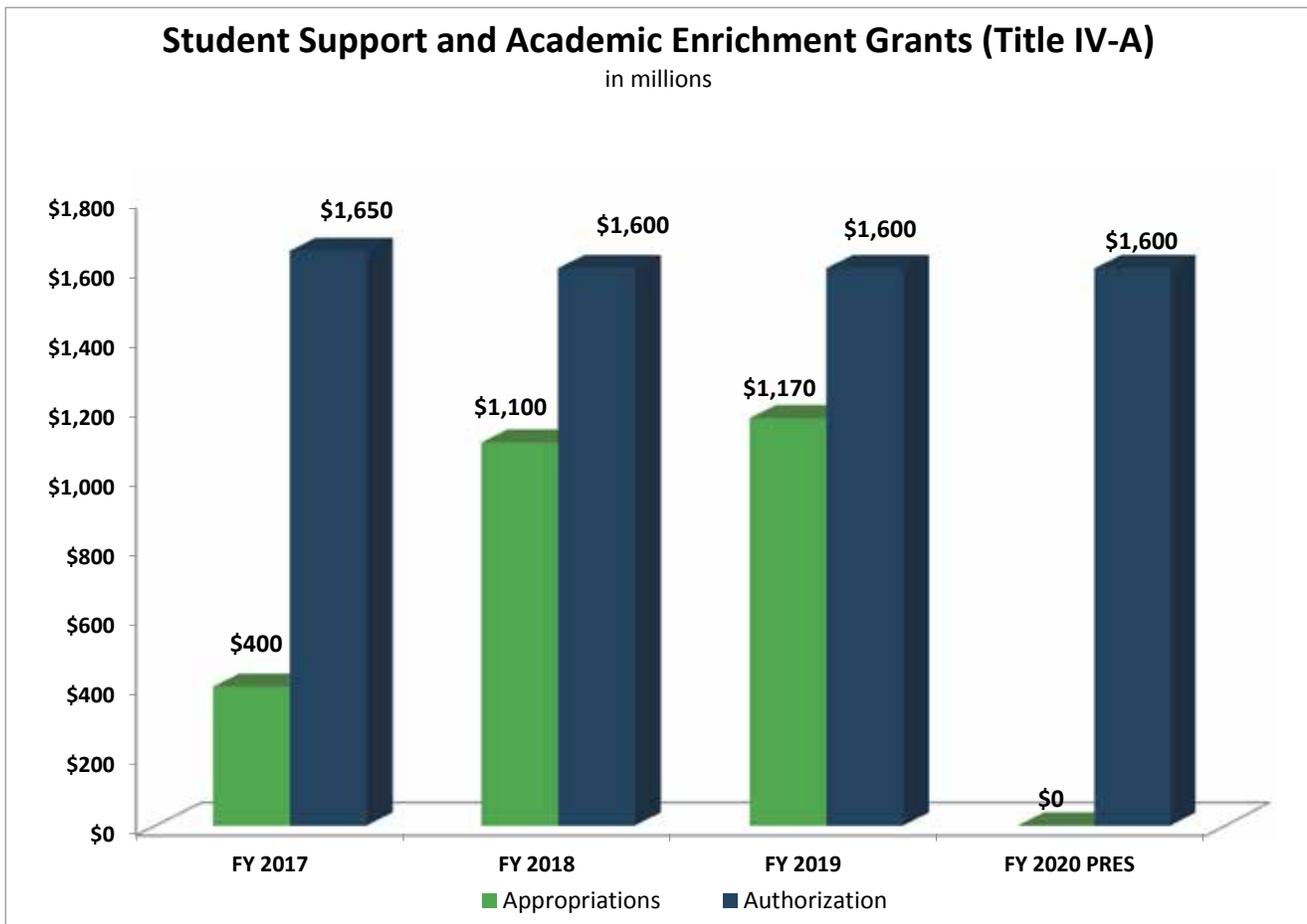
*"School psychologists and our colleagues support maximum funding of Title IV-A to promote safe and supportive schools and support the comprehensive mental and behavioral wellness of all students. Here in Connecticut, our schools continue to make great strides to ensure every student feels safe and supported and has access to the comprehensive social-emotional and mental and behavioral health supports they need to be successful. 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 services necessary for children to thrive. To date, Connecticut has received approximately \$20 million in Title IV funds. These funds have been used to implement and expand trauma-informed practices, reduce exclusionary discipline, and expand access to comprehensive learning supports, including access to school-based mental health services. Continued federal investment and maximum funding for this program is critical to ensuring Connecticut's schools can sustain and expand upon these important initiatives that keep our students safe and healthy and improve overall student success."*

- Tom Brant, President, Connecticut Association of School Psychologists

## DESCRIPTION

Title IV, Part A, 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.

Each state receives an allocation based on the Title I funding formula, and, using the same Title I formula, states then allocate funds to local 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 funding 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 programs. The 15 percent technology purchase cap would continue to apply.



## FUNDING HISTORY (in millions)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$400.00	\$1,100.00	\$1,170.00	\$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 \$1.1 billion in FY 2018 and increased that total by \$70 million in FY 2019, 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 comprehensive school mental health 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 the significant investments to close learning and opportunity gaps and provide students with skills necessary to compete in the modern workforce.

The federal government must prioritize, through maximum funding of Title IV, Part A, rich and well-rounded curricula, comprehensive school mental and behavioral health support services, and digital learning and education technology.

## CONTACT INFO

### TECHNOLOGY PROVISIONS

#### **Ally Bernstein**

American Federation of School Administrators  
(202) 263-2956 | ally@bsg-dc.com

### SAFE AND HEALTHY PROVISIONS

#### **Kelly Vaillancourt Strobach**

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

### WELL-ROUNDED PROVISIONS

#### **Tooshar Swain**

National Association for Music Education  
(703) 860-4000, ext. 224 | tooshars@nafme.org

## 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$68.00	\$90.00	\$95.00	\$200.00

#### IMPACT OF PRESIDENT'S BUDGET

The president's budget significantly increases funding for Title IV-F national programs to provide grants for states and school districts and related technical assistance to develop school emergency operation plans, offer counseling and emotional support in schools with pervasive violence, and implement evidence-based practices for improving behavioral outcomes. These funds may also be used to help carry out recommendations of the Federal Commission on School Safety. According to the president's budget, \$100 million would be reserved for the following programs: **School Climate Transformation Grants** to support multi-tiered systems of support to improve school climate and behavioral outcomes for all students; **Project SERV (School Emergency Response to Violence)**, which supports 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; **Project Prevent**, supporting efforts to help schools and communities break the pervasive cycle of violence; **Grants to States for Emergency Management** that help states strengthen school emergency operations plans; and **Mental Health Demonstration Grants** to help expand the pipeline of school psychologists, school counselors, school social workers, and other mental health professionals in our nation's schools. The remaining \$100 million would be distributed to states on a formula basis to build state and local capacity to address school safety and carry out recommendations of the Federal Commission on School Safety. States and districts need additional federal investments and technical assistance to implement evidence-based efforts to improve school climate and safety. Particularly, districts need financial assistance to recruit and retain school-employed mental health professionals integral to ensuring school environments are safe and supportive and to providing students access to the mental and behavioral health supports they need to be successful. This increase would provide states and districts with critical funding necessary to implement or expand upon evidence-based efforts that address and improve comprehensive school safety.

## PROGRAM NEED

States and school districts annually pay billions of dollars to respond to the results of substance abuse, school violence, and unaddressed mental health needs. The economic costs to the nation increase when issues such as truancy, school dropout, juvenile detention and incarceration, and diminished academic success are not addressed. The ongoing effects of 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. Without a federal 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-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 provides no funding for this formula grant. States and districts do have the option to apply for the STOP Act; however, this grant is mainly focused on threat assessment training and physical building security. We must provide funds to help schools muster the full complement of efforts needed to improve comprehensive school safety, not just one small part.

The requested increase in funding under School Safety National Activities represents a critically important federal investment in innovative support, technical assistance, and successful prevention and intervention efforts. The president's budget, if adopted, would support 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 services and interventions.

## CONTACT INFO

### **Kelly Vaillancourt Strobach**

National Association of School Psychologists  
(301) 657-0270 | [kvaillancourt@naspweb.org](mailto:kvaillancourt@naspweb.org)

## Promise Neighborhoods

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

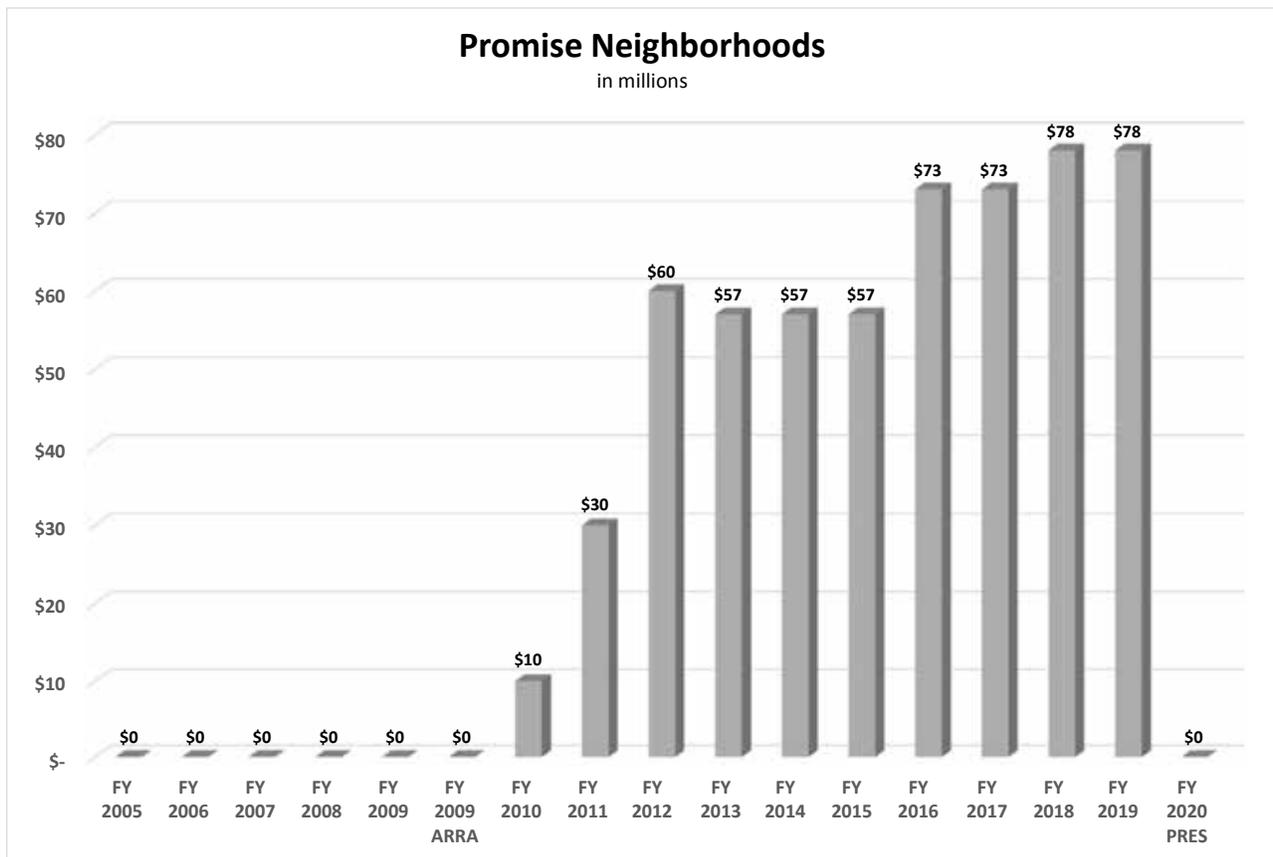
*Administered by Partners for Education at Berea College, the Knox Promise Neighborhood, a five-year, cradle-to-career grant serving Knox County and Corbin (KY), is helping students in schools in central, eastern, and southeastern Kentucky to succeed. Berea College was awarded federal Promise Neighborhood funds by the U.S. Department of Education for the Knox Promise Neighborhood (2017-21). The total project cost is \$45 million – \$30 million (67 percent) from federal Promise Neighborhood funds and \$15 million (33 percent) from non-federal funds. The initiative supports early childhood programs and also provides resources and staff to help students in K-12 and postsecondary institutions. As an example, rotating Literacy Academies are offered at Corbin Independent, Barbourville Independent, and Knox County Schools. These academies connect families with the online “myON” platform, providing access to thousands of free digital books to strengthen literacy and help parents and adults read to children. Neighborhood funding also supports literacy and wellness services through Save the Children, a private international organization dedicated to ensuring children get a healthy start to life, including help with reading, a core education component. In addition to home visiting and school-based services, Save the Children offers playgroups for children ages 3-5 not currently enrolled in a preschool or Head Start. Children and parents participate together in fun and engaging high-quality learning experiences in a preschool setting. Experiences include math concepts, language and literacy skills, science, and art. In addition to direct support to families, the Knox Promise Neighborhood has provided preschools with technology and curriculum designed to enhance cognitive development and, specifically, math skills. Coaching and professional development for Neighborhood teachers and early childhood staff are also supported.*

#### 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT’S REQUEST</u>
\$73.25	\$78.25	\$78.25	\$0



## IMPACT OF PRESIDENT'S BUDGET

The president's budget for FY 2020 eliminates Promise Neighborhoods funding. If eliminated, all communities currently receiving support from this initiative would lose their funding. Six communities received Promise Neighborhoods grants in 2016. The U.S. Department of Education awarded four new five-year grants under the FY 2017 Promise Neighborhoods competition and provided continuation funding for 13 grants in FY 2019. 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 make achieving academic success even more challenging. 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, with most recent funding at \$78 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.

## CONTACT INFO

**Erik Peterson**  
 Afterschool Alliance  
 (202) 347-2030 | [epeterson@afterschoolalliance.org](mailto:epeterson@afterschoolalliance.org)

## Full-Service Community Schools

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

*At School No. 5 in Paterson, New Jersey, chronic absenteeism was causing elementary students to lose instructional time. These students from economically disadvantaged homes, including many who are English language learners, had lagging achievement which triggered monitoring by the state. With support from the Full-Service Community Schools grant, the school and its partners were able to design and implement a research-based intervention to encourage attendance. Students with the highest number of absences were assigned “Success Mentors,” teachers and school staff who have received training to check in with students daily, provide mentoring, reward good attendance, and troubleshoot with families. Using the Community Schools model, School No. 5 has also improved its school climate, trained staff to spot issues affecting students’ readiness to learn, and coordinated parent and community outreach through a Community Schools Director. As a result of this attendance strategy and the supports provided by the Full-Service Community School model, chronic absenteeism at the school dropped by 76 percent in one year.*

#### 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT’S REQUEST</u>
\$10.00	\$17.50	\$17.50	\$0

#### IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2020 budget eliminates funding for the FSCS program, even though Congress funded the program in FY 2019 at \$17.5 million. This loss would prevent the U.S. Department of Education from issuing five-year grants for Community Schools to more disadvantaged communities. Fewer families will have access to the health, nutritional, dental, and counseling services essential to provide stable learning environments to the neediest students. Schools struggling to improve and address the serious problems of students living in environments of poverty and trauma will be deprived of the opportunity and resources to coordinate with community-based organizations, nonprofits, and private entities. Chances for students to achieve greater academic success and higher attendance rates and experience more positive school environments will be lost, as struggling families no longer have 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 should have 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 Schools 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 47 grants across the country, the most recent in 2018 with 5-8 new awards expected in 2019. Despite the growing need for Community Schools, the president's termination of funding will deprive additional communities of the opportunity to improve their schools using this effective model. Increasing funding and new award opportunities would allow more communities to benefit from this important program.

## CONTACT INFO

### Barbara Hicks

National Education Association  
(202) 822-7445 | bhicks@nea.org

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

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

*The Norman (OK) Public Schools Indian Education Program, primarily funded by the Title VI Indian Education Formula Grant program, provides culturally relevant opportunities and services to Native students and their families with the goal of fostering character, cultural awareness, and academic excellence. For an urban school district serving Native students from tribes across the state and country, community and tribal collaboration is a key component to the success of individual students and the program as a whole. Funding provided under Title VI empowers students to choose future pathways to college, career, and community success through ongoing partnerships with tribes and Native communities. This program funds activities such as the annual spring "Battle of the Books," promoting reading and literacy for 140 fourth grade students across the district, and the College Links Program, funding yearly "College Road Trips" to the University of Oklahoma for Native students in second and seventh grades and throughout high school. Students have an opportunity to engage with Native histories, cultures, and traditions by enrolling in a new high school course titled "A Study of the 39 Tribes," as well as participating in cultural sharing festivals and academic competitions at the state, national, and tribal levels. In addition to program and district supports, numerous tribes take active roles in the development of their citizens who attend Norman schools.*

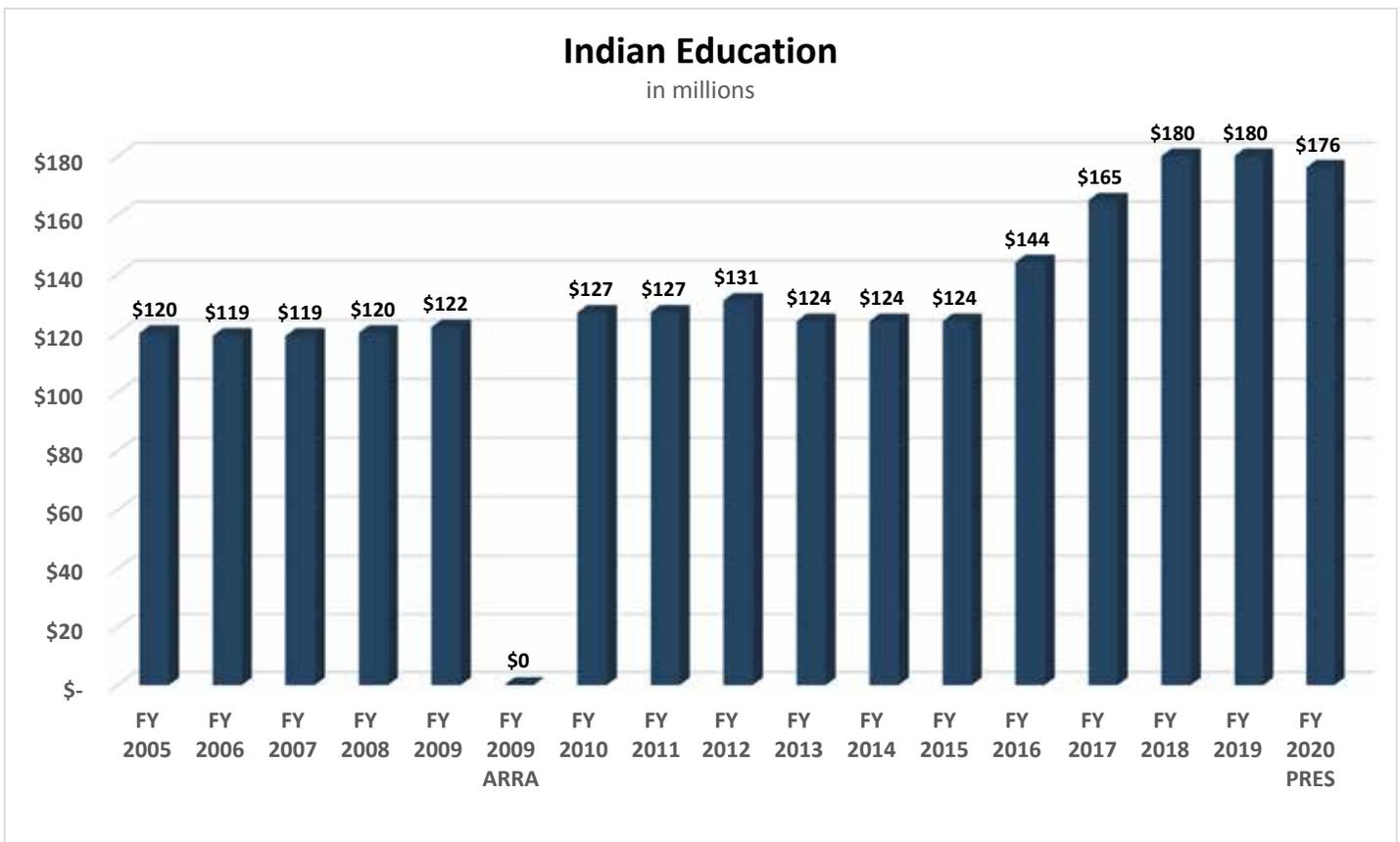
## DESCRIPTION

Approximately 620,000, or 93 percent, of Native children are currently enrolled in public schools, both urban and rural, while 48,000, 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.

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

### FUNDING HISTORY (in millions)

	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
Grants to LEAs	\$100.38	\$105.38	\$105.38	\$105.38
Special Programs for Indian Children	\$ 57.99	\$ 67.99	\$ 67.99	\$ 63.99
National Activities	\$ 6.57	\$ 6.87	\$ 6.87	\$ 6.87
<b>Total</b>	<b>\$164.94</b>	<b>\$180.24</b>	<b>\$180.24</b>	<b>\$176.24</b>



## IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2020 budget represents a decrease from final FY 2019 appropriations for Indian Education in the Department of Education. Despite an overall freeze in funding for most Indian Education programs, the president's budget cuts Special Programs for Indian Children by \$4 million, the program that funds college and career readiness programs and professional development grants for schools that serve Native students.

Since FY 2017, Indian Education has seen an increase of \$300,000 in the National Activities account, which funds Native languages, research, and state tribal education partnerships. Increasing funding to \$6.87 million reflected congressional support for Native languages. However, since that time, this program has been frozen, while there are significantly more applicants and demand for grants than available dollars.

## PROGRAM NEED

The history of Indian education reveals that tribes know best how to address the unique needs of their students. Title VI has shown Native students thrive in schools that value their identity and culture. The high school graduation rate for Native students improved between 2010 to 2016 from 65 to 72 percent, but even with this increase, Native students still lag behind the national graduation rate of 84 percent. It is critical Congress work with Native communities and the Administration to fully fund Title VI at \$198 million. Showing support of Native cultures and tribal self-determination by providing this funding level would be a major step toward keeping faith with Tribal leaders and Native communities and closing the achievement and opportunity gaps that impact Native students.

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

## CONTACT INFO

**Adrienne Elliott**

National Indian Education Association  
(202) 847-0040 | [aelliott@niea.org](mailto:aelliott@niea.org)

## Education Innovation and Research

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

The New Teacher Center (NTC), a national nonprofit organization dedicated to accelerating the development of beginning teachers, received a 2012 mid-phase grant to validate its model of instructionally focused mentoring for first- and second-year teachers in Chicago (IL) and Broward County (FL) Public Schools. A randomized control trial conducted by SRI International found students in NTC-supported classrooms gained 2 to 4.5 months of additional learning on state English/language arts and mathematics assessments relative to peers whose beginning teachers received typical district supports. Notably, SRI's evaluation allowed NTC to define the key components of its mentoring model and thresholds for high fidelity implementation, informing program improvement and replication in other sites. A 2015 expansion grant allowed NTC to test this replication in five diverse districts (New York City, Miami-Dade County, San Francisco, Fresno, and Polk County, FL), along with strategies for scaling up its model to reach larger numbers of beginning teachers at lower cost than previously possible. SRI's early analyses show positive impacts on teachers' instruction and a strong, positive impact on students' mathematics achievement, equivalent to 4 to 6 additional months of learning. Preliminary results highlight that one of NTC's key scaling strategies – training experienced classroom teachers to serve as part-time, school-based mentors in lieu of funding dedicated full-time mentor positions – is as effective as the model validated under NTC's mid-phase grant.

#### DESCRIPTION

Education Innovation and Research (EIR) supports 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. The program establishes different categories of grants that align to the strength of evidence supporting the proposal and explicitly requires grantees to help build the evidence base by conducting independent evaluations of the effectiveness of their grant-funded activities.

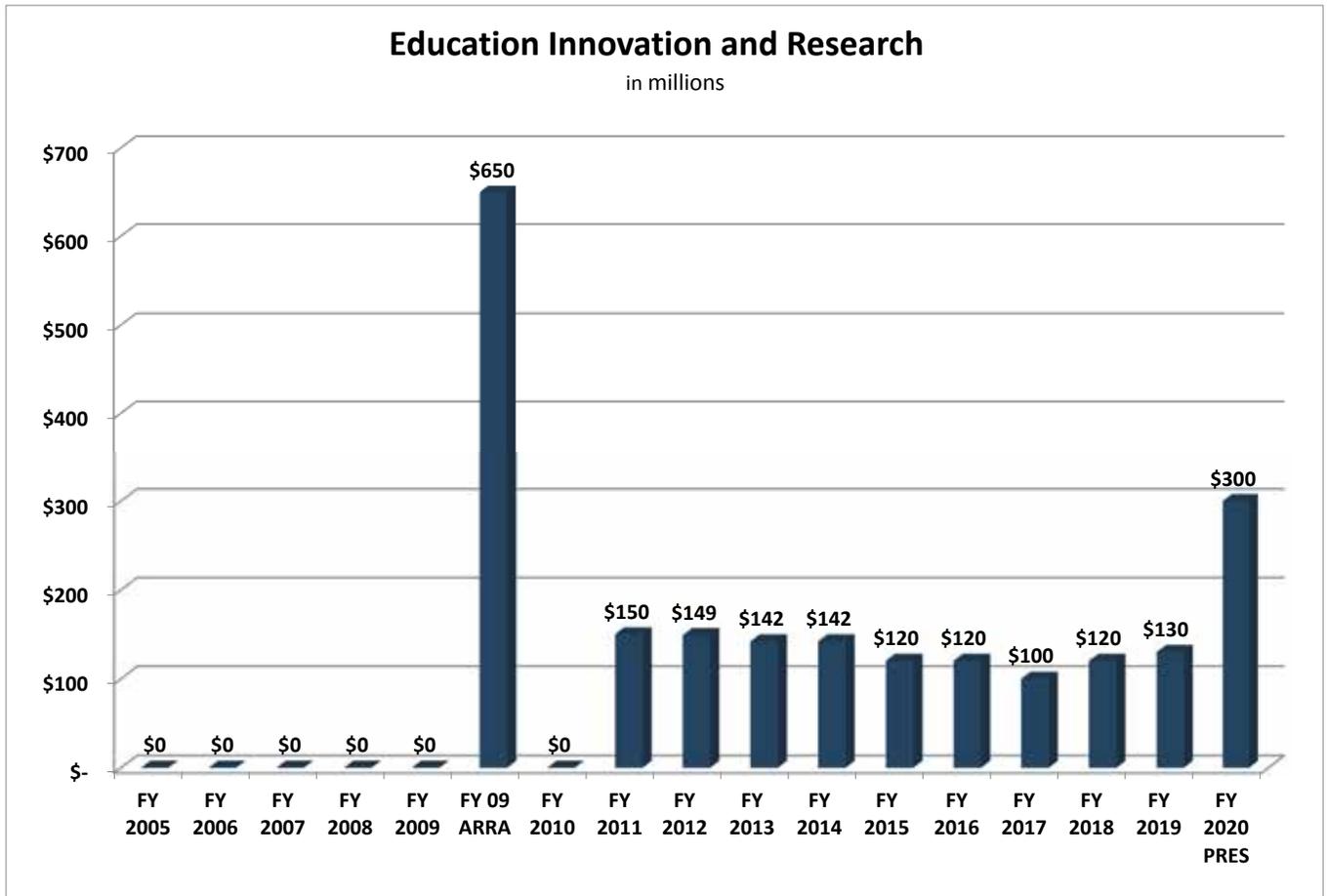
#### FUNDING HISTORY (in millions)\*

<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020 PRESIDENT'S REQUEST</b>
\$100.00	\$120.00	\$130.00	\$300.00

\*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 funds EIR at \$300 million in FY 2020, an increase of \$170 million. The EIR program – successor to Investing in Innovation (i3) – supports the creation, development, implementation, replication, and scaling up of evidence-based innovations designed to improve student achievement and attainment for high-need students. The budget includes \$200 million for demonstration projects to improve the quality and effectiveness of classroom instruction through empowering teachers to select their own professional development activities. Under the proposed demonstration, teachers would receive stipends that allow them to select training opportunities tailored to their unique needs. The budget contains an additional \$100 million for field-initiated projects that would promote innovation and reform in science, technology, engineering, and mathematics (STEM) education, including computer science.



## PROGRAM NEED

Under the president's request, the Department would continue to support innovation through a separate open EIR competition. Projects would focus on developing and expanding the evidence base for effective interventions and innovations responding to other education needs, including Secretarial priorities and those emerging from the field. Continued investment is particularly necessary since ESSA requires states and school districts to support the use of evidence-based interventions in schools identified for comprehensive support and improvement or in implementing targeted support and improvement plans. Robust federal investment in identifying such interventions through the EIR program is essential to ensuring local districts have the necessary tools to address the persistent challenges in their lowest performing schools.

## CONTACT INFO

### Michele McLaughlin

Knowledge Alliance  
 (202) 770-2218 | [michele@knowledgeall.net](mailto:michele@knowledgeall.net)

## 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, which includes 20 K-12 schools on the north side of Tucson (AZ), 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

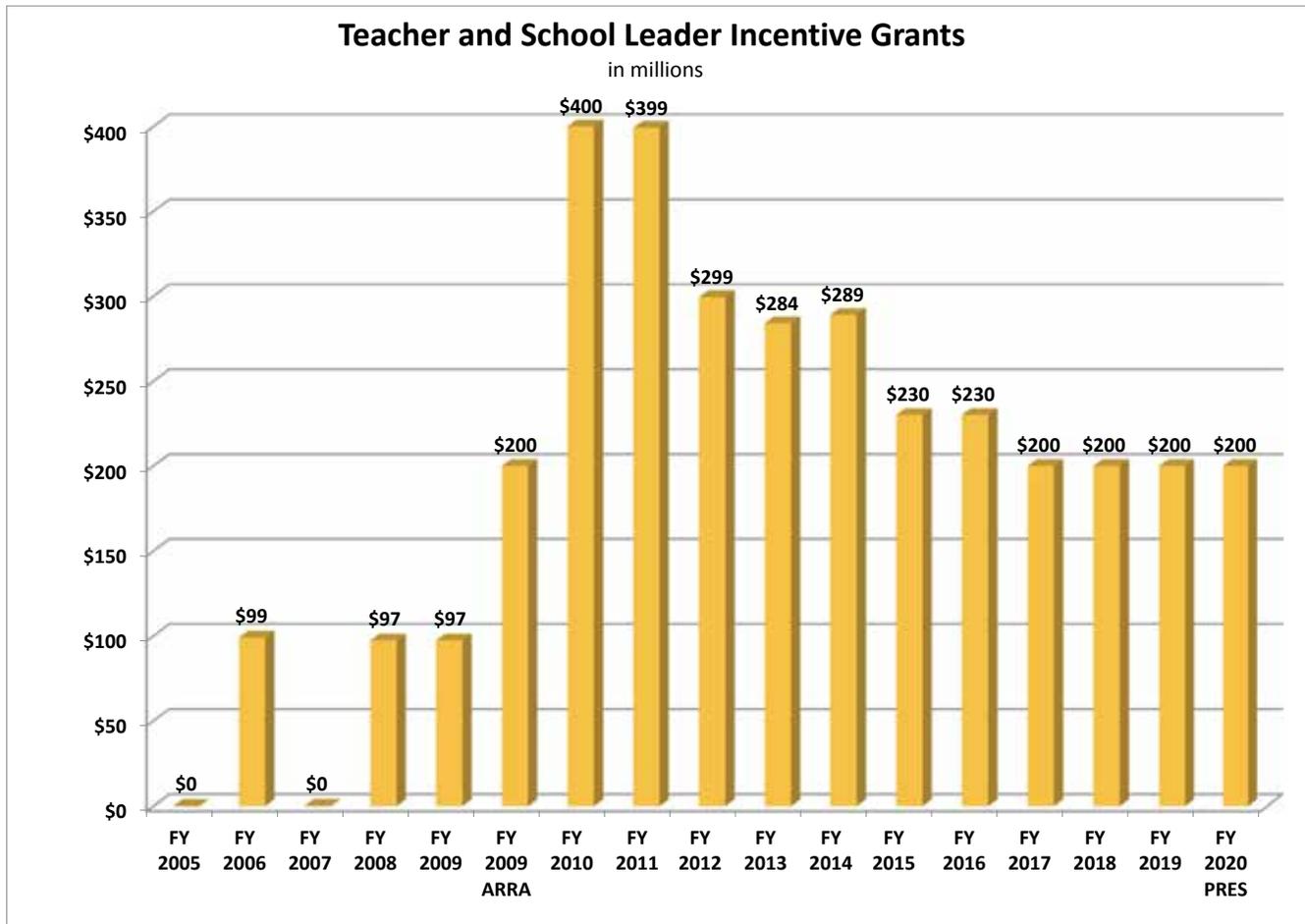
Formerly known as the Teacher Incentive Fund, the Teacher and School Leader Incentive Grants (TSL) program supports efforts to develop, implement, improve, or expand human capital management systems or performance-based compensation systems in schools. Recognizing the critical role of effective school 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$200.00	\$200.00	\$200.00	\$200.00

#### IMPACT OF PRESIDENT'S BUDGET

The Administration proposes \$200 million for the TSL program to improve teacher induction and recognize and reward teaching excellence. According to the budget, the program would support performance-based compensation systems and human capital management systems that include either high-quality mentoring of novice teachers or increased compensation for effective teachers, particularly in high-need subjects such as science, technology, engineering, and mathematics (STEM) and coding.



## 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.

## CONTACT INFO

### Deborah Rigsby

National School Boards Association  
(703) 838-6208 | [drigsby@nsba.org](mailto:drigsby@nsba.org)

## Supporting Effective Educator Development (SEED) Grants

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

*Quitman County School District in the Mississippi Delta received embedded professional development from the University of Mississippi Writing Project 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 (C3WP), middle grades teachers, who otherwise could not afford sustained high-quality professional development, were supported in more effectively teaching argument writing. Students benefited by learning how to develop logical and nuanced arguments regarding community assets and challenges. As a result of these efforts, two students, guided by their teachers, developed a case addressing the county as a food desert, noting both economic and behavioral patterns that caused the closure of the last grocery store. The argument was presented as a letter to the editor and printed in the local newspaper, thus grabbing the attention of the Delta Health Alliance which, in turn, helped students create community gardens in the local schools. C3WP instructional resources and professional development helped educators build informal assessment processes into the work while teaching students that they can engage in important and relevant arguments as citizens in their local communities.*

#### DESCRIPTION

The Supporting Effective Educator Development (SEED) 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. Last year the Department of Education awarded 14 new three-year SEED grants. Grantees focus on supporting improved school leadership and evidence-based professional development in a variety of settings, as well as high-quality instruction across a range of subject areas including literacy, science, technology, engineering and mathematics (STEM).

#### FUNDING HISTORY (in millions)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$65.00	\$75.00	\$75.00	\$0

#### IMPACT OF PRESIDENT'S BUDGET

The president's FY 2020 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 projects that 2018 SEED grantees will reach a significantly fewer number of educators than in previous years. For example, in 2015 SEED grants impacted over 50,000 educators serving 7.8 million students, while in 2018 the Department reported grants would support approximately 12,000 teachers and 1,300 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 support 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.

## CONTACT INFO

### Ellen Fern

BOSE Public Affairs

(202) 349-2306 | efern@bosepublicaffairs.com

# School Leader Recruitment and Support Program

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

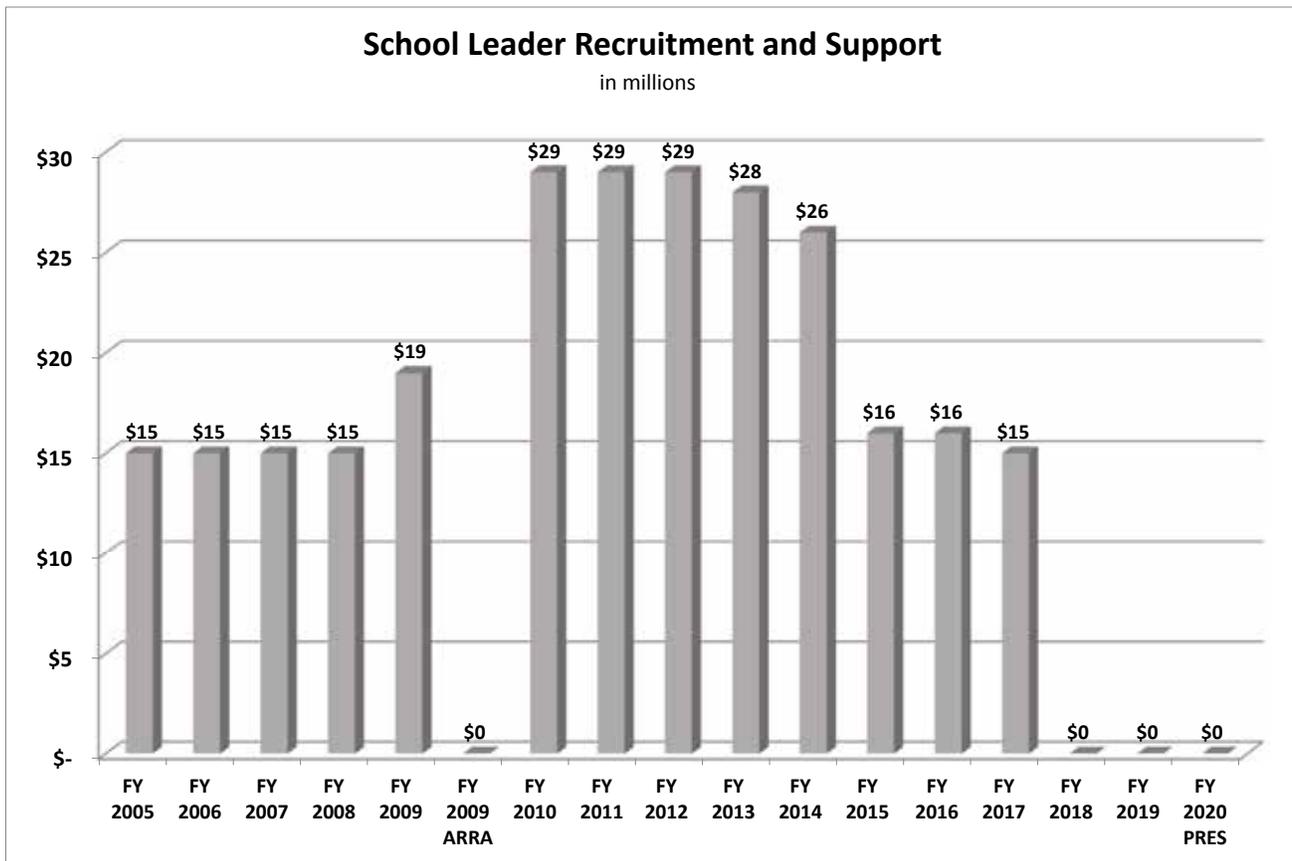
*In 2013, the school districts of Fayette County, McDowell County, and Raleigh County (WV) received a grant for the Rural West Virginia Principal Development Program Demonstration Project. The goal of the project was to address the critical need for highly qualified administrators in rural West Virginia 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$14.50	\$0	\$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 and effectively implement 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 deprives 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 classroom instruction as a factor in raising student achievement. The School Leader Recruitment and Support Program is the only federal program dedicated to recruiting, mentoring, and training principals, assistant principals, and other school leaders to serve in high-need schools. 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.

## CONTACT INFO

### Nick Spina

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

### Zachary Scott

National Association of Secondary School Principals  
(703) 860-7292 | scottz@nassp.org

## Charter Schools Program

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

*Washington Leadership Academy (WLA) is a nonprofit Public Charter School operating in Northeast Washington, DC. Its mission is to prepare students to thrive in the world and change it for the better. WLA prepares students to influence and change the world with access to cutting edge technology, internships, and individualized learning while also creating more opportunities for student voice and choice in education. Students at WLA go beyond using technology and become creators of technology, including the creation of virtual reality classrooms and immersive experiences. By 2020 WLA aims to see its first graduating class prepared to thrive in their postsecondary choices and ready to change the world for the better. Charter school funds will support these efforts.*

*Collegiate Academies (CA) is a nonprofit network of six charter schools operating in New Orleans, Louisiana. CA serves a diverse community of learners regardless of their previous experiences or current abilities. On average, CA scholars enter freshman year reading at a 6th-grade level. Twenty percent of scholars receive special education services, and 14 percent are over age by two years or more. As open enrollment schools, CA schools provide personalized interventions and programming to meet the needs of individual scholars, both with and without individualized education programs. The school environment celebrates growth for all – from freshman through senior year, scholars receive positive reinforcement and support to grow academically, socially, and behaviorally. Strong relationships with teachers and emotional safety in the learning environment support scholars in facing challenges, making mistakes, experiencing failure in pursuit of goals, and picking themselves up to face those same challenges and overcome them. By the end of senior year, 98 percent of CA seniors are accepted into college.*

#### DESCRIPTION

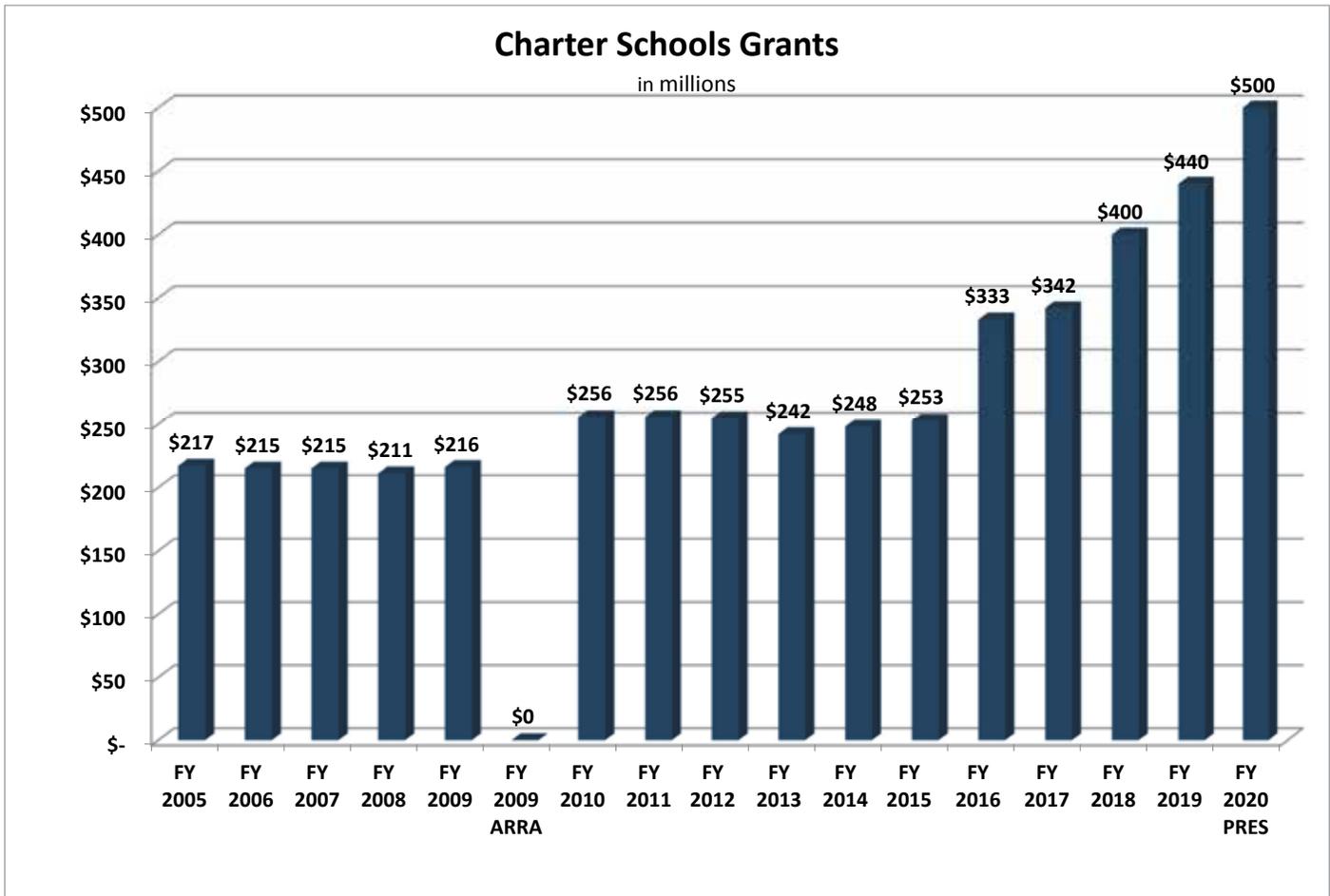
The purpose of the Charter Schools Program is to increase the number of high-quality charter schools, evaluate their impact on student achievement, families, and communities, and support efforts to strengthen the charter school authorizing process. Federal funds are available to support the start-up 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$342.17	\$400.00	\$440.00	\$500.00

#### IMPACT OF PRESIDENT'S BUDGET

The president's budget includes an increase of \$60 million for a total of \$500 million to expand and replicate high-performing charter schools. This increase is part of the president's school choice initiative, supporting an estimated 340 new or expanded charter schools.



## PROGRAM NEED

Increased 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.

## CONTACT INFO

**Myrna Mandlawitz**  
 Committee for Education Funding  
 (202) 686-1637 | mrmassociates@verizon.net

## Magnet Schools Assistance Program

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

*By embracing diversity and providing an innovative curriculum focused on individual artistic abilities, New World School of the Arts (NWSA) has established itself as one of Florida's top magnet schools. Prospective students may submit for the dance, music, theater, or performing arts departments, with admission determined by audition or portfolio review. Students regularly compete at and produce professional-level quality performances. For example, NWSA's jazz ensemble is nationally known, winning the 2016 Essentially Ellington High School Jazz Band competition. The school has an inclusive, diverse student body: 86 percent of students who take AP tests scored a 3 out of 5 or higher, and 79 percent of those students are Black or Latino. The school also boasts a 100 percent graduation rate, and the 2017 graduating class received a total of \$36 million in scholarships. All told, NWSA, with its high academic performance and standards of excellence within the performing arts world, continues to shine as a premier institution of learning and as a outstanding example of what magnet schools can offer their students.*

#### DESCRIPTION

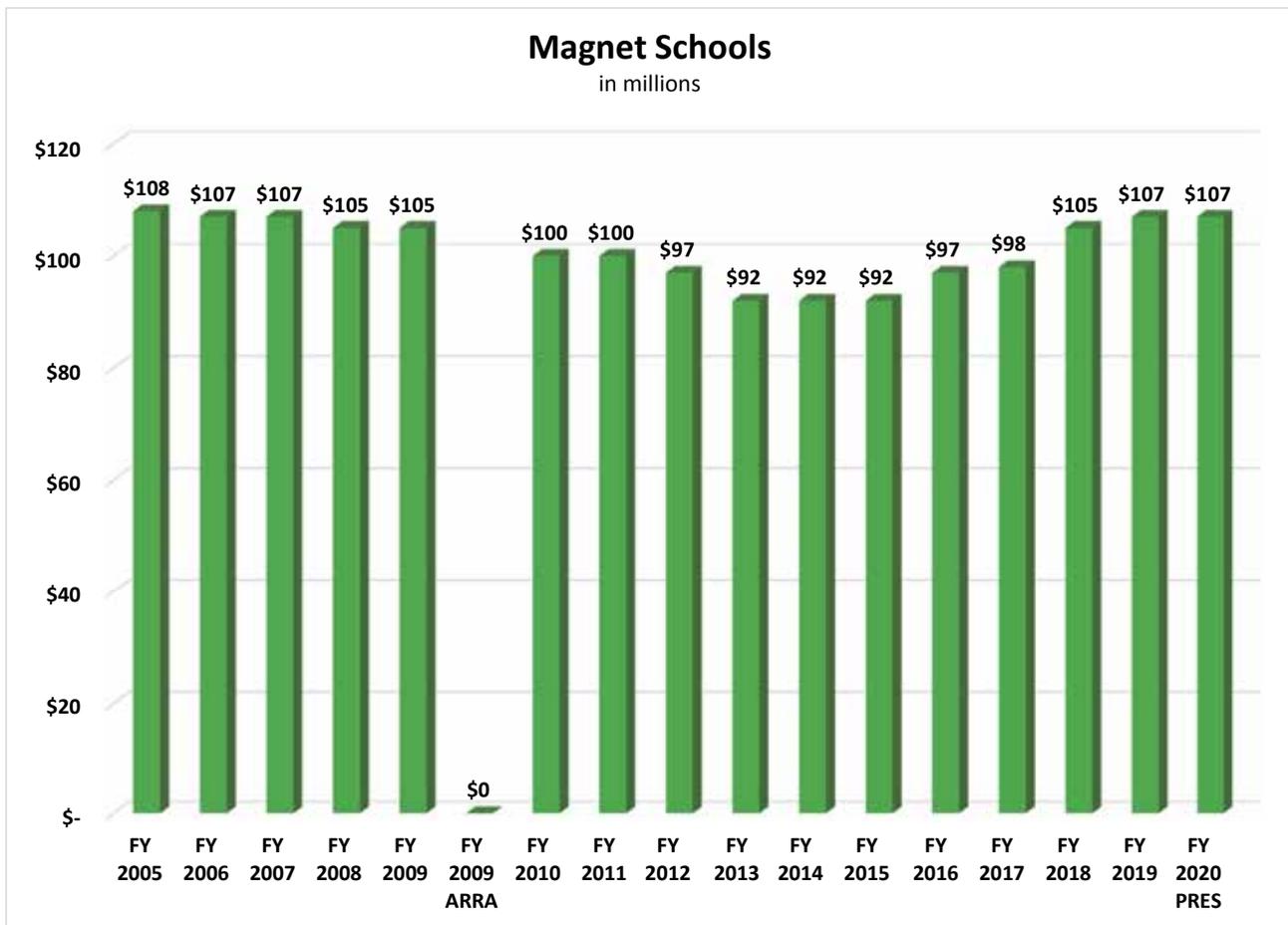
The Magnet Schools Assistance Program (MSAP) was reauthorized in the Every Student Succeeds Act (ESSA) and provides multi-year grants to local school districts to establish, expand, or improve magnet schools. It is the only federal education grant designed specifically to promote innovation, choice, 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$97.65	\$105.00	\$107.00	\$107.00

#### IMPACT OF PRESIDENT'S BUDGET

The FY 2020 budget submitted by the Trump Administration provides for funding at the same level as FY 2019 for the Magnet Schools Assistance Program. In comparison, the budget submitted by the Administration for charter schools provides for a substantial increase for that program. Right now, the MSAP program is funded at \$30.57 per student, while the charter school program is funded at \$157.14 per student. As both magnet schools and charters are key elements in public school choice, the difference in funding creates great inequity in the two options.



## 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. We would hope to see funding for magnet schools increased from \$30.57 per student to \$50 per student, at a level of \$175 million.

## CONTACT INFO

### Todd Mann

Magnet Schools of America  
(202) 824-0672 | [todd.mann@magnet.edu](mailto:todd.mann@magnet.edu)

## Ready To Learn

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

WNET partnered with the New York City Department of Homeless Services to create a Child Wait Space/ Early Learning Center at the Prevention Assistance and Temporary Housing (PATH) Family Intake Center, which serves families experiencing a housing crisis. Ready to Learn supported educational resources were used to create a safe and educational place for children whose families are in need of a home. WNET provided workshops for staff on how to connect with children and effectively use media to inspire educational activities at the center. WNET also provided resources to help staff engage with families and continue learning at home through PBS KIDS and PBS Parents activities.

*Claudette Jordan, Administrative Director of Social Services at PATH-Family Intake Center, said, "The wait space is a very unique and very wonderful place for children because the families are already coming in very stressed and traumatized, and oftentimes children don't have the opportunity to just be children. I'm very excited about our initiative with WNET because they have a wealth of resources, a whole early childhood team that specializes in what children need at developmentally appropriate levels. Having the WNET material is a real gift. This initiative is changing children's lives. Thanks to WNET we are able to provide a truly enriched educational environment for young children."*

#### 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 other 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 children to make significant academic gains that help to close the achievement gap.

#### FUNDING HISTORY (in millions)

**FY 2017**

**FY 2018**

**FY 2019**

**FY 2020 PRESIDENT'S REQUEST**

\$25.74

\$27.74

\$27.74

\$0

## IMPACT OF PRESIDENT'S BUDGET

President Trump's FY 2020 budget eliminates funding for Ready To Learn. This action would have a 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.

For FY 2020, a funding level of \$30 million is recommended to support the creation of high-quality, proven-effective educational media content. This funding level will also support on the ground community engagement and outreach to ensure these resources reach the children, families, teachers and schools that need them the most.

## 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 52 percent of children ages three and four do not attend preschool. In addition, of the more than 25 million American children under age six, 43 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, nearly 97 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 educational programming that is helping to close the achievement gap.

## CONTACT INFO

### **Kate Riley**

America's Public Television Stations  
(202) 654-4206 | kriley@apts.org

## Assistance for Arts Education

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

*In FY 2018, the U.S. Department of Education awarded 22 new competitive grants to educational entities, all made possible by the Arts in Education program. A grant to the Milwaukee Public Schools will serve four schools in implementing arts integration. Imagine ARTS will provide teachers with techniques to integrate research-based arts activities to strengthen literacy and numeracy. Students will develop phonemic awareness, phonics, and vocabulary through music, rhyme, and poetry. Fluency and comprehension will be strengthened through song, drama, and eurhythmics. This method of physical movement and musical rhythms will reinforce content, memory, and fluency. The arts will foster increased rigor and engagement, enhancing students' higher order thinking skills. Arts partners will provide services to support literacy and numeracy, broaden cultural vision, build self-esteem and critical thinking, and develop life skills.*

#### 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$27.00	\$29.00	\$29.00	\$0

#### IMPACT OF PRESIDENT'S BUDGET

The president's budget for FY 2020 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. Without these funds, 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.

## CONTACT INFO

### Tooshar Swain

National Association for Music Education  
(703) 860-4000, Ext. 224 | tooshars@nafme.org

## Gifted and Talented Program

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

*The Maryland Gateway to Gifted and Talented (GT) Education Project is an online technical assistance resource providing information, data, instructional toolkits, professional learning, guidance, and a forum for collaboration to educators, students, families, researchers, and community members. Gateway to GT Education hosts and facilitates development and implementation of state policy and recommended identification protocols, increasing local school system capacity to identify and serve more underrepresented students. The Maryland State Department of Education is partnering with Johns Hopkins University School of Education Center for Technology in Education to create the Gateway to GT Education online platform. The overall goals of the program are to provide an online platform that will be a repository of resources, including data, identification and service delivery models, instructional strategies, and interactive online training modules and courses used to research and develop an equitable state policy and supporting guidelines for the identification of gifted and talented students.*

## DESCRIPTION

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

**FUNDING HISTORY** *(in millions)*

<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT'S REQUEST</u></b>
\$12.00	\$12.00	\$12.00	\$0

**IMPACT OF PRESIDENT'S BUDGET**

The president's FY 2020 budget eliminates funding for the Jacob K. Javits Gifted and Talented Students Education Act. Just to cover continuation costs of current Javits grants, \$12 million is required, and an even larger investment is critical to adequately address the needs of high-ability students across the nation. An increased investment would allow enhanced 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 gifted and talented students. 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.

**CONTACT INFO****Deborah Ziegler**

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

# Statewide Family Engagement Centers

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

*New Statewide Family Engagement Centers (SFEC) grantees just began the first year of a five-year grant cycle. The 12 grantees hail from Hawaii to Connecticut and from rural, suburban, and urban areas. Common grant themes are evidence of success in targeting marginalized families to involve them actively in their children’s education and developing robust statewide partnerships to reach and engage more parents in leadership and educational decision making. Each grantee will take a unique approach to empowering families as critical partners in their child’s education through direct services and systemic enhancements. For example, the Kentucky SFEC’s goals are to improve policies and practices that decrease barriers to family engagement and leadership, increase students’ literacy development and academic achievement, and increase parent engagement, leadership, and decision making. The Kentucky SFEC will develop and implement a systemic family-school partnership framework from cradle to career, supporting student achievement and providing families the tools and skills to make important decisions and be engaged in their child’s education. To achieve its goals and improve outcomes for students and families, Kentucky SFEC is partnering with the Kentucky Department of Education, National Center for Families Learning, Kentucky PTA, and the Prichard Committee for Academic Excellence, among others.*

### DESCRIPTION

The Statewide Family Engagement Centers (SFEC) program, authorized as part of the Every Student Succeeds Act (ESSA) at \$10 million, provides federal competitive grants to statewide organizations or a consortia of statewide organizations to promote and implement evidenced-based family engagement strategies. The SFEC program provides much-needed technical assistance and partnership development to states and school districts for fostering meaningful engagement with families to further their children’s academic and developmental progress. SFECs also provide vital direct services to improve the communication among children, teachers, school leaders, counselors, administrators, and other school personnel to enhance parent understanding and engagement in district, state, and federal education policies.

### FUNDING HISTORY (in millions)

<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020 PRESIDENT’S REQUEST</b>
\$0	\$10.00	\$10.00	\$0

### IMPACT OF PRESIDENT’S BUDGET

The president’s budget does not include funding for Statewide Family Engagement Centers, despite the U.S. Department of Education’s issuing the first round of grant awards in fall 2018. A dedicated funding stream for the Statewide Family Engagement Centers grant program must be sustained to ensure evidence-based approaches to direct services and systemic improvement of family engagement can be carried through to fruition. This federal investment to improve and expand family engagement in public education for all families will help put parents and families at the table as equal partners in their child’s education.

## PROGRAM NEED

Research shows parent and family engagement matters for student success, improving both school and life outcomes. Family engagement contributes to improved student attendance and achievement, decreased disciplinary issues, and improved family and school partnerships. Effective family engagement means schools and school districts prepare families to understand content and achievement standards and state and local academic assessments. It can even mean conducting adult education instruction alongside early childhood education, such as the family literacy model, a grant priority for the Statewide Family Engagement Centers. Engaged families 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 provide schools and districts with techniques to educate teachers, specialized instructional support personnel, principals, and other staff to engage all families in a meaningful way, with a specific focus on marginalized families. Centers build ties among 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.

## CONTACT INFO

**Jacki Ball**

National PTA  
(703) 518-1243 | [jball@pta.org](mailto:jball@pta.org)

**Kuna Tavalin**

Stride Policy Solutions  
(202) 669-2669 | [ktavalin@stridepolicy.com](mailto:ktavalin@stridepolicy.com)

# 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 (ELL). 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)

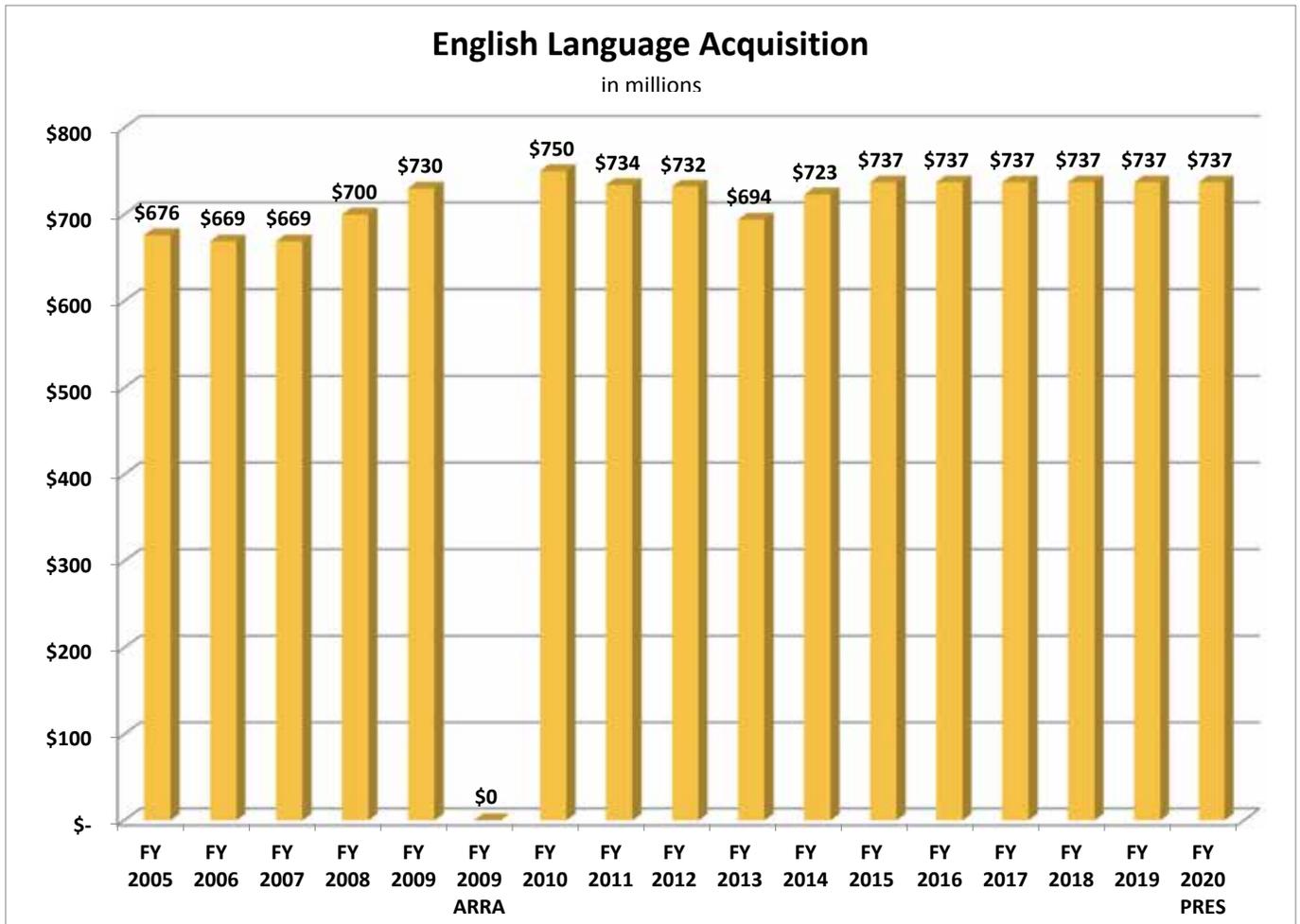
<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT'S REQUEST</u></b>
\$737.40	\$737.40	\$737.40	\$737.40

### IMPACT OF PRESIDENT'S BUDGET

Despite the growing number of ELLs enrolled in K-12 public schools, the president's FY 2020 budget freezes Title III at \$737 million for the sixth year in a row. The most recent data reported in 2016 from the National Center for Education Statistics (NCES) indicate notable increases of ELL enrollment in a single year. For instance, ELL enrollment in K-12 public schools was 4,803,578 in school year (SY) 2014-15 and 4,843,963 in SY 2015-16. As ELL enrollment grows by several tens of thousands in a single year without commensurate increases in Title III funds, the per pupil amount for ELLs continues to erode year after year.

### 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.



## CONTACT INFO

**Gabriela Uro**  
 Council of the Great City Schools  
 (202) 393-2427 | [guro@cgcs.org](mailto:guro@cgcs.org)

## IDEA State Grants

### Part B, Individuals with Disabilities Education Act (IDEA)

*Cheerful, happy, independent, hard-working... these are qualities used by KJ's teachers to describe him. Diagnosed with Down syndrome at birth, KJ is currently in the fifth grade and receives daily instruction in special education. KJ's parents met with his teachers and specialized instructional support personnel (occupational therapist and speech therapist) to determine the best teaching strategies and ensure that he receives an appropriate education based on his specific needs. They worked together to develop an individualized education program, which outlined helpful strategies to assist in speech, incorporating the use of pictures and manipulatives to increase comprehension, preferential seating, wait time to assist in language understanding and communication, and adaptive materials to increase success in fine motor activities. KJ shows a continuous desire to become increasingly independent and has friends both with and without disabilities. He recently went on a school-sponsored overnight camping trip, where he and his classmates applied some of the daily living, science, and math skills they previously learned in the classroom.*

#### DESCRIPTION

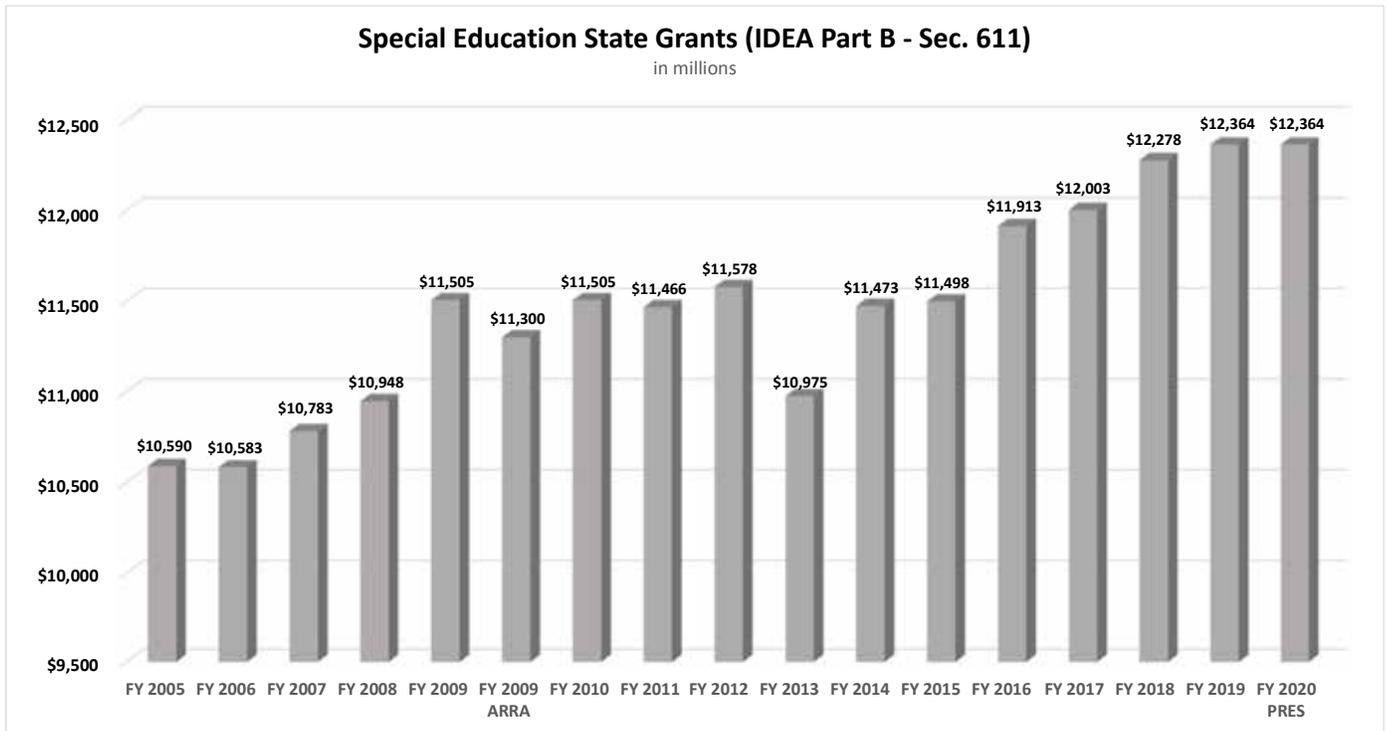
The Individuals with Disabilities Education Act (IDEA) State Grant program (Part B) provides services and supports to over 6 million students or 13 percent of all public school students from ages 3-21 (unless a state sets a higher termination age). Students' disabilities must be within one of 13 enumerated categories of disability, and they 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)

<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT'S REQUEST</u></b>
\$12,002.85	\$12,277.85	\$12,364.39	\$12,364.39

#### IMPACT OF PRESIDENT'S BUDGET

The president's FY 2020 budget of \$12.36 billion for IDEA State Grants is a freeze in funding, providing a per-child average of \$1,758. Additional federal dollars are desperately needed, as the current federal contribution at this level is far below the 40 percent funding promised by Congress when IDEA was first enacted in 1975. This proposed 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. Over 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 stagnant. In fact, the number of students requiring special education has grown, but funding increases have not kept pace. Additionally, 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 post-school outcomes.

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

## CONTACT INFO

### Valerie C. Williams

National Association of State Directors of Special Education  
(703) 519-1504 | [valerie.williams@nasdse.org](mailto:valerie.williams@nasdse.org)

### Robert Stephens

National Center for Learning Disabilities  
(202) 637-8409 | [rstephens@ncld.org](mailto:rstephens@ncld.org)

## IDEA Preschool Program

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

*Madeline has a condition called nemaline myopathy and is currently receiving services from a team of early interventionists through the IDEA Part C Program. Medically she is very fragile and has spent a lot of her early life in and out of hospitals in intensive care. She has very little use of her muscles but, with use of adaptive gravity-free devices, she has begun moving her fingers and wrists. The team also has worked very hard with her on communication skills. Last fall using a throaty sound she imitated song notes from the physical therapist as she and her mom participated in a home visit session. Recently, Madeline received a cutting edge “eye gaze” machine and, after a few weeks of practice, she was able not only to match objects in the machine but also initiate some communication.*

*As her third birthday approaches, Madeline’s family and the special education and related services team are developing a plan for her to participate in the school district’s IDEA preschool program. With her medical needs, the team knows physical attendance is not an option as exposure to even typical childhood illnesses must be avoided. However, technology allows her to be at school “virtually,” participating in the same activity as her classmates. Special education teachers and related service providers will work with her at home as well. IDEA Preschool funding is critical to support the professionals working with Madeline and the many adaptive devices needed for her growth and participation.*

### DESCRIPTION

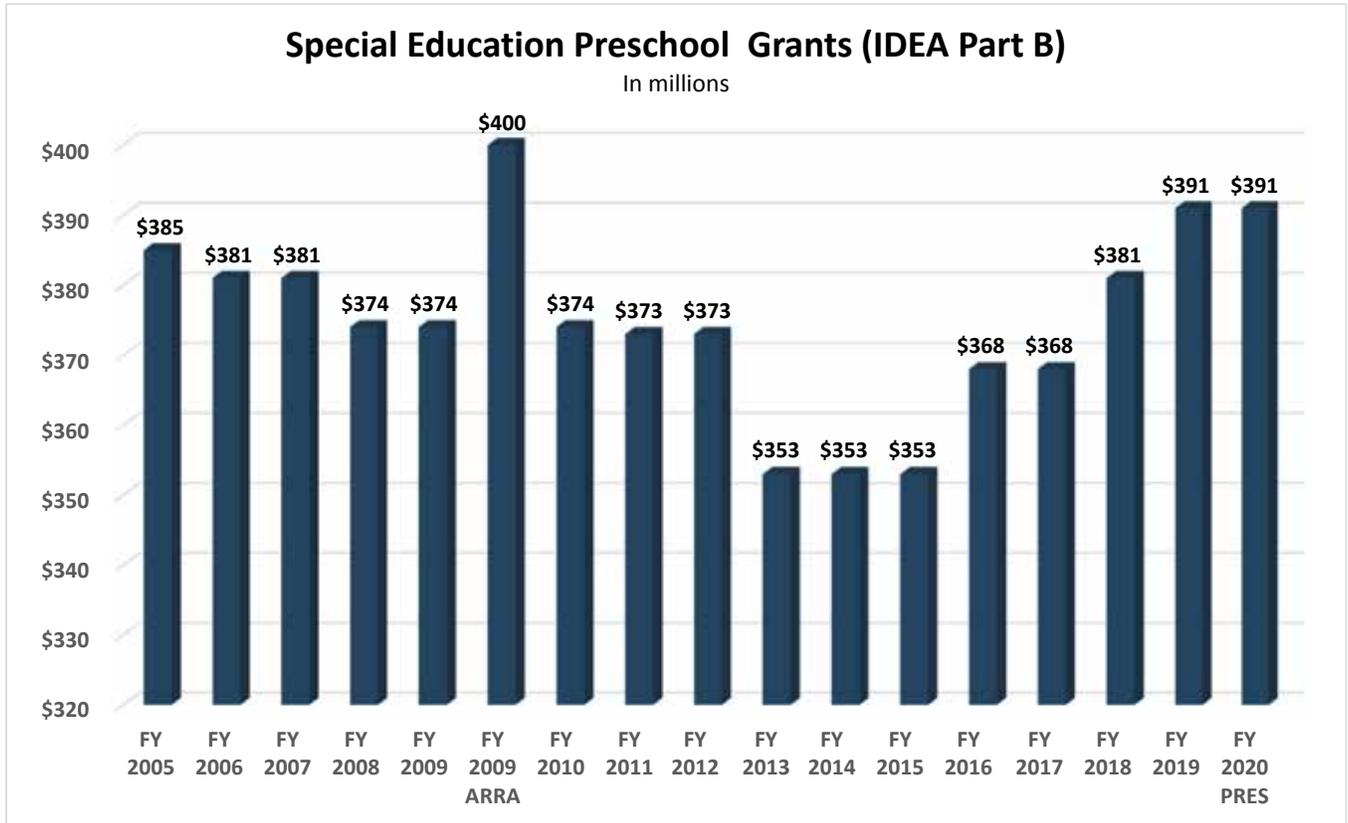
States and local school districts use IDEA Preschool Grants to help ensure children with disabilities ages 3 through 5 are identified early and receive a free appropriate public education. In addition, the federal contribution to preschool special education facilitates the continuity of services for 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)

<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT’S REQUEST</u></b>
\$368.24	\$381.12	\$391.12	\$391.12

### IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2020 budget includes \$391 million for the IDEA Preschool Grants program. 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, and in FY 2018 and FY 2019 there were small increases. The president’s FY 2020 budget moves 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.



## 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 760,000 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 peers without disabilities. 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 an appropriate 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.

## CONTACT INFO

### Deborah Ziegler

The Council for Exceptional Children  
 (703) 264-9406 | [debz@cec.sped.org](mailto:debz@cec.sped.org)

## IDEA Infants and Toddlers with Disabilities

### Part C, Individuals with Disabilities Education Act (IDEA)

*During an 18-month-old well visit with the pediatrician, Joshua’s mother reported he only had four words and mostly cried or pointed if he wanted something. She also stated he did not listen well. Based on these concerns and Joshua’s history of recurrent ear infections, the pediatrician referred Joshua to his local IDEA Part C program for evaluation. Prior to initiating the evaluation for Part C speech-language pathology services, the service coordinator recommended Joshua see a pediatric audiologist. Comprehensive audiological assessment revealed Joshua had a mild-moderate mixed hearing loss in his right ear. Results of the speech-language pathology evaluation showed Joshua had delays in both language production and comprehension skills. An interdisciplinary early intervention team, including the audiologist and speech-language pathologist, educated Joshua’s family about different technologies and communication approaches and the programs available in their community to foster speech, language and auditory development for school readiness. The audiologist fit Joshua with his first hearing aid at 20 months. After six months of early intervention focusing on developing Joshua’s listening and spoken language skills, he was understanding on par with his chronological peers. With continued early intervention, Joshua’s spoken language also began to flourish. Today, at 3 years of age, Joshua is able to communicate his wants and needs verbally to his family and friends with much less frustration. He continues to wear his hearing aid successfully and has transitioned to a special education preschool program to help prepare him for kindergarten.*

#### DESCRIPTION

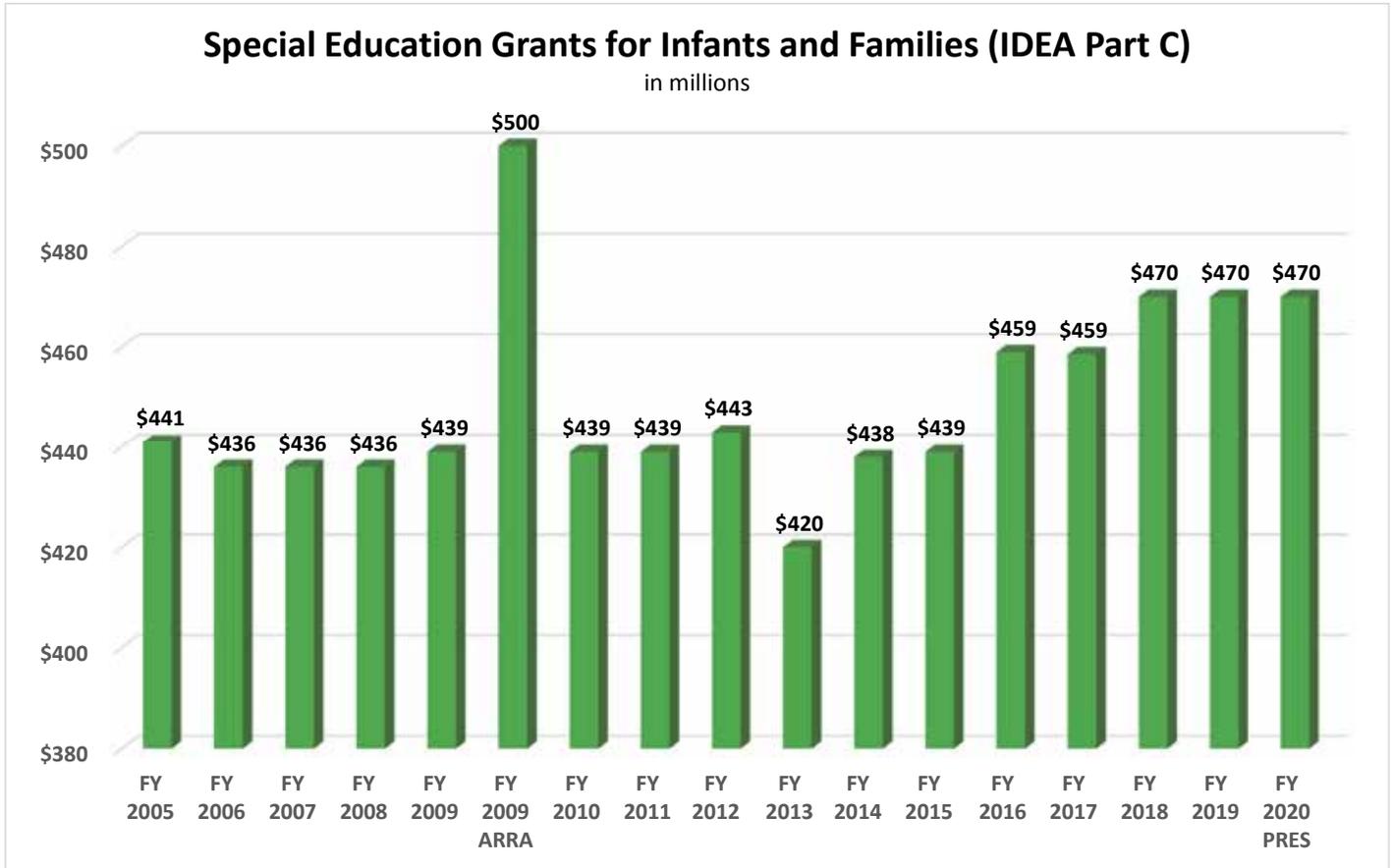
The IDEA-Part C Infants and Toddlers with Disabilities program serves approximately 370,000 children, birth through age two, and their families. These formula grants to states are used to develop and implement a statewide comprehensive, multidisciplinary, interagency early intervention system. Congress 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)

<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT’S REQUEST</u></b>
\$458.56	\$470.00	\$470.00	\$470.00

#### IMPACT OF PRESIDENT’S BUDGET

The president’s budget maintains funding for this critical program after Congress provided the first increase in a number of years in FY 2018. While a funding freeze is welcome compared with past attempts to reduce investment, more resources are required to cover the increasing number of children served under IDEA-Part C, as well as to maintain the level and quality of service. A substantial investment is needed to ensure early intervention services reach all children who require them. These investments reduce later costs as fewer children may need extended special education services.



## PROGRAM NEED

The number of children in IDEA-Part C 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.

## CONTACT INFO

**Jeffrey P. Regan**  
 American Speech-Language-Hearing Association  
 (301) 296-5670 | [jregan@asha.org](mailto:jregan@asha.org)

## 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). CDBS 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)

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020 PRESIDENT'S REQUEST</b>
State Personnel Development Grants	\$38.63	\$38.63	\$38.63	\$38.63
Technical Assistance & Dissemination	\$44.35	\$44.35	\$44.35	\$44.35
Personnel Preparation	\$83.70	\$83.70	\$87.20	\$87.20
Parent Information Centers	\$27.41	\$27.41	\$27.41	\$27.41
Technology and Media Centers	\$28.05	\$28.05	\$28.05	\$28.05
Special Olympics Education Program	\$12.58	\$15.08	\$17.58	\$ 0

#### IMPACT OF PRESIDENT'S BUDGET

The president's FY 2020 budget eliminates funding for the Special Olympics Education program. Funding for all other Part D programs is 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 IDEA.

These funds support more than 50 technical assistance and dissemination centers, higher education personnel preparation programs to prepare effective special educators and specialized instructional support 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.

## CONTACT INFO

**Valerie C. Williams**

National Association of State Directors of Special Education  
(703) 519-1504 | [valerie.williams@nasdse.org](mailto:valerie.williams@nasdse.org)

**Jane E. West**

Higher Education Consortium for Special Education  
(202) 812-9096 | [jwestdc@gmail.com](mailto:jwestdc@gmail.com)

## School Renovation and Modernization

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

The Milwaukee (WI) Public Schools (MPS) received \$72 million in interest-free bonding authority through the Qualified School Construction Bonds (QSCBs) under the American Recovery and Reinvestment Act. In 2015, the school district approved \$38 million in capital obligations at two dozen school sites with the QSCBs, undertaking facility improvements such as elevator repairs to increase accessibility, exterior window and door replacements, roofing repairs, and upgrades to HVAC and electrical systems. MPS leveraged the interest-free QSCBs to fund over \$7 million in repairs at Hamilton High School, completing heating and cooling upgrades and replacing the building's outdated fire alarm system. The Hamilton site opened in 1966 and originally enrolled 450 students. Today this diverse Title I high school's 1,800 students are 36 percent black, 44 percent Latino, and 75 percent eligible for free or reduced-price lunch. Hamilton High School offers a comprehensive academic program that includes specialized career paths in Engineering, Biomedical Science, and Business and Finance, as well as Advanced Placement programs, Honors courses, and Junior Reserve Officer Training Corps (JROTC- Army).

#### 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)

	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
Qualified Zone Academy Bonds*	\$ 0.00	\$ 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. Previously authorized bonding authority for school facility improvements remains available.

## 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. The president asks Congress in his FY 2020 budget to pass national infrastructure legislation and outlines how \$200 billion in federal funds will incentivize at least \$1 trillion in investments. The infrastructure proposal does not include any mention of school facilities or additional bonding authority for QZABs, QSCBs, and BABs. The Environmental Protection Agency budget request did include \$50 million to support healthier schools by identifying and addressing environmental hazards.

## 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 those 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 to do the same. A bipartisan amendment to the FY 2019 Labor, Health and Human Services, Education and Related Agencies appropriations bill required the Government Accountability Office (GAO) to study the state of America's public school facilities — the first time Congress has authorized GAO to undertake such a review since the mid-1990s. 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.

## CONTACT INFO

### **Manish Naik**

Council of the Great City Schools  
(202) 393-2427 | [mnaik@cgcs.org](mailto:mnaik@cgcs.org)

PART 2:

# EDUCATION, CAREER AND LIFELONG LEARNING



# The Carl D. Perkins Career and Technical Education Act

*The Network Engineering program at Summit Technology Academy in Lee's Summit, Missouri, brings together students from 24 urban, rural, and suburban high schools. Students begin the program with foundational skills and progress through learning the technologies and protocols needed to design, implement and secure networks. For students who complete the program in their junior year, they can begin to earn a bachelor's degree while still in high school, as well as participate in extensive paid internship opportunities. Upon program completion, 94 percent of 2015-16 graduates had enrolled in postsecondary education and/or entered the workforce or military, and 81 percent had earned an industry-recognized credential. Programs similar to Network Engineering program exist across the country. Perkins CTE grants allow them to continue and improve by covering expenses like career guidance and advising, building industry partnerships, and more. CTE State Grants also support states' efforts to foster innovation, offer technical assistance, and provide professional development. Marcie Mack, the State CTE Director for Oklahoma, points out, "[CTE] is the solution to filling a substantial portion of the workforce demand not only in Oklahoma, but nationally. As our nation faces the difficulty of meeting the needs of a skilled workforce, we should be investing in Perkins funding."*

## DESCRIPTION

The Strengthening Career and Technical Education (CTE) for the 21st Century Act, more commonly known as Perkins V, provides investments in Career and Technical Education (CTE) programs in all 50 states and the territories. Those programs currently serve over 11 million learners a year. CTE programs provide middle school, high school, and postsecondary and adult learners with the knowledge and skills to be prepared for college and careers. Students enrolled in CTE programs progress along a pathway of increasingly specific academic and technical courses. They often have the opportunity to participate in internships, engage with employers, and apply their knowledge and skills through hands-on projects. The federal investment in Perkins V is essential for increasing learner access to high-quality CTE programs. With a focus on program improvement, this investment has been critical to ensuring programs meet the ever-changing needs of learners and employers.

## FUNDING HISTORY (in millions)

	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
CTE State Grants	\$1,117.60	\$1,192.60	\$1,262.60	\$1,262.60
National Programs	\$ 7.42	\$ 7.42	\$ 7.42	\$ 20.00

## IMPACT OF PRESIDENT'S BUDGET

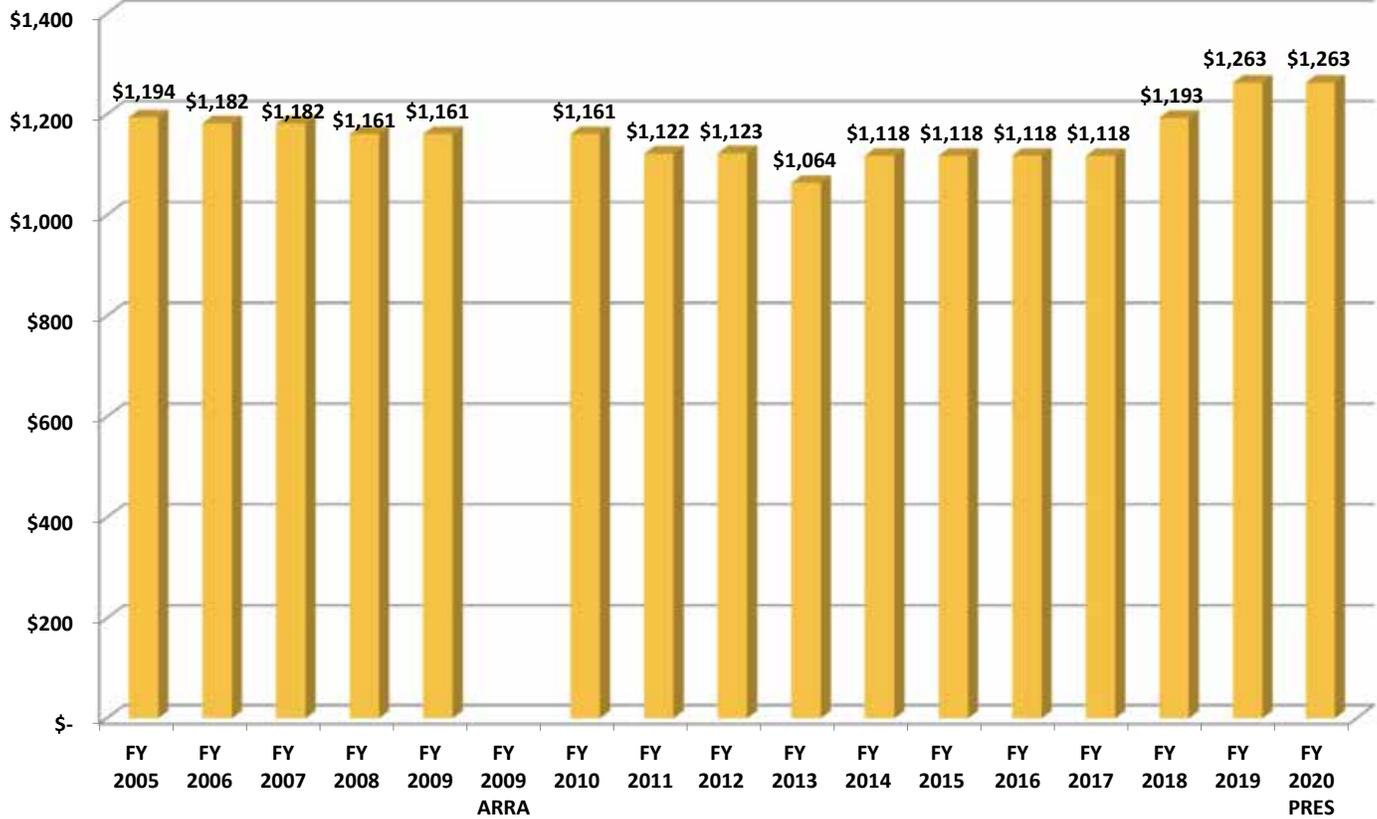
The president's budget freezes funding for the CTE State Grants at the FY 2019 level of \$1,262.6 million. That means CTE funding for states in FY 2020 would be less than it was more than a decade ago, taking into consideration the elimination of the Tech Prep program in FY 2010. Simply put, a freeze in funding is insufficient to meet the demands of the 21st century economy.

Additional funds are proposed for National Programs. Most of these funds would support new Innovation and Modernization grants, which would be distributed competitively and could be focused on science, technology, engineering, and mathematics (STEM) fields, including computer science.

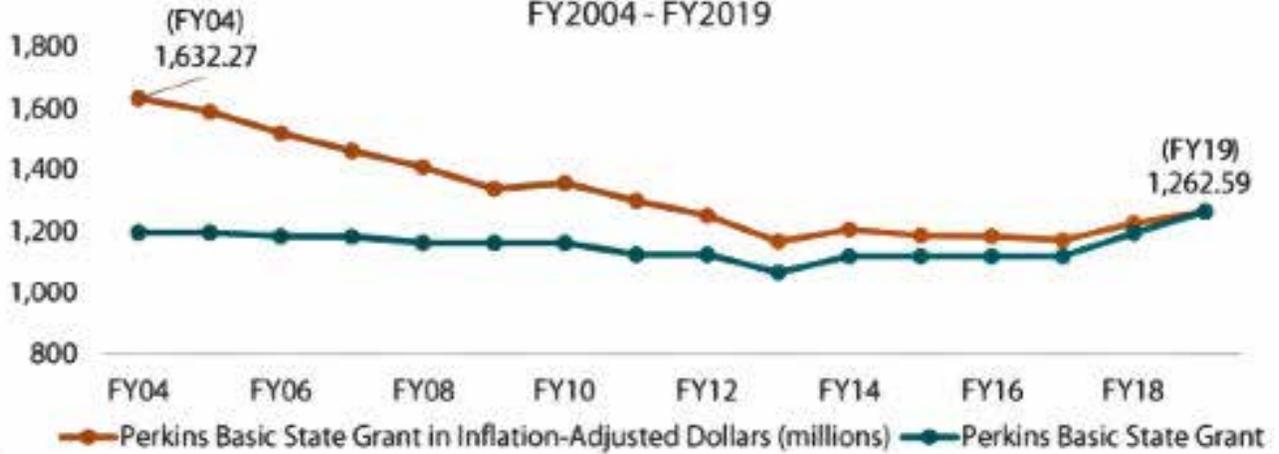
While the budget does include a recommendation that Congress authorize statutory changes to increase the fees collected for H-1B visas and redirect 15 percent of that revenue to provide an increase in funding for CTE State Grants, this proposal leaves many questions unanswered. In addition, if Congress enacted this change, the amount of increased funding this mechanism provides would be minimal.

### Career and Technical Education State Grants

in millions



### Federal Perkins Appropriations FY2004 - FY2019



## PROGRAM NEED

With the recent reauthorization of Perkins, an increased federal investment in CTE State Grants is more critical now than ever. Today CTE is preparing learners of all backgrounds for promising career paths and giving employers and the American economy a competitive edge. However, the 21st century economy is creating skilled careers faster than schools, colleges, and CTE programs — with current resources — can prepare learners for these opportunities. Between FY 2004 and FY 2017, funding for CTE State Grants declined by over \$77 million, the equivalent of \$427 million inflation-adjusted dollars (28 percent). While Perkins CTE State Grant funding has been modestly increased recently, these increases are not enough to make up for the previous decade of cuts and the growing need in today's economy for skilled workers. Expanding the federal investment in CTE programs will create a brighter future for our country — creating more career options for learners, better results for employers, and increased growth for our economy. Building on the increases in FY 2018 and FY 2019, Congress should double the federal investment in CTE State Grants from the FY 2018 level by FY 2024.

## CONTACT INFO

### Alisha Hyslop

Association for Career and Technical Education  
(727) 642-0491 | ahyslop@acteonline.org

### Kathryn Zekus

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

# Adult Education and Family Literacy

## Title II, Workforce Innovation and Opportunity Act (WIOA)

*Oumou moved to New York from Guinea, West Africa over four years ago. She could speak a little English, but had never learned how to read and write. Since enrolling in an adult education program, she has achieved adult-level literacy and has successfully gained U.S. citizenship, with assistance from the program's Information and Referrals Program. With the support of her tutor, Emily, Oumou continues to grow in confidence and as an active student in the program is still building and expanding her grasp of the English language.*

## DESCRIPTION

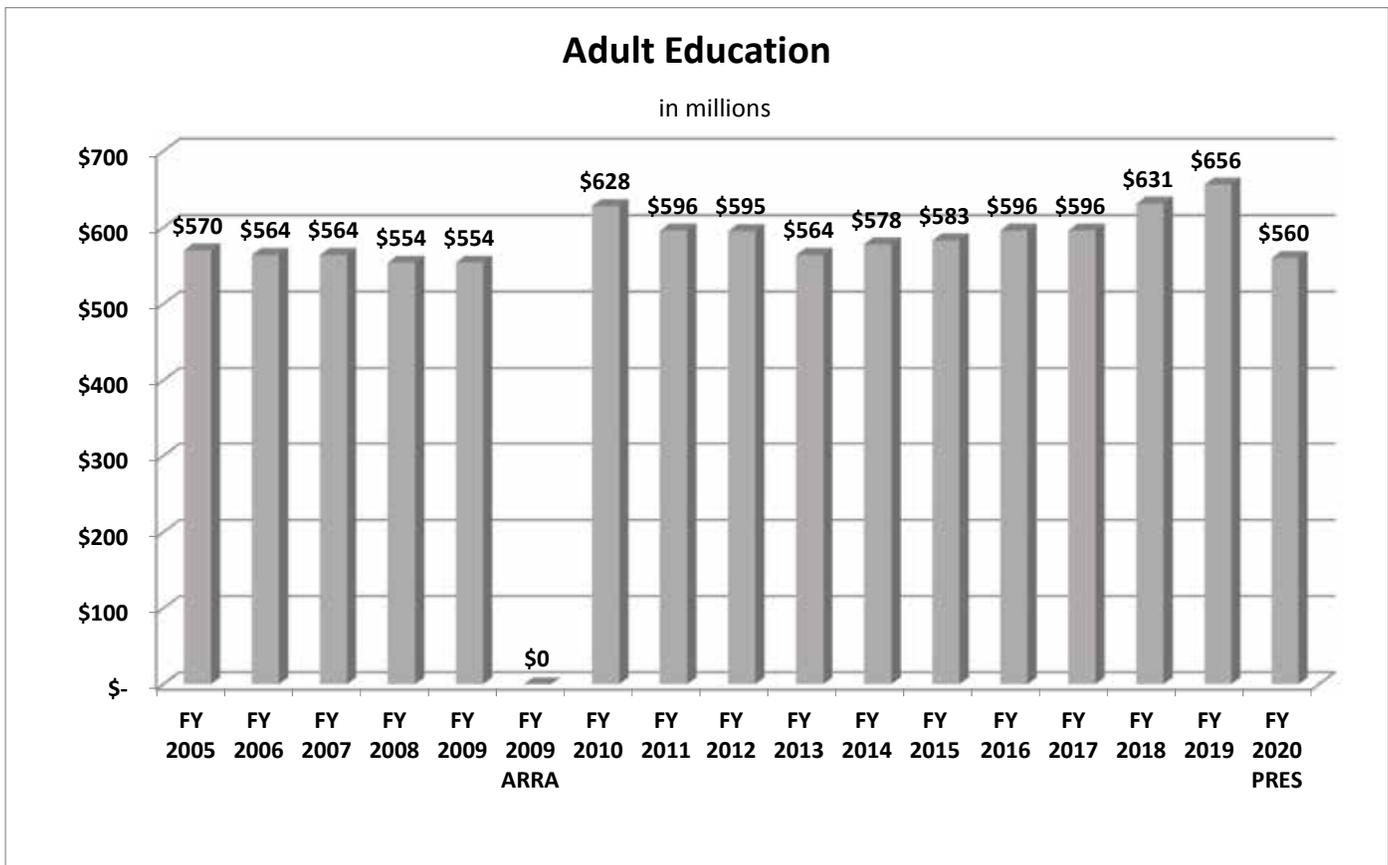
The Adult Education and Family Literacy Act (AEFLA) is the most recent iteration of the adult literacy state grant program first passed as the Adult Education Act as part of the Economic Opportunity Act of 1964. The Adult Education Act was strengthened significantly under the National Literacy Act of 1991, and many key elements of that version were integrated into AEFLA when it became Title II of the Workforce Investment Act (WIA) in 1998. In 2014 with passage of the Workforce Innovation and Opportunity Act (WIOA), successor to WIA, Congress reaffirmed the federal role in ensuring availability of education programs for adults without a high school credential or lacking basic language and math skills. They also acknowledged the need to help low-skilled parents obtain knowledge to become full partners in their children's educational development.

The 2014 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, which is then distributed through a competitive grant process to local adult education providers. States match federal funding at 25 percent (cash or in kind) and must satisfy a “maintenance of effort” provision requiring expenditure of 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 state grants, a formula set-aside supports national leadership activities, conducted by the U.S. Department of Education, which must “enhance the quality and outcomes of adult education and literacy activities and programs nationwide.”

**FUNDING HISTORY (in millions)**

	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
State Grants	\$581.96	\$616.96	\$641.96	\$485.85
National Leadership Activities	\$ 13.71	\$ 13.71	\$ 13.71	\$ 73.71



## IMPACT OF PRESIDENT'S BUDGET

The president's total budget of \$559.56 million for adult education for FY 2020 is \$119.08 million below AEFLA's authorized level of \$678.64 million. State grants for adult education programs are cut by \$156.11 million, or nearly 25 percent, as compared to the FY 2019 appropriation.

The president's budget increases National Leadership Activities by \$60 million to \$73.71 million. According to the Administration, this increase would be used to "support pre-apprenticeship activities that help low-skilled adults meet the entrance requirements of apprenticeship programs." The Department of Education proposes to award pre-apprenticeship funding by formula to states, with 50 percent of funds allocated under the existing Adult Education State Grants formula and 50 percent allocated on the basis of unemployment data. It is unclear whether this proposed use of National Leadership Activities funds would qualify as an allowable activity under current law, nor is it clear how the implementation of such an initiative could be achieved after imposing a 25 percent cut to the core federal support for adult education.

By slashing funding for adult education state grants, the Administration reduces the program's effectiveness and reach. If enacted, the president's FY 2020 budget would represent a major reversal of the federal commitment to adult education made by Congress in 2014 with the passage of WIOA. The current adult education system already is so underfunded that it supports just a fraction of the 36 million adults who could benefit from these important services. The president's budget 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 roughly one in six American adults (36 million people) lack basic literacy skills, and 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. PIAAC data also suggest at least 3 million low-skilled American adults would like to enroll in Adult Education services but cannot access a program.

Meeting that demand for services would be a wise investment in our economy and in the public good. Adult literacy intersects almost every socioeconomic issue — parenting, health, economic development, and poverty. Low literacy costs the country at least \$225 billion each year in non-productivity in the workforce, crime, and loss of tax revenue due to unemployment. In addition, more than \$230 billion a year in health care costs is linked to low adult literacy. Lack of investment in adult education may frustrate our efforts to improve outcomes in K-12, as children of parents with low literacy skills have a 72 percent chance of being at the lowest reading levels themselves.

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

## CONTACT INFO

### Jeff Carter

National Coalition for Literacy  
(202) 374-4387 | [jcarter@literacypolicy.org](mailto:jcarter@literacypolicy.org)

# Library Services and Technology Act

## The Museum and Library Services Act

*The Talking Books Plus Library (TBP) provides free library services to Rhode Island residents with low vision, blindness, dyslexia, or physical disability. TBP fills requests for library materials and equipment. The program also provides readers advisory services, technical assistance, and referrals to additional services for persons who are blind, visually impaired, or have other physical disabilities. TBP connects members to state reading programs and ensures books and reading materials are available in alternate formats. Staff outreach strives to reach the 23,000 Rhode Island residents reporting vision loss in the 2013 U.S. Census. TBP also coordinated two continuing education programs to train library staff on how to better serve populations who have difficulty using the library, especially those with physical and print disabilities.*

*Harris County Public Library in Texas runs a digital literacy learning experience for students in grades K-12. The program provides activities that emphasize science, technology, engineering, and math (STEM) concepts. Participants have built robot models featuring working gears, motors and sensors. They also programmed the model's actions by using graphics-based, drag-and-drop software. Supplies included 63 robotic kits and software from Lego and Finch robots.*

## DESCRIPTION

The Library Services and Technology Act (LSTA) is the only source of direct federal funding for libraries. Most of the LSTA 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. States may use 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 in completing homework assignments 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$183.57	\$189.30	\$189.30	\$0

## IMPACT OF PRESIDENT'S BUDGET

For the third straight year the president's short-sighted budget eliminates funding for LSTA and again fails to recognize the contributions libraries make in communities across the nation. With more than four million visits each day, libraries are seeing record levels of users seeking out their services. Libraries and trained librarians make communities better places to live. This loss of federal funding will be amplified by a loss of state funding, since states are required to match 34 percent of the amount of their LSTA Grants to States.

LSTA supports a wide range of services to small businesses, veterans, job seekers, students, families, and many others. Often LSTA allows states and local public libraries to create innovative services, many of which will be eliminated without LSTA support. The modest investment in libraries is repaid when a job seeker finds employment, a child learns to read, veterans transition to civilian life, a student completes homework and gets into college, patrons with print disabilities can access books, and entrepreneurs are able to grow their business online – all through their local library.

Congress recently reauthorized LSTA with broad, bipartisan support. The Museum and Library Services Act (P.L. 115-410) strengthened LSTA to support data-driven tools to tailor services to address and meet community needs, help libraries prepare for and provide services after a disaster or emergency, enhance services for Native Americans, and recruit and train library and information science professionals from a broad range of backgrounds. Congress continues to demonstrate wide, bipartisan support for LSTA through the annual "Dear Appropriator" letters.

## PROGRAM NEED

Congress recently reauthorized the Museum and Library Services Act (MLSA) which authorized \$232 million for LSTA. After several years of cuts and falling far short of its authorization level, funding for LSTA has not kept up with its previous high in FY 2010 of \$213.50 million. Congress needs to support local library services at \$232 million for LSTA to meet urgent needs of library patrons.

Libraries provide an increasingly wide array of services for their patrons, many of which are supported by LSTA funds. Consider that 77 percent of libraries offer online health resources, 95 percent offer online homework assistance, 95 percent provide summer reading programs, 97 percent help patrons complete online government forms, 84 percent offer technology training, and nearly 100 percent offer free Wi-Fi access. LSTA grants 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.

## CONTACT INFO

### **Kevin Maher**

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

## Office of Museum Services

### Institute of Museum and Library Services

*In 2017, the Children’s Museum of Tacoma, Washington, received a \$499,994 Museums for America award from the Office of Museum Services to develop and pilot programs and create exhibits for a satellite location on Joint Base Lewis-McChord. “Play is on Base” will strengthen the museum’s position as a community anchor by increasing its capacity to engage and serve the region’s military families. The museum and the military base will collaborate closely, engage other community organizations, and work with the specific audience to create exhibits and programs tailored to meet the unique needs of military families, especially those whose children have special needs. Project activities also will include professional development for staff and volunteers to build the knowledge and strategies needed to work with the target audiences. An external evaluator will develop a comprehensive evaluation plan and related tools to ensure exhibits and programs are meeting organizational goals as well as audience needs. The project will contribute to the creation of a model for partnerships between children’s museums and military installations across the country.*

#### 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT’S REQUEST</u>
\$31.72	\$34.71	\$34.71	\$0

#### IMPACT OF PRESIDENT’S BUDGET

The president’s elimination of this small, 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 they 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 acknowledge 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 183 representatives and 40 senators signing FY 2019 appropriations letters on its behalf. Moreover, Congress overwhelmingly reauthorized OMS in late 2018 through the Museum and Library Services Act of 2018 (P.L.115-410). This legislation was passed with widespread support by unanimous consent in the Senate and by a vote of 331 to 28 in the House, showing Congress’ continuing bipartisan support for the agency’s programs and a renewed commitment to its funding.

## PROGRAM NEED

Recent rigorous studies of single-visit field trips to art museums around the country found participating students demonstrated greater knowledge of and interest in art, and also scored higher than peers in measures of critical thinking, empathy, tolerance, and comfort with multiple viewpoints about works of art. 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 greater resources. In FY 2018, Congress provided \$240 million to IMLS, of which \$34.71 million was directed to OMS. Using those funds, OMS provided 239 grants to museums and related organizations in 44 states and the District of Columbia. There is high demand for OMS dollars. In FY 2018, OMS received 819 applications requesting \$120 million, but the agency can fund only a small fraction of the highly rated grant applications it receives. 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 grants. With current funding reaching only a fraction of our nation's museums and many highly rated applications going unfunded, we urge Congress to fully fund the IMLS Office of Museum Services at \$38.60 million.

## CONTACT INFO

**Barry Szczesny**

American Alliance of Museums  
202-218-7699 | [bszczesny@aam-us.org](mailto:bszczesny@aam-us.org)

## Workforce Innovation and Opportunity Act (WIOA)

*Workforce Development Boards are proving to be the boost many people need to get back into the labor market. Brenda writes, "Life circumstances and my inability to find employment led me to Oklahoma Works. I was working in the fading publishing industry and was furloughed due to downsizing. I tried my hand at a local auto insurance company, making less pay than I had in years with no benefits and no opportunity to advance. My husband, the primary earner for many years, became terminally ill. After a year of taking care of him, I was widowed and knew that I would have to do something to take care of myself and my family. I turned to the Tulsa Technology Center and Oklahoma Works Displaced Homemaker Program, where I receive expert advice and instruction. I am now confident in my abilities and know that I will succeed in my new career as a medical coder. Their guidance and encouragement have truly been influential and uplifting."*

### 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, English language learners, and people 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)

<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020 PRESIDENT'S REQUEST</b>
\$3,441.20	\$3,874.72	\$3,871.35	\$3,871.35

*\*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 (WIOA) in July 2014. WIOA replaced the Workforce Investment Act after over ten 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. These targets call for an appropriations level of slightly more than \$4.4 billion. The president's FY 2020 budget again suggests a significant 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 6 million job vacancies. At the same time, over 8 percent of the civilian labor force struggle to gain solid footing in the labor market. The contrast in these numbers illustrates the need for qualified workers and the importance of career guidance so workers can acquire the skills to fill 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 had to overcome skill deficits 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.

## CONTACT INFO

**Ronald D. Painter**

National Association of Workforce Boards  
(202) 857-7900 | [painterr@nawb.org](mailto:painterr@nawb.org)

**Jeff Carter**

National Coalition for Literacy  
(202) 374-4387 | [jcarter@literacypolicy.org](mailto:jcarter@literacypolicy.org)

PART 3:  
**THE** GATEWAY TO  
OPPORTUNITY

*Higher Education*



# Section Overview

## Part 3: Higher Education

*President Trump's FY 2020 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 programs, totaling \$1.8 billion in the annually appropriated programs, and \$207 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 provides sufficient discretionary and mandatory funding to maintain the current maximum grant level of \$6,195. But the budget cuts \$2 billion from previously appropriated funds for Pell Grants to pay for other programs in the budget. Again this year, the budget expands the program to include eligibility for short-term credential and licensure programs that lead to immediate high-need employment, but does not increase funding for the program.

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 more than 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 \$24 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). This cuts \$53 billion over 10 years in borrower benefits. 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 discretionary income, up from 10 percent currently, but provides forgiveness of the loans after 15 years of repayment (from 20 currently) for borrowers with only undergraduate loans. For borrowers with any graduate debt, forgiveness is provided after 30 years, a significant increase over the 10, 20, or 25 years currently for those borrowers, depending on their 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. In addition to consolidating the programs, TRIO funding is cut \$110 million, asking states to do more with less.

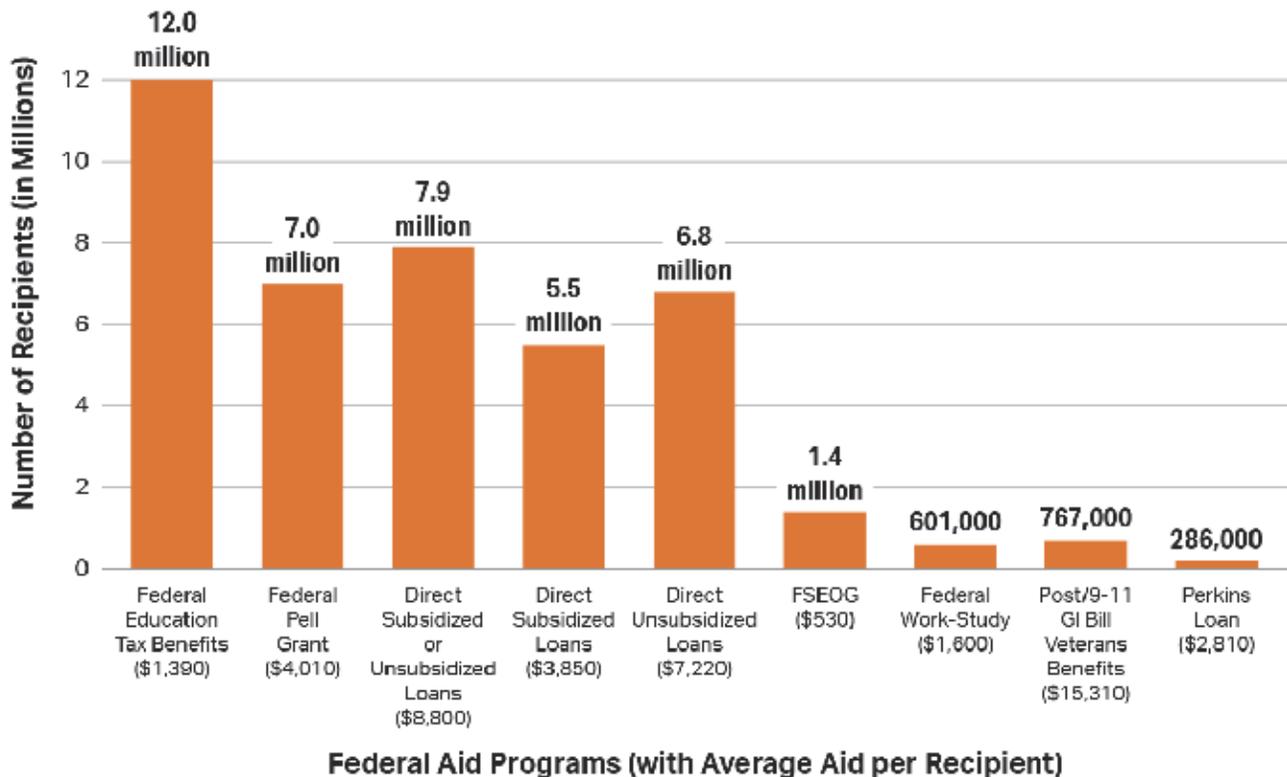
For the Strengthening Institutions programs, the budget cuts \$82 million from existing programs, eliminates five existing programs, and creates a new Minority-Serving Institutions grant that would be distributed as a state formula grant. These programs help specific categories of institutions serving 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 Institutions.

Four other small but important higher education programs are also eliminated in the FY 2020 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 the 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 need-based 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 federal student aid programs and other higher education programs supporting students throughout their college careers at levels that ensure access, affordability, and completion for low- and middle-income students.

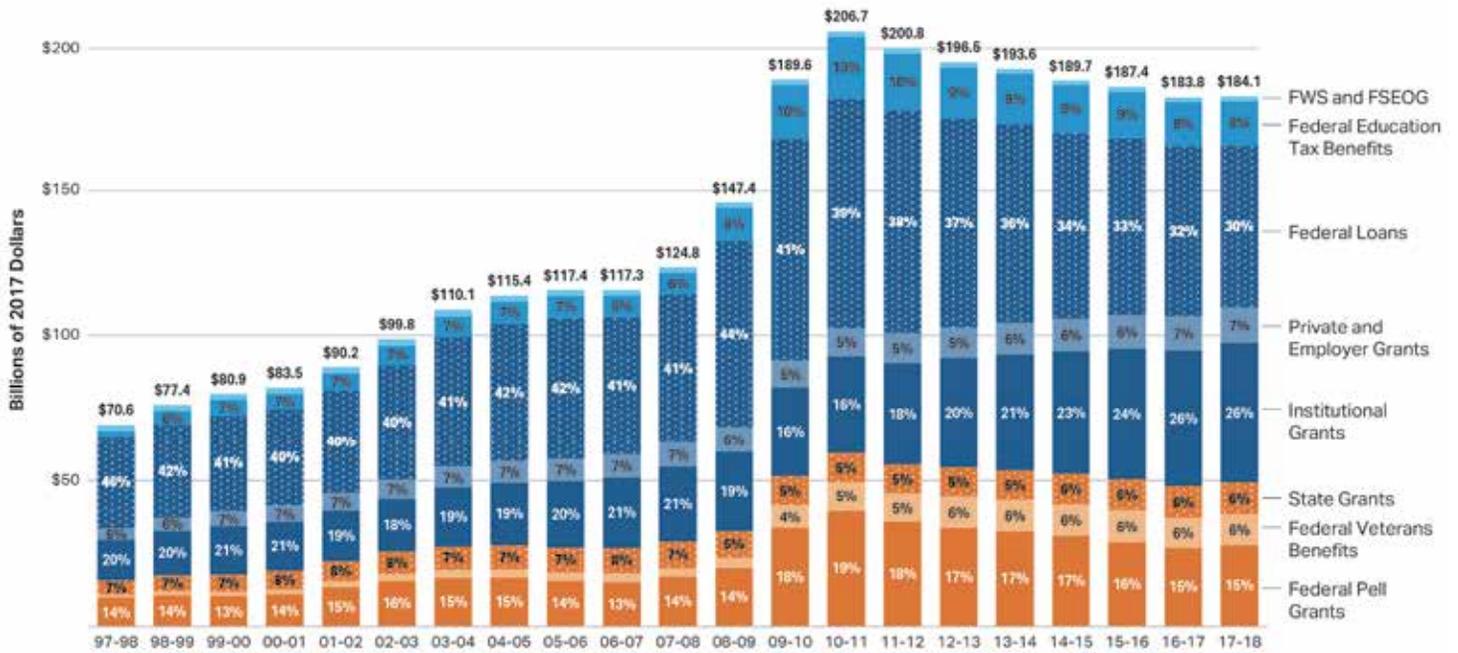
## Number of Recipients by Federal Aid Program (with Average Aid Received)



SOURCE: The College Board, Trends in Student Aid 2018, Figure 7.

## Federal Support Down to 60% of Undergraduate Student Aid – Same as 1997

Billions of 2017 Constant Dollars

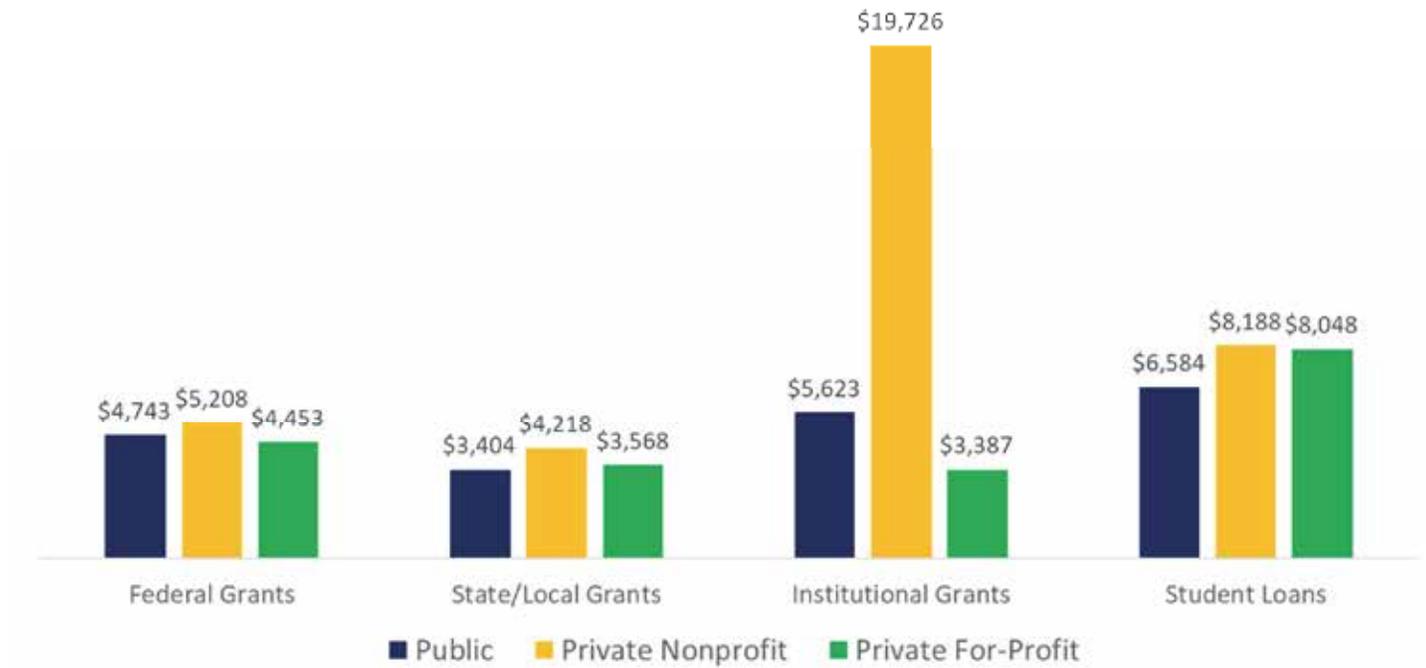


SOURCE: The College Board, Trends in Student Aid 2018, Figure 3.

## Federal Grants and Loans Account for Most Financial Aid

Average amount of financial aid awarded to first-time, full-time undergraduate students at 4-year degree-granting postsecondary institutions in academic year 2016-17

In Constant Dollars



**SOURCE:** National Center for Education Statistics, Digest of Education Statistics 2018, Table 331.20.

## Pell Grants

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

*Desmine is an involved student at Eastern Michigan University, particularly as president of the EMU chapter of Active Minds, a mental health and suicide prevention advocacy organization. "I work hard every day. I leave my dorm at 7 AM and don't come back until 10 PM most days because some days I have three to four classes, meetings, student organizations and work," Desmine says. Desmine qualifies for the Federal Pell Grant and other forms of need-based aid. With this assistance, Desmine is able to pursue his college education and plan for graduate school and a career in mental health. "Student aid support is one of the key factors that made my college dream come true.... I say all of this to express how much I have accomplished and can accomplish with the Federal investments made in me and my education, and I cannot stress enough that I am not the only one who has done great things with this investment... there are many of us!"*



Desmine Robinson  
Student,  
Eastern Michigan  
University

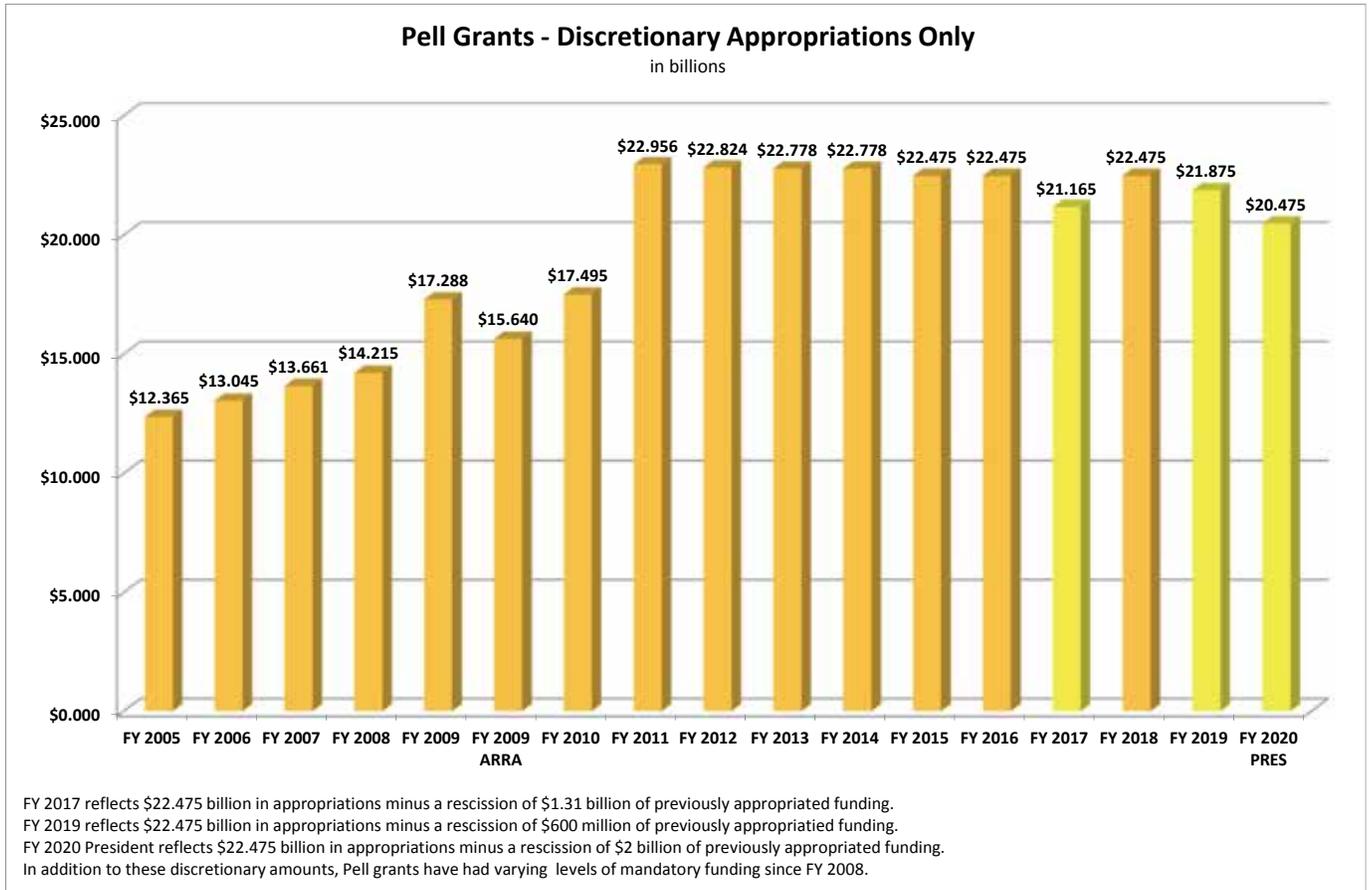
### DESCRIPTION

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 the discretionary funding.

### PELL GRANTS: COSTS, FUNDING, AND MAXIMUM AWARD

	FY 2017	FY 2018	FY 2019	FY 2020 President's Request
<b>Funding and Costs (in billions of dollars)</b>				
Discretionary Appropriations	\$22.475	\$22.475	\$22.475	\$22.475
Mandatory Resources Available for Discretionary Award	\$1.320	\$1.334	\$1.370	\$1.403
Mandatory Spending (BA) for Inflationary Add-on	\$5.857	\$5.977	\$5.757	\$5.889
Rescission of Unobligated Balances	<b>-\$1.310</b>	\$0	<b>-\$0.6</b>	<b>-\$2.0</b>
Program Costs	\$28.489	\$28.059	\$29.782	\$30.113
<b>Maximum Award (in actual dollars)</b>				
Discretionary Maximum Award	\$4,860	\$5,920	\$5,135	\$5,135
Mandatory Funding	\$1,060	\$1,060	\$1,060	\$1,060
Total Maximum Award	<b>\$5,920</b>	<b>\$6,095</b>	<b>\$6,195</b>	<b>\$6,195</b>

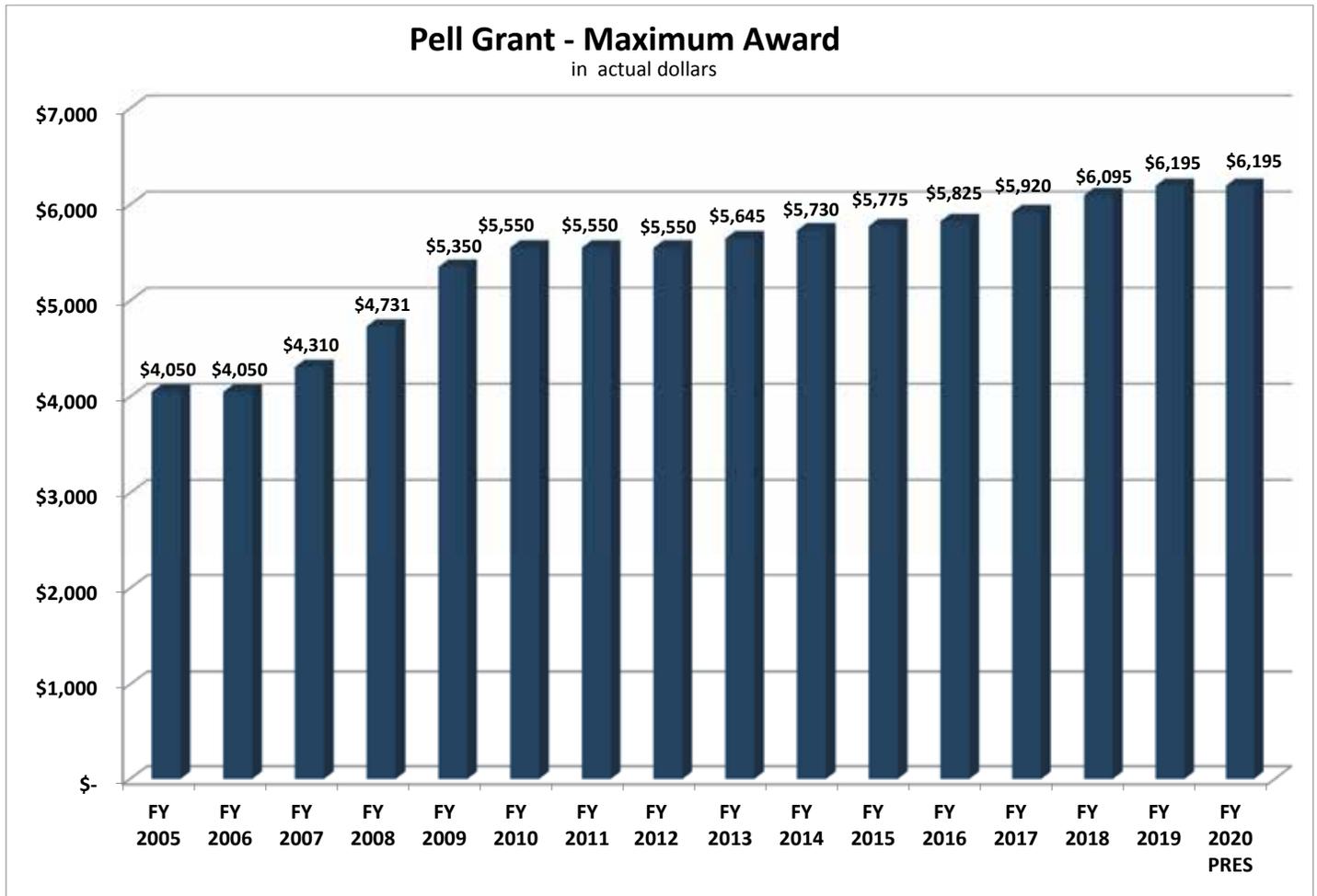


## IMPACT OF PRESIDENT'S BUDGET

As shown in the chart above, the president's budget should provide sufficient discretionary funding to maintain the Pell Grant discretionary base award of \$5,135. With the mandatory add-on funds, the maximum grant for FY 2020 (academic year 2019-20) would be \$6,195, absent required congressional action to increase that amount to support students.

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. The president does not propose extending the inflation adjustment or any increase to the maximum grant at all, thereby further decreasing the purchasing power of the Pell Grant.

Further, the president includes a \$2 billion rescission to the unobligated balances in the program. Any rescission moves the program closer to a funding shortfall in the event appropriated funds do not cover an upward fluctuation in enrollment. Estimates of current Pell Grant spending with a \$2 billion rescission anticipate a depletion of the program's reserves within the next five fiscal years, if Congress continues to appropriate the same amount of new discretionary funding each year. However, any economic downturn can significantly exacerbate this timeline, as Pell Grant participation is increased by displaced workers and others pursuing postsecondary education to retool.



## 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 sufficient funding in FY 2020 to maintain the maximum grant at least at \$6,195, with an adjustment to account for inflation, to achieve at least a \$6,325 maximum grant.

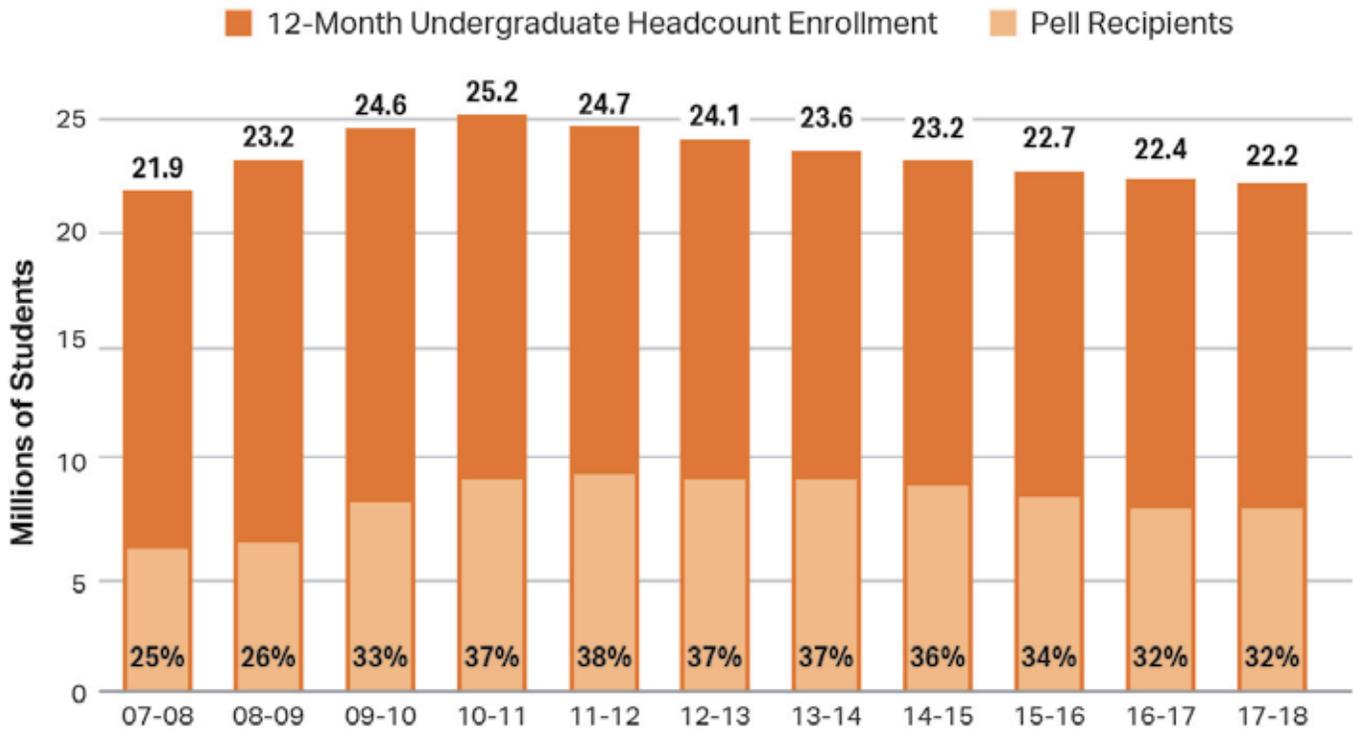
In addition, the annual inflation adjustment to the maximum award, which expired in FY 2017, should be restored for FY 2020 and years moving forward to ensure the Pell Grant keeps pace with inflation. Had Congress extended the automatic inflation adjustment, the FY 2020 maximum award would be approximately \$6,340. Alternatively, Congress can manually increase the maximum award for future students, as occurred in FY 2018 and FY 2019.

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.

## CONTACT INFO

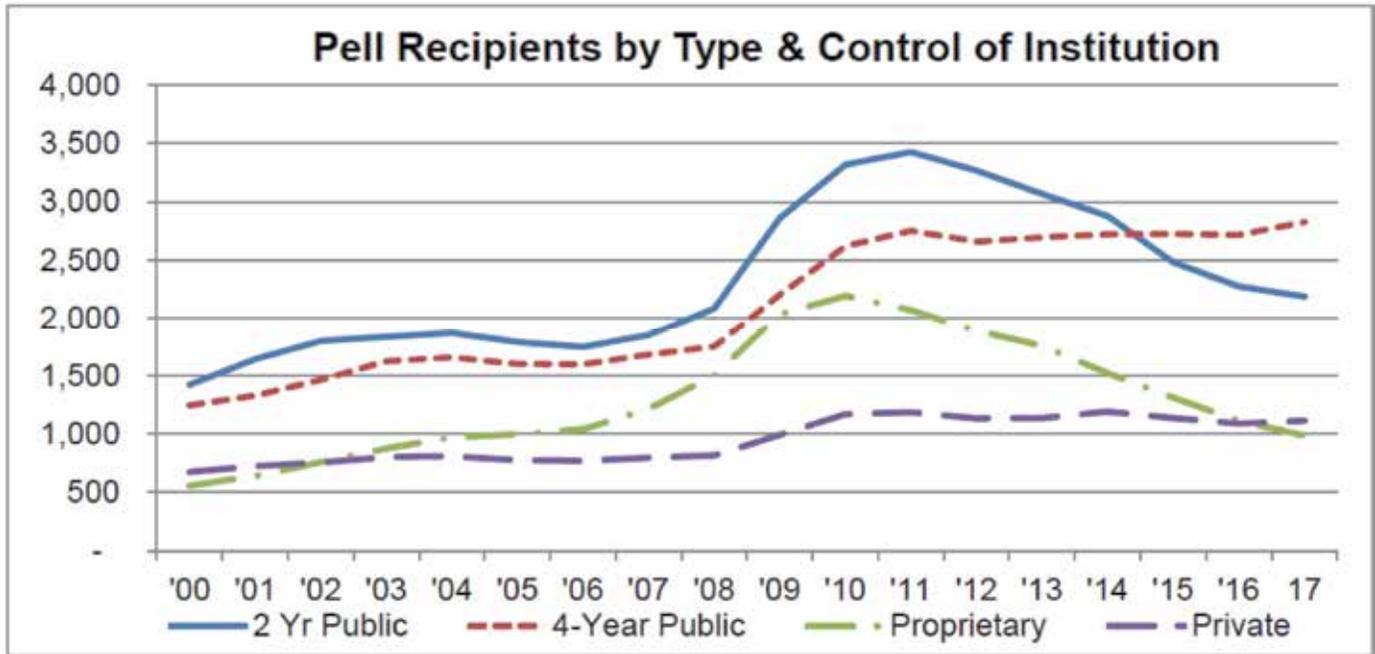
**Stephen Payne**  
 National Association of Student Financial Aid Administrators  
 (202) 785-6948 | [paynes@nasfaa.org](mailto:paynes@nasfaa.org)

## One-Third of Undergraduates Receive Pell Grants



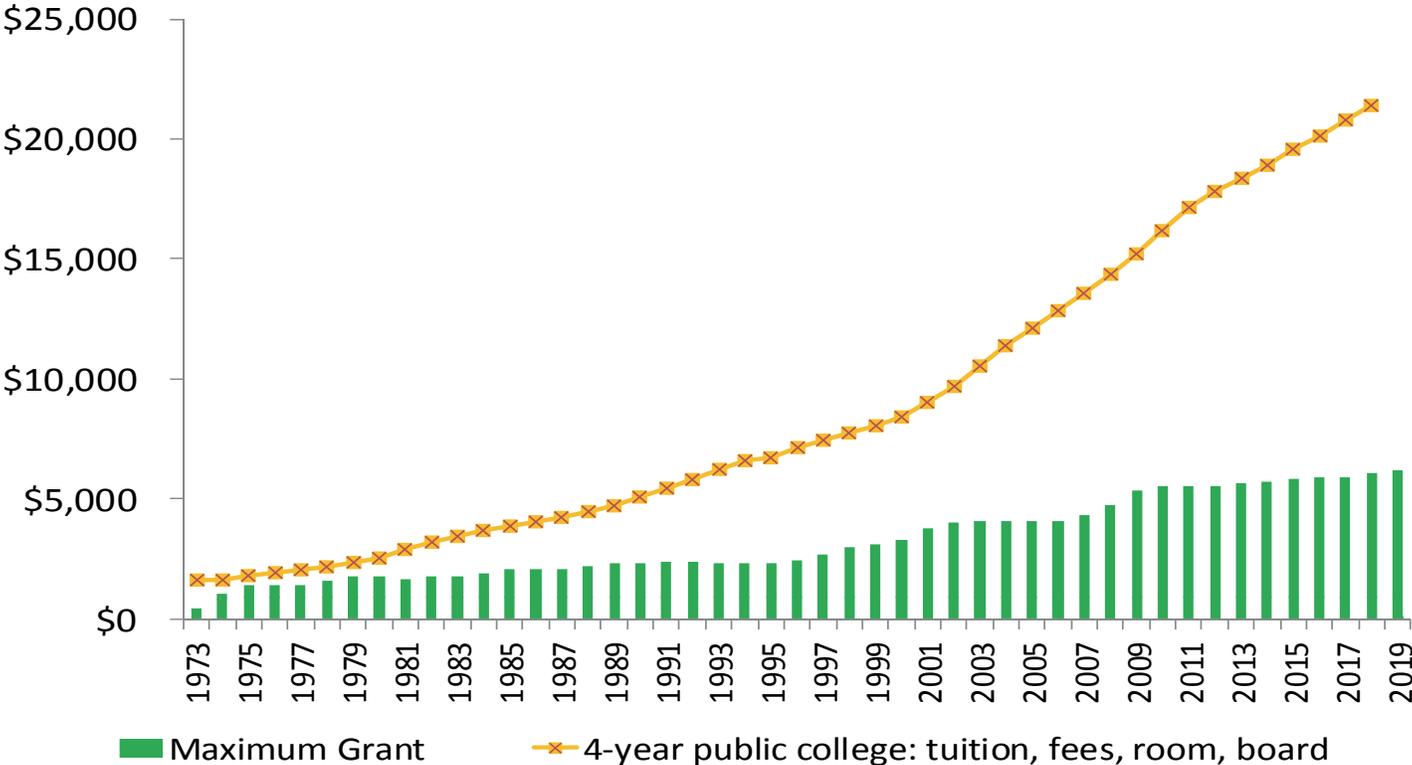
SOURCE: The College Board, Trends in Student 2018, Figure 20A.

## Most Pell Grant Recipients Attend Public Colleges



SOURCE: FY 2020 U.S. Department of Education Congressional Budget Justification

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



SOURCE: College Board, "Trends in College Pricing 2018," and ED

## Federal Supplemental Educational Opportunity Grants

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

*Torey Lee graduated from Saint Louis University (SLU) in December 2018 with a degree in Public Health. He and his four siblings were raised in Denver, Colorado, mostly by a single mother. His mother was a nurse who, for over 20 years, worked to give back to her community while also continuing to strengthen her nursing skills through additional education and finding time to volunteer to serve others. She taught her five children, by her own example, both the importance of education and of serving others. As Torey put it, watching her life made it a “no brainer” that he would pursue a career where he could fulfill his passion for service.*

*In high school, Torey was part of Colorado UpLift, a program designed to create long-term, life-changing relationships with urban youth. Through this program, not only did he grow as a leader, but, through a mentoring partnership with the neighborhood middle schools, he helped to motivate and guide students who might not have role models of their own to focus on their studies and prepare for postsecondary education. He remains in touch with one of the students he mentored back in 2011, continuing to encourage him to strive.*

*While at SLU, Torey explored a number of majors, but his mother’s example led him to Public Health. He also found time to assume a leadership role in the Black Student Alliance, a task force created to update and revise the campus’s Diversity Leadership Cabinet, and to participate in community service initiatives through Alpha Phi Alpha Fraternity Incorporated. In addition, Torey volunteered at the Third Baptist Church near the SLU campus as a tutor and at Food Outreach, a local soup kitchen. One of Torey’s brothers was also in college while he was in attendance, so financial aid was critical to his ability to pursue his academic dreams. He benefited from Pell grants, an institutional scholarship, and Federal Work-Study, working with Big Brothers Big Sisters, in the SLU financial aid office, and in the SLU Nutrition and Dietetics Department. In his final undergraduate year, his world was turned on its head when the mother who had inspired him lost her battle against cancer. He still had two semesters to graduate but would need more financial support. The SLU financial aid office was able to supplement his financial aid package with an additional \$2,000 in Supplemental Education Opportunity Grant (SEOG) funding. Without the flexibility that SEOG gives financial aid officers to respond to such circumstances, Torey’s education could have been stopped in its tracks as he grieved his mother’s loss while trying to complete college.*

*After graduating in December 2018, Torey has been selected to serve our nation in the Peace Corps. He will be heading to Botswana where he will be putting his Public Health education to work with the local government’s HIV/AIDS prevention program.*

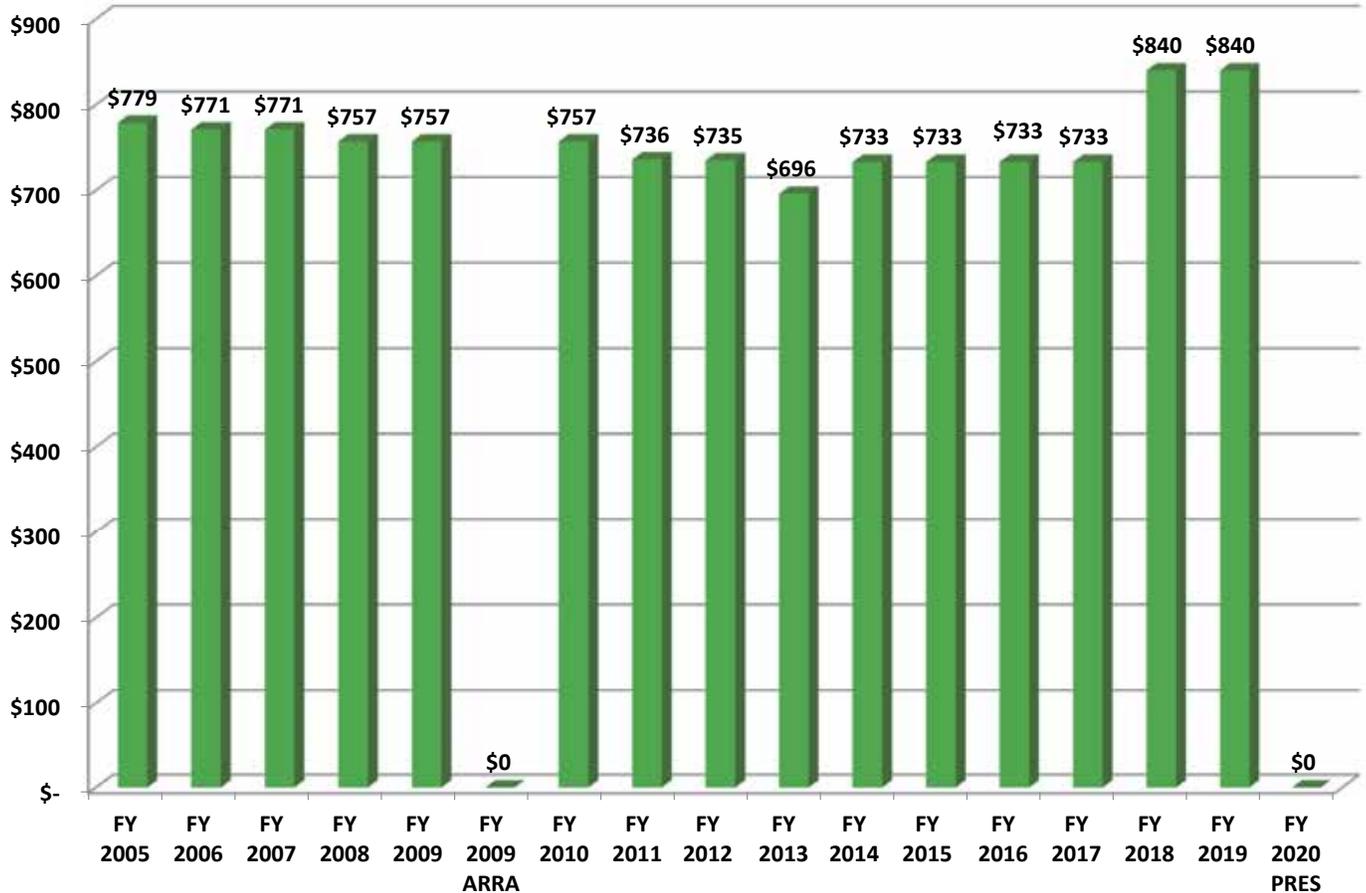
### DESCRIPTION

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 \$650, which helps students with average family incomes below \$20,000 not have to work or borrow more to pay for college.

## Supplemental Educational Opportunity Grants

in millions



### FUNDING HISTORY (in millions)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$733.13	\$840.00	\$840.00	\$0

### IMPACT OF PRESIDENT'S BUDGET

The president's budget eliminates funding for the SEOG program, cutting \$840 million. The more than 1.5 million SEOG recipients would lose an average of \$600 in grant aid if the president's budget were enacted, causing students to face the tough choice of borrowing more to pay for college or dropping out because they cannot afford their education.

## PROGRAM NEED

Instead of eliminating funding for SEOG, the program level should be increased to \$1.028 billion. This additional funding would restore the purchasing power for students to the pre-sequester levels with inflation. 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.

## CONTACT INFO

### Scott Fleming (and Cyndy Littlefield)

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

### Stephanie Giesecke

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

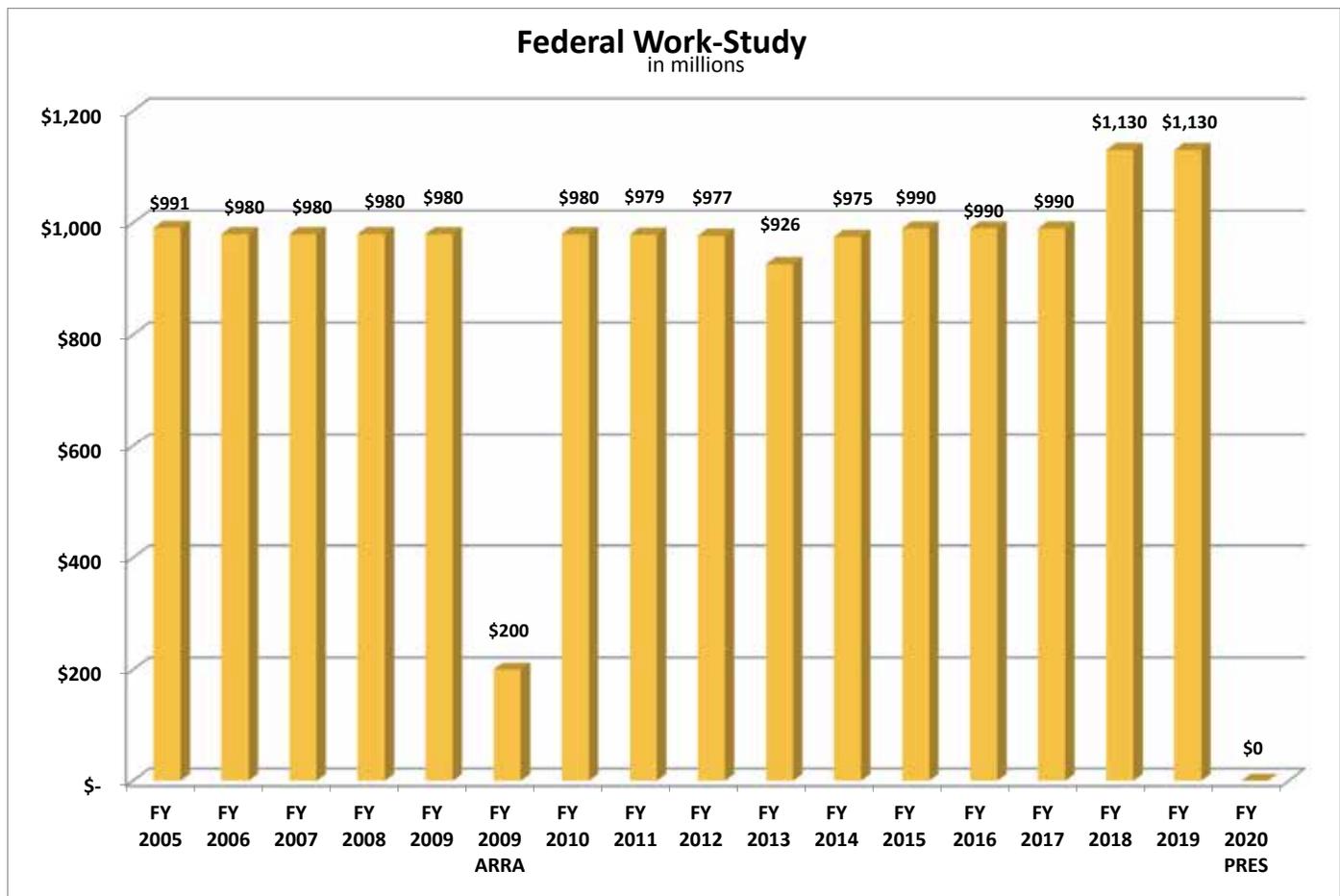
# Federal Work-Study Program (FWS)

## Title IV, Part C, Higher Education Act

*As a first-generation student, Nancy never thought going to college was a possibility. There was a lot of anxiety and confusion around how she was going to afford to pay for her education, and the financial aid process seemed very overwhelming. Fortunately, Nancy had a good support system at her high school, which enabled her to complete the FAFSA. Thanks to this application, Nancy was able to qualify for the Pell Grant and Work-Study, of which she took advantage by working at the Office of Financial Aid at Colorado State University (CSU). The ability to utilize work-study funds allowed Nancy to build a strong network of mentors in the financial aid office and throughout the CSU campus. This support system, along with federal financial aid, prompted Nancy to seek out opportunities that previously had seemed impossible. Nancy was able to secure two internships in her career track that ultimately culminated, after her 2018 graduation, in receiving a full-time position in Phoenix, Arizona, where she recently began her apparel buying career with a large national retail chain. Reflecting on her higher education experience, Nancy said college affordability through federal financial aid support was the key to her being able to achieve her dream of a college education.*

## 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$989.73	\$1,130.00	\$1,130.00	\$500.00

### IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2020 budget cuts FWS by 56 percent to \$500 million. According to the Department of Education, this request would cut the number of work-study recipients by 54 percent, amounting to 382,000 fewer recipients. If enacted, this would amount to the largest percentage cut and the largest dollar-for-dollar cut in the program's history.

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 2020-21, 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.

## CONTACT INFO

### Stephen Payne

National Association of Student Financial Aid Administrators  
(202) 785-6948 | paynes@nasfaa.org

# William D. Ford Federal Direct Loan Program

## Title IV, Part D, Higher Education Act

*Born in Côte d'Ivoire, Mohamed Niagne lived there until he was seven before his family relocated to Senegal and finally moved to Alaska in 2010. "Student aid support to me was the key to open doors by getting a degree, which allowed me to accomplish my goals," Mohamed says. He graduated from the University of Alaska-Anchorage in 2018 and now puts his civil engineering degree to work in an Alaskan firm. "Cutting financial aid would be disastrous. It was hard getting by at school. I had to work multiple hours and multiple jobs, while making monthly payments to go to school...Though I would have preferred more grants, the student loans I received helped me attend and complete school." Finally, Mohammed says, "In my family, I am the first generation of engineers, thanks to the support of programs of financial aid!"*



Mohamed Niagne,  
Graduate, University of  
Alaska-Anchorage

## DESCRIPTION

The Department of Education administers the primary and largest source of federal student loans, 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 options, a variety of fixed and income-driven repayment plans, 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. 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 the Budget Control Act, origination fees are increased annually based on the mandatory adjustment percentage provided by the Office of Management and Budget. For loans disbursed on or after October 1, 2018, the subsidized and unsubsidized loan fee is 1.062 percent, while the fee for PLUS loans is 4.248 percent.

## 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, 2020, 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, 2020, “with an exception for students who borrowed their first loans prior to July 1, 2020, 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.

The president’s budget also 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, 2020, would be eligible for PSLF. The elimination of PSLF would have severe consequences for public service professions nationwide.

## PROGRAM NEED

Under sequestration imposed by the Budget Control Act, loan origination fees are increased annually based on the mandatory adjustment percentage provided by the Office of Management and Budget. 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.

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 remains in place for undergraduates also remains an important priority.

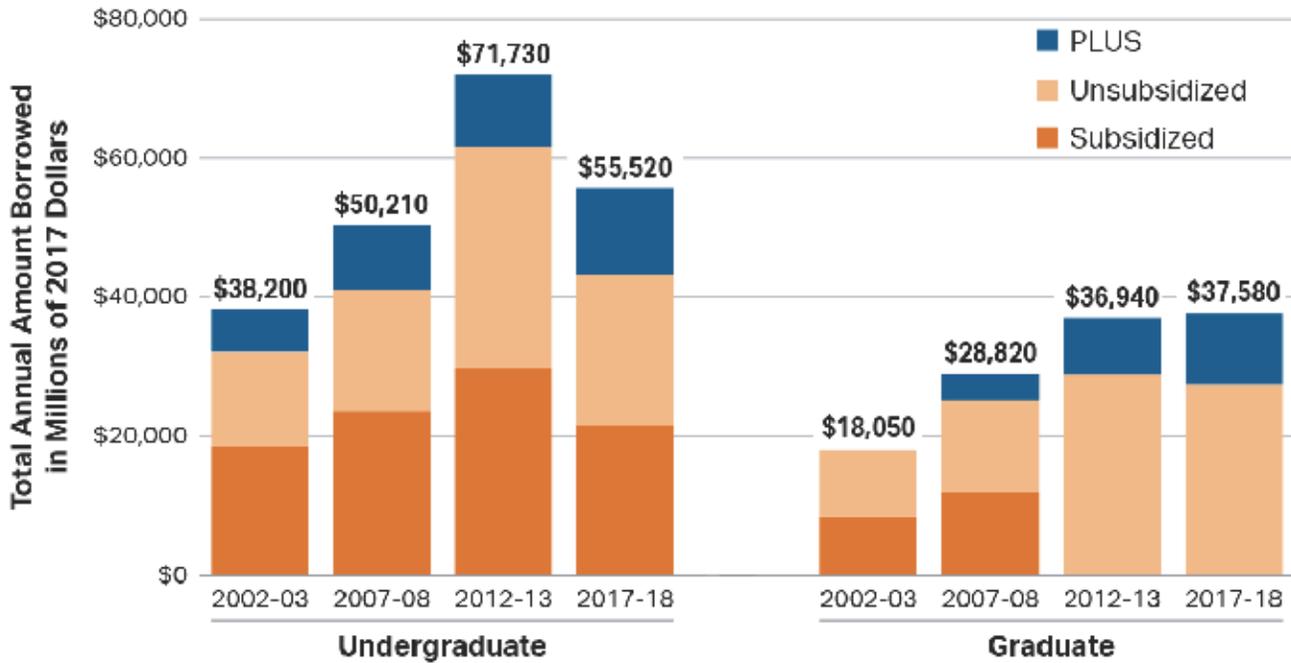
## CONTACT INFO

### Stephen Payne

National Association of Student Financial Aid Administrators  
(202) 785-6948 | paynes@nasfaa.org

## Total Annual Amount Borrowed in Federal Subsidized, Unsubsidized, and PLUS Loans

Millions of 2017 Constant Dollars



SOURCE: The College Board, Trends in Student Aid 2018, Figure 7A.

# Public Service Loan Forgiveness

## Title IV, Part D, Section 455 of the Higher Education Act

*"PSLF/TEPSLF means two things to me. It incentivized me to stay and do good work in the public sphere. I was offered more lucrative positions in the private sector but knowing PSLF was there was a key incentive to keep me working for the public. More importantly, PSFL/TEPSLF provided me an opportunity to help people, give back, and do what I love while having a meaningful life. This has been a game changer. I got to spend 10 years making sure society was better. I've had the opportunity to do good work and give back to my community because of PSLF/TEPSLF."*

– Jonathan Koltash  
Successful TEPSLF Program Participant

### DESCRIPTION

Created in 2007 with large bipartisan support, the Public Service Loan Forgiveness (PSLF) program is an education and workforce investment initiative for federal student loan borrowers who enter and persist in public service fields. PSLF allows borrowers who make 120 qualifying monthly payments while working full-time for a qualifying public service employer to have the remaining balance of their qualifying federal Direct Loans forgiven.

PSLF was created before Direct Loans became the primary federal loan borrowers used to finance their education and before numerous other income-driven repayment plans were introduced. Thus, the repayment criteria left many borrowers believing they would qualify, only to find out later that they were enrolled in incorrect repayment plans. To address this problem, in 2018 Congress created an additional fund – known as the Temporary Expanded Public Service Loan Forgiveness Fund (TEPSLF) – that would allow those in ineligible repayment plans to become eligible and apply for loan forgiveness.

### FUNDING HISTORY (in millions)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
N/A	\$350.00*	\$350.00*	\$0*

*\*PSLF is a mandatory spending program; thus, it does not need an appropriation every fiscal year. The \$350 million appropriation is for the TEPSLF fund operated out of the Department of Education. TEPSLF is a congressional creation, and the president has never requested funds for this programmatic fix.*

### IMPACT OF PRESIDENT'S BUDGET

The president's FY 2020 budget eliminates the PSLF program and does not request funds for the TEPSLF program.

## PROGRAM NEED

Graduates employed in public service provide an immeasurable benefit to American society. Thus, increasing the quantity and quality of graduates who pursue public interest work should be a priority for the federal government. PSLF was created to do just that. The goals of the PSLF program are to encourage individuals to enter public service fields, create incentives that promote a long-term commitment to public service, and increase vital services to individuals, states, and the nation. Hence, the primary benefit of PSLF derives from the value that directly accrues to the beneficiaries of those services and society in general.

Additionally, students who pursue postsecondary education, especially those attending graduate or professional school, should be free to give back to society without the long-term burden of student loan debt. PSLF makes it feasible for professionals to enter public service careers, such as teaching, legal aid, and law enforcement, which are typically compensated at a level that can make it difficult for them to repay their student loans.

With education costs continuing to rise and workforce shortages in high-need areas, the PSLF program is more important than ever. Congress must protect the main program from elimination, but it must also continue to provide the funding stream for borrowers who completed all other aspects of the program but were denied due to immaterial technicalities. In short, Congress must: (1) maintain the program and its mandatory funding stream; and (2) continue to appropriate \$350 million per year for the TEPSLF program until a broader permanent solution for ineligible borrowers can be achieved through a reauthorization of the Higher Education Act.

## CONTACT INFO

### Keinan Thompson

AccessLex Institute  
(202) 596-3190 | kthompson@accesslex.org

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

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

*"I have always had a passion for teaching since I was in elementary school. I love being the one to motivate and encourage the young scholars of our country. This world needs strong and caring educators that really want to make a difference for the future. The TEACH grant has helped me relieve some of my financial stress. As an unpaid student teacher, it is especially important. If I worked more frequently, I would have less time to manage the classroom and plan engaging lessons for my students. I love being able to be in the school setting, getting hands on experience with my mentor teacher and engaging the students. The TEACH grant helps me have time to expand my knowledge to become the best educator I know I can be."*

— Timothy Letzring,  
Texas A&M University—Commerce, Commerce, Texas

## DESCRIPTION

The TEACH grant program, a mandatory spending program subject to sequestration, provides up to \$4,000 annually for a maximum total of \$16,000 in grant aid to undergraduate and post-baccalaureate students who plan to become teachers of high-need subjects (e.g., 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 to be 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.

## FUNDING HISTORY *(in millions)*

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$91.00	\$92.00	\$95.80	\$97.20

## IMPACT OF PRESIDENT'S BUDGET

President Trump's budget maintains funding for the TEACH Grant program in support of an estimated 32,100 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 2018-19 academic year, the maximum award has been reduced by 6.2 percent to a cap of \$3,752 due to sequestration under the Budget Control Act of 2011. 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 2017-18 academic year.

## CONTACT INFO

### **Deborah Koolbeck**

American Association of Colleges for Teacher Education  
(202) 478-4506 | [dkoolbeck@aacte.org](mailto:dkoolbeck@aacte.org)

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

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

*Africa Moto was born in the Democratic Republic of Congo and grew up in Uganda in a refugee camp, one of the only safe places to live without fear of being tortured and killed. He and his family were finally able to escape from the Congo in 1999, arriving in the United States a few years later. With the help of a refugee program, they settled in Boise, Idaho, where the family raised crops in a community garden with other refugee families. With the help of the HEP program, he and his family are adapting to life in the United States while building a foundation for the future. After completing the HEP program, Africa has achieved his dream and is now a student at Boise State University.*

### DESCRIPTION

For nearly five decades, the High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) projects have successfully closed the access and completion gaps for children of agricultural workers. HEP and CAMP are the only federal programs that provide this student population with the educational opportunities and supports to succeed in higher education. HEP recruits children of agricultural workers ages 16 and over, providing academic and comprehensive support services to help them obtain a High School Equivalency Diploma (HSED) and gain employment or admission to postsecondary institutions or training programs. CAMP assists students in their first year of college with academic and personal counseling, stipends, and other support services, and helps students obtain financial aid for their remaining undergraduate education. Currently there are approximately 100 HEP and CAMP programs at institutions of higher education throughout the United States.

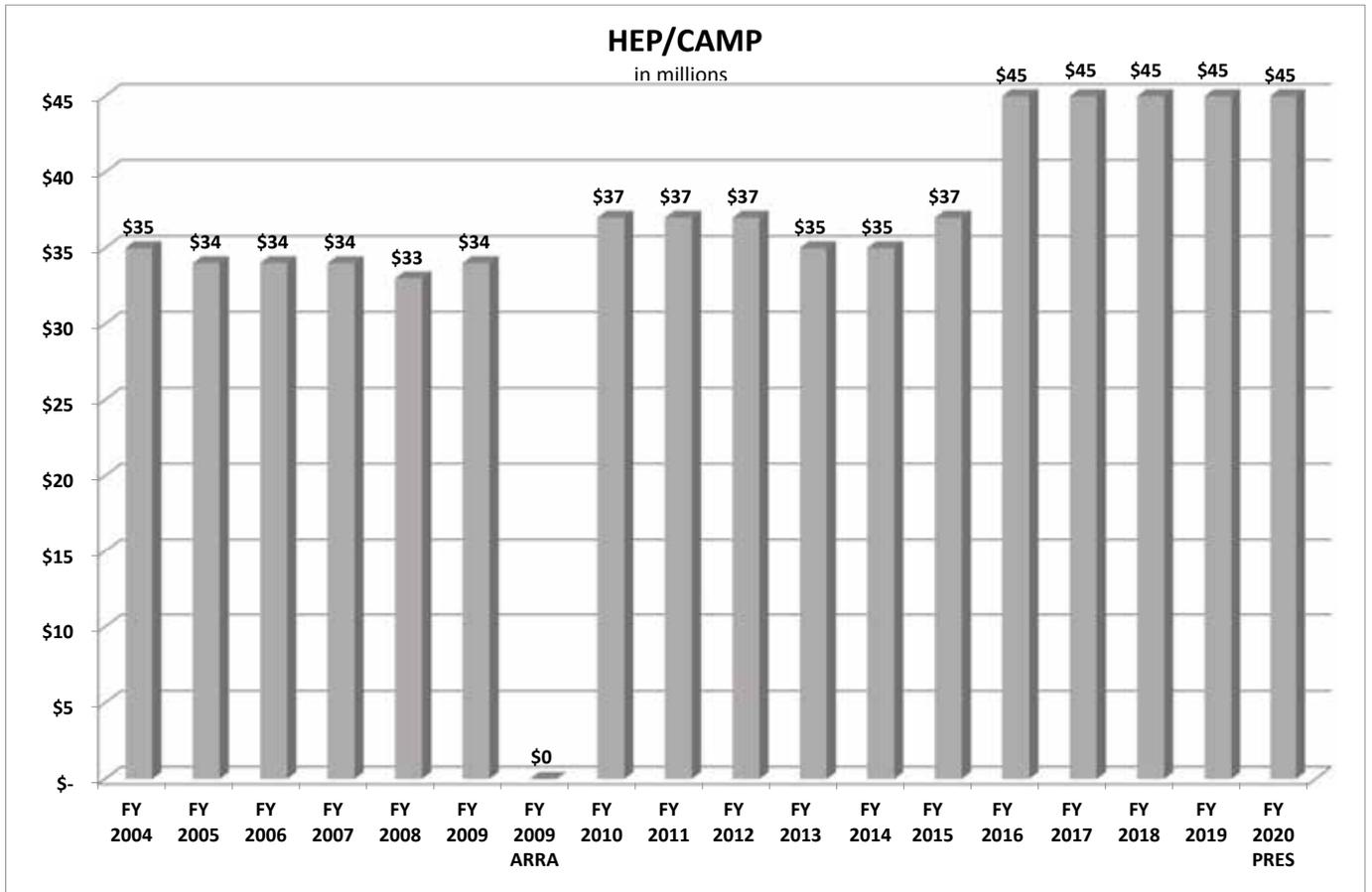
### FUNDING HISTORY (in millions)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$44.62	\$44.62	\$44.62	\$44.62

### IMPACT OF PRESIDENT'S BUDGET

The president's FY 2020 budget provides \$44.62 million for HEP and CAMP, a freeze in funding at the same level since FY 2017. The FY 2020 request will support outreach, technical assistance, and professional development activities. However, these services are in high demand, and more funding is required to meet the needs of farm worker migrant students to ensure they have access to greater educational and job opportunities. The president's funding level will allow the Department of Education to consider the geographic distribution of grants to ensure HEP and CAMP projects are available in areas of the country with the most need for these critical programs.

HEP services would be available to 5,700 students, and 2,500 students would receive CAMP services.



## PROGRAM NEED

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

Children of agricultural workers are among the most disadvantaged and at risk for poor educational, employment, and earnings outcomes. The dropout rate of these students is very high, and they encounter tremendous obstacles in completing high school and pursuing higher education. HEP and CAMP focus on identifying children of agricultural workers who have not been able to complete high school or pursue further education due to inconsistent access to equitable educational opportunity. In targeting out of school youth, HEP is able to provide services in flexible locations at times that meet the needs of this working population.

## CONTACT INFO

**Irene Bueno**  
National HEP/CAMP Association  
(202) 540-1070 | [ibueno@nvgllc.com](mailto:ibueno@nvgllc.com)

# Historically Black Colleges and Universities (HBCU)

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

*“Growing up in the Midwest, I never knew about historically Black colleges and universities (HBCUs). One day, during my junior year in high school, my assistant principal pulled me aside and told me something I didn’t quite understand at the time: ‘Will, you can have a college experience, or you can have an HBCU experience.’ In many ways, I consider NCCU (NC Central University) my Mecca. It was at this extraordinary place I learned to tap into my potential. I learned not only about myself, but also about people from all walks of life; I engaged with individuals who practiced different religions, but we knew we were all one and the same. I was mentored by great visionaries who remain paramount to me till this day. But most of all I found my purpose – and for that I will forever be grateful.”*

– Ndeh ‘Will’ Anyu, Program Coordinator  
Penn Center for Minority Serving Institutions

### 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 educating “black, low-income and educationally disadvantaged Americans,” the 101 accredited HBCUs today constitute the class of institutions that satisfy the statutory definition of the term “HBCU” in Title III, Part B of the Higher Education Act of 1965 (HEA). 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 nearly 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 should support to obtain college degrees.

The HEA authorizes the following programs that benefit HBCUs:

#### Strengthening HBCUs (Title III, Parts B and C)

Strengthening HBCUs (Section 323) provides foundational institutional support to accredited HBCUs. Strengthening Historically Black Graduate Institutions (Section 326) provides support to HBCU post-baccalaureate and professional programs in medicine, law, veterinary medicine, and other disciplines.

#### Endowment Challenge Grants (Title III, Part C)

Endowment Challenge Grants provide matching grants to increase HBCU endowment funds. Title III programs are the cornerstone of federal support to HBCUs, providing critical operating and capital resources for institutions. Title III discretionary funding provides support for undergraduate and graduate education programs and support services essential for student success. Title III mandatory funding supplements and works in conjunction with the discretionary formula program to enhance academic instruction at HBCUs, 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 still feeling the effects of the Great Recession.

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

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

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

The Master’s Degree Programs at HBCUs (Section 723) provides 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.

#### FUNDING HISTORY (in millions)

	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT’S REQUEST</u>
<b>Strengthening HBCUs</b>				
(discretionary)	\$ 244.69	\$ 279.62	\$ 282.42	\$ 282.40
(mandatory)*	\$ 79.14	\$ 79.39	\$ 79.73	\$ 0.00
<b>Strengthening HBGIs</b>	\$ 63.28	\$ 72.31	\$ 73.04	\$ 73.04
<b>Master’s Degree Programs at HBCUs and PBIs</b>	\$ 7.50	\$ 8.57	\$ 8.66	\$ 8.66
<b>MSEIP</b>	\$ 9.65	\$ 11.03	\$ 11.14	\$ 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 of the HEA. Amounts include sequester reductions of 6.9 percent in 2017, 6.6 percent in 2018, and 6.2 percent in 2019.*

#### IMPACT OF PRESIDENT’S BUDGET

The Administration’s budget freezes discretionary funding for the programs that provide support to African American undergraduate and graduate students. The Department of Education notes the FY 2020 budget fosters “more and better opportunities in higher education for communities that are often underserved...” HBCUs enroll nearly 300,000 students 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. In addition, the Administration’s budget does not continue much needed mandatory funding for HBCUs. This program provides mandatory funds that supplement institutional aid to HBCUs with a priority on instructional programs in high-demand fields, including science, technology, engineering, and mathematics (STEM), computer sciences, nursing, and allied health.

## 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 has undermined the important work of HBCUs in giving students of color the education they need. Increased federal investments are needed to strengthen the capacity of HBCUs to prepare first-generation, low-income students of color for careers of success and service.

## CONTACT INFO

### Emmanuel A. Guillory

UNCF (United Negro College Fund, Inc.)  
(202) 810-0173 | emmanuel.guillory@uncf.org

## Developing Hispanic-Serving Institutions (HSI)

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

**Title V, Part A:** As a direct result of being awarded a Developing Hispanic-Serving Institutions grant, South Florida State College (SFSC) has been able to increase the exposure and impact of its science, technology, engineering, and math (STEM) programs. SFSC placed coordinators in local high schools to ensure dual enrollment students of both Hispanic and low-income backgrounds receive information about STEM pathways. The grant enabled SFSC to create a mechatronics lab with a 3D printer and expand degree and certificate offerings. SFSC has also entered into a FUSE partnership with the University of South Florida (USF) in biomedical sciences, enabling students to make a seamless transition from SFSC to USF. The Title V grant benefits continue to develop as SFSC strives to meet the demands of its diverse student population, the community, and the region.

**Title V, Part B:** A Hispanic-Serving Institution in Texas, the University of Incarnate Word (UIW) received a Promoting Post Baccalaureate Opportunities for Hispanic Americans grant, which funded the creation of the Graduate Support Center (GSC) – a multipurpose learning assistance and support services center. The GSC focuses on increasing the persistence rate of Latino Master's students through academic and support initiatives to ensure students' academic success while integrating students' families. As a result of this grant, the persistence to completion rate of the three-year fall 2011 cohort of Hispanic students was almost double the rate of all master's students (20 vs. 11 percent). In fact, the average enrollment of Latino students has nearly doubled, now representing 48 percent of all students enrolled. In addition, the Academic Workshops have helped establish a culture of student success with increased attendance over a three-year period (from 451 to 1,105), and the most recent average attendance at Family Orientation was 36 percent parents, 20 percent children, 19 percent spouse, 10 percent sibling, 9 percent friend, 3 percent grandparent, and 3 percent other.

**Title III, Part F** Notre Dame de Namur University (NDNU), a California Hispanic-Serving Institution, received an HSI-STEM grant, which made possible many key changes from the way that student advising is provided and the level of technology in their learning lab to the distribution of textbooks. Some key changes and successes include the creation of:

- A required course for all science majors that has enhanced learning and retention in STEM majors: The BIO 1000 Science Success Seminar develops students' non-cognitive skills to help them thrive in STEM studies. After the grant ended, NDNU continued the program using institutional funds, with consistently positive results.

- *A textbook lending library for STEM students: With 95 percent of NDNU students receiving some form of financial aid and the high price of textbooks, this benefit is crucially important to many STEM students. NDNU also has continued this project beyond the grant's expiration.*

*Overall, grant funds allowed NDNU to strengthen its STEM pathways and better equip faculty to teach STEM students, particularly from groups traditionally underrepresented in those majors.*

## DESCRIPTION

**Developing Hispanic-Serving Institutions (Title V, Part A)** provides 161 competitive grants to HSIs (32 percent 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. Program purposes are to expand educational opportunities for and improve academic attainment of Hispanic students and to expand and enhance academic offerings, program quality, and institutional stability of the institutions.

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. Other uses of funds include provision of administrative management, articulation agreements, program facilitation and education, and financial information to improve students' financial and economic literacy. 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)** funds 19 competitive grants to HSIs (39 percent of eligible schools) to provide graduate school opportunities and improved academic attainment for Hispanic students. Funds also support expanded postbaccalaureate academic offerings and enhanced 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.

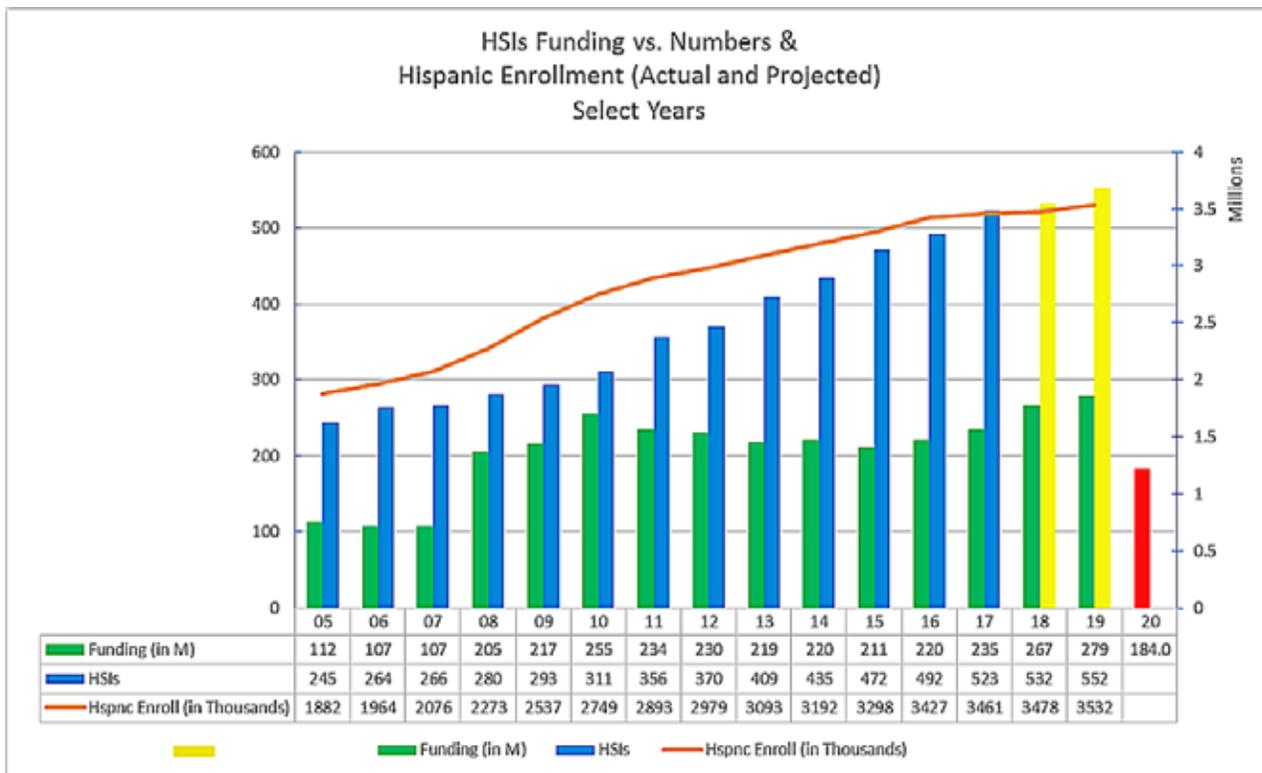
**Hispanic-Serving Institutions Science, Technology, Engineering and Mathematics and Articulation Programs (Title III, Part F)** grants are competitively awarded to postsecondary institutions designated as HSIs. Grantees focus on increasing the number of Hispanic and other low-income students who attain degrees in STEM fields and developing model transfer and articulation agreements between two-year Hispanic-serving institutions and four-year institutions. *The authority for this program expires on September 30, 2019.*

## FUNDING HISTORY (in millions)

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020 PRESIDENT'S REQUEST</b>
<b>Title III—Part F</b> (mandatory)	\$ 93.10*	\$ 93.40*	\$ 93.80*	----
<b>Title V—Part A</b>	\$107.80	\$123.18	\$124.42	----
<b>Title V—Part B</b>	\$ 9.67	\$ 11.05	\$ 11.16	----
<b>Title V—Part B</b> (mandatory)	---	---	---	--**
<b>Total</b>	<b>\$210.57</b>	<b>\$227.63</b>	<b>\$229.38</b>	----

\* 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.

\*\* \$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.



Enrollments for 2018-20 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. There are 523 HSIs according to the latest data from the 2017-18 academic year. Totals also include funding for the Hispanic-Serving Institutions Education Grants Program at the Department of Agriculture, \$9.2 million in FY 2019; and the National Science Foundation HSI Program, funded at \$40 million in FY 2019. Department of Education Grants include: STEM and Articulation Grant Program (HEA Title III-Part F) funded at \$93.8 million in FY 2019; Developing Institutions (Title V-Part A) funded at \$124.42 million in FY 2019 and Promoting Postbaccalaureate Opportunities (Title V-Part B) funded at \$11.16 million in FY 2019.

## IMPACT OF PRESIDENT'S BUDGET

The number of HSIs continues to grow with the corresponding increase in the number of Hispanics that are accessing higher education, with recent year-to-year increases in HSIs of more than 30 institutions. President Trump's FY 2020 budget for HSIs is shortsighted and fails yet again to accomplish the stated goal of the overall education budget to protect our nation's most vulnerable students. The budget for the second consecutive year consolidates most institutional development grant programs in HEA, Title III, and all HEA, Title V, grant programs into a single formula-based allocation. Such a drastic change would impact the way these important grant programs address their multiple purposes. Administrative convenience and budgetary expediency cannot come before support to the more than 4.5 million Hispanic and other low-income and first-generation students at HSIs hoping to achieve their goal of higher education success.

For the first time in several years, in FY 2019 there will be a competition for Title V, Part A and Part B programs. Only 32 percent of HSIs currently have a Title V, Part A, grant, and only 6.8 percent have a Title V, Part B, grant. The FY 2020 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 expected to comprise the majority of tomorrow's workforce. Current funding, awarded through highly competitive grants, is not nearly enough to serve the academic and support needs of the 523 eligible institutions, an estimated 2.1 million Hispanic students, and the more than 4.4 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 than other institutions of higher education. HACU advocates for a FY 2020 funding level for Title V, Part A of \$150 million and \$30 million for Title V, Part B.

## CONTACT INFO

### Luis Maldonado

Hispanic Association of Colleges and Universities (HACU)  
(202) 261-2087 | luis.maldonado@hacu.net

# 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 Iñupiaq 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, Iñupiaq 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, Iñupiaq 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). Part F, which comprises the majority of Title III-TCU funding, expires at the end of FY 2019. Funding from both Parts A and F is distributed to the 35 accredited TCUs by formula.

**FUNDING HISTORY (in millions)**

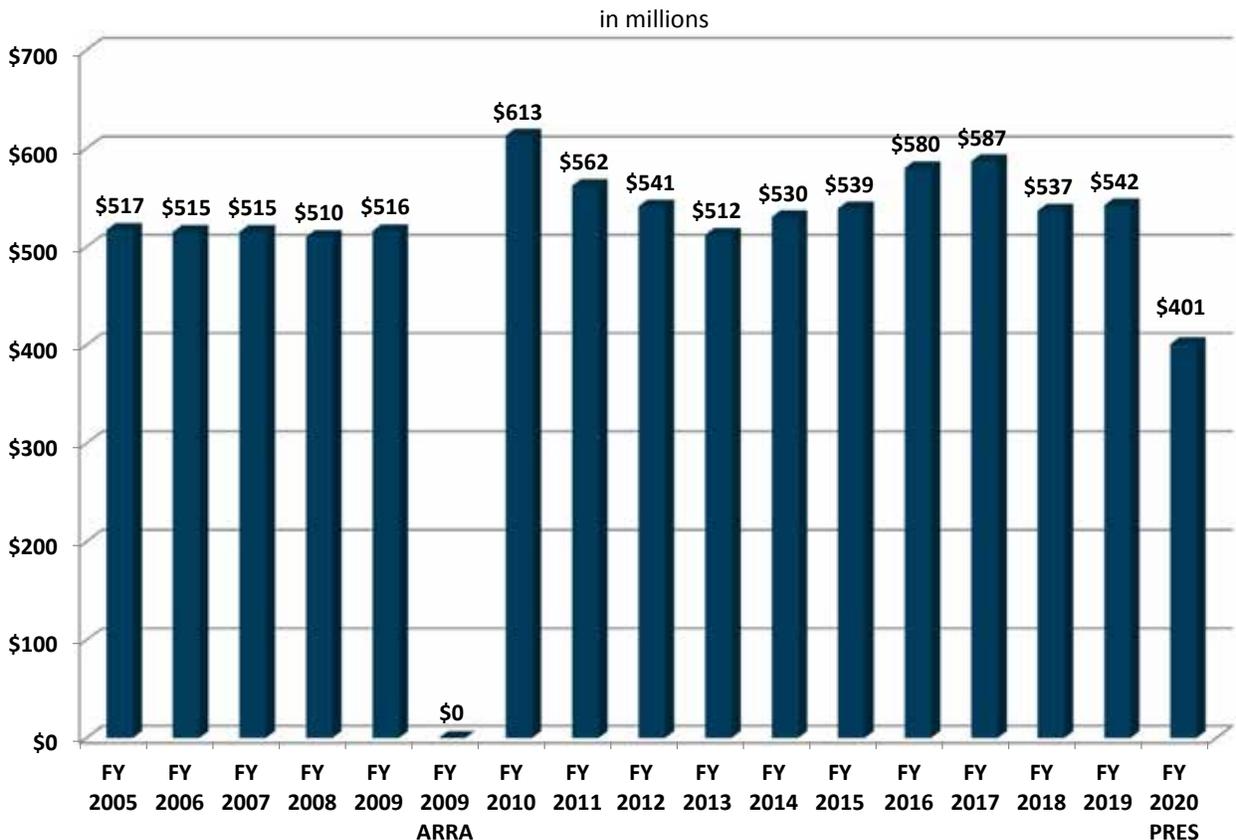
	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
Discretionary (Part A)	\$27.60	\$31.54	\$31.85	\$27.60
Mandatory** (Part F)	\$27.93	\$28.02	\$28.14	\$0*

\*Title III-Part F funding expires at the end of FY 2019 if not reauthorized by Congress.  
 \*\*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 2020 budget, Title III-TCU Part A (discretionary) would be cut to \$27.6 million. In addition, other complementary programs within the U.S. Department of the Interior impacting TCUs' ability to serve students would be slashed by 15 percent or more. Another year of inadequate funding – following cuts of more than \$3 million between FY 2011 and 2013 – would stifle 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, each year of inadequate 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 a funding cut to the program of more than \$5 million since that year. 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 cut the TCUs' Title III funding by about 50 percent, which will be disastrous for TCUs and their reservation communities.

**Institutional Development (Higher Education):  
 Title III and Title V Discretionary Appropriations**



Since FY 2008, there has also been mandatory funding provided for Institutional Development.

## 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 230 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 Part A and the same amount for 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 of whom at least 20 percent are Alaska Native. A Native Hawaiian-serving institution may receive a grant under Sec. 317 if, at the time of application, its enrollment of undergraduate students is at least 10 percent Native Hawaiian students.

#### Funding History (in millions)

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020 PRESIDENT'S REQUEST</b>
Discretionary	\$13.80	\$15.77	\$15.93	\$0
Mandatory	\$13.97	\$14.01	\$14.07	\$0

### Asian American and Native American Pacific Islander-serving Institutions

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

#### Funding History (in millions)

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020 PRESIDENT'S REQUEST</b>
Discretionary	\$3.35	\$3.83	\$3.86	\$0
Mandatory	\$4.66	\$4.67	\$4.69	\$0

### Native American-Serving, Nontribal Institutions

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

#### Funding History (in millions)

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020 PRESIDENT'S REQUEST</b>
Discretionary	\$3.35	\$3.83	\$3.86	\$0
Mandatory	\$4.66	\$4.67	\$4.69	\$0

## IMPACT OF PRESIDENT'S BUDGET

Under the president's FY 2019 budget, Sections 317, 319, and 320 would be eliminated and the funding consolidated 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 the president's new program. For more on the impact, please see the Developing Hispanic-Serving Institutions (HSI) article on page 132 of this publication.

## CONTACT INFO

### Patrese Atine

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

# 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

*The Institute of Slavic, East European, and Eurasian Studies (ISEEES) at the University of California, Berkeley, has functioned as a National Resource Center since the inception of the program in 1959. ISEEES serves as the focal point at UC Berkeley for students and faculty who conduct research and teaching on the geographic region of the former Soviet Union and Eastern Europe. With funding from Title VI, ISEEES supports the teaching of languages of the region that are critical for U.S. national intelligence and security needs, including Russian, Polish, Hungarian, Czech, Bosnian/Croatian/Serbian, and Armenian. As part of its outreach mission to minority-serving institutions, ISEEES is working with California State University (CSU) East Bay on a new mentoring program for CSU students studying Russian and East European history. In addition, ISEEES takes seriously its role as a National Resource Center and is utilizing Title VI funds to institute a new partnership with Howard University's Russian language program. The program will expand the levels of Russian offered at Howard and will bring Russian-area experts to speak on the Howard campus. Howard University is the only historically Black college or university with a Russian language program.*

## DESCRIPTION

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)*

	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
<b>Domestic Programs</b>	\$65.10	\$65.10	\$65.10	\$0
<b>Overseas Programs</b>	\$ 7.06	\$ 7.06	\$ 7.06	\$0

## IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2020 budget eliminates funding for the Title VI Domestic and Overseas (Fulbright-Hays) Programs. The budget justification asserts the programs are "better advanced by other agencies whose primary mission is national security," despite the Department of Education's highlighting the specific need to support teaching and research on critical world regions, languages, and issues – activities not well suited to agencies and departments primarily concerned with national defense.

## 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.

## CONTACT INFO

**Crystal Martinez** and **Carl Welliver**

University of California

(202) 974-6308 | crystal.martinez@ucdc.edu

(202) 974-6302 | carl.welliver@ucdc.edu

## Federal TRIO Programs

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

*“The impact of TRIO on my life has been profound. Participating in Upward Bound in high school reinforced my math and science skills. At the University of the Pacific, I struggled to compete with the rest of the students in an engineering curriculum, but found the Student Support Services program and benefited from its tutoring. I also found a family atmosphere – a refuge in the university. Without SSS, I wouldn’t have survived an engineering curriculum – I would have changed majors or dropped out. But, Student Support Services made me a better student and more successful in my career.”*

– Dr. José Hernández, Former NASA Astronaut and Author

### DESCRIPTION

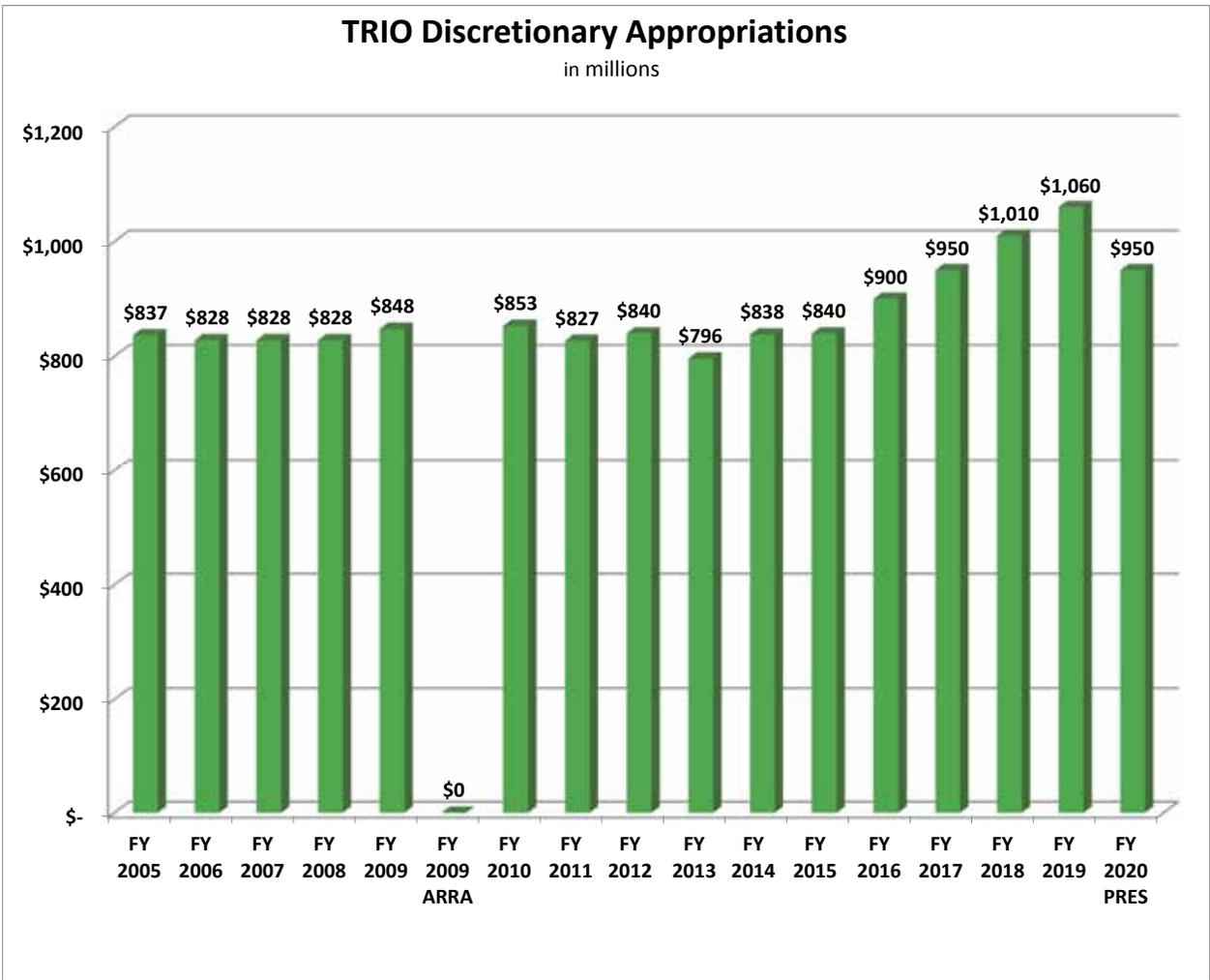
The TRIO programs provide a pipeline of educational outreach and supportive services to more than 800,000 low-income students ranging from sixth graders to doctoral candidates, adult learners, and students with disabilities. Through seven programs (Talent Search, Upward Bound, Upward Bound Math-Science, 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)

<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT’S REQUEST</u></b>
\$950.00	\$1,010.00	\$1,060.00	\$950.00

### IMPACT OF PRESIDENT’S BUDGET

By proposing to transition the Federal TRIO Programs from a set of federal competitive grant programs into a single state formula (i.e., block grant) program – also with less funding – the Administration’s FY 2020 budget amounts to a proposal to eliminate TRIO. 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 at the state level 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 from low-income families, students who will be the first in their families to earn college degrees, students with disabilities, and many other categories of students would not receive the supportive services necessary even to 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.

During FY 2020, the Department of Education will host the next grant competition for the TRIO Student Support Services (“SSS”) program – the largest and most expansive program promoting college persistence for low-income students. FY 2020 presents a ripe opportunity to Congress to invest in SSS, in particular, as the Department of Education has found that SSS participants graduate at higher rates than 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).

**CONTACT INFO**

**Kimberly Jones**  
 Council for Opportunity in Education  
 (202) 347-7430 | kimberly.jones@coenet.us

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

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

*"Growing up in Las Vegas, Nevada, crime rates were high, and appalling violence and rampant drug abuse were widespread throughout our community. For many of my peers, going to prison seemed far more likely than going to college. Despite this, GEAR UP worked with us early on to help us realize that the things we quietly aspired to – a great education and a rewarding career – were attainable. The GEAR UP program taught me to take ownership over my actions and worked with me and my family to make an actionable plan for my future. With GEAR UP's year-round academic and social support, I became the first male African-American valedictorian in my high school's history, graduating with a 4.72 grade point average. I ultimately earned a full-ride scholarship to UNLV, where I earned a bachelor's degree in psychology. As a young professional in higher education, I am leading mentorship programs for young men of color to develop their leadership skills, college and career readiness, and entrepreneurial spirit. For me and many others, GEAR UP wasn't just a program – it gave us purpose."*

– Nicholas Mathews, GEAR UP alumnus

### 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 over 680,000 students in FY 2019. 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 low-income students' college readiness and completion.

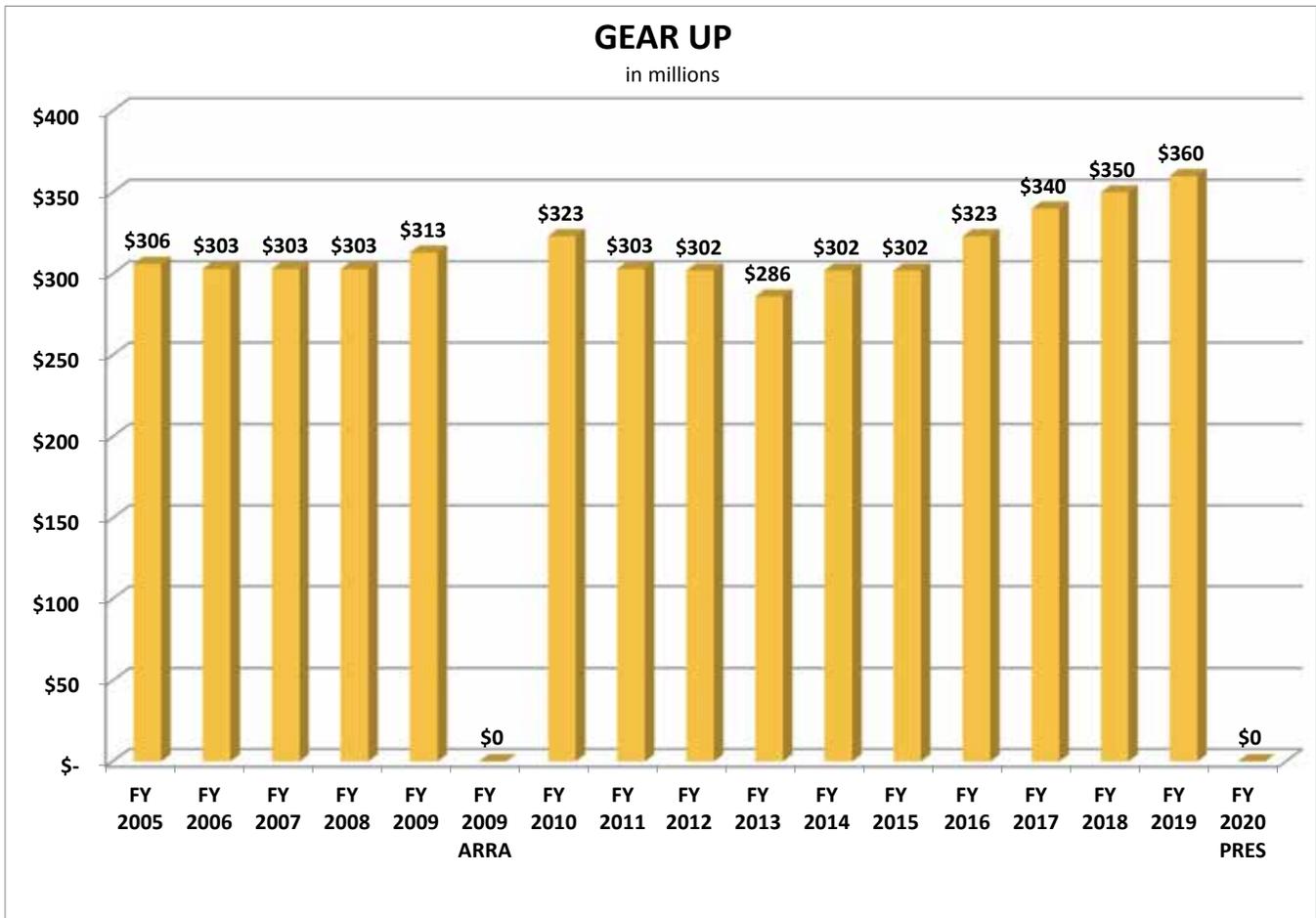
### FUNDING HISTORY (in millions)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$339.75	\$350.00	\$360.00	\$0

### IMPACT OF PRESIDENT'S BUDGET

The president's budget eliminates the GEAR UP program and directs affected communities and states to the Administration's proposal to combine the TRIO programs into a state formula grant program with reduced funding. If enacted, the president's elimination of GEAR UP would have a disastrous impact on students, their families, and the educators that serve them. In addition to closing educational and economic opportunities for students, the president's proposal would dismantle a highly effective infrastructure that includes over 3,800 secondary schools across 45 states. For low-income communities, the GEAR UP program is a lifeline to opportunity, bringing research-based practices to build schools' capacity to improve the college and career readiness of students long after grant awards have concluded. Eliminating the program would close the doors at 39 state and 122 partnership grant programs, negatively impacting 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.

In its justification, the Department of Education points to the limited national evaluations of GEAR UP. The Department is the agency mandated by legislation to lead those evaluations, a process which has not been undertaken since 2008. In fact, in the Administration's FY 2019 budget, the Department of Education acknowledged that while the scope of the evaluation was limited, they found a positive association 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.



## PROGRAM NEED

For the most recent year in which 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 just under \$530 per GEAR UP student speaks to the power of these highly flexible, locally led programs.

In addition, an independent study from the New America Foundation titled *Rebalancing Resources and Incentives in Federal Student Aid* cites GEAR UP as “the most promising of these [college outreach] programs.” The study recommends tripling GEAR UP funding to expand grantees’ capacity to serve multiple cohorts.

Despite GEAR UP’s demonstrated success 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. Without increased funding, an open competition for new grant awards may not be possible and no new students will be able to benefit from research-driven GEAR UP services. Modestly increasing GEAR UP to \$395 million in FY 2020 would propel the program’s momentum to strengthen the pathway to postsecondary education and allow an additional 70,000 new students into the program.

## CONTACT INFO

### Alex Chough

National Council for Community and Education Partnerships  
(202) 530-1135, ext. 110 | alex\_chough@edpartnerships.org

## Graduate Education

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

*The Graduate Assistance in Areas of National Need (GAANN) program in the Department of Materials Science and Engineering (MSE) at the University of California, Davis, recruits Ph.D. students from undergraduates with superior ability and demonstrated financial need. UC Davis’s interdisciplinary program explicitly seeks to increase the pool of traditionally underrepresented students by soliciting applications from disciplines with larger student populations, such as the biological and physical sciences, which have larger numbers of the targeted groups. These students would normally enter the workforce with their bachelor’s degree or might pursue graduate studies in other majors.*

*All students in good standing are supported throughout their studies and graduate with a Ph.D. within five years. GAANN fellowships support the first year for students with non-traditional academic backgrounds when they take courses that provide the expertise expected of incoming students with conventional (MSE or chemical engineering) training. Fellows receive at least one year of supervision in teaching at UC Davis and at a local community college, as well as professional advising. Without the assistance that GAANN provides, far fewer students could remain on the path to an advanced degree in a critical field.*

## 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*)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT’S REQUEST</u>
\$28.05	\$23.05	\$23.05	\$0

## IMPACT OF PRESIDENT’S BUDGET

The Administration’s FY 2020 budget eliminates funding for GAANN. The Trump Administration asserts that GAANN fellowships “are more appropriately supported through other Federal, State, local and private funds,” despite funds allocated through GAANN being competitively awarded and designated as specific areas of need for further investment.

## PROGRAM NEED

GAANN is the only source of grant support for graduate students in the Department of Education. Recipients of these highly competitive awards are academically talented, financially needy students who are pursuing graduate degrees in critical scientific and technical fields identified by the federal government as areas of national need. In fact, a stronger national commitment to graduate education 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.

## CONTACT INFO

**Crystal Martinez** and **Carl Welliver**

University of California

(202) 974-6308 | [crystal.martinez@ucdc.edu](mailto:crystal.martinez@ucdc.edu)

(202) 974-6302 | [carl.welliver@ucdc.edu](mailto:carl.welliver@ucdc.edu)

# Child Care Access Means Parents in School (CCAMPIS)

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

*At Pikes Peak Community College (PPCC) in Colorado Springs, CO, the Child Care Access Means Parents in School (CCAMPIS) program directly assists low-income, Pell-eligible college students with financial support to help meet their child care needs. Students in the CCAMPIS cohort are required to attend student success seminars and PPCC orientations, including introduction to college technology, and meet regularly with a college advisor to develop an academic pathway to completion. The PPCC CCAMPIS program supports students' academic success by providing individual case management that helps identify the strengths and needs of the students and connects them to college and community resources. Additional workshops are offered on topics such as financial literacy, applying for scholarships, resume writing, developing professional portfolios, and accessing community resources. Student academic progress is tracked and referrals are made to tutoring and study groups as needed. Our data and research have shown that participation in these activities increases student retention and completion rates. PPCC's CCAMPIS program also connects the parent with the child's experience in the Child Development Centers by requiring parents to attend center and classroom events, parent conferences, and parent workshops.*

### 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 funds parenting classes and before- and afterschool care for older children.

### FUNDING HISTORY (in millions)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$15.13	\$50.00	\$50.00	\$15.13

### IMPACT OF PRESIDENT'S BUDGET

The president's budget for FY 2020 includes \$15.13 million for CCAMPIS — a nearly 70 percent cut below FY 2019.

### 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 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.

The CCAMPIS program needs an increasing and stable investment to demonstrate a commitment to this program and help institutions plan child care centers and parent support services.

### CONTACT INFO

**Laurie Quarles** and **James Hermes**

American Association of Community Colleges

(202) 728-0200 | [lquarles@aacc.nche.edu](mailto:lquarles@aacc.nche.edu) | [jhermes@aacc.nche.edu](mailto:jhermes@aacc.nche.edu)

# Teacher Quality Partnership Grants

## Title II, Part A, Higher Education Act

*“It has always been my desire to provide a learner-centered environment that broadens each learner’s creativity and passion. Through the Digging Into Rural Teaching (DIRT) conferences at the University of West Alabama (UWA), funded by a Teacher Quality Partnership (TQP) grant, I learned to embrace the local culture and life of the rural Black Belt Region. The following year, I was driven to be a part of a family of rural educators and was inducted into the Black Belt Teacher Corps. As a scholar, I became an Alabama Grants in Place recipient and was honored to present my student-driven plan at the aforementioned conference the following year. In the Framework for Understanding Poverty Training, also funded by UWA’s TQP grant, I was equipped to embrace the culture and life of the Black Belt Region as a first-year teacher at the University Charter School located in Livingston, AL. UWA’s TQP grant, Project REP: Rethinking Rural Education Preparation Programs, was and continues to be a ‘game changing’ support factor for me as a new teacher, especially as a new teacher serving within a rural area.”*

– Brittany Williams

### DESCRIPTION

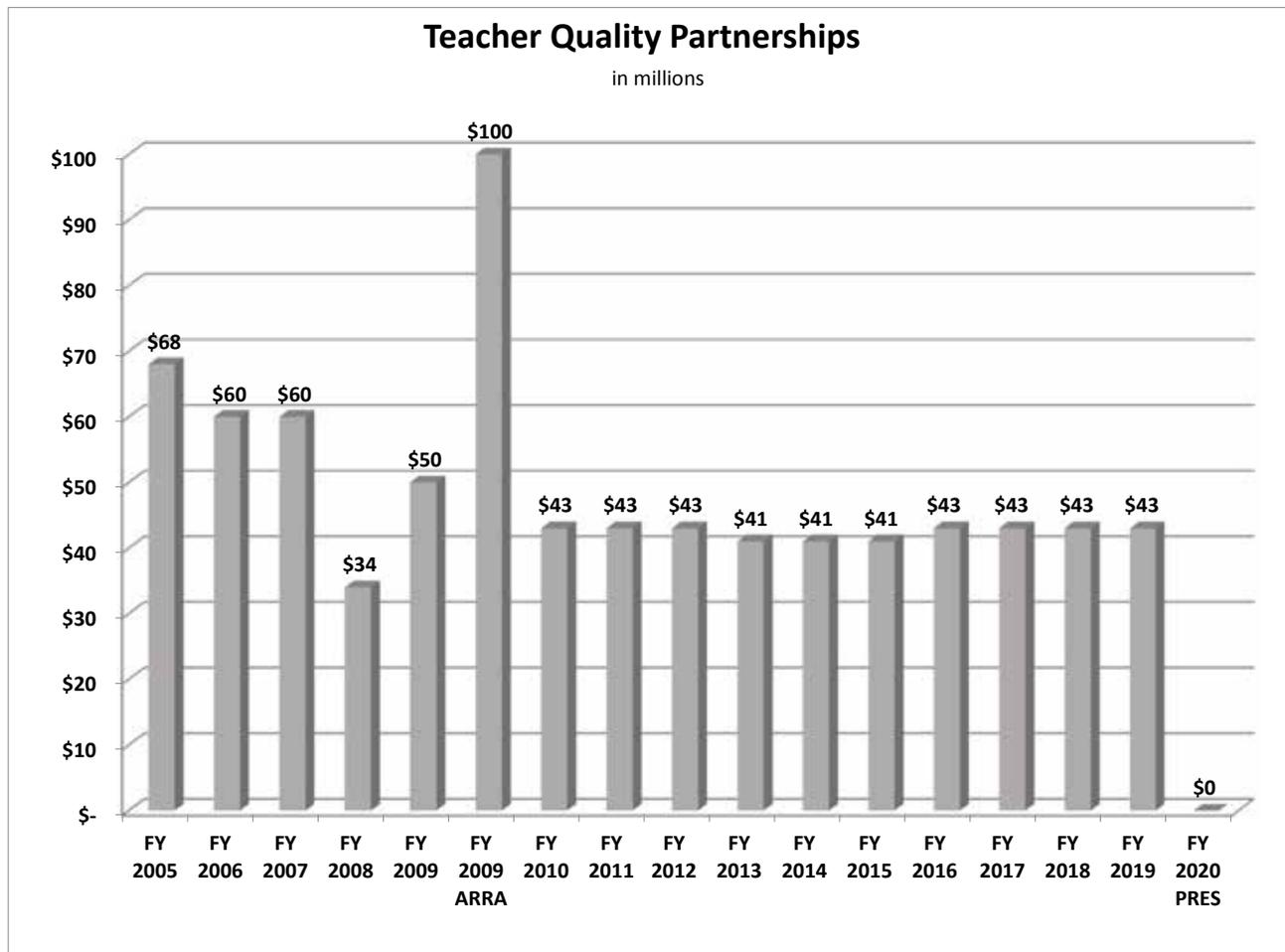
The Teacher Quality Partnership (TQP) program funds competitive grants to partnerships of higher education institutions, high-need local school districts, and other stakeholders to transform and strengthen educator preparation. At the heart of the TQP program is a focus on deepening the partnership between Pre-K–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 most.

### FUNDING HISTORY (in millions)

<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT’S REQUEST</u></b>
\$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

TQP 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 to ensure profession-ready teachers serve and stay in high-need schools. Since the program was authorized in 2009, more than 85 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 highly qualified teachers.

## CONTACT INFO

**Deborah Koolbeck**  
 American Association of Colleges for Teacher Education  
 (202) 478-4506 | [dkoolbeck@aacte.org](mailto:dkoolbeck@aacte.org)

# Student Aid Administration

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

*Sam Colombo is a recent graduate of Albright College in Pennsylvania, where she majored in environmental studies. She now works as an outreach director at an environmental nonprofit in New Jersey. Shortly after starting her position and as the grace period on her Stafford Loan was ending, Sam began looking for ways to lower her monthly payments. Sam did initial research on the Federal Student Aid website as well as through her servicer, Nelnet, and found that she was eligible for an income-driven repayment program. Sam applied and was able to cut her monthly loan payments in half. Student Aid Administration funds not only support managing loans for millions of students like Sam, but also provide information students need to make informed borrowing and repayment decisions.*

### DESCRIPTION

Student Aid Administration funds are used to administer the federal student financial assistance programs authorized under Title IV of the Higher Education Act. Federal Student Aid (FSA), a part of the U.S. Department of Education, is the largest provider of student financial aid for postsecondary students in the nation. In FY 2018, FSA processed just over 19.7 million student financial aid applications, dispersing more than \$181 billion in federal grants, loans, and work-study funds to help millions of students pursue postsecondary education. FSA administers a loan portfolio of more than \$1.4 trillion.

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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$1,576.85	\$1,678.94	\$1,678.94	\$1,812.00

### IMPACT OF PRESIDENT'S BUDGET

The president's FY 2020 budget includes \$1.8 billion, which is an additional \$133 million (7.9 percent increase) for Student Aid Administration, compared to FY 2019. The president's budget justifies the increase by noting that "FSA is investing in best-in-class financial services technologies to deploy a mobile-first, mobile-complete digital customer experience. This transformation will provide better outcomes for customers, streamline processes and procedures for FSA employees, and improve value for American taxpayers."

## PROGRAM NEED

Student Aid Administration dollars ensure the Department of Education and Federal Student Aid are able to implement the federal student aid programs as Congress intended. To protect Congress's investment in federal student aid, Student Aid Administration needs consistent funding.

The president's budget supports the Secretary of Education's efforts to streamline student borrowers' relationships with Federal Student Aid. In the past year, the Department began the process of selecting new contracts for the "Next Gen" servicing agreement, an overhaul of the federal student loan program to improve customer service and lower default rates, and revamped the FAFSA website to be more mobile-friendly. Making these changes successfully is dependent on stable funding for Student Aid Administration, so the Department can carry out its core mission of dispersing aid and servicing the federal student loan portfolio. Increased and stable investment is needed to better educate students and families about the process for obtaining and repaying loans, to ensure enforcement and oversight of Title IV programs, and to improve technology infrastructure.

## CONTACT INFO

**Kaitlyn Vitez**

U. S. Public Interest Research Group (PIRG)  
(908) 894-0642 | [kvitez@pirg.org](mailto:kvitez@pirg.org)

## Federally Funded Research

*The global maternity mortality rate has steadily declined over the last three decades, except in the United States, where, according to the Centers for Disease Control and Prevention, the rate of women dying in childbirth is 18 per 100,000 live births, one of the highest among developed nations. One particular cause for concern is postpartum bleeding, the world's leading cause of death for women during and after childbirth, and the third leading cause in the United States. Many doctors use the drug Misoprostol to treat this deadly hemorrhaging, and while the drug is affordable, it carries dangerous side effects. Research at the Bridge Institute at the University of Southern California (USC) Michelson Center for Convergent Bioscience and the Department of Energy's SLAC National Accelerator Laboratory based at Stanford University may help develop a safer drug to counter postpartum bleeding. By creating a 3-D map of the structure of a cell receptor as it binds to Misoprostol, scientists can identify the best molecules to target illness or injury during labor and adjust future drug development to more precisely target infected areas of the body. An accurate, detailed model of drug molecule-to-receptor interactions is key for researchers to fully understand the impact of a drug on the body. USC Dornsife, the National Institutes of Health, the National Science Foundation, and the Department of Energy Office of Science supported this work.*

### DESCRIPTION

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

<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT'S REQUEST</u></b>
\$72.48	\$77.32	N/A*	\$71.61

\* The FY 2019 total has not yet been published.

## IMPACT OF PRESIDENT'S BUDGET

The president's FY 2020 budget would provide an overall average decrease of 12 percent to basic and applied research accounts across the federal research landscape. The Department of Agriculture's flagship competitive research grant program, the Agriculture and Food Research Initiative (AFRI), receives an \$85 million increase above the FY 2019 level, and the Department of Energy's Advanced Research Projects Agency-Energy is eliminated. The NSF budget receives \$7.1 billion, a decrease of 12 percent below FY 2019, while the NIH budget is cut \$5 billion below current year funding. The Department of Defense's science and technology programs are decreased by 12.41 percent.

## PROGRAM NEED

The 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 needs. The deterioration of federal funding for research, at a time when other countries are increasing their investments, is creating an innovation deficit for the United States. This puts the nation at a competitive disadvantage and endangers our role as 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 2020, NIH should receive an additional \$2.5 billion above FY 2019, NSF should receive \$9 billion total, AFRI should receive \$500 million total, and all agencies should be funded well above inflationary growth.

## CONTACT INFO

### **Flannery Geoghegan**

University of Southern California

(202) 824-5874 | fgeogheg@usc.edu

## Segal AmeriCorps Education Award

### National and Community Service Act

*“Growing up, my family taught me the importance of finding my purpose, being happy, and giving back. I joined City Year Orlando in 2016, where I served in Orange County Public Schools, helping youth become amazing leaders. In 2017, I joined Teach for America-Orlando, an AmeriCorps program that gave me the opportunity to get in front of the classroom as a teacher at the Academic Center of Excellence in Orange County.*

*Throughout my service as an AmeriCorps educator, I have been blessed to receive the Segal AmeriCorps Education Award. It has been beneficial to me in many ways. As a City Year Corps member, I wasn’t able to make payments for my student loans, and, because of the education award, I was allowed to defer my loans until I could pick up the payments again. Even after completing my first year of service, I received financial support that allowed me to make the same payments until I was back at work and able to make them on my own.*

*Now I am a teacher and have to complete certification courses in order to transition from a Temporary to a Professional Certificate. Thanks to the education award from my time as an AmeriCorps member, I have been able to pay for those classes and continue to pursue my required courses for certification. I am extremely grateful for receiving the Segal AmeriCorps Education Award. It has given me the opportunity to not only keep up with my student loan payments, but has also granted me the ability to continue to be the teacher I want, and the teacher my students need.”*

—Garry Coates, 2017 Teach For America-Orlando corps member and math teacher at the Academic Center For Excellence, Orlando, FL

### 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 exceptional people increase their impact in low-income communities.

The maximum amount of a full-time Segal AmeriCorps Education Award (\$6,095 in FY 2019) 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)*

<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT'S REQUEST</u></b>
\$1,030.36	\$1,060.00	\$1,082.96	\$94.00

**IMPACT OF PRESIDENT'S BUDGET**

President Trump's FY 2020 budget eliminates the Corporation for National and Community Service. The president's budget includes \$94 million for an "orderly shutdown" of operations.

**PROGRAM NEED**

Record numbers of Americans are stepping forward to serve, while more communities are looking for innovative ways to address local challenges, including placing effective teachers in our lowest performing schools. This reality makes a strong investment in national service even more important. A recent Columbia University economics study found 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 be the death knell of our nation's 80-year investment in national service, including programs like AmeriCorps, and would spell elimination for 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.

**CONTACT INFO****Kelly Broughan**

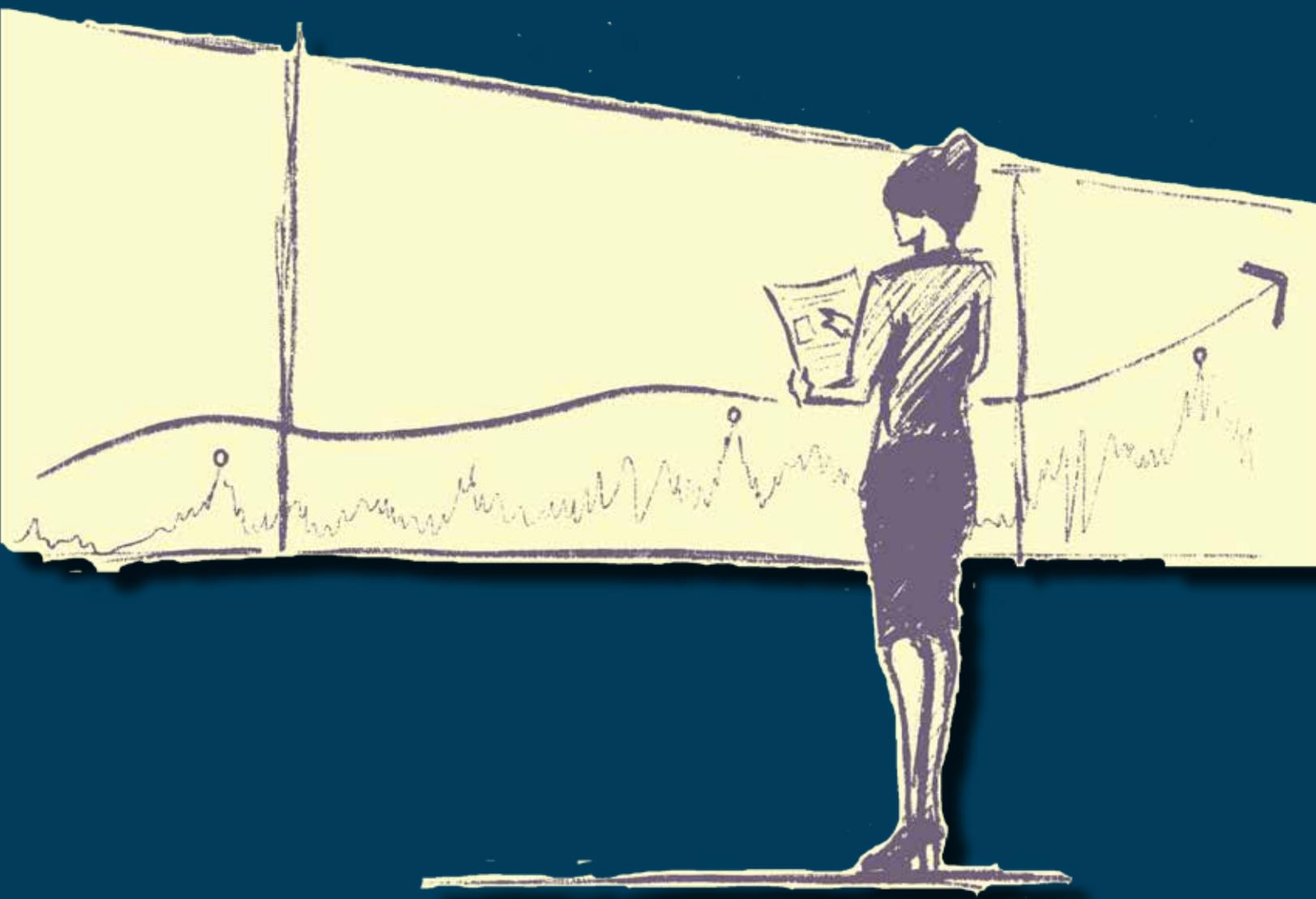
Teach For America

(202) 552-2400 | [kelly.broughan@teachforamerica.org](mailto:kelly.broughan@teachforamerica.org)

PART 4:

# FORGING SUCCESS

*Educational Research, Statistics and Improvement*



# The Institute of Education Sciences

## Title I, Education Sciences Reform Act

### DESCRIPTION

The Institute of Education Sciences (IES) is a semi-independent agency within the Department of Education that houses major federal education research programs, including 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. IES supports activities across all four centers to establish an evidence base for education policy and practice and to communicate research-based findings and disseminate resources to policymakers, school and district leaders, and educators.

### FUNDING HISTORY (*in millions*)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$605.27	\$613.46	\$615.46	\$521.56

### IMPACT OF PRESIDENT'S BUDGET

The Administration includes \$521.56 million in the president's FY 2020 budget for IES. This funding level reflects the elimination of two critical programs at IES, the Statewide Longitudinal Data Systems program and the Regional Educational Laboratories. 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. All other programs, with the exception of Statistics, would be reduced to the FY 2017 appropriations level.

Funding for IES is particularly important in FY 2020. States are continuing to implement the Every Student Succeeds Act (ESSA), which, in specific areas, requires federal funds be spent on initiatives with an evidence base, such as school improvement plans and parent and family engagement. 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. IES has prioritized making supported research findings and data more accessible to educators and school leaders, while states continue to implement evidence-based practices aligned with requirements in ESSA. States' capacity and support for education research range widely, making IES an even more critical resource. States and districts continue to seek research to address challenges in cultivating positive school climates, improving low-performing schools, increasing engagement in STEM education, and preparing students with current skills needed in the workforce. The recently enacted bipartisan Foundations for Evidence-based Policymaking Act also creates opportunities for research, statistics, and evaluations produced by IES to further build the research base for policy decisions.

### CONTACT INFO

**Christy Talbot**  
 American Educational Research Association  
 (202) 238-3200 | [ctalbot@aera.net](mailto:ctalbot@aera.net)

# Regional Educational Laboratories (RELs)

## Title I, 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$54.42	\$55.42	\$55.42	\$0

### IMPACT OF PRESIDENT'S BUDGET

The president's FY 2020 budget eliminates funding for the REL program. 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, state and local education agencies will no longer receive capacity-building, evidence-based training and research to improve student outcomes through the REL program. In addition, the REL program will be unable to continue to serve as the primary dissemination partner for the What Works Clearinghouse (WWC) practice guides through virtual and in-person events or 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 system 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.

**CONTACT INFO****Michele McLaughlin**

Knowledge Alliance

(202) 770-2218 | michele@knowledgeall.net

**Education Research, Development, and Dissemination****Title I, Education Sciences Reform Act**

*The National Center for Education Research provided funding for research examining principal evaluation policies in Connecticut, Michigan, and Tennessee school districts. Currently, there is little evidence on the types of practices emphasized in principal evaluation policies that promote principal leadership, or influence student learning. A key goal of this project is to study the use of learning-centered leadership, which includes instructional and management traits as two parts of the framework. Initial findings show written policies emphasize instructional traits over management traits, and principals and superintendents see instructional traits as a primary focus of principals' work. In some cases, principals perceived a focus on instructional traits at the expense of management, even as some superintendents stated they accounted for principals' managerial traits in retention decisions. Additional research will focus on potential connections between the written policies, principal practices, and math and science performance in third through eighth grades.*

**DESCRIPTION**

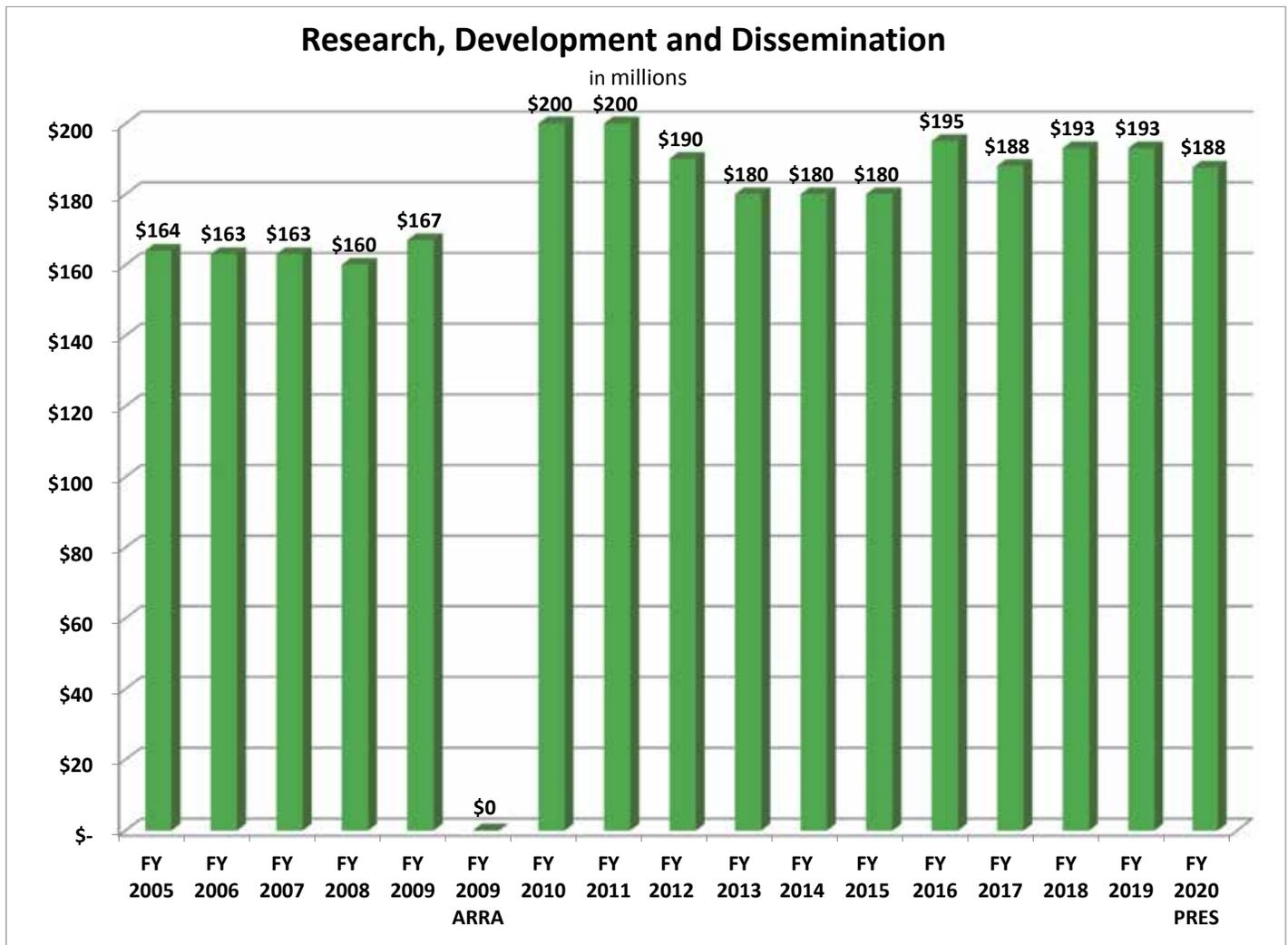
The Research, Development, and Dissemination appropriation provides support for IES core education research programs. It includes the National Research and Development Centers that address specific topics such as early childhood development and learning, testing and assessment, and reading comprehension. 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)**

<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT'S REQUEST</u></b>
\$187.50	\$192.70	\$192.70	\$187.50

**IMPACT OF PRESIDENT'S BUDGET**

Funding for Research, Development, and Dissemination (RD and D) in FY 2020 would support the National Center for Education Research (NCER) and contribute to the National Center for Educational Evaluation and Technical Assistance (NCEE). 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. Adequate funding for these Centers is necessary for IES to continue to produce and support the development and use of research and evidence at the Department of Education and in the field. At current funding levels, NCER is only able to fund one out of every ten grant proposals it receives and cannot fully compete training and research competitions.



## 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 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. For many universities, IES funding is an essential source of support for education research. Emerging research topics, such as career and technical education, require investment to understand the current landscape and to test and scale up promising interventions. 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.

## CONTACT INFO

**Christy Talbot**  
 American Educational Research Association  
 (202) 238-3200 | [ctalbot@aera.net](mailto:ctalbot@aera.net)

# National Center for Education Statistics

## Title I, Education Sciences Reform Act

*The High School Longitudinal Study of 2009 (HSLs:09) is a national representative survey of more than 23,000 9th graders enrolled in 2009. In addition to the initial outreach made to students, parents, and schools in 2009, participants were contacted in 2012, 2013, and 2016, and high school transcripts were added in 2014. The data from this study are useful for understanding students' experiences during high school and later in college or careers. Data reports published from the HSLs:09 provide descriptive information on policy-relevant questions, such as why students or parents do not complete the Free Application for Federal Student Aid, what factors influence college choice, and what students and parents know about tuition and fees for public four-year schools in their states.*

### DESCRIPTION

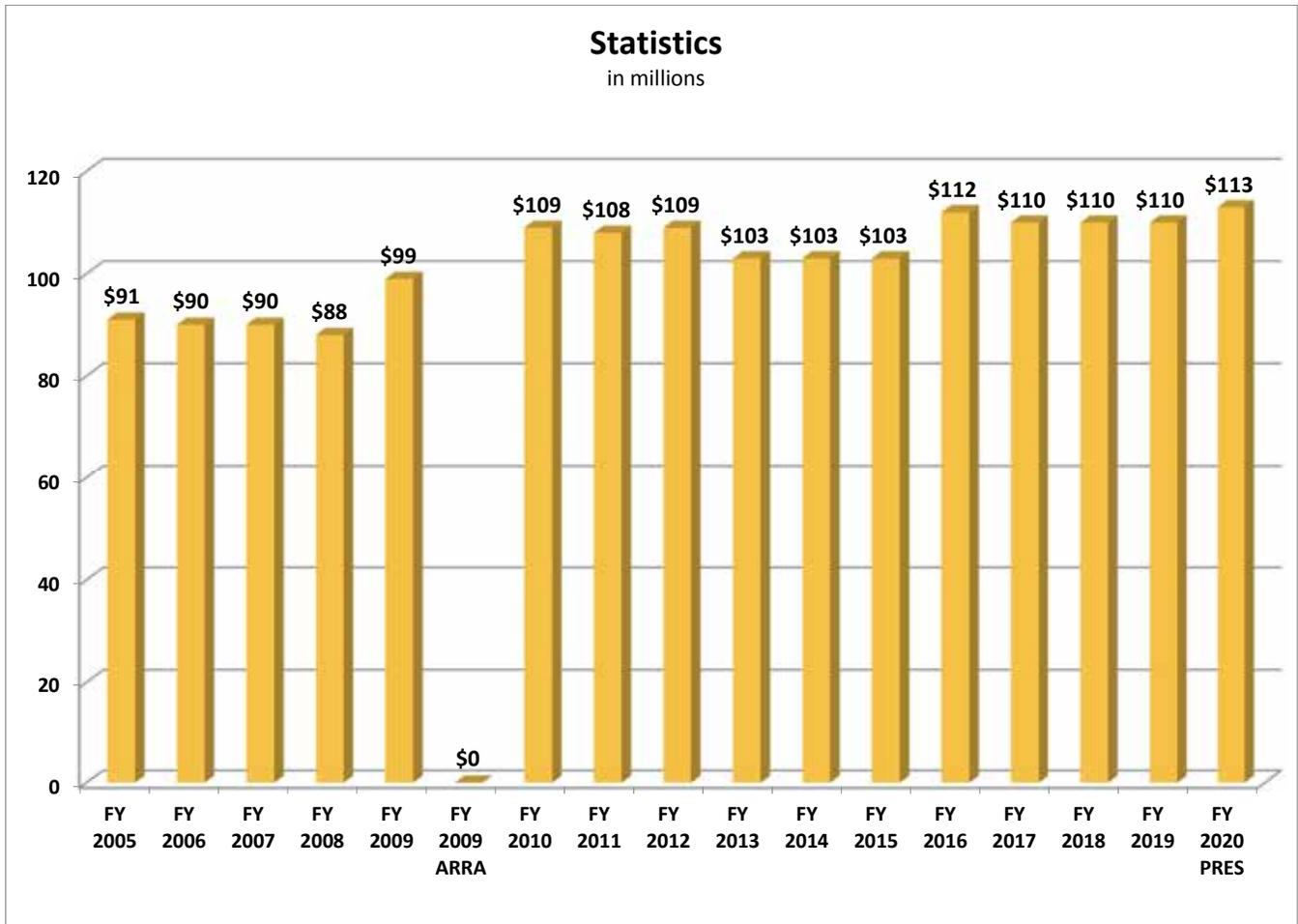
The National Center for Education Statistics (NCES) collects and synthesizes statistics for studies on a wide range of education topics such as teacher shortages, comparisons of student achievement between America and other nations, high school dropout rates, preparation for higher education, and college costs. With this information, NCES provides objective 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.

### FUNDING HISTORY (in millions)

<b><u>FY 2017</u></b>	<b><u>FY 2018</u></b>	<b><u>FY 2019</u></b>	<b><u>FY 2020 PRESIDENT'S REQUEST</u></b>
\$109.50	\$109.50	\$109.50	\$112.50

### IMPACT OF PRESIDENT'S BUDGET

The small increase for NCES in the president's budget reflects funding for the Privacy Technical Assistance Center, which would be transferred to NCES with the proposed elimination of the Statewide Longitudinal Data Systems program. 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, develop new systems, and evaluate and refine current systems.



## PROGRAM NEED

Funding for NCES has been frozen since FY 2017. NCES data provide critical information to policymakers and various audiences on the current state of education. The annual Condition of Education report provides information on educational outcomes, public school finances, and characteristics of students, teachers, and school leaders. NCES survey data sets also are a vital, cost-effective tool for researchers who would otherwise spend considerable resources on data collection. NCES also facilitates the U.S. participation in important international assessments such as the Trends in International Mathematics and Science Study and Program for International Student Assessment.

## CONTACT INFO

### Christy Talbot

American Educational Research Association  
(202) 238-3200 | [ctalbot@aera.net](mailto:ctalbot@aera.net)

# National Assessment of Educational Progress

## Title I, 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 implement 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$149.00	\$149.00	\$151.00	\$149.00

### IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2020 budget includes \$149 million for the National Assessment of Educational Progress. 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 continue to develop their own accountability systems with the increased flexibility granted under ESSA. In 2017, NAEP transitioned to a digitally based assessment format. To maintain the reliability of the switch in formats, the National Center for Education Statistics developed a crosswalk to compare results between previous written tests and the digital assessment to maintain the trends in proficiency upon which policymakers rely. The digital format also allows for greater accommodations for students with disabilities. 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.

### CONTACT INFO

**Christy Talbot**  
 American Educational Research Association  
 (202) 238-3200 | ctalbot@aera.net

# Research in Special Education/ Special Education Studies and Evaluation

## Title I, Education Sciences Reform 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. NCSEER 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. In the last year, NCSEER invested in new and innovative areas of special education. One NCSEER-funded study will aim to develop adaptive technology that tailors the dosage, type, and delivery of special education interventions to each student. Another will develop an app to increase self-determination in students who are preparing to transition from K-12 to postsecondary education or the workforce. NCSEER also funded research that will increase support for educators, including research into coaching as a professional development model and preparing general and special educators to develop innovative IEP goals.*

### DESCRIPTION

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

### FUNDING HISTORY (in millions)

	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
<b>Research in Special Education</b>	\$54.00	\$56.00	\$56.00	\$54.00
<b>Studies and Evaluation</b>	\$10.82	\$10.82	\$10.82	\$10.82

### IMPACT OF PRESIDENT'S BUDGET

The president's budget includes \$54 million in FY 2020 for Research in Special Education, a slight cut from the FY 2019 level, and \$10.82 million for Special Education Studies and Evaluation, a freeze in funding at the current level. The budget's FY 2020 level would lessen the capacity of the Institute of Education Sciences (IES) to maintain current support for studies, evaluations, and assessments related to the implementation of IDEA, and would not allow it to grow its investments in new areas. This decrease in funds will prevent IES from having maximum impact through its research, development, and evaluation projects, thus contributing less meaningfully to solutions to special education challenges in school districts across the country.

## PROGRAM NEED

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

## CONTACT INFO

**Meghan C. Whittaker**

National Center for Learning Disabilities  
(202) 637-2903 | [mcasey@nclld.org](mailto:mcasey@nclld.org)

**Deborah Ziegler**

Council for Exceptional Children  
(703) 264-9406 | [debz@cec.sped.org](mailto:debz@cec.sped.org)

# Statewide Longitudinal Data Systems

## Title I, Education Sciences Reform Act

*“Alignment across Pre-K to 12 is directly linked to our graduates’ accomplishments. Through the WASC accreditation process, we noticed that there was a relationship between 3rd grade reading proficiency and who goes to college. This sparked discussion among our schools to examine how students transition from elementary to intermediate and then from intermediate to high school. Now, we realize we need to look even earlier at preschool to kindergarten. Our elementary, intermediate, and high schools and University of Hawai’i partners have created a system to regularly review data and K-12 alignment. The data from the CCRI is like our North Star – from Pre-K through high school, we are all aligned to improve our graduates’ outcomes.”*

— Ann Mahi, Nanakuli-Wai’anae Complex Area Superintendent,  
Hawai’i State Department of Education

### 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 while protecting their personally identifiable information. Systems developed through these grants help improve data quality, promote linkages across school levels, 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT’S REQUEST</u>
\$32.28	\$32.28	\$32.28	\$ 0

### IMPACT OF PRESIDENT’S BUDGET

The president’s budget eliminates the SLDS program in FY 2020. The current 16 four-year grants were awarded in FY 2015 and will end in FY 2019. Eliminating the program in FY 2020 would prevent states from adding capacity to further develop and use these data systems to improve educational outcomes. In addition to this critical funding support, 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 challenges.

## PROGRAM NEED

Contrary to the depiction of the program in the budget justification, states' work is far from complete on building and utilizing student data systems. Many of the FY 2015 grantees aimed to incorporate additional data points in their systems, such as school revenues and expenses, to answer policy questions or to better align data to assess key indicators like college and career readiness. 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. While many states have accomplished the initial focus of the program to support the development of K-12 systems, few have linked early childhood, postsecondary, and workforce data in these systems. 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; during the FY 2015 cycle, 27 SLDS grant applications went unfunded.

## CONTACT INFO

**Christy Talbot**

American Educational Research Association  
(202) 238-3200 | [ctalbot@aera.net](mailto:ctalbot@aera.net)

PART 5:

# EDUCATION-RELATED PROGRAMS

*Meeting the Human Needs of America's Children*



# Head Start

## Economic Opportunity Act of 1964

*As a new mother with limited income, Ms. Thomas sought out a resource to help both her and her sons to be successful. She found just that at the Kenwood YMCA Head Start program in Baltimore County. The program offered high-quality developmental care and education to her children, well-trained and caring staff, and parenting skills training that enabled her to support the academic, social, and physical progress of her children. Both her sons attended the program until they were school aged and are now thriving elementary school students. As a Head Start parent, Ms. Thomas was able to spend time in the classroom with them, which led to her finding her calling – teaching. Now, she is working on her associate’s degree in early childhood education and serving as a teacher’s aide in the Kenwood Y Head Start program. “Head Start changed me so much and filled me with so much joy, and people can see the change in me and the change in my sons.”*

– Central Maryland YMCA

## DESCRIPTION

Administered by the U.S. Department of Health and Human Services, Head Start is a federal grant program created as part of the Economic Opportunity Act of 1964. The program was established to provide comprehensive child development services to 3- to 5-year-old children from economically disadvantaged families to prepare them to succeed in school. Serving over one million children annually, Head Start provides a comprehensive set of services including education, nutrition, health care, and social services to promote the healthy social, emotional, and cognitive development of young children and emphasizes parents’ engagement in their child’s learning and development.

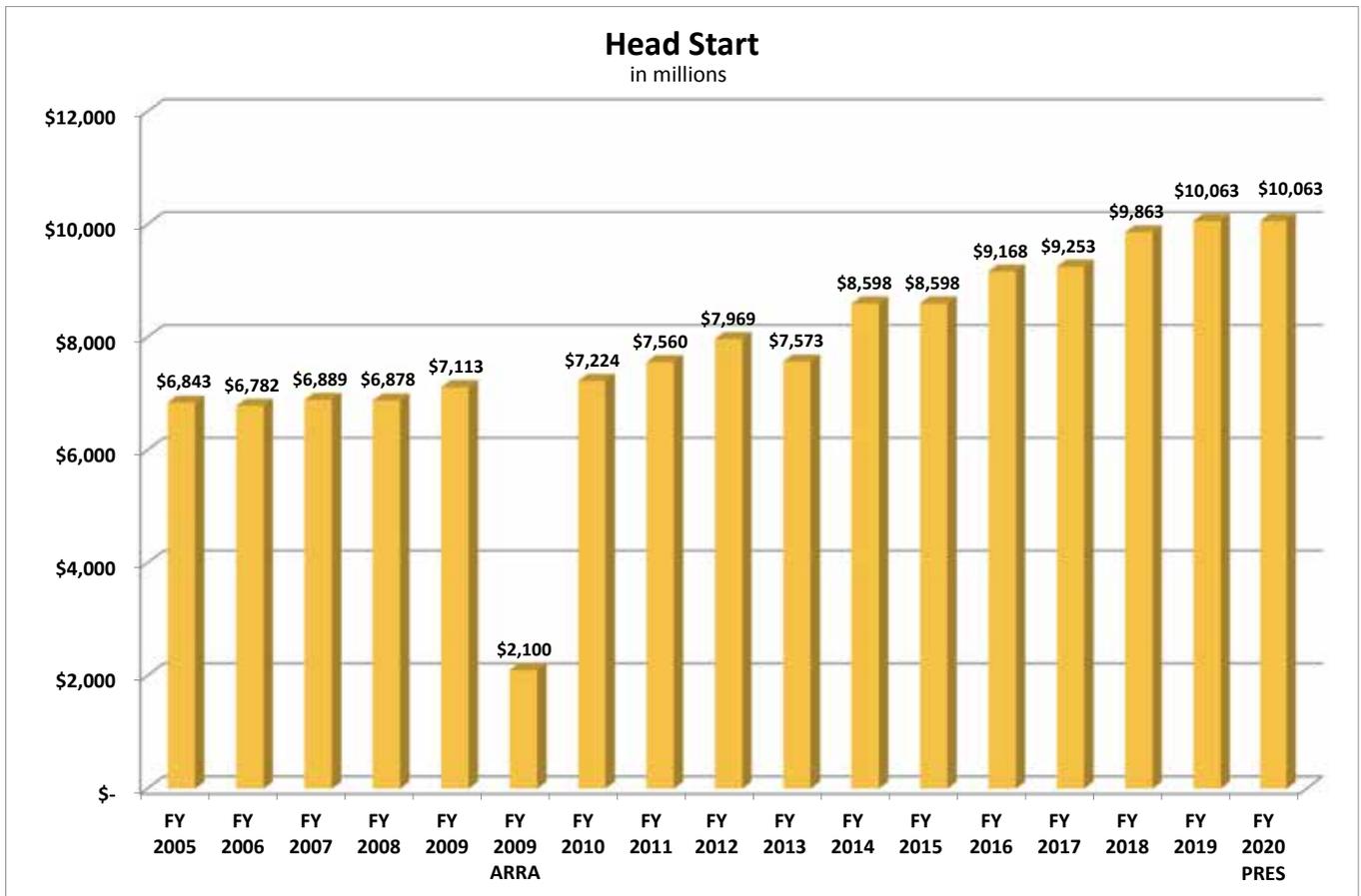
Congress established Early Head Start in FY 1995 to serve children from birth to age 3. Early Head Start, which serves approximately 151,000 families, promotes healthy prenatal outcomes for pregnant women, enhances the development of young children, and promotes healthy family functioning. In addition, the Migrant and Seasonal Head Start (MSHS) program serves approximately 30,000 children of migrant farm worker families, and the American Indian and Alaskan Native Head Start program serves approximately 23,000 children and their families. In 2014, the Early Head Start-Child Care Partnerships (EHS-CCP) grant program was created to foster partnerships between Early Head Start and child care providers to increase the supply of high-quality early care and learning environments, better align early childhood policies, regulations, resources and quality improvement for all children, and improve family and child well being.

Head Start programs adhere to rigorous program standards and practices and have a demonstrated record of improving child health, development, and school readiness. For more than 50 years, Head Start has served as a laboratory for innovation – generating best practices and research, promoting parent involvement and professional development, and influencing state and local policies to promote and expand high-quality care and education for young children.

## FUNDING HISTORY (in millions)\*

<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020 PRESIDENT’S REQUEST</b>
\$9,253.10	\$9,863.00	\$10,063.10	\$10,063.10

\*Allocations include Early Head Start, Migrant and Seasonal Head Start, Native American and Alaskan Native Head Start, as well as funds for Early Head Start-Child Care Partnerships.



## IMPACT OF PRESIDENT'S BUDGET

FY 2018 and FY 2019 increases in Head Start funding supported the expansion of Early Head Start and the Early Head Start-Child Care Partnership programs and the Head Start workforce by enabling a 1.77 percent cost of living adjustment (COLA). The president's FY 2020 budget freezes funding for Head Start, continuing the large gap between the number of children eligible for the program and those being served. Continued investment in Head Start – which supports families during their children's most formative years – is necessary to support ongoing program improvements, transition to full-day and full-year care, implement trauma-informed approaches to care, and retain an experienced workforce.

## PROGRAM NEED

Currently, Head Start funding levels support less than half of eligible preschool-aged children and only 4 percent of those children eligible for Early Head Start. Increased funding is critical to ensuring that a greater number of children from low-income families have access to Head Start programs and a healthy start to life. Nearly 40 percent of children – 28.4 million – in the United States live in low-income households, and a staggering 20 percent of young children under age 6 live in poverty. This economic insecurity in childhood can create lifelong disadvantages for children, ranging from poor health to low achievement in school. Because the first five years of life are the most critical for learning and development, all young children – regardless of family income – need a strong beginning. Providing ample funding for Head Start will ensure that families have access to quality early care and education.

## CONTACT INFO

**Elena Rocha**  
YMCA of the USA  
202-688-4750 | elena.rocha@ymca.net

## Child Care and Development Fund

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

*"My name is Teresa. I am a mom that experiences the stress of barely making it from one pay check to the next. I used to worry about my daughter Emmi while I was at work. Thanks to the Y's affordable child care programs for families in need, I can go to work and be comfortable knowing that Emmi has a safe place to grow, learn, make friends and be happy – everything a parent wants for their child. Without the help to pay for her child care, I don't know what I would have done." In Washington State, YMCA child care programs serve 17,000 youth. One-third of those programs are supported by Working Connections Child Care funded by the Child Care Development Block Grant.*

#### DESCRIPTION

The Child Care and Development Fund (CCDF) is the primary source of federal funding assistance for child care and is a block grant to states. CCDF supports low- and moderate-income families by providing access to quality, affordable child care for children 12 years old and younger, including early childhood and afterschool programs. 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 of federal law.

In 2014, Congress reauthorized the Child Care and Development Block Grant (CCDBG) to improve the quality of care, improve the health and safety of children in care, increase access to child care assistance, improve stability for children in child care, and make child care policies more family- and provider-friendly. CCDF is funded through both discretionary (CCDBG) and mandatory (Child Care Mandatory and Matching Funds) appropriations.

#### FUNDING HISTORY (in millions)\*

<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020 PRESIDENT'S REQUEST</b>
\$2,856.00	\$5,226.00	\$5,276.00	\$5,276.00

*\*These figures represent the discretionary portion of CCDBG.*

#### IMPACT OF PRESIDENT'S BUDGET

The president's FY 2020 budget freezes funding for CCDBG. Continuing the program at the current level of funding inhibits families' ability to acquire the affordable, high-quality child care they need so that parents can work or attend school or training. Although the president has spoken about the importance of child care, his budget does not do enough to help working families afford quality child care. Additional investment in CCDBG is necessary to serve a greater number of eligible families waiting for access to affordable, quality care.

## PROGRAM NEED

The Bipartisan Budget Act of 2018 authorized a much-needed increase of \$5.8 billion for CCDBG for FY 2018 and FY 2019, with funding ultimately negotiated slightly short of this ceiling. This increase is expected to serve an additional 230,000 children and also will help cover new costs for program administration associated with the implementation of the 2014 CCDBG Reauthorization Act. Despite this investment, the demand for affordable, quality child care remains unmet. Only 1-in-6 eligible children nationwide is served by CCDBG funds. States continue to maintain large backlogs and wait lists of families in need of child care assistance that would allow them to work or pursue training opportunities. When child care is unaffordable and inaccessible, it impacts participation in the workforce and affects the nation's economy, specifically earnings, productivity and revenue.

Quality affordable child care is out of reach for far too many of America's families. Today, child care costs average an estimated \$9,000-\$9,600 annually nationwide. This is equivalent to in-state tuition at a public college in 33 states. This amount also accounts for more than 10 percent of the median household income for married parents, and 37 percent of household income for single parents. 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 child care is more than 90 percent of median rent.

## CONTACT INFO

### Elena Rocha

YMCA of the USA

202-688-4750 | elena.rocha@ymca.net

## Preschool Development Grants

**Dept. of Health and Human Services (Joint administration with Dept. of Education)  
Title IX, Section 9212, Elementary & Secondary Education Act (ESSA)**

*The Preschool Development Grant (PDG) program has helped Maryland boost and expand state and local efforts to provide high-quality early education programs. In 2014, the Maryland State Department of Education, Division of Early Childhood Development, received a four-year \$15 million PDG grant to expand high-quality preschool. The grant enabled an additional 3,000 4-year-olds to enroll in Pre-K programs. PDG funds have also helped to expand the number of "Judy Centers," early education centers located in Title I elementary schools. Grant funds have also supported joint professional development between elementary schools and community-based programs in Title I neighborhoods. Maryland's recently awarded 2019 PDG grant will allow improved collaboration and program improvement across the state. Specifically, the funds will be used to support local early childhood advisory councils, provide training and coaching for nearly 200 early childhood educators on Maryland's new curriculum, develop an inventory of early childhood education programs at Maryland's higher education institutions, and provide grants for libraries to assist children who lack access to early education programs.*

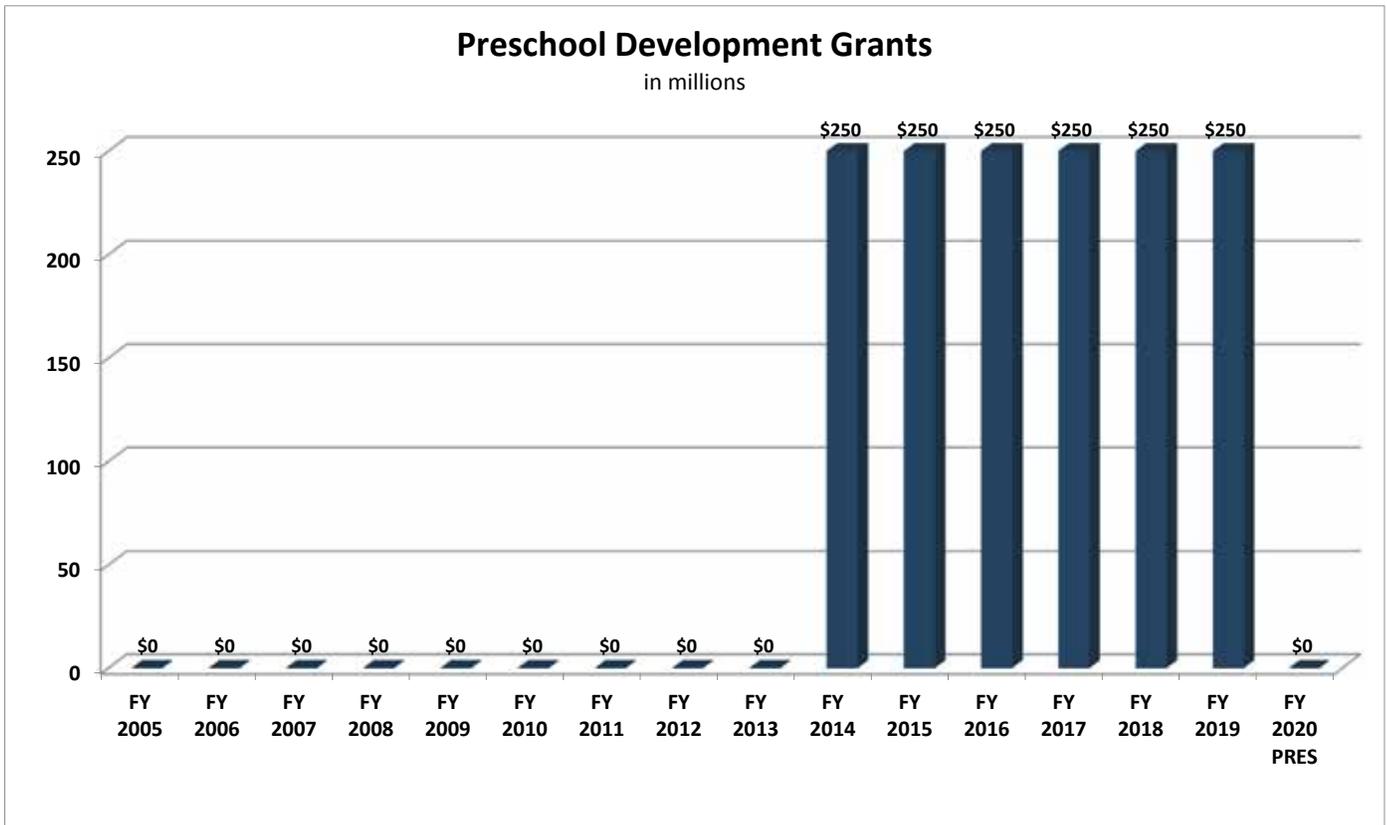
**DESCRIPTION**

The Every Student Succeeds Act (ESSA) transitioned the Preschool Development Grant (PDG) program to the Department of Health and Human Services, with joint administration by the Department of Education. The grants help support states in bridging connections across early education programs and with the transition from early learning settings to K-12 systems. In previous years, PDG grants allowed states to conduct statewide needs assessments, engage in strategic planning, and develop initiatives to enhance parental choice. Grants have been used to develop new programs that address the needs of children and families eligible for, but not served by, early learning programs to reach more children with high-quality preschool programs. The FY 2019 grants aim to help states coordinate and strengthen existing early education programs.

**FUNDING HISTORY (in millions)**

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$250.00*	\$250.00*	\$250.00*	\$0*

*\*Funded under 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. As a result, no funding will be available to create or expand high-quality preschool programs in high-need communities, provide state-level infrastructure and quality improvements, or support strong collaboration and partnerships between school districts and early learning providers. States will not have additional resources to meet goals related to early learning expansion or for efforts to align preschool programs within a birth through third grade continuum of services, a key component of the Every Student Succeeds Act (ESSA).

## PROGRAM NEED

According to the First Five Years Fund, less than half of low-income children in the United States have access to high-quality early childhood programs. Extensive research indicates 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 developing 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, providing sufficient funds to improve access to high-quality early childhood education programs can help to close this gap. Additionally, 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.

## CONTACT INFO

**Danny Carlson**  
National Association of Elementary School Principals  
(703) 518-6245 | [dcarlson@naesp.org](mailto:dcarlson@naesp.org)

## Child Nutrition Programs

### National School Lunch Act and the Child Nutrition Act

*“Serving afterschool meals benefits not only afterschool programs and the students they reach, but it also supports the school’s bottom line. An afterschool meals program allows schools to receive additional federal reimbursements and can be implemented without many added overhead costs. In California, Redlands Unified School District (RUSD) worked to transition its afterschool program sites from serving snacks through the National School Lunch Program (NSLP) to afterschool meals. By simply adding three components to their existing cold snack service, RUSD was able to serve meals – branded as “supersnacks” – with minimal added labor. Centralizing meal preparation to one kitchen and using afterschool program staff instead of cafeteria staff to serve meals were other strategies used by the school district to run a financially viable program. With these small steps, RUSD was able to increase access for more students in the district to literacy, enrichment, academic supports, physical activity, and more by leveraging the nutritious afterschool meal, expanding the number of programs and meal sites from 6 to 22.*

–Courtesy of Food Research and Action Center

### 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 2020 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)\*

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020 PRESIDENT’S REQUEST</b>
<b>Child Nutrition</b>	\$22,789.75	\$24,254.14	\$23,140.78	\$23,943.00
<b>WIC</b>	\$ 5,550.00	\$ 5,350.75	\$ 6,075.00	\$ 5,750.00

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

## IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2020 budget does not cut mandatory spending for the Special Milk, Child and Adult Food Care, or Summer Food Service Programs. However, once again the budget includes legislative proposals that would cut Supplemental Nutrition Program (SNAP) funding by \$45 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 funding for the Commodity Supplemental Food Program (-\$238 million) and Farmers’ Market Nutrition Program (-\$19 million), both of which allow low-income parents to provide nutritious food to their families and children. The budget also does include funding for Farm to School initiatives at \$8.5 million. These grants ensure continued support of local and regional food systems by facilitating linkages between schools and their local growers.

The president’s FY 2020 budget for WIC calls for a 15 percent reduction below FY 2019, or a total of \$5.75 billion. These reductions are on the higher end, as the president’s budget envisions a 9 percent cut to all nondefense discretionary programs. The budget materials also include a \$1 billion rescission in unspent food funds – an unprecedented reduction in WIC resources. In contrast, Congress appropriated \$6.075 billion in FY 2019, while rescinding \$500 million in unspent food funds. The National WIC Association cautions 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 or public-private partnerships could also be created to fund transportation grants for children to access summer meals, such as through mobile meal trucks.

## CONTACT INFO

### Becky Levin

American Federation of State, County, and Municipal Employees  
(202) 429-1184 | [blevin@afscme.org](mailto:blevin@afscme.org)

# Medicaid: Early and Periodic Screening, Diagnosis and Treatment Programs

## Title XIX, Social Security Act

The Wayne County Regional Educational Service Agency (RESA) began receiving Medicaid reimbursements in 1994 for health-related services provided to students with disabilities in school settings across Michigan's largest county. Currently 33 school districts in Wayne County participate in the school-based Medicaid program, serving 39,000 special education students out of a total student population of 290,000. Participating school districts use Medicaid reimbursements to offset the cost of specialized student services, including occupational, physical, speech, and hearing therapies, and to purchase assistive technology equipment, hire specialized staff, and provide professional student evaluations. Using a cost-based reimbursement process, 4,700 special education licensed and certified staff complete time studies and log student services to document the provision of Medicaid-reimbursable services. Medicaid reimbursements are critical to ensuring no student is denied the assistance needed to reach his or her potential. Wayne RESA is the Medicaid provider under which all claims are filed with the state on behalf of these 33 local districts.

### 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)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$374.68	\$389.16	\$418.68*	\$418.15**

\*FY 2019 estimated.  
\*\*Projected spending.

### IMPACT OF PRESIDENT'S BUDGET

The president's FY 2020 budget projects \$418.15 billion in total Medicaid spending. This minimal decrease from FY 2019 assumes a series of administrative changes, including continuation of state-determined work requirements for adult Medicaid beneficiaries and state flexibility to increase the frequency of Medicaid eligibility redeterminations. The estimate projects 29.5 million children receiving Medicaid services in the upcoming year, accounting for 38 percent of all individuals enrolled in the Medicaid program. The number of total Medicaid beneficiaries is projected to increase by 1.7 million over the previous year with an additional 500,000 children, constituting almost 30 percent of the total growth in FY 2020.

The Administration continues to support restructuring the Medicaid program into a state block grant or with a restrictive state per capita payment cap as proposed in the unsuccessful 2017 Graham-Cassidy health care reform legislation. This Medicaid restructuring, however, is not considered in the budget until 2021 since new legislative authority would be required. Earlier estimates from 2017 health care reform proposals demonstrate such a dramatic financial restructuring of the program would cut spending by more than \$1 trillion in the upcoming ten years by eliminating federal entitlement status and the guarantee to provide a federal matching payment for all eligible state medical expenditures for eligible beneficiaries. Allowing states to choose between a per capita payment cap or a flexible Medicaid block grant would also not appropriately adjust for rising health care costs, new medical innovations, or pharmaceutical developments.

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 would be under enormous financial pressure to reduce eligible services and lower or eliminate reimbursements to certain providers, including school districts. Since the Individuals with Disabilities Education Act and Section 504 already require certain health, rehabilitation, and specialized support services to be provided to students with disabilities, a loss of Medicaid funding could shift an even larger share of these costs to state and local budgets.

## PROGRAM NEED

Unfortunately, Medicaid has become embroiled in ongoing efforts to repeal and replace the Affordable Care Act or transform the program 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 recipients 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 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 securing the health of the nation's medically underserved children.

## CONTACT INFO

### **Jeff Simering**

Council of the Great City Schools  
(202) 393-2427 | [jsimering@cgcs.org](mailto:jsimering@cgcs.org)

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

*“Comprehensive school safety efforts must balance physical and psychological safety. Reasonable physical security such as locked doors, lighted hallways, and visitor check-in systems are appropriate. But those physical security measures must be combined with efforts that promote student mental and behavioral health, a positive school climate, trust among staff, students, and families, and an environment where students feel empowered to report any safety concerns. Increasing access to school-employed mental health professionals, such as school psychologists, is critical to this effort. These professionals work with administrators to develop comprehensive school crisis prevention and response plans, provide direct services to students and families (such as threat assessment and counseling), and connect those with the most significant needs with resources in the community. Effective engagement in this work requires federal investment so there can be genuine collaboration among federal, state, and local agencies, law enforcement, and schools. These investments will support comprehensive preventive and responsive services, and maximize the opportunity for all children to learn and reach their potential. A balanced approach is needed to address both physical and psychological safety, as well as promote effective communication and collaboration among key stakeholder groups.”*

— Kathleen Minke, PhD, NCSP, Executive Director, National Association of School Psychologists

### DESCRIPTION

Several federal programs among the Departments of Education, Health and Human Services, and Justice represent a collaborative effort to improve school safety and prevent school and community violence. Although these programs are intended to reach the same goal, each has a specific and distinct purpose, all critically important to ensure schools and communities are safe and supportive places for children and youth. The president's FY 2020 budget includes approximately \$700 million for programs across the Departments of Education, Justice, and Health and Human Services. (See Safe Schools National Activities article). One program is the STOP School Violence Act, a competitive grant program that helps school districts engage in training necessary to identify and mitigate potential threats or warning signs of school violence, including active shooter training. It can also be used to purchase technology to improve school security. Many of the Administration's school safety proposals maintain a focus on mental health, including Project Aware and Mental Health Awareness Training. These programs are aimed at increasing access to school-based mental health services and increasing the ability of school personnel, first responders, and others to recognize the signs of mental illness, both of which are important components of improving school safety and preventing violence. A program previously known as the Comprehensive School Safety Initiative was created to fund large-scale, integrated research efforts to increase school safety by increasing knowledge about the most effective methods. Program funding is awarded for: (1) innovative pilot projects in local schools; (2) rigorous research to investigate the effectiveness of school safety programs and interventions; (3) improving data collection on school safety; and (4) reviewing current approaches to school safety. This program encourages collaboration among the law enforcement, mental health, and education communities.

### FUNDING HISTORY (in millions)

	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
<b>Comprehensive School Safety Program</b>	\$74.85	\$75.00	\$ 0.00	\$ 0.00*

\*These funds have been obligated to carry out the STOP School Violence Act.

<b>STOP School Violence Act</b>	-----	-----	\$100.00	\$100.00
<b>Project AWARE</b>	\$57.00	\$71.00	\$71.00	\$81.00
<b>Mental Health Awareness Training</b>	\$14.96	\$19.96	\$20.96	\$20.96

## IMPACT OF PRESIDENT'S BUDGET

The president's FY 2020 budget includes the maximum authorized amount for the STOP School Violence Act. In addition, the budget contains modest increases for efforts to address school mental health services and improve educators' and other community members' ability to recognize mental illness in young people. This increased funding could help support additional efforts in communities in need. Unfortunately, at the same time, the budget eliminates funding for the Comprehensive School Safety Initiative. 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. Although the STOP School Violence Act was intended to build upon knowledge gained from CSSI, it is a narrowly targeted program and does not contain a research component. The federal government must continue to fund rigorous research on comprehensive school safety to inform and drive evidence-based decision making. Many of the Administration's highlighted recommendations on school safety improvement efforts focus on mental health. While this is an important component, these efforts should not be viewed as synonymous with comprehensive school safety efforts.

## 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 comprehensively in those environments, 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 services. 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.

## CONTACT INFO

### **Kelly Vaillancourt Strobach**

National Association of School Psychologists  
(301) 657-0270 | [kvaillancourt@naspweb.org](mailto:kvaillancourt@naspweb.org)

## Secure Rural Schools and Community Self-Determination Act of 2000

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

*St. Louis County Schools in Minnesota serves one of the state's most rural and geographically isolated communities. Covering more than 4,200 square miles, the school district supports five schools, with a total student enrollment of 1,900 students, 46 percent of whom qualify for free or reduced-price lunch. St. Louis County Schools relies on Secure Rural Schools (SRS) funding to provide mental health and behavioral supports to its students. However, with no funding provided in 2015 and funding cuts in 2016, 2017, and 2018 – totaling a loss of \$122,000 in the 2016-17 school year alone – the school has had to reduce its mental health and behavioral support services. This is particularly significant in a rural district like St. Louis County because schools are often the only point of access for families to receive these kinds of services for their children.*

#### 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 failed to fund SRS in FY 2016. However, retroactive funding was provided as part of the final FY 2018 budget agreement.

#### FUNDING HISTORY (in millions)

<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020 PRESIDENT'S REQUEST</u>
\$248.00*	\$236.00*	\$0	\$0

\* Amounts estimated at 95 percent relative to previous funding level.

## IMPACT OF PRESIDENT'S BUDGET

Congress funded SRS for FY 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. The Department of Interior did not include funding for SRS in its final appropriation for FY 2019. The president continues elimination of funding in his FY 2020 proposal. 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.

## CONTACT INFO

### **Noelle Ellerson Ng**

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

# CEF 2019 Membership Roster

AASA, the School Superintendents Association	Magnet Schools of America, Inc.
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Alliance for Excellent Education (All4ed)	National Association of College Stores (NACS)
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American Association of Classified School Employees (AACSE)	National Association of ESEA State Program Administrators (NAESPA)
American Association of Colleges for Teacher Education (AACTE)	National Association of Federally Impacted Schools (NAFIS)
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American Indian Higher Education Consortium (AIHEC)	National Association of Workforce Boards (NAWB)
American Library Association (ALA)	National Campus Leadership Council (NCLC)
American Medical Student Association (AMSA)	National Center for Learning Disabilities (NCLD)
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American Speech-Language-Hearing Association (ASHA)	National College Access Network (NCAN)
American Student Association of Community Colleges (ASACC)	National Council for Community and Education Partnerships (NCCEP)
America's Public Television Stations (APTS)	National Council of State Directors of Adult Education (NCSDAE)
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Association of Community College Trustees (ACCT)	National School Boards Association (NSBA)
Association of Educational Services Agencies (AESA)	National Student Speech-Language-Hearing Association (NSSLHA)
Association of Jesuit Colleges and Universities (AJCU)	National Superintendents Roundtable
Association of School Business Officials (ASBO)	Northwestern University
Bose Public Affairs Group	Pell Alliance
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California State University	Scholarship America
Center for Law and Social Policy (CLASP)	Scholastic, Inc.
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Higher Education Consortium for Special Education (HECSE)	University of Wisconsin System
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## COMMITTEE FOR EDUCATION FUNDING

1800 M Street, NW  
Suite 500 South  
Washington, DC 20036  
202-327-8215 | [info@cef.org](mailto:info@cef.org) | [www.cef.org](http://www.cef.org)

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