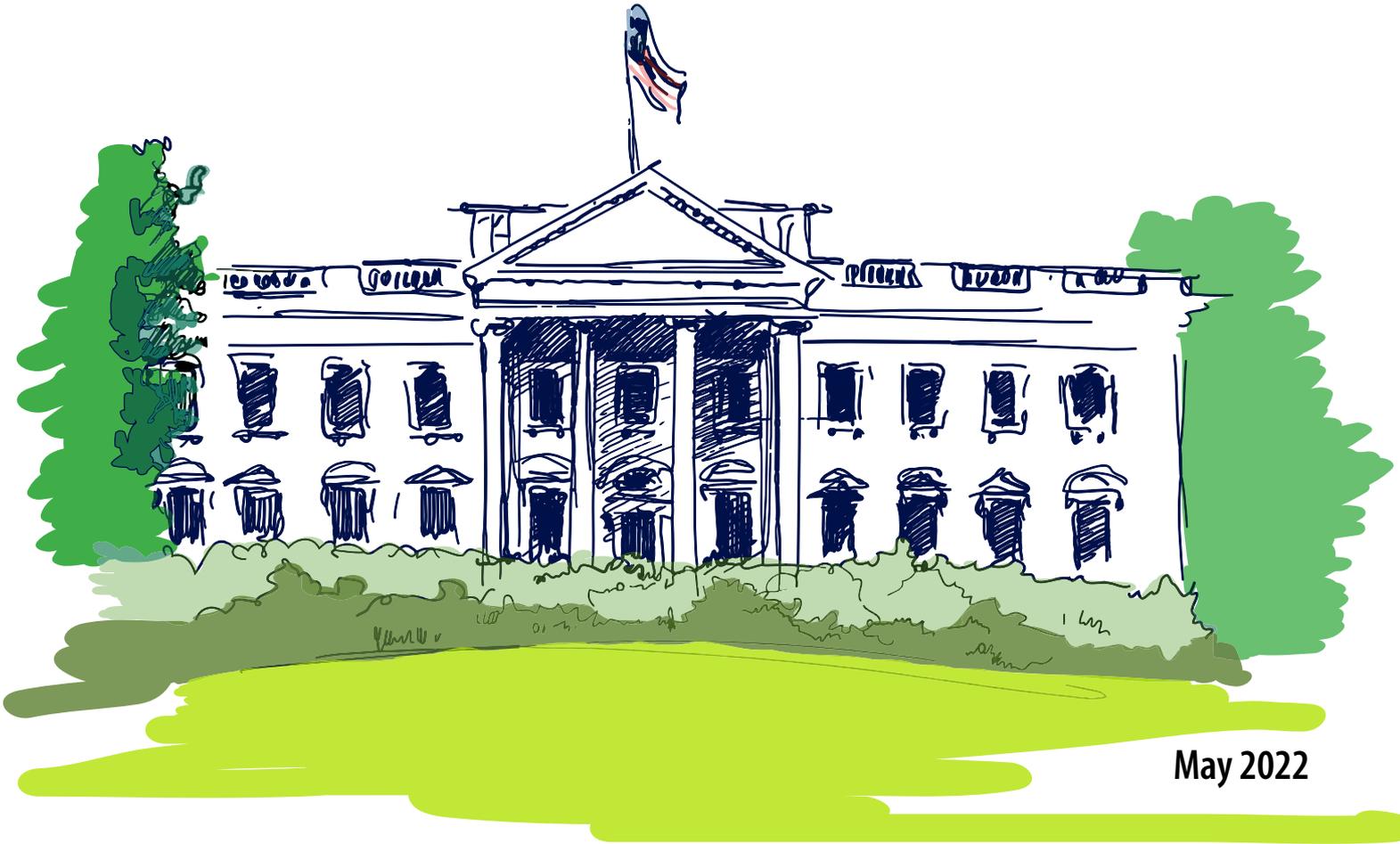


C E F

COMMITTEE FOR
EDUCATION FUNDING



EDUCATION MATTERS

Investing in America's Future

Fiscal Year 2023 Budget Analysis

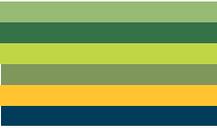


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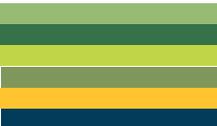
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Introduction

About CEF

The Committee for Education Funding (CEF), the nation’s oldest and largest education coalition, is a nonpartisan and nonprofit organization focused on the common goal of ensuring adequate federal financial support for education. CEF’s more than 100 member organizations and institutions represent the continuum of education—early childhood education, elementary and secondary education, higher education, adult education and workforce training, and community education programs such as libraries, museums, and afterschool services. Members include students and families, teachers and faculty, administrators, specialized instructional support personnel and other school employees, school board members, librarians, businesses, and education-related organizations.

CEF provides its members, the public, the U.S. Congress, the Executive Branch, and the media with information in support of federal investments in education. CEF’s #HearOurEdStories social media campaign lets teachers, students, parents, and others in the education community tell their members of Congress why federal education funding is so important. This effort also supports CEF’s “5¢ Makes Sense” advocacy campaign to increase investments in education from its historic average of about 2 percent to 5 percent of the federal budget.

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

You can find a list of CEF members at the end of this book and online at <https://cef.org/about/cef-members/>. CEF invites inquiries regarding CEF membership or its publications. CEF’s website (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 Sarah Abernathy at abernathy@cef.org, or CEF’s 2022 President Emmanuel A. Guillory at emmanuel@naicu.edu.

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CEF Position Statement

President's Fiscal Year 2023 Education Budget

“The President’s budget reflects a continued emphasis on teaching and learning with new investments to increase equity of access to high quality education and to address long-ignored needs across the education continuum.”

The Committee for Education Funding (CEF), the nation’s oldest and largest education coalition, is a nonprofit, nonpartisan coalition of more than 100 member organizations and institutions that represent the continuum of education—from early childhood, elementary and secondary education, and higher education, to adult and workforce education, and the educational enhancements that increase student achievement—including students, teachers and faculty, parents, administrators, specialized instructional support personnel, librarians, other school personnel, and school board members.

CEF supports the president’s proposed funding increases for education in FY 2023.

After a decade of declining or stagnant funding, Congress increased education funding for FY 2022 by the largest amount in years, and the president’s FY 2023 budget builds on that with a record increase for programs along the education continuum. If enacted, the president’s budget would increase education spending to 3.6 percent of the federal budget—far above the historic rate of education accounting for only about 2 cents of every federal dollar. The budget’s big emphasis on education reflects the view of a majority of the public: two-thirds of respondents in a 2021 poll said the United States spends too little on education.

Despite the recent funding increases, Department of Education funding is currently \$12 billion below the 2011 level in inflation-adjusted terms. The president’s FY 2023 budget provides a historic \$13 billion increase (17.2 percent) in discretionary spending for education programs and more than \$20 billion in new mandatory funding, along with increases for education-related programs in other agencies, including Head Start, child care, preschool, library, and museum programs.

Congress is still considering transformational long-term education investments as part of the Build Back Better agenda the president requested last year. Overall, the president’s budget priorities would help backfill years of underfunding of education and would allow school districts, colleges, and other education providers to meet new educational needs brought on by the pandemic.

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 pass the president’s increased investments in education to maximize opportunities for students and their families, schools, and our nation.

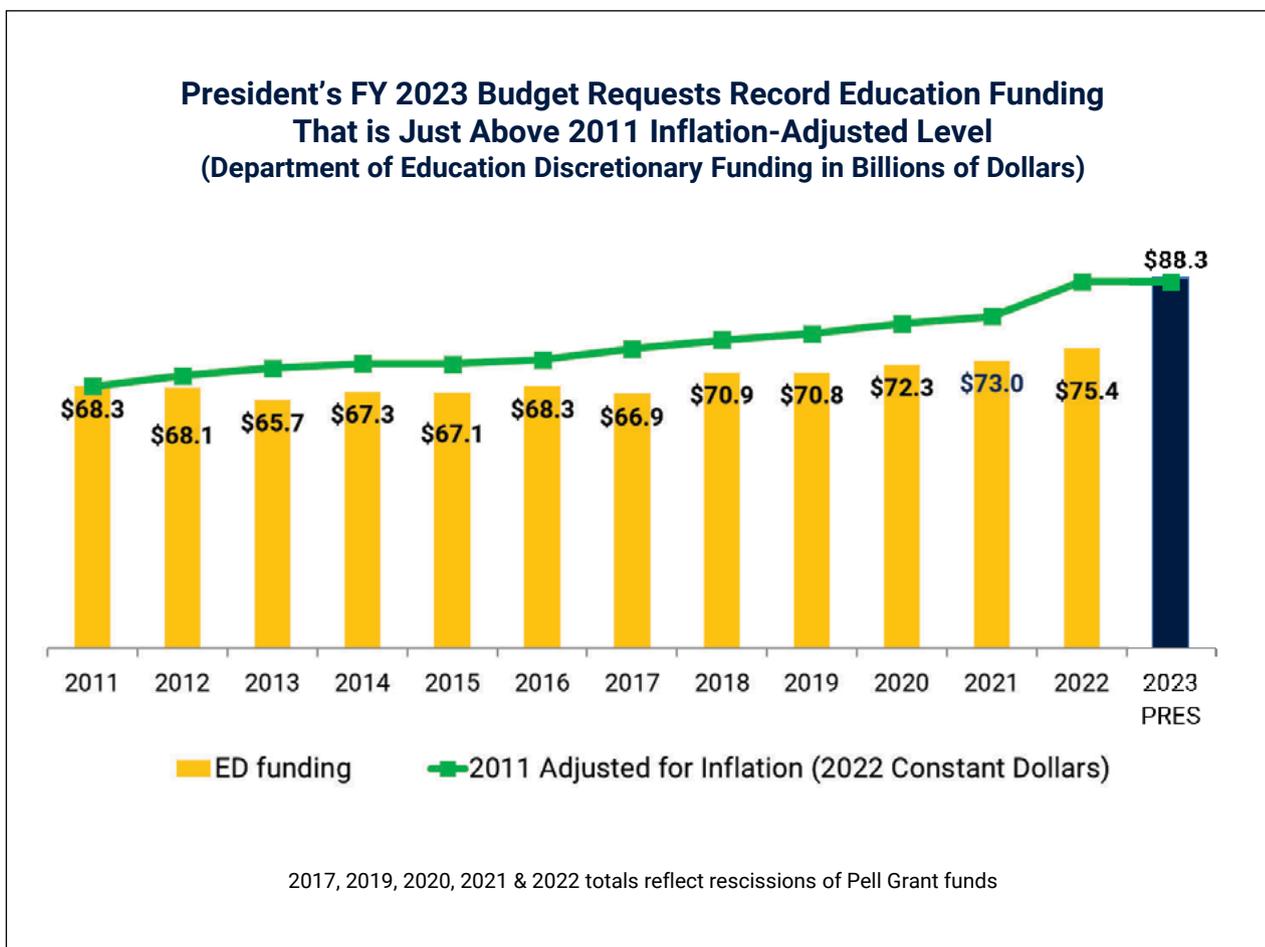
Summary & Analysis

President's Fiscal Year 2023 Budget for Education

May 2022

OVERVIEW

The president's FY 2023 budget provides a historic increase in education funding, including a \$12.96 billion (17.2 percent) increase in appropriations for the Department of Education over the FY 2022 level, as well as big increases for education programs in the Department of Health and Human Services, for museums, and for other education-related programs. The budget also includes significant new mandatory funding for the Department of Education's two largest appropriated programs (Title I grants to local educational agencies and Pell Grants) as part of the president's emphasis on increasing equity of access to high-quality education. Currently, ongoing mandatory spending for education is only for student loans, a fraction of Pell Grants, and vocational rehabilitation state grants.



The Administration finalized its FY 2023 budget before Congress enacted funding for FY 2022. This resulted in funding for some programs in the president's FY 2023 budget below the FY 2022 level, although Administration officials say they did not intend to cut these programs and that they support the higher FY 2022 amounts. The table on page 11, "Changes in the FY 2023 Education Budget," breaks out programs where the president's budget increased funding over the FY 2021 level but ended up below the FY 2022 level, programs where funding was frozen at the FY 2021 level and ended up below the FY 2022 level, and programs where funding was cut below the FY 2021 level.

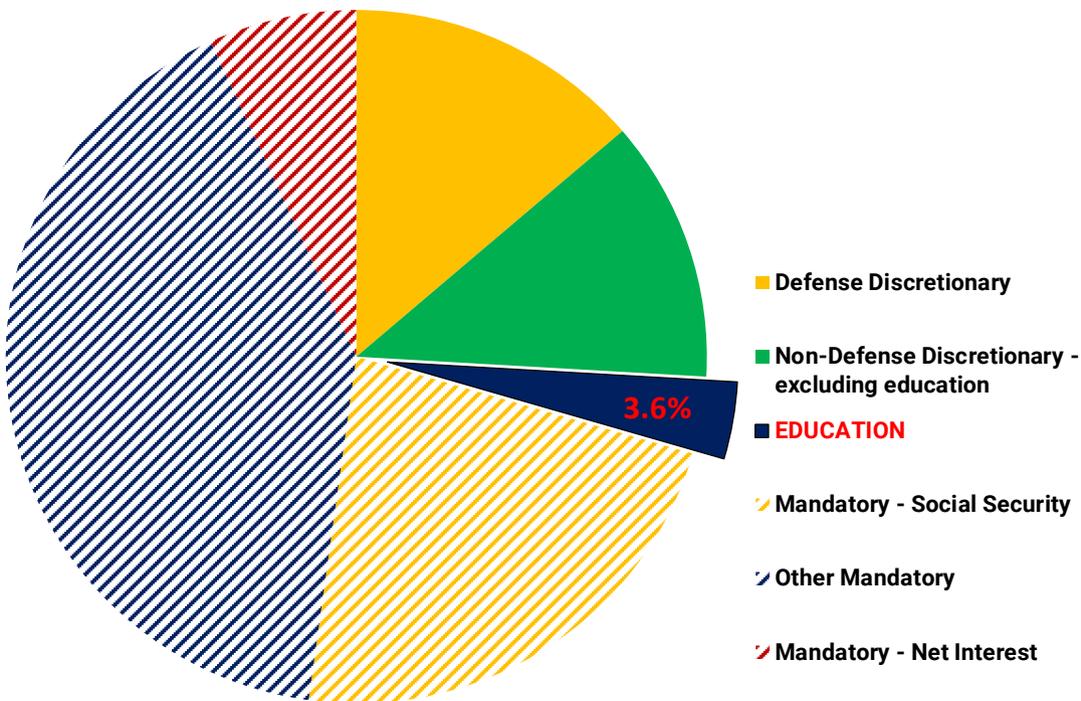
Federal investments in education stagnated after Congress imposed statutory caps on discretionary spending for FY 2013 through FY 2021. Funding for the Department of Education increased significantly only in Fiscal Years 2018 and 2022, and a large increase for FY 2022 was still \$12.2 billion below the FY 2011 level in inflation-adjusted terms. The president's FY 2023 discretionary budget for education is just above that FY 2011 adjusted level and is far above that point after accounting for the budget's more than \$20 billion in new mandatory funding for education programs. This budget makes a start at backfilling the many years of shortfall in the federal investment in education.

The president's budget focuses funding increases in five key areas: These programs and the funding increases are described in depth in individual articles.

1. Supporting students impacted by the pandemic. This includes:
 - \$1 billion for a new program to double the number of school counselors, school psychologists, school social workers, other mental health professionals, and school nurses in elementary and secondary schools; and,
 - A \$393 million (524%) increase for full-service community schools and increases for other programs to provide integrated services to students and families.
2. Addressing achievement and opportunity gaps, including significant increases in several areas:
 - Title I - a \$19 billion increase (\$3 billion in discretionary funding and \$16 billion in new mandatory funding) for grants to local education agencies, more than doubling funding for FY 2023 as part of the president's commitment to triple Title I support for underresourced schools;
 - Special education - a \$3.61 billion (24.9%) increase for special education programs;
 - Multilingual learners - a \$244 million (29.3%) increase for English language learners; and,
 - \$100 million for a new program to foster diverse schools.
3. Increasing support for training and retaining a diverse education workforce, with increases for a number of programs that prepare and provide professional development for educators.
4. Making higher education more affordable by increasing student aid and institutional support for underresourced institutions.
 - Pell Grants - the largest funding increase would boost the maximum Pell Grant by \$1,775 over the FY 2022 amount as part of the budget's investment of \$229 billion over ten years that would double the maximum Pell Grant by 2029.
5. Building pathways to careers through higher education, including increased investments in career and technical education, adult education, and in other programs that promote higher education access and completion for underserved students.

In poll after poll, Americans want greater investments in education, and CEF’s “5 Cents Makes Sense” campaign has a goal of increasing education funding to 5 percent of the federal budget. For decades, education has accounted for only about 2 cents of every federal dollar. However, that share rises to 3.6 percent in FY 2023, assuming enactment of the president’s budget, due both to the new education spending requested and because the enacted COVID relief for education is still being spent in FY 2023 while the bulk of the emergency COVID assistance (for unemployment insurance, rental assistance, business supports, etc.) has already been spent. That timing leads to a temporary but big increase in the share of the budget that supports education. Even with the president’s requested large increases in funding, education will begin to decline again as a share of the federal budget in FY 2024, never having reached 5 cents of every federal dollar.

Education Accounts for 3.6% of President’s FY 2023 Budget



SOURCE: CEF based on FY2023 OMB Budget

CEF BUDGET BOOK

The 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. There are also charts illustrating overall funding levels, as well as the funding history of each program for the past 15 years. Articles include a vignette showing real-world examples of how each program's funding makes a difference in access to high-quality education and educational achievement.



Articles with a video icon have an accompanying video vignette posted on CEF's website (www.cef.org). The articles describe each program's purpose, detail the funding history, and demonstrate the impact of the president's FY 2023 budget. The articles are written by CEF members, and their contact information is provided for those who have more questions.

MORE INFORMATION ON CEF's WEBSITE

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

Changes in the FY 2023 Education Budget

Dollars in Billions (all discretionary unless noted)

Listed in order of largest to smallest increase or decrease

	2021	2022	2023 President	Pres 2023 +/- 2022	% change v 2022
Department of Education, selected programs					
Programs with increases over the 2021 and 2022 level					
Title I - Grants to local education agencies					
New: Title I mandatory spending			16.000	16.000	
Title I discretionary grants to local educational agencies	16.537	17.537	20.537	3.000	17.1%
Pell grants					
New: Pell grants - additional mandatory spending (approximate)			about 6.3	6.3	
Pell Grants - discretionary funding	22.475	22.475	24.275	1.800	8.0%
Pell grants - rescission of previously appropriated funding	-0.5	-1.050			
<i>Pell maximum grant (in actual dollars)</i>	\$ 6,495	\$ 6,895	\$ 8,670	\$ 1,775	25.7%
IDEA - Grants to States		13.344	16.259	2.915	21.8%
New: School-based Health Professionals			1.000	1.000	
Student Aid Administration	1.854	2.034	2.654	0.620	30.5%
IDEA - Grants for infants and families	0.482	0.496	0.932	0.436	87.8%
Full-service community schools	0.030	0.075	0.468	0.393	524.0%
Education innovation and research	0.194	0.234	0.514	0.280	119.7%
English Language Acquisition	0.797	0.831	1.075	0.244	29.3%
Fund for the Improvement of Postsecondary Education (FIPSE)	0.041	0.325	0.560	0.235	72.1%
(Community Project Funding/Congressional Directed Spending within FIPSE total).....		0.249	0.000		
Career and technical education national programs.....	0.007	0.007	0.215	0.208	2802.9%
Federal TRIO programs	1.097	1.137	1.298	0.161	14.1%
IDEA - Personnel preparation	0.090	0.095	0.250	0.155	163.2%
Program Administration	0.430	0.395	0.548	0.153	38.8%
New: Fostering Diverse Schools			0.100	0.100	
Strengthening institutions	0.109	0.110	0.209	0.099	89.9%
IDEA - Preschool grants	0.398	0.410	0.503	0.093	22.7%
Teacher quality partnerships	0.052	0.059	0.132	0.073	123.5%
Aid for Hispanic-serving institutions (Title V, Parts A & B).....	0.163	0.203	0.266	0.063	31.1%
School leader recruitment and support.....	0.000	0.000	0.040	0.040	100.0%
Strengthening HBCUs	0.338	0.363	0.403	0.040	11.0%
Adult basic and literacy state grants and national activities.....	0.689	0.704	0.739	0.035	4.9%
Title I - State agency program: neglected and delinquent.....	0.048	0.048	0.082	0.034	70.0%
Child care access means parents in school	0.055	0.065	0.095	0.030	46.2%
Gaining early awareness & readiness for undergrad programs (GEAR UP).....	0.368	0.378	0.408	0.030	7.9%
Office for Civil Rights	0.130	0.136	0.161	0.026	18.8%
Magnet schools assistance	0.109	0.124	0.149	0.025	20.2%
Nita M. Lowey 21st century community learning centers	1.260	1.290	1.310	0.020	1.6%
Title I - Special programs for migrant students (HEP/CAMP)	0.046	0.048	0.066	0.018	37.4%
IDEA - Parent information centers	0.027	0.030	0.045	0.015	49.7%

Changes in the FY 2023 Education Budget, continued

	2021	2022	2023 President	Pres 2023 +/- 2022	% change v 2022
Department of Education, selected programs					
Hawkins Centers of Excellence (funded within FIPSE in 2022 but requested as a separate program for 2023)	0.000	0.008	0.020	0.012	150.0%
Promise neighborhoods	0.081	0.085	0.096	0.011	12.9%
Strengthening tribally controlled colleges and universities	0.038	0.044	0.053	0.009	20.9%
Strengthening Asian American- & Native American Pacific Islander-serving insts. ...	0.005	0.011	0.020	0.009	84.0%
Strengthening historically black graduate institutions	0.087	0.093	0.102	0.009	9.9%
Rural education	0.188	0.195	0.203	0.008	4.0%
Strengthening HBCU masters programs	0.011	0.015	0.021	0.006	41.3%
Strengthening predominantly black institutions	0.014	0.018	0.023	0.006	31.1%
Institute of Education Sciences - Assessment	0.173	0.188	0.193	0.005	2.7%
IDEA - Technical assistance and dissemination	0.044	0.044	0.049	0.005	11.3%
Supplemental education grants (Compact of Free Association Act)	0.017	0.020	0.024	0.005	24.5%
Strengthening Native American-serving nontribal institutions	0.005	0.008	0.012	0.004	54.7%
Minority science and engineering improvement	0.013	0.015	0.018	0.004	26.3%
Strengthening Alaska Native & Native Hawaiian-serving institutions	0.019	0.021	0.025	0.004	17.2%
American history and civics academies and national activities	0.005	0.008	0.011	0.003	35.5%
Transition programs for students with intellectual disabilities	0.014	0.014	0.015	0.001	10.0%
Programs with funding frozen at the 2021 and 2022 level					
Title I - Comprehensive literacy development grants (previously striving readers) ..	0.192	0.192	0.192	0.000	0.0%
Title I - State agency program: migrant	0.376	0.376	0.376	0.000	0.0%
Training and advisory services	0.007	0.007	0.007	0.000	0.0%
Charter schools grants	0.440	0.440	0.440	0.000	0.0%
Statewide family engagement centers	0.013	0.015	0.015	0.000	0.0%
IDEA - State personnel development	0.039	0.039	0.039	0.000	0.0%
Graduate assistance in areas of national need	0.024	0.024	0.024	0.000	0.0%
Institute of Education Sciences - Statistics	0.112	0.112	0.112	0.000	0.0%
Institute of Education Sciences - Statewide longitudinal data systems	0.034	0.034	0.034	0.000	0.0%
Programs with funding that increased over the 2021 level but ended up below the level enacted for 2022					
School safety national activities	0.106	0.201	0.129	-0.072	-35.8%
Career and technical education state grants.....	1.335	1.380	1.355	-0.025	-1.8%
Title II - Supporting effective instruction state grants	2.143	2.170	2.149	-0.022	-1.0%
Impact Aid	1.501	1.557	1.541	-0.016	-1.0%
Education for homeless children and youths	0.107	0.114	0.110	-0.004	-3.5%
Indian Education	0.181	0.189	0.186	-0.003	-1.6%

Changes in the FY 2023 Education Budget, continued

	2021	2022	2023 President	Pres 2023 +/- 2022	% change v 2022
Department of Education, selected programs					
Programs with funding frozen at the 2021 level that ended up below the level enacted for 2022					
Institute of Education Sciences - Program administration.....		0.067	0.000	-0.067	-100.0%
Title IV-A - Student support and academic enrichment grants	1.220	1.280	1.220	-0.060	-4.7%
Federal work-study	1.190	1.210	1.190	-0.020	-1.7%
Federal supplemental educational opportunity grants (SEOG)	0.880	0.895	0.880	-0.015	-1.7%
State assessments	0.378	0.390	0.378	-0.012	-3.1%
IDEA - Special Olympics education programs	0.024	0.031	0.024	-0.007	-23.6%
Institute of Education Sciences - Research, development, and dissemination	0.198	0.205	0.198	-0.007	-3.4%
Arts in education	0.031	0.037	0.031	-0.006	-16.4%
Supporting effective educator development (SEED)	0.080	0.085	0.080	-0.005	-5.9%
International education and foreign language studies	0.078	0.082	0.078	-0.004	-4.3%
Comprehensive centers	0.052	0.054	0.052	-0.002	-3.7%
Institute of Education Sciences - Special education studies and evaluations	0.011	0.013	0.011	-0.002	-15.0%
Institute of Education Sciences - Research in special education	0.059	0.060	0.059	-0.002	-2.9%
Regional educational laboratories	0.057	0.059	0.057	-0.002	-2.9%
Native Hawaiian education	0.037	0.039	0.037	-0.002	-3.9%
Alaska Native education	0.036	0.038	0.036	-0.002	-4.0%
Javits gifted and talented students	0.014	0.015	0.014	-0.001	-6.9%
Title I - Innovative approaches to literacy	0.028	0.029	0.028	-0.001	-3.4%
Ready to learn programming	0.030	0.031	0.030	-0.001	-3.3%
IDEA - Educational technology, media, and materials	0.0295	0.0304	0.0295	-0.001	-2.9%
Tribally controlled postsecondary career & technical institutions	0.0106	0.0110	0.0106	-0.0003	-2.9%
Programs with cuts below the 2021 and 2022 level					
K-12 Community Project Funding/Congressionally Directed Spending		0.140	0.000	-0.140	
Temporary Expanded Public Service Loan Forgiveness	0.05	0.025	0.000	-0.025	-100.0%
Teacher and school leader incentive grants (TIF)	0.200	0.173	0.150	-0.023	-13.3%
Other related programs, not in the Department of Education					
Child Care and Development Block Grant		6.165	7.600	1.435	23.3%
Head Start, including Early Head Start		11.037	12.200	1.163	10.5%
Preschool Development Grants		0.290	0.450	0.160	55.2%
Library Services Technology Act		0.197	0.201	0.004	1.8%
Museum Services Act programs.....		0.048	0.050	0.003	5.9%

President's FY 2023 Budget Request for Selected Department of Education & Related Programs

The Department of Education notes the 2023 request did not intend to cut funding below the 2022 enacted level and that the Administration supports the higher 2022 enacted levels.

Discretionary Dollars in Billions

<i>New proposals highlighted in grey. Mandatory funding is noted for new programs.</i>						2023	Pres 2023	% change
	2018	2019	2020	2021	2022	President	+/- 2022	vs 2022
Department of Education, selected discretionary programs								
Title I, Education for the Disadvantaged								
New: Title I mandatory spending for grants to local educational agencies (not in ED discretionary total)						16.000		
Title I grants to local educational agencies	15.760	15.860	16.310	16.537	17.537	20.537	3.000	17.1%
Comprehensive literacy development grants (previously striving readers)	0.190	0.190	0.192	0.192	0.192	0.192	0.000	0.0%
Innovative approaches to literacy	0.027	0.027	0.027	0.028	0.029	0.028	-0.001	-3.4%
State agency programs:								
Migrant	0.375	0.375	0.375	0.376	0.376	0.376	0.000	0.0%
Neglected and delinquent	0.048	0.048	0.048	0.048	0.048	0.082	0.034	70.0%
Special programs for migrant students (HEP/CAMP)	0.045	0.045	0.046	0.046	0.048	0.066	0.018	37.4%
Total, including mandatory request for FY 2023	16.444	16.544	16.997	17.227	18.230	37.281	19.051	104.5%
Impact Aid	1.414	1.446	1.486	1.501	1.557	1.541	-0.016	-1.0%
School Improvement Programs								
Title II - Supporting effective instruction state grants	2.056	2.056	2.132	2.143	2.170	2.149	-0.022	-1.0%
Nita M. Lowey 21st century community learning centers	1.212	1.222	1.250	1.260	1.290	1.310	0.020	1.6%
State assessments	0.378	0.378	0.378	0.378	0.390	0.378	-0.012	-3.1%
Education for homeless children and youths	0.085	0.094	0.102	0.107	0.114	0.110	-0.004	-3.5%
Native Hawaiian education	0.036	0.036	0.037	0.037	0.039	0.037	-0.002	-3.9%
Alaska Native education	0.035	0.035	0.036	0.036	0.038	0.036	-0.002	-4.0%
Training and advisory services	0.007	0.007	0.007	0.007	0.007	0.007	0.000	0.0%
Rural education	0.181	0.181	0.186	0.188	0.195	0.203	0.008	4.0%
Supplemental education grants (Compact of Free Association Act)	0.017	0.017	0.017	0.017	0.020	0.024	0.005	24.5%
Comprehensive centers	0.052	0.052	0.052	0.052	0.054	0.052	-0.002	-3.7%
Title IV-A - Student support and academic enrichment grants	1.100	1.170	1.210	1.220	1.280	1.220	-0.060	-4.7%
New: School-based Health Professionals						1.000	1.000	
Total, including advance funding	5.158	5.247	5.405	5.444	5.596	6.526	0.930	16.6%
Safe Schools and Citizenship Education								
School safety national activities	0.090	0.095	0.105	0.106	0.201	0.129	-0.072	-35.8%
Promise neighborhoods	0.078	0.078	0.080	0.081	0.085	0.096	0.011	12.9%
Full-service community schools	0.018	0.018	0.025	0.030	0.075	0.468	0.393	524.0%
Total	0.186	0.191	0.210	0.217	0.361	0.693	0.332	92.0%
Indian Education	0.180	0.180	0.181	0.181	0.189	0.186	-0.003	-1.6%
Innovation and Improvement								
Education innovation and research	0.120	0.130	0.190	0.194	0.234	0.514	0.280	119.7%
Teacher and school leader incentive grants (TIF)	0.200	0.200	0.200	0.200	0.173	0.150	-0.023	-13.3%
American history and civics academies and national activities	0.004	0.005	0.005	0.005	0.008	0.011	0.003	35.5%
Supporting effective educator development (SEED)	0.075	0.075	0.080	0.080	0.085	0.080	-0.005	-5.9%
Charter schools grants	0.400	0.440	0.440	0.440	0.440	0.440	0.000	0.0%
Magnet schools assistance	0.105	0.107	0.107	0.109	0.124	0.149	0.025	20.2%
Ready to learn programming	0.028	0.028	0.029	0.030	0.031	0.030	-0.001	-3.3%
Community Project Funding/Congressionally Directed Spending					0.140	0.000		
Arts in education	0.029	0.029	0.030	0.031	0.037	0.031	-0.006	-16.4%
Javits gifted and talented students (funded in FIE until 2017)	0.012	0.012	0.013	0.014	0.015	0.014	-0.001	-6.9%
Statewide family engagement centers	0.010	0.010	0.010	0.013	0.015	0.015	0.000	0.0%
School leader recruitment and support					0.000	0.040	0.040	100.0%
New: Fostering Diverse Schools						0.100	0.100	
Total	0.982	1.036	1.104	1.114	1.301	1.572	0.271	20.9%
English Language Acquisition	0.737	0.737	0.787	0.797	0.831	1.075	0.244	29.3%

FY 2023 President's Budget for selected programs, continued

<i>New proposals highlighted in grey. Mandatory funding is noted for new programs.</i>	2018	2019	2020	2021	2022	2023 President	Pres 2023 +/- 2022	% change vs 2022
Special Education (Individuals with Disabilities Education Act)								
State grants:								
Grants to States	12.278	12.364	12.764	12.937	13.344	16.259	2.915	21.8%
Preschool grants	0.381	0.391	0.394	0.398	0.410	0.503	0.093	22.7%
Grants for infants and families	<u>0.470</u>	<u>0.470</u>	<u>0.477</u>	<u>0.482</u>	<u>0.496</u>	<u>0.932</u>	<u>0.436</u>	<u>87.8%</u>
Subtotal, State grants	13.129	13.225	13.636	13.817	14.250	17.694	3.444	24.2%
State personnel development	0.039	0.039	0.039	0.039	0.039	0.039	0.000	0.0%
Technical assistance and dissemination	0.044	0.044	0.044	0.044	0.044	0.049	0.005	11.3%
Special Olympics education programs	0.016	0.018	0.020	0.024	0.031	0.024	-0.007	-23.6%
Personnel preparation	0.084	0.087	0.090	0.090	0.095	0.250	0.155	163.2%
Parent information centers	0.027	0.027	0.027	0.027	0.030	0.045	0.015	49.7%
Educational technology, media, and materials	<u>0.028</u>	<u>0.028</u>	<u>0.030</u>	<u>0.030</u>	<u>0.0304</u>	<u>0.0295</u>	<u>-0.001</u>	<u>-2.9%</u>
Total, Appropriation.....	13.366	13.469	13.885	14.071	14.519	18.130	3.611	24.9%
Career and technical education								
State grants.....	1.193	1.263	1.283	1.335	1.380	1.355	-0.025	-1.8%
National programs.....	0.007	0.007	0.007	0.007	0.007	0.215	0.208	2802.9%
Adult education								
Adult basic and literacy state grants and national activities.....	0.631	0.656	0.671	0.689	0.704	0.739	0.035	4.9%
Postsecondary education								
Discretionary Pell grants	22.475	22.475	22.475	22.475	22.475	24.275	1.800	8.0%
Rescission of previously appropriated Pell Grant funding *		-0.600	-0.500	-0.500	-1.050			
<i>Maximum grant, total including mandatory-funded portion (in actual dollars) ..</i>	<i>\$ 6,095</i>	<i>\$ 6,195</i>	<i>\$ 6,345</i>	<i>\$ 6,495</i>	<i>\$ 6,895</i>	<i>\$ 8,670</i>	<i>\$ 1,775</i>	<i>25.7%</i>
Campus-based programs:								
Federal supplemental educational opportunity grants (SEOG)	0.840	0.840	0.865	0.880	0.895	0.880	-0.015	-1.7%
Federal work-study	1.130	1.130	1.180	1.190	1.210	1.190	-0.020	-1.7%
Temporary Expanded Public Service Loan Forgiveness	0.350	0.350	0.050	0.050	0.025	0.000	-0.025	-100.0%
Aid for institutional development:								
Strengthening institutions	0.099	0.100	0.108	0.109	0.110	0.209	0.099	89.9%
Strengthening tribally controlled colleges and universities	0.032	0.032	0.037	0.038	0.044	0.053	0.009	20.9%
Strengthening Alaska Native & Native Hawaiian-serving institutions	0.016	0.016	0.018	0.019	0.021	0.025	0.004	17.2%
Strengthening HBCUs	0.280	0.282	0.325	0.338	0.363	0.403	0.040	11.0%
Strengthening historically Black graduate institutions	0.072	0.073	0.084	0.087	0.093	0.102	0.009	9.9%
Strengthening HBCU masters programs	0.009	0.009	0.010	0.011	0.015	0.021	0.006	41.3%
Strengthening predominantly Black institutions	0.011	0.011	0.013	0.014	0.018	0.023	0.006	31.1%
Strengthening Asian American- & Native American Pacific Islander-serving in	0.004	0.004	0.004	0.005	0.011	0.020	0.009	84.0%
Strengthening Native American-serving nontribal institutions	0.004	0.004	0.004	0.005	0.008	0.012	0.004	54.7%
Minority science and engineering improvement	0.011	0.011	0.013	0.013	0.015	0.018	0.004	26.3%
Aid for Hispanic-serving institutions (Title V, Parts A & B).....	0.134	0.136	0.156	0.163	0.203	0.266	0.063	31.1%
Other aid for institutions:								
International education and foreign language studies	0.072	0.072	0.076	0.078	0.082	0.078	-0.004	-4.3%
Transition programs for students with intellectual disabilities	0.012	0.012	0.012	0.014	0.014	0.015	0.001	10.0%
Tribally controlled postsecondary career & technical institutions	0.009	0.010	0.010	0.011	0.011	0.011	-0.0003	-2.9%
Assistance for students:								
Federal TRIO programs	1.010	1.060	1.090	1.097	1.137	1.298	0.161	14.1%
Gaining early awareness & readiness for undergrad programs (GEAR UP)....	0.350	0.360	0.365	0.368	0.378	0.408	0.030	7.9%
Graduate assistance in areas of national need	0.023	0.023	0.023	0.024	0.024	0.024	0.000	0.0%
Child care access means parents in school	0.050	0.050	0.053	0.055	0.065	0.095	0.030	46.2%
Fund for the Improvement of Postsecondary Education (FIPSE)	0.006	0.005	0.025	0.041	0.325	0.560	0.235	72.1%
(Community Project Funding/Congressional Directed Spending within FIPSE total).....					0.249			
Hawkins Centers of Excellence (funded within FIPSE's total in 2022 but requested as a separate program for 2023					0.008	0.020	0.012	150.0%
Teacher quality partnerships	0.043	0.043	0.050	0.052	0.059	0.132	0.073	123.5%

FY 2023 President's Budget for selected programs, continued

<i>New proposals highlighted in grey. Mandatory funding is noted for new programs.</i>	2018	2019	2020	2021	2022	2023 President	Pres 2023 +/- 2022	% change vs 2022
Institute of Education Sciences								
Research and statistics:								
Research, development, and dissemination	0.193	0.193	0.196	0.198	0.205	0.198	-0.007	-3.4%
Statistics	0.110	0.110	0.111	0.112	0.112	0.112	0.000	0.0%
Regional educational laboratories	0.055	0.055	0.056	0.057	0.059	0.057	-0.002	-2.9%
Assessment	0.157	0.159	0.161	0.173	0.188	0.193	0.005	2.7%
Research in special education	0.056	0.056	0.057	0.059	0.060	0.059	-0.002	-2.9%
Statewide longitudinal data systems	0.032	0.032	0.033	0.034	0.034	0.034	0.000	0.0%
Special education studies and evaluations	0.011	0.011	0.011	0.011	0.013	0.011	-0.002	-15.0%
Program administration.....					0.067	0.000	-0.067	-100.0%
Total	0.613	0.615	0.623	0.642	0.737	0.663	-0.075	-10.1%
Program Administration	0.430	0.430	0.430	0.430	0.395	0.548	0.153	38.8%
Student Aid Administration	1.679	1.679	1.769	1.854	2.034	2.654	0.620	30.5%
Office for Civil Rights	0.117	0.125	0.130	0.131	0.136	0.161	0.026	18.8%
DISCRETIONARY APPROPRIATION*	70.867	*70.848	*72.251	*73.037	*75.374	88.327	12.953	17.2%
DISCRETIONARY TOTAL EXCLUDING PELL GRANTS	48.392	48.973	50.276	51.062	53.949	64.052	10.103	18.7%
Other related programs, not in the Department of Education								
Head Start, including Early Head Start	9.863	10.083	10.613	10.748	11.037	12.200	1.163	10.5%
Child Care and Development Block Grant	5.226	5.258	5.826	5.911	6.165	7.562	1.397	22.7%
Preschool Development Grants	0.250	0.248	0.275	0.275	0.290	0.450	0.160	55.2%
Library Services Technology Act	0.189	0.189	0.195	0.195	0.197	0.201	0.004	1.8%
Museum Services Act programs.....	0.035	0.035	0.039	0.041	0.048	0.052	0.005	10.4%

* 2017, 2019, 2020, 2021, and 2022 totals reflect rescissions of previously appropriated funding for Pell Grants.

President's FY 2023 Department of Education Discretionary Funding vs. 2022

Dollars in Billions, Discretionary Funding

	2021	2022	2023 President	President +/- 2022
K-12, including special education	40.553	42.584	51.004	8.419
Education for the Disadvantaged*	17.227	18.230	21.281	3.051
Impact Aid	1.501	1.557	1.541	-0.016
School Improvement Programs	5.444	5.596	6.526	0.930
Indian Education	0.181	0.189	0.186	-0.003
Innovation and Improvement	1.114	1.301	1.572	0.271
Safe Schools and Citizenship Education	0.217	0.361	0.693	0.332
English Language Acquisition	0.797	0.831	1.075	0.244
Special Education	14.071	14.519	18.130	3.611
Career, Technical, and Adult Education	2.031	2.091	2.309	0.218
Career and Technical Education	1.342	1.387	1.570	0.183
Adult Education	0.689	0.704	0.739	0.035
Post-Secondary Education	28.791	28.948	33.124	4.176
Student Financial Assistance**	24.546	24.580	26.345	1.765
Rescission of previous Pell grant funding	-0.500	-1.050	0.000	1.050
Temporary Expanded Student Loan Forgiveness	0.050	0.025	0.000	-0.025
Student Aid Administration	1.854	2.034	2.654	0.620
Higher Education	2.542	2.994	3.793	0.799
Howard University	0.251	0.344	0.311	-0.033
College Housing & Academic Facilities Loan Program	0.0004	0.0004	0.0003	0.000
HBCU Financing	0.048	0.020	0.021	0.000
Other	1.662	1.750	1.890	0.140
Vocational Rehabilitation - discretionary	0.139	0.144	0.176	0.033
Special Institutions for Persons w/ Disabilities	0.256	0.275	0.265	-0.010
Institute of Education Sciences	0.642	0.737	0.663	-0.074
Departmental Management	0.430	0.395	0.548	0.153
OIG, OCR,	0.194	0.200	0.238	0.038
Total	73.037	75.374	88.327	12.953

*Title I 2023 request includes another \$16 billion in mandatory funding

**Pell Grant 2023 request includes about \$6 billion in additional new mandatory funding

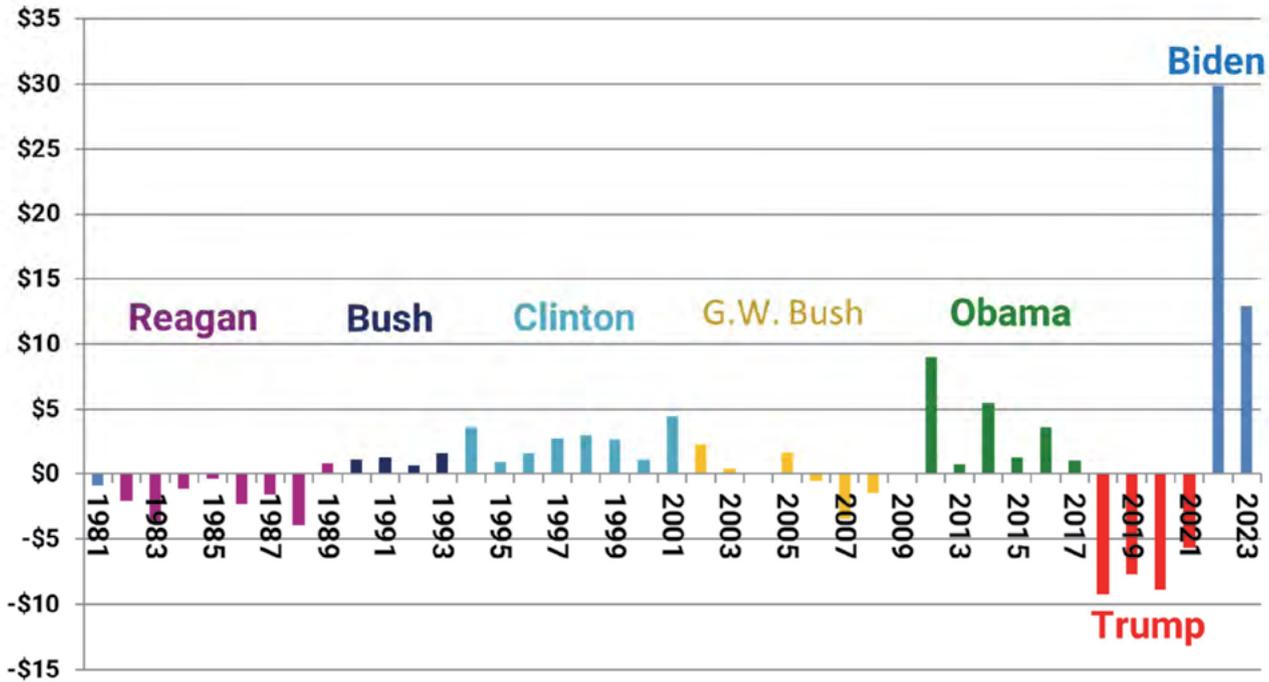
Charts & Graphs

The Need to Invest in Education



President Requests Huge Increase in Education Funding for FY 2023

Requested change in Dept. of Education regular discretionary funding vs. prior year in billions

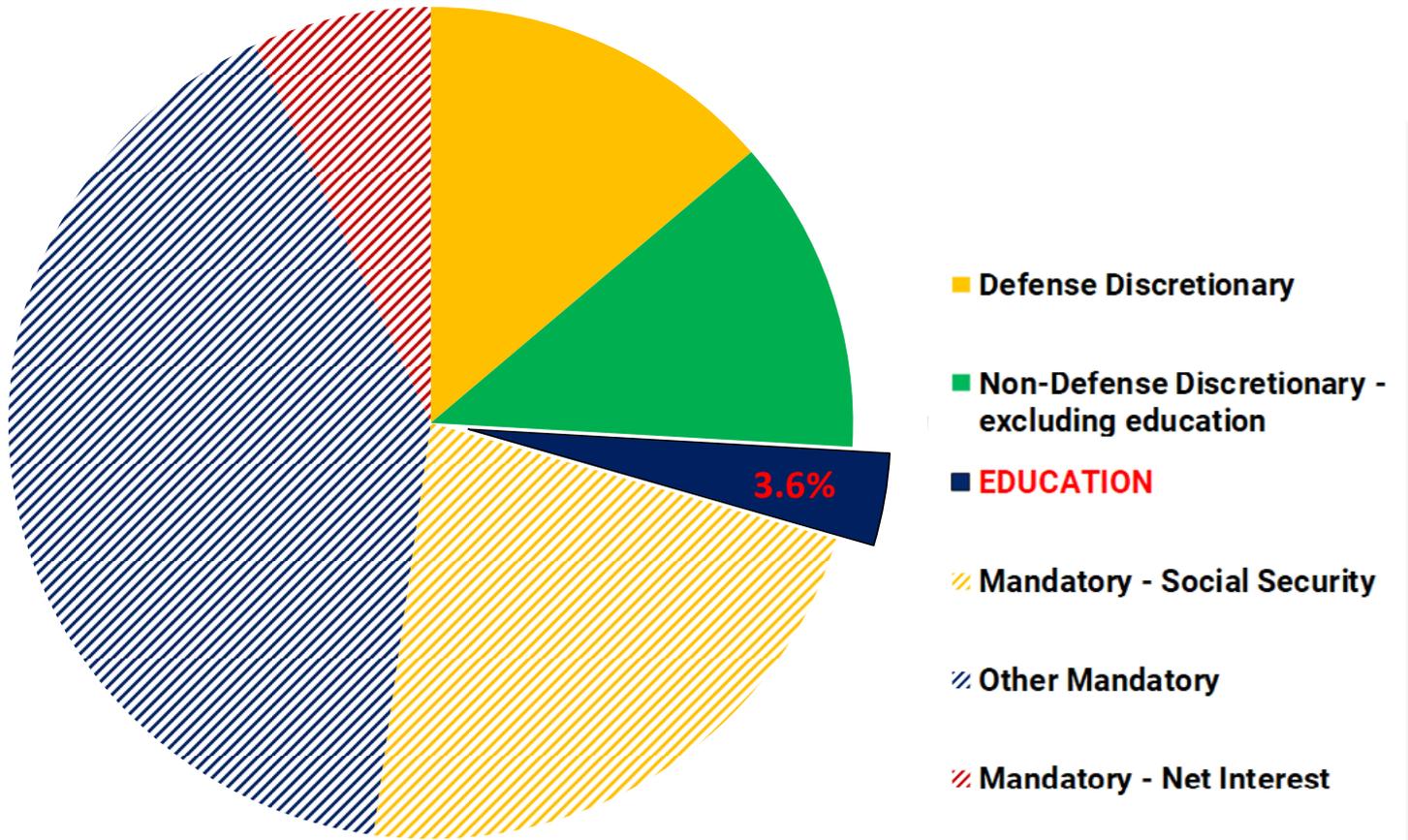


Does not include FY 2010 request versus FY 2009, which included \$97 billion in Recovery Act funds, or FY 2011 request that requested all Pell grant resources as mandatory spending.

SOURCE: Department of Education 2023 request and budget history tables.

Education Accounts for 3.6% of President's FY 2023 Budget

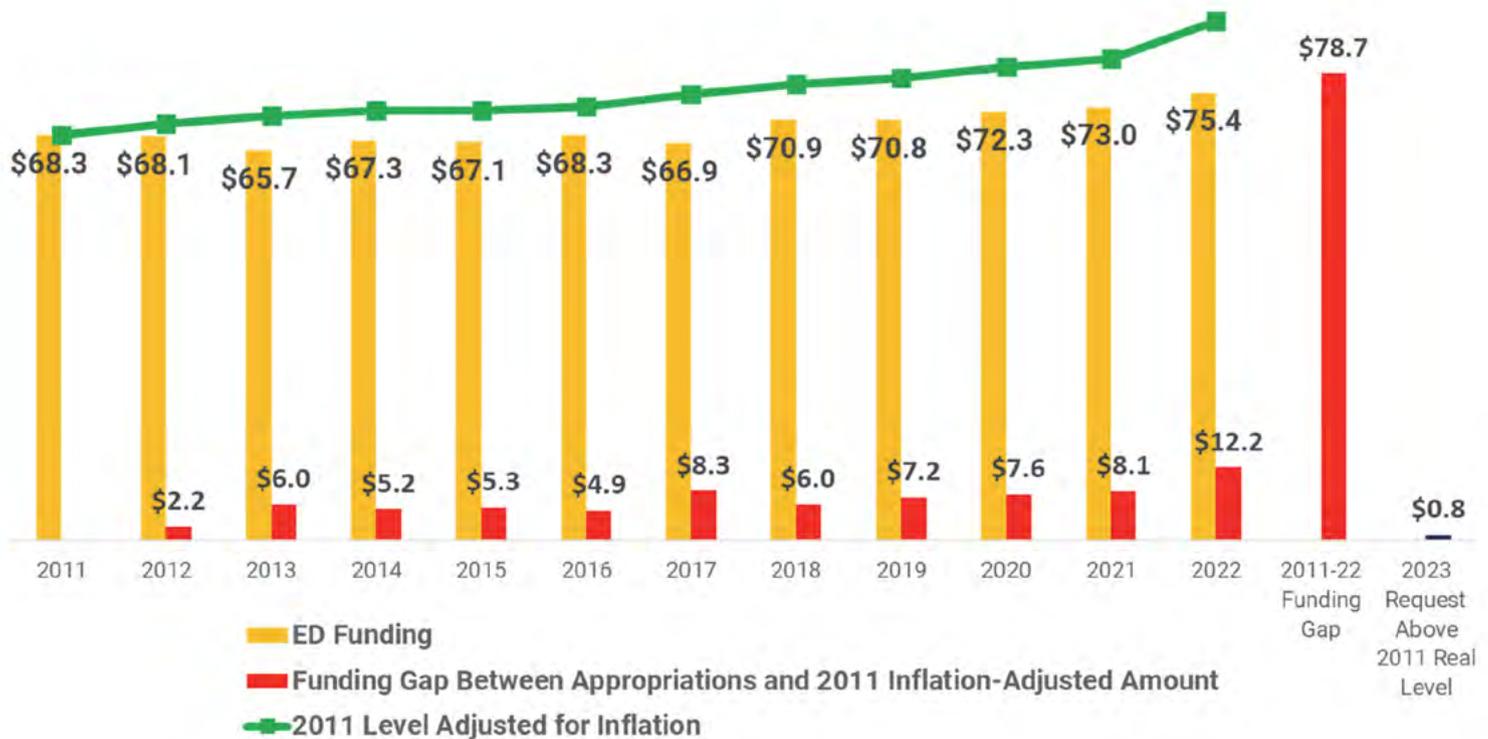
Outlays, Includes COVID-Relief Spending



SOURCE: CEF based on FY2023 OMB Budget.

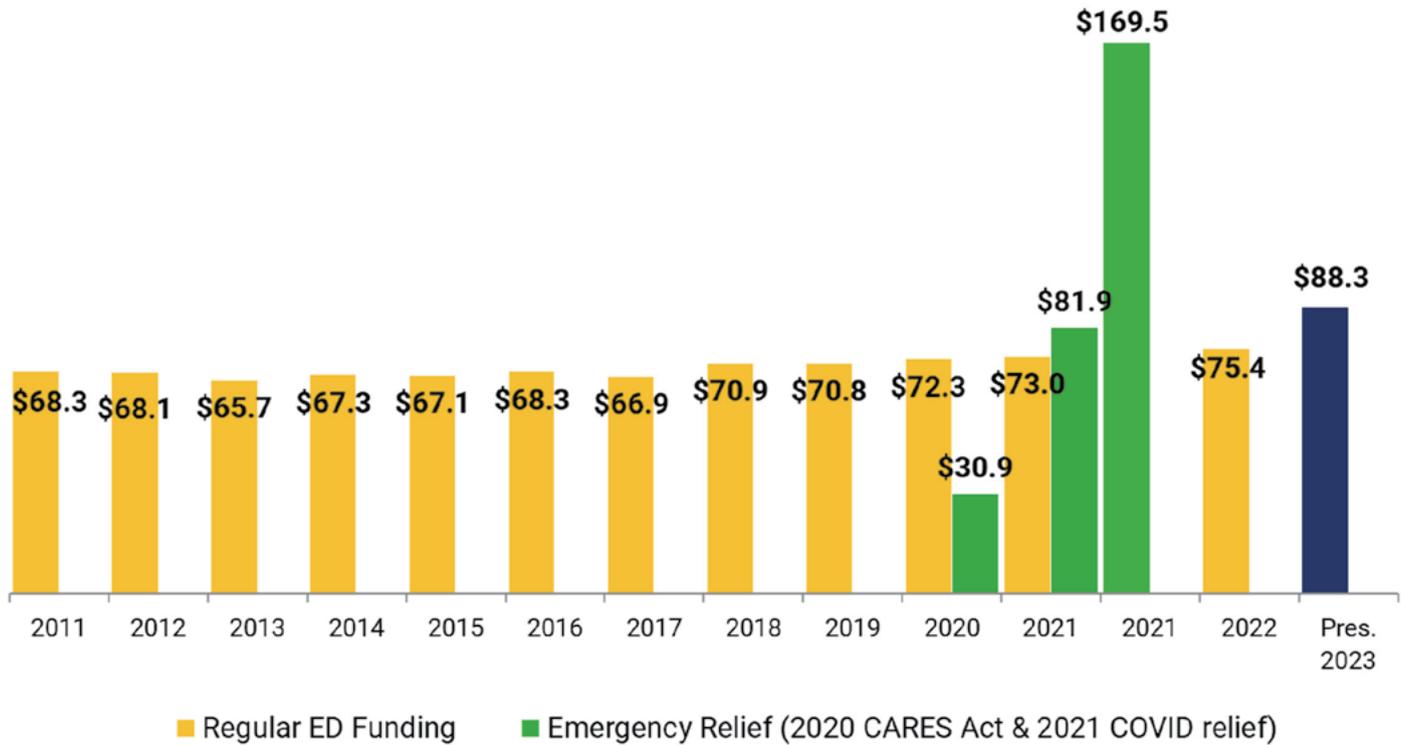
President's FY 2023 Education Increase Fills Only Tiny Share of 11-Year Funding Gap Below 2011 Inflation-Adjusted Level

Department of Education Discretionary Funding in Billions of Dollars



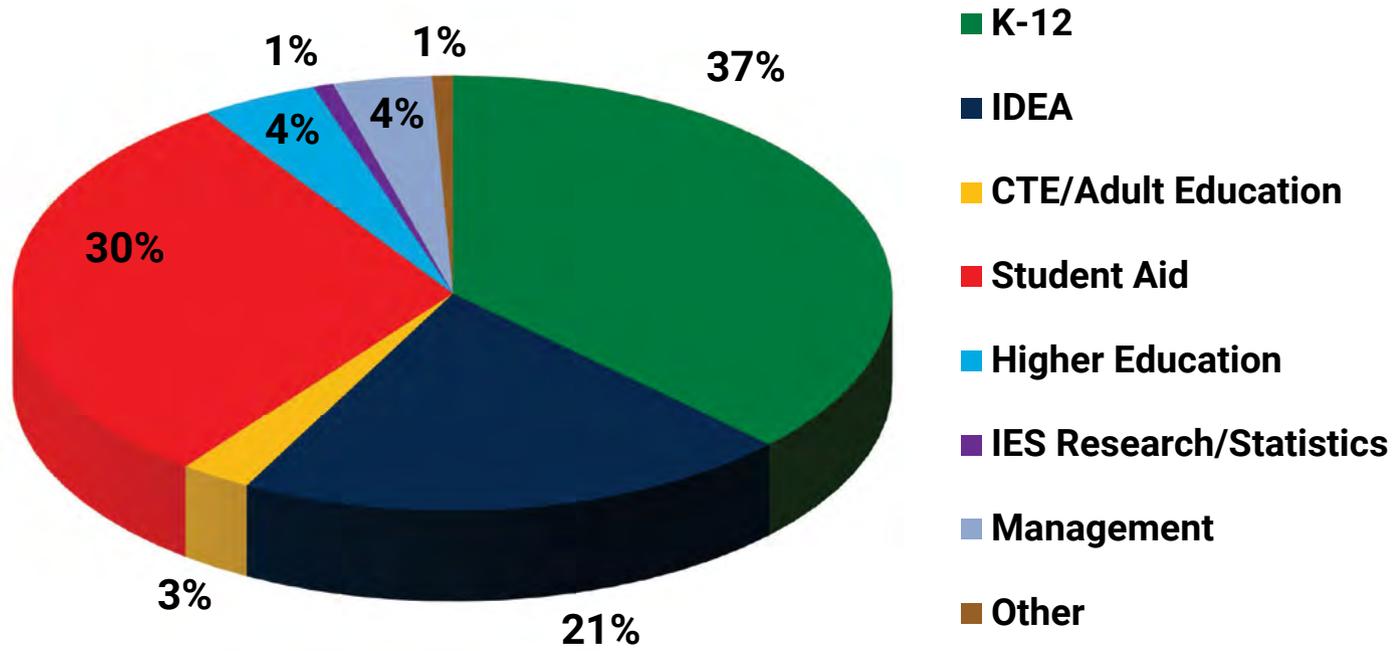
Education Funding is Increasing After Years of Stagnation

Department of Education Discretionary Funding in Billions of Dollars



2017, 2019, 2020, 2021 & 2022 regular totals reflect rescissions of Pell Grant funds

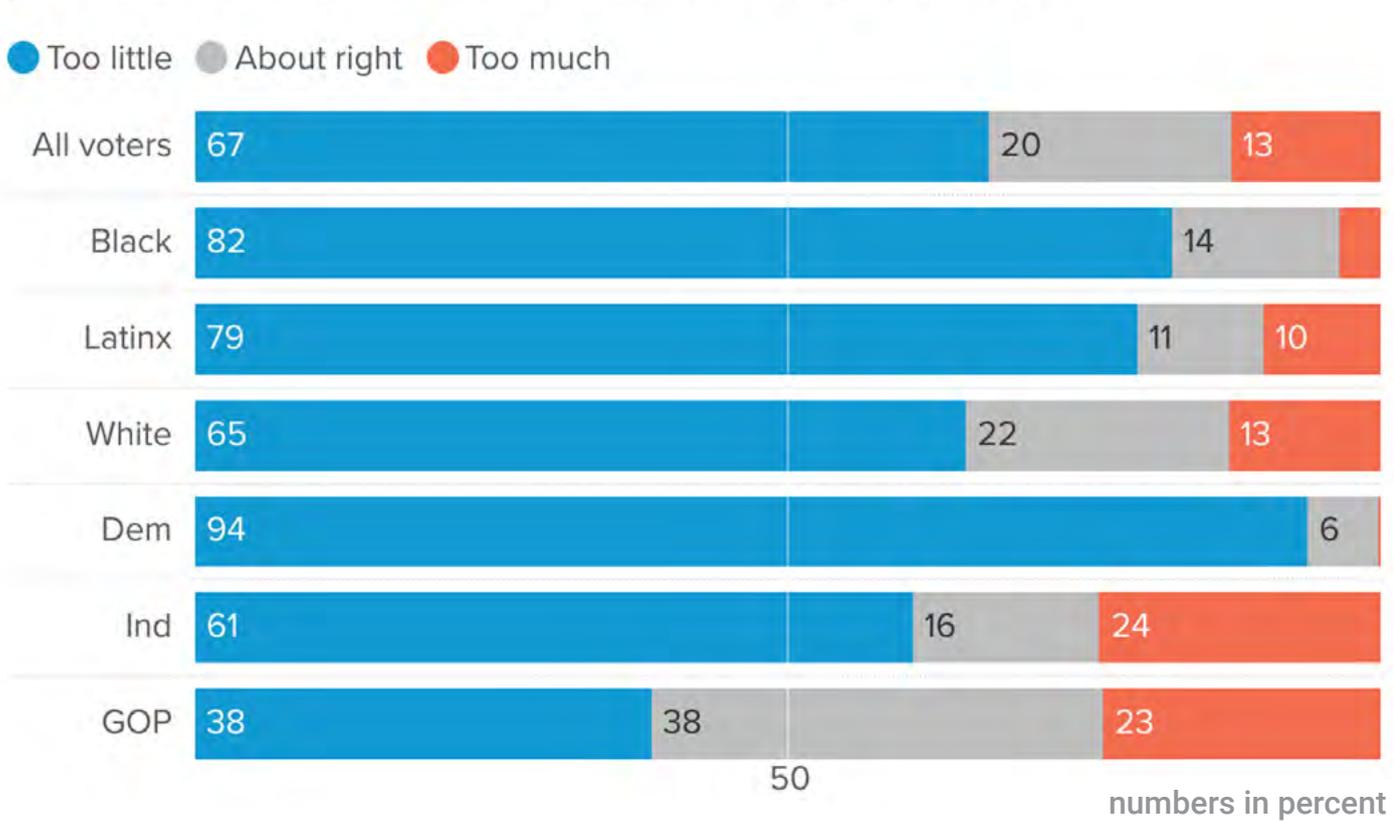
President's FY 2023 Education Department Discretionary Funding



SOURCE: CEF based on Education Department data.

Two-Thirds of Voters Believe the U.S. Spends Too Little on Education

“Approximately 2% of the regular federal budget is spent on education. Do you think this amount is too little, about right, or too much?”

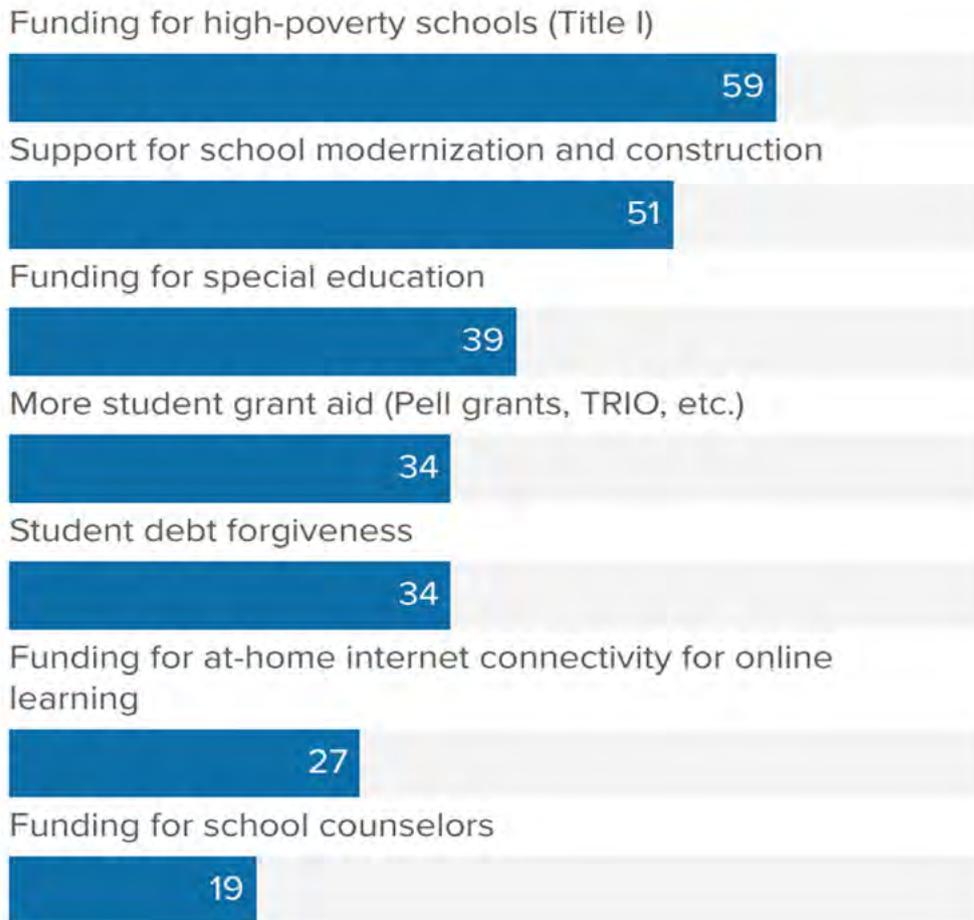


SOURCE: Change Research/ACG Advocacy poll conducted 4/30-5/7/21.

Title I and School Modernization are Voters' Top Education Funding Priorities

Numbers are percents

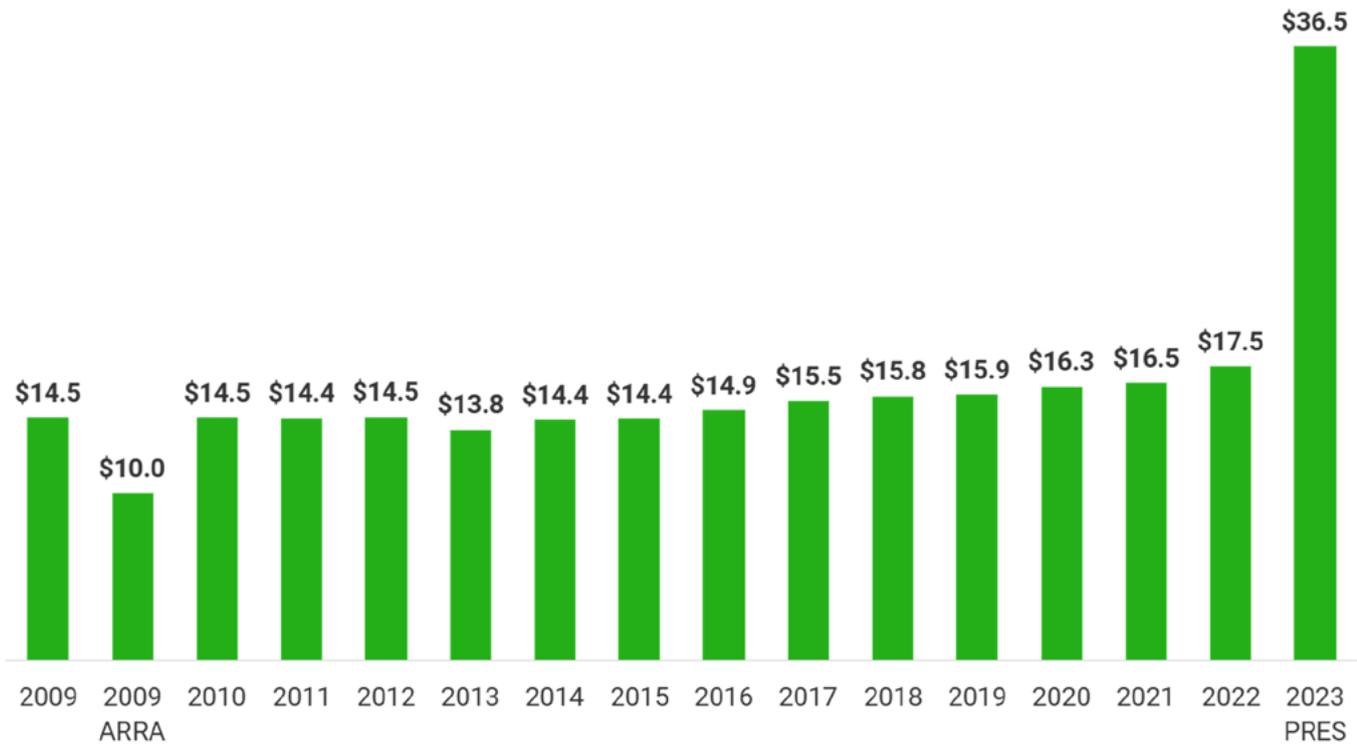
"When it comes to funding for education, which three are your highest priorities?"



SOURCE: Change Research/ACG Advocacy poll conducted 4/30-5/7/21.

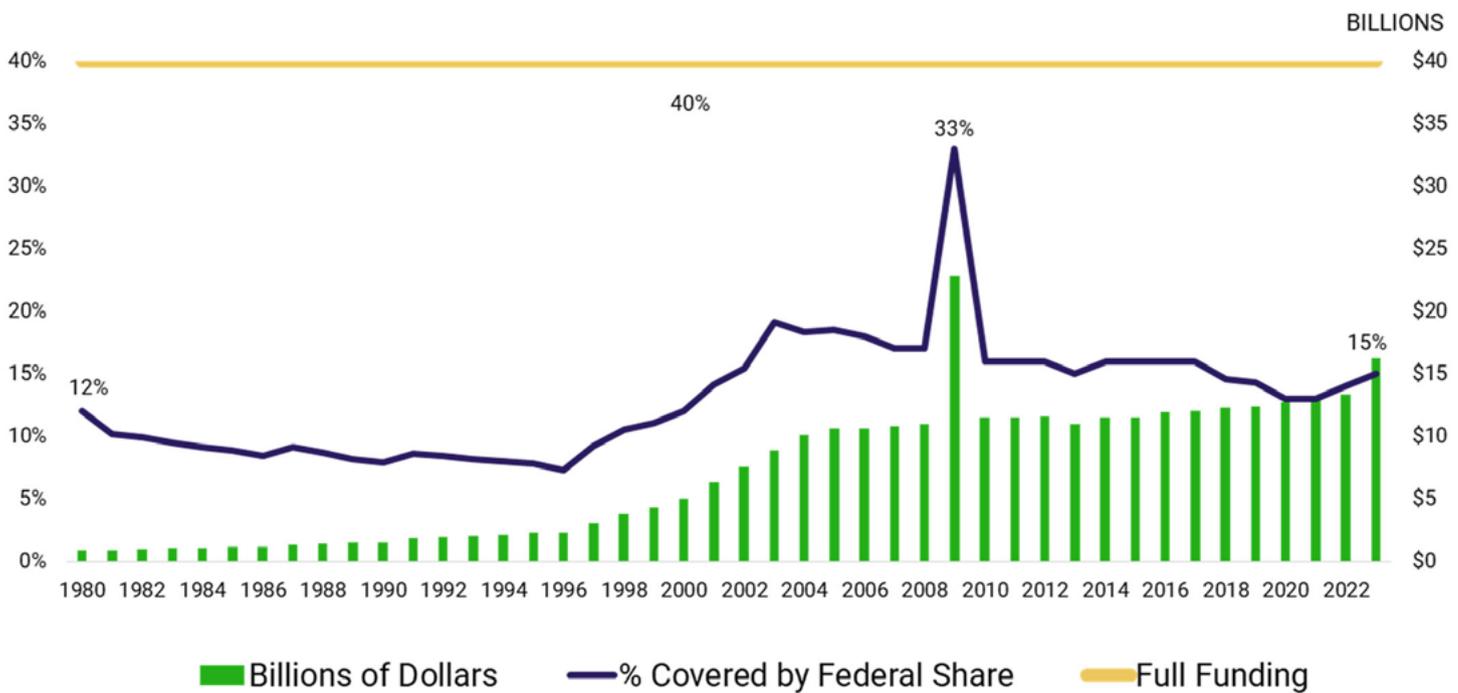
President's FY 2023 Budget More than Doubles Funding for Title I Grants

In Billions of Dollars, Discretionary and Mandatory



Special Education: Federal Share Just Over 1/3 of “Full Funding” with President’s Big Funding Increase, Leaving Cost Burden to State and Local Budgets

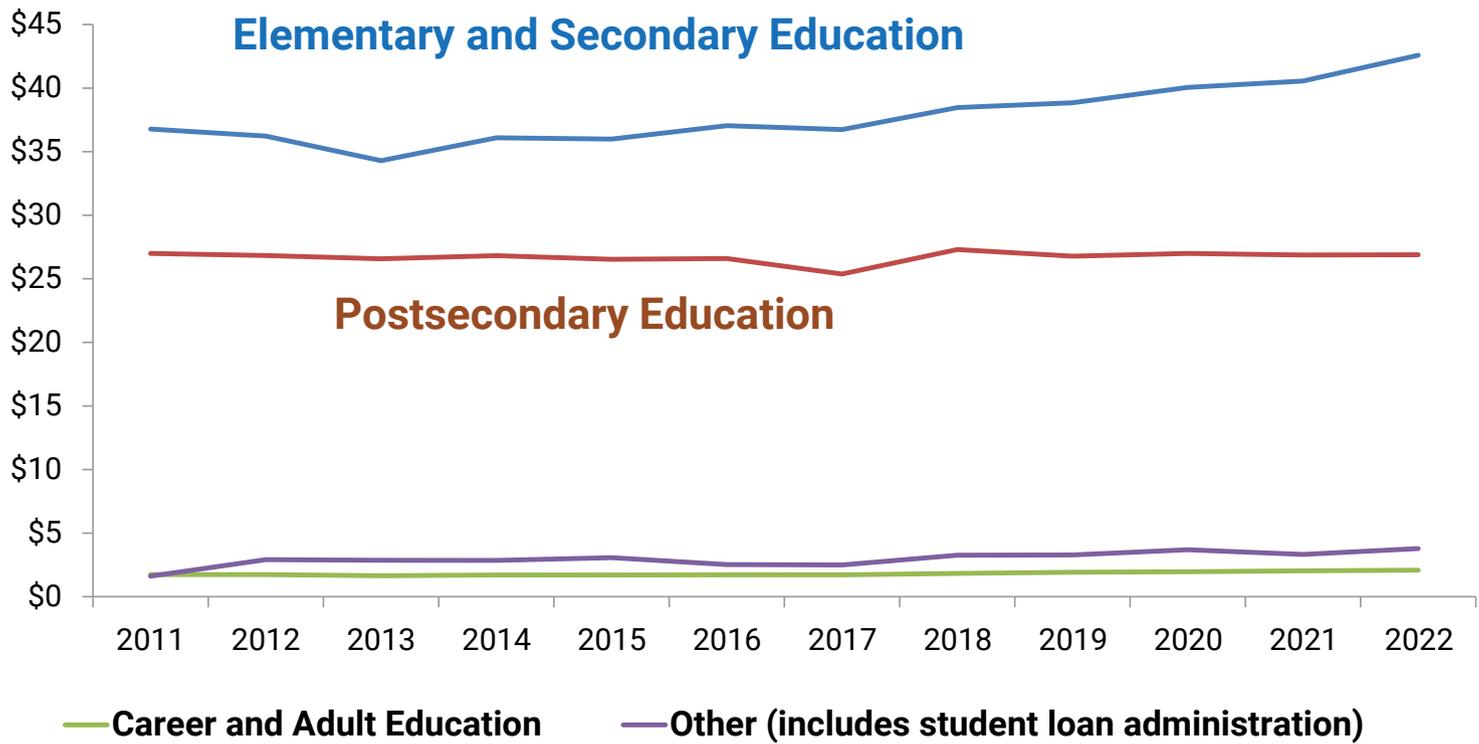
Federal “Full Funding” would cover 40% of excess cost of educating children with disabilities



SOURCE: CRS and ED funding history

Federal Funding Has Not Increased Over the Last Decade Except for K-12

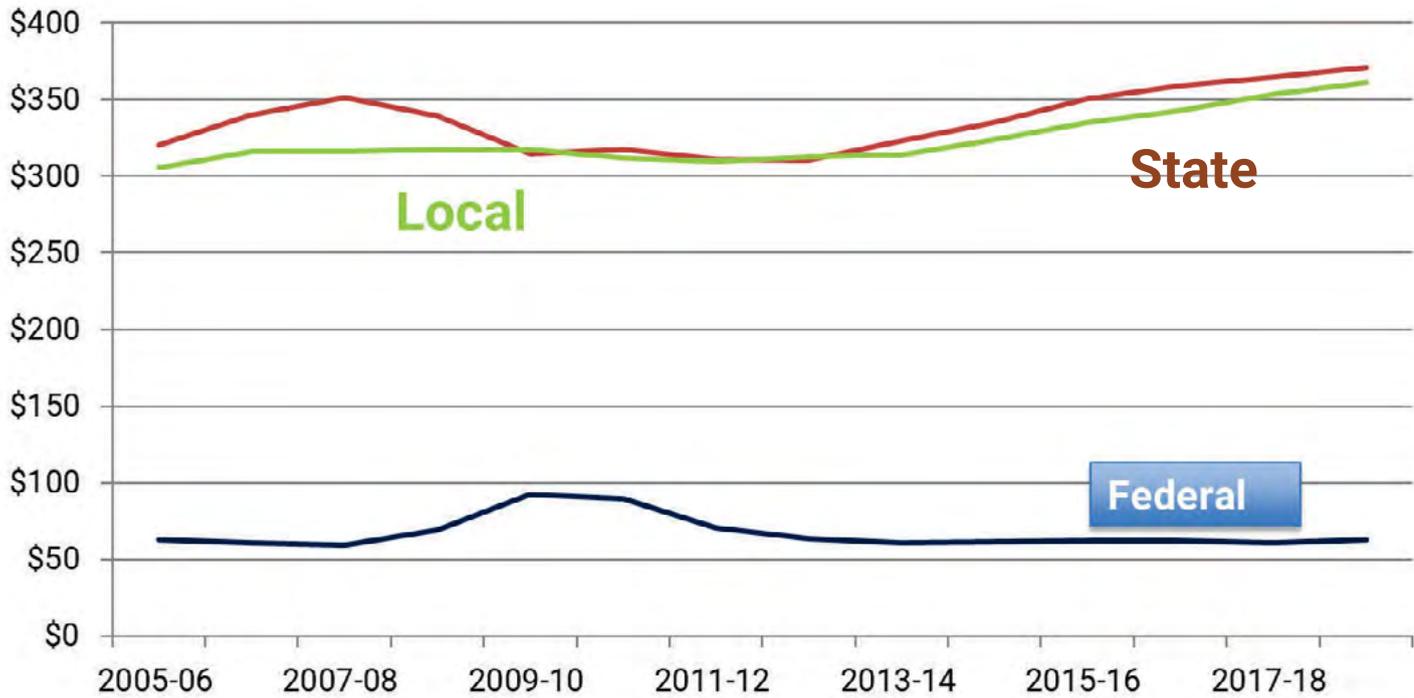
Discretionary nominal dollars, in billions



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

In constant 2020-21 dollars

Revenue in billions



SOURCE: National Center for Education Statistics, Digest of Education Statistics 2021, [Table 235.10](#).

State Funding for Preschool Remains Below 2002 Level

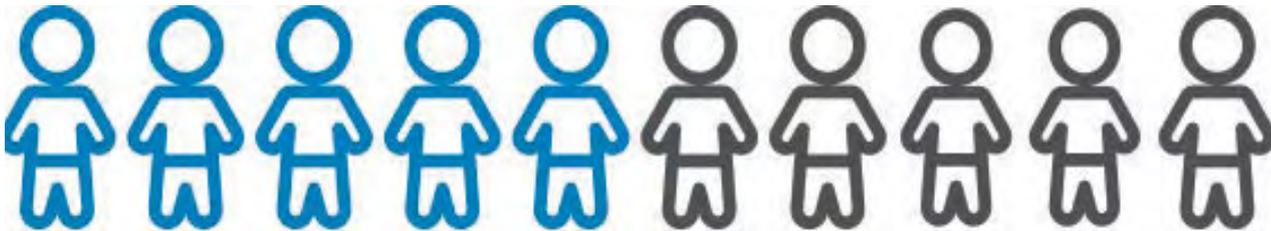
Average State Spending Per Child Enrolled

2020 Dollars

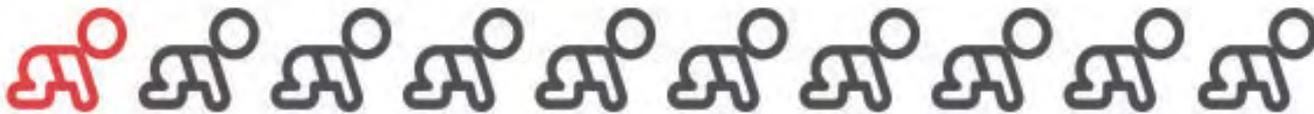


SOURCE: *State of Preschool 2020: State Preschool Yearbook*, The National Institute for Early Education Research
<http://nieer.org>

Head Start Funding Provides Services to Fewer Than Half of Eligible Children



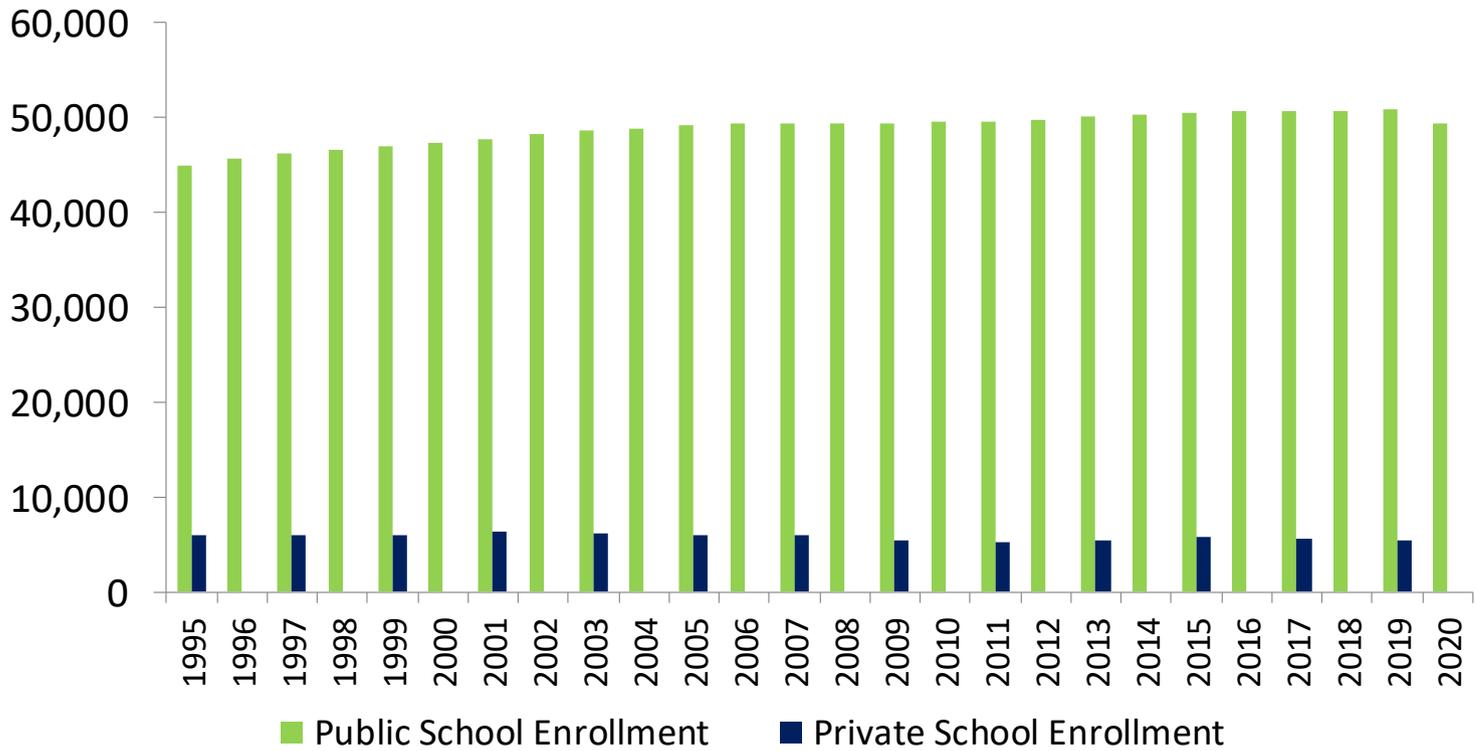
51% of eligible children ages 3 and 4 had access to Head Start



8% of eligible children under 3 had access to Early Head Start

U.S. Public K-12 Enrollment Has Been Rising While Private School Enrollment Decreases

Students in thousands

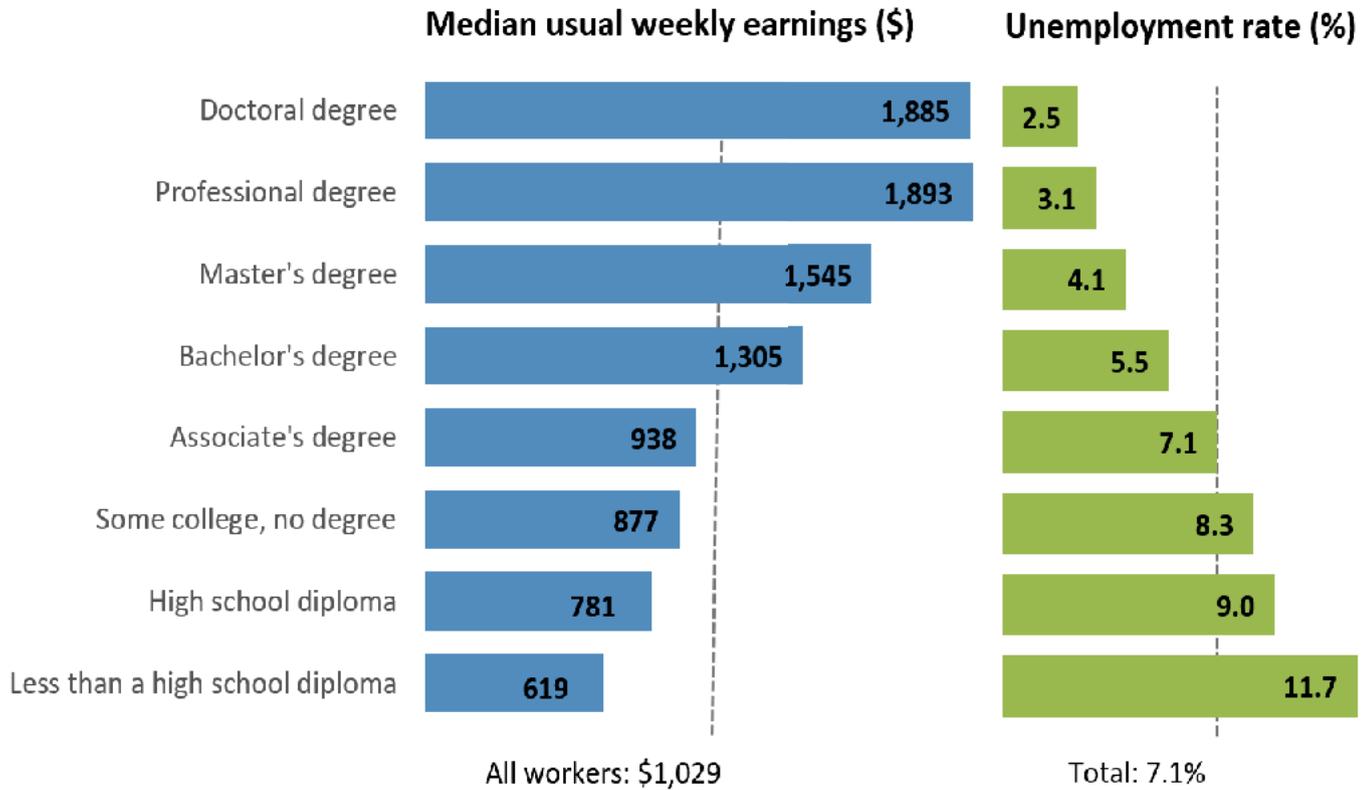


SOURCE: NCES Digest of Education Statistics 2021 tables 203.10 and 205.10,

EDUCATION PAYS: More Education Leads to Higher Wages and Employment

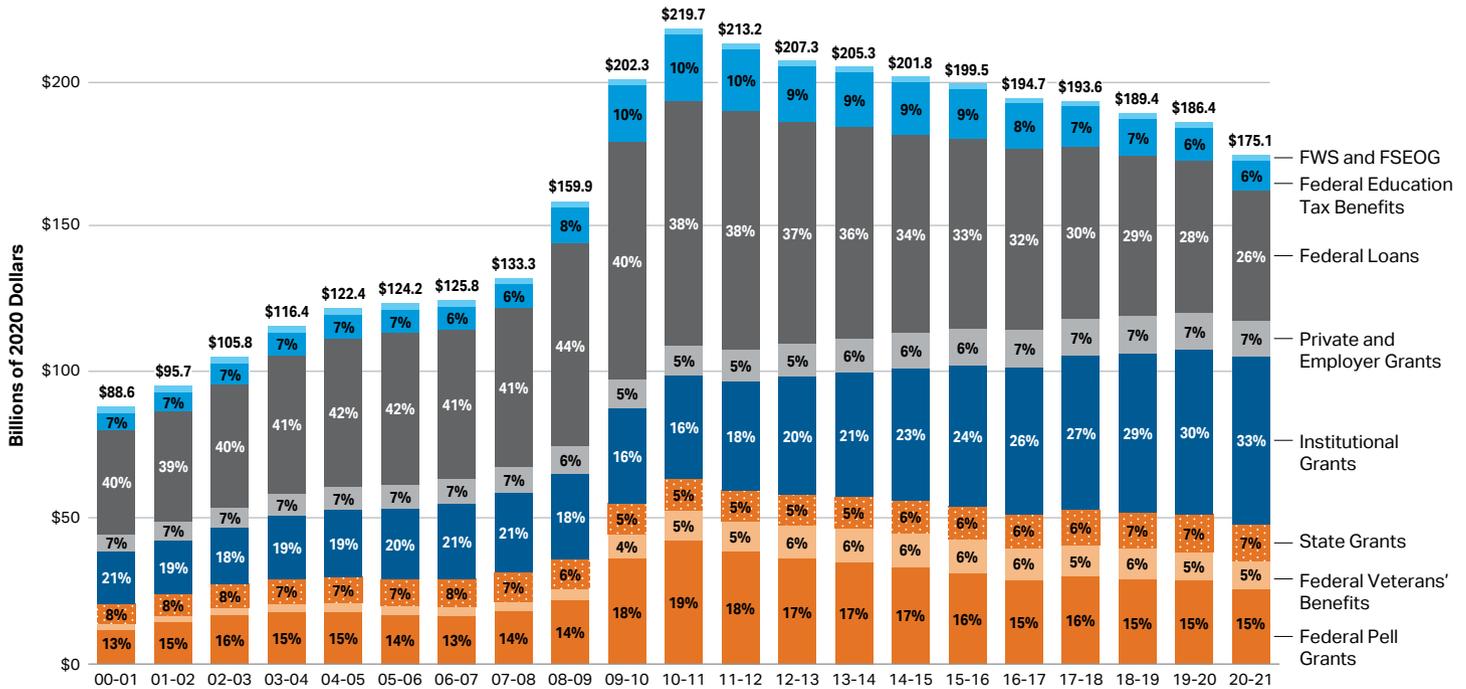
Earnings and unemployment rates by education attainment

2020



NOTE: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
SOURCE: U.S. Bureau of Labor Statistics. Current Population Survey.

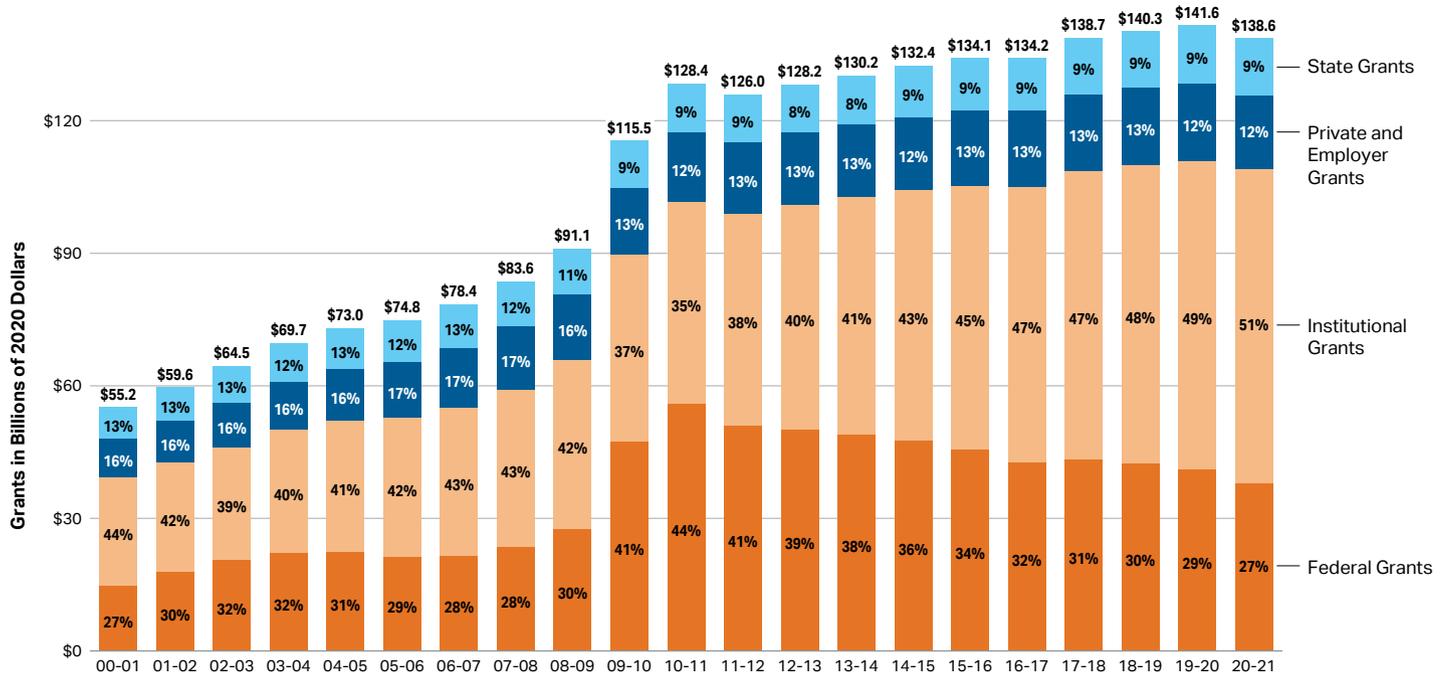
Federal Support Falls to 53% of Undergraduate Student Aid



SOURCE: College Board, Trends in College Pricing and Student Aid 2021, Figure SA-3.

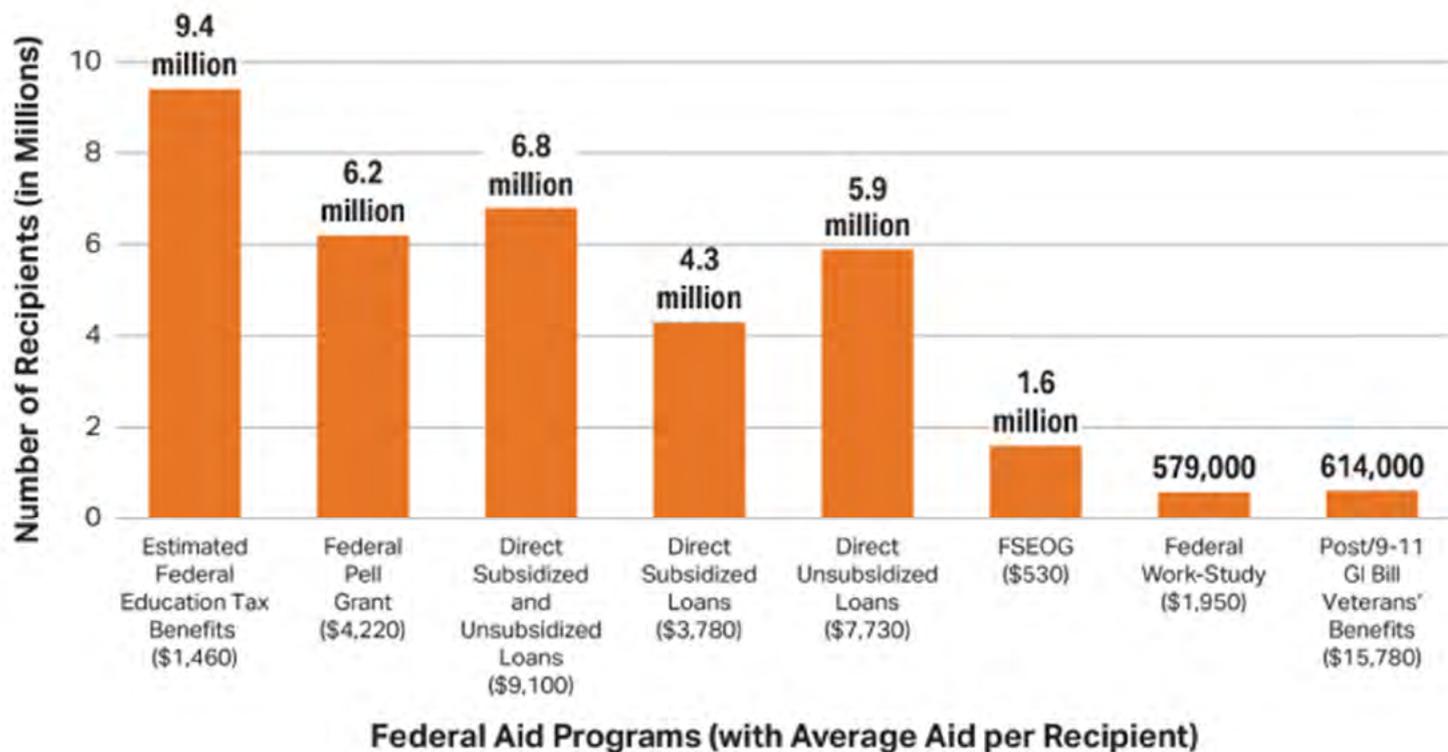
Total Grant Aid by Source of Grant

2000-01 to 2020-21



SOURCE: College Board, Trends in College Pricing and Student Aid 2021, Figure SA-3.

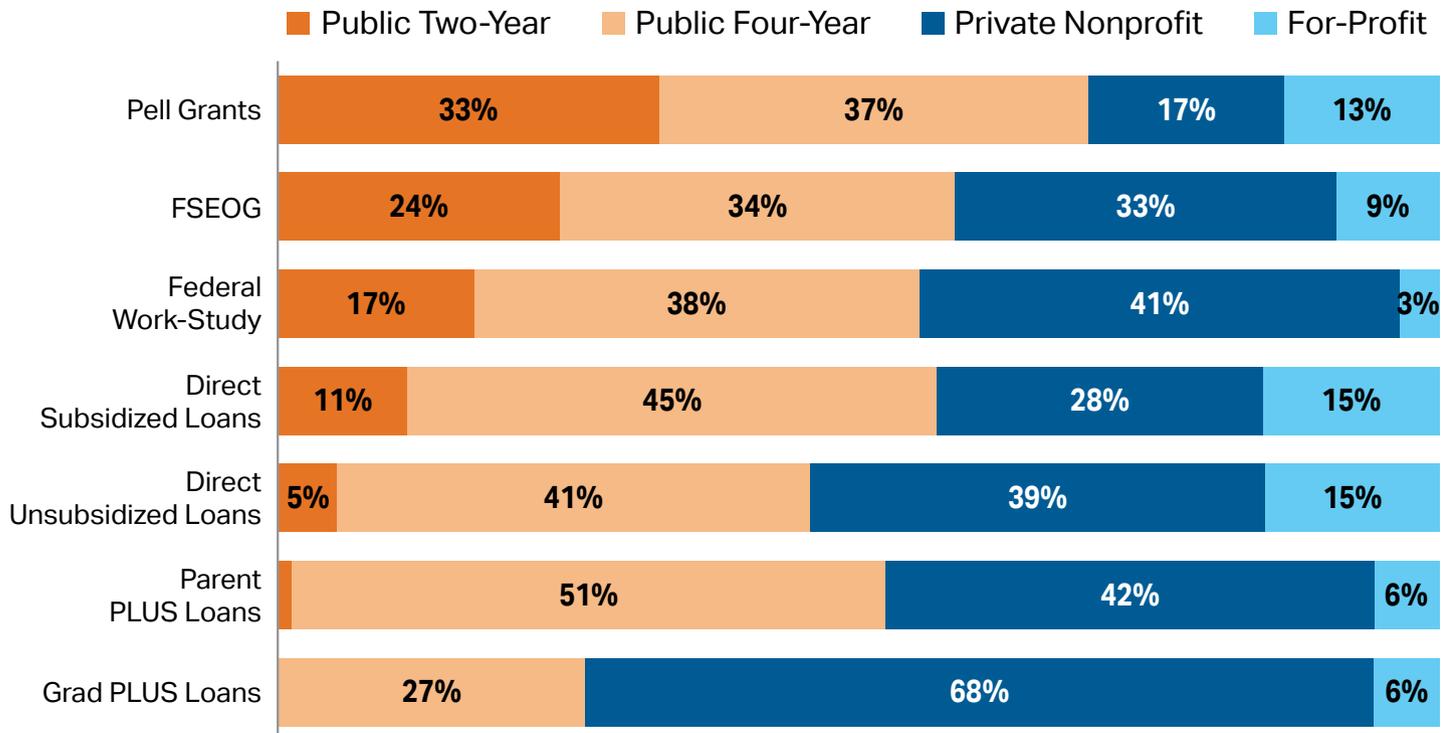
Number of Recipients by Federal Aid Program (with Average Aid Received), 2020-21



SOURCE: The College Board, Trends in College Pricing and Student Aid 2021, Figure SA- 7.

Federal Student Aid by Type of Institution, 2019-20

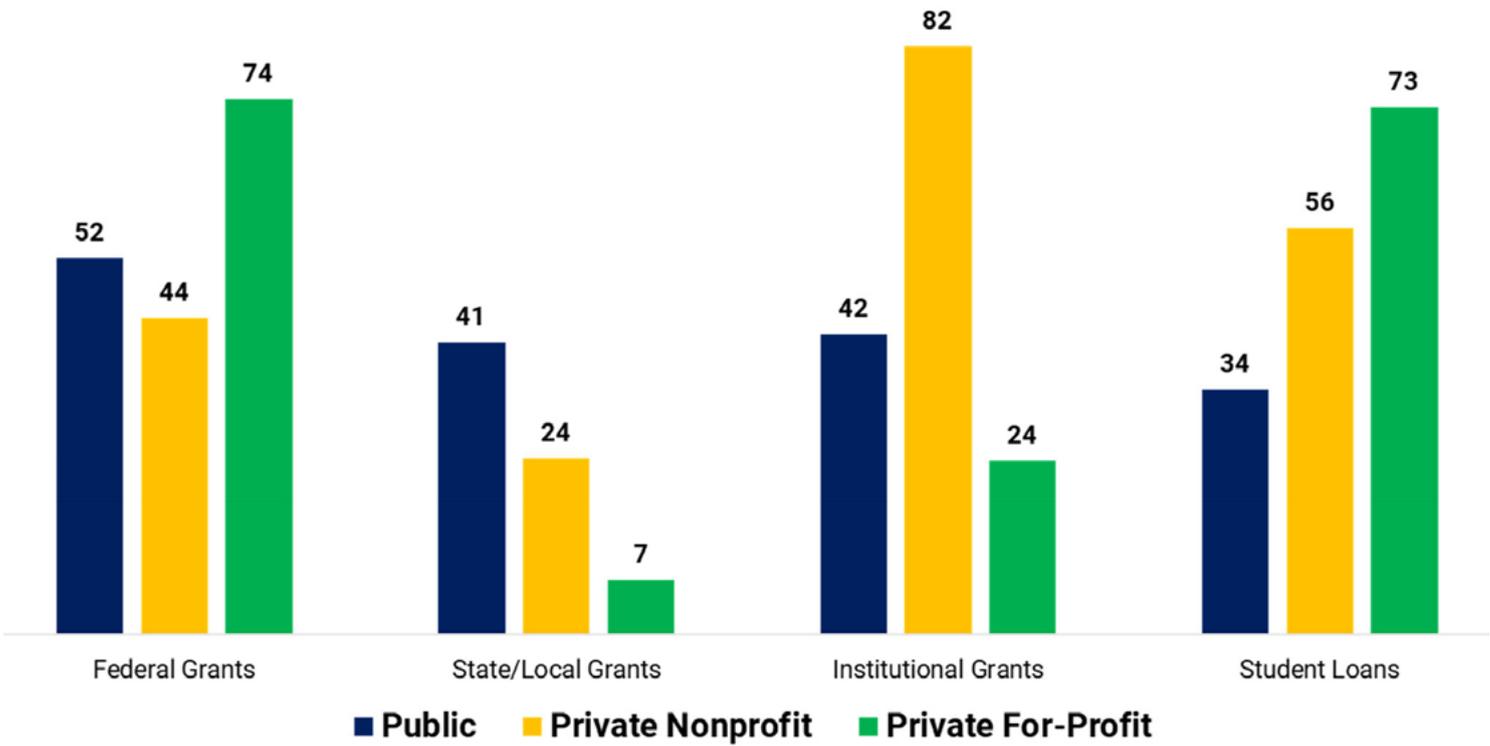
Fall 2019 Enrollment by Sector: Public Two-Year: 26%;
Public Four-Year: 44%; Private Nonprofit: 24%; For-Profit: 6%



SOURCE: The College Board, Trends in College Pricing and Student Aid 2021, Figure SA-8

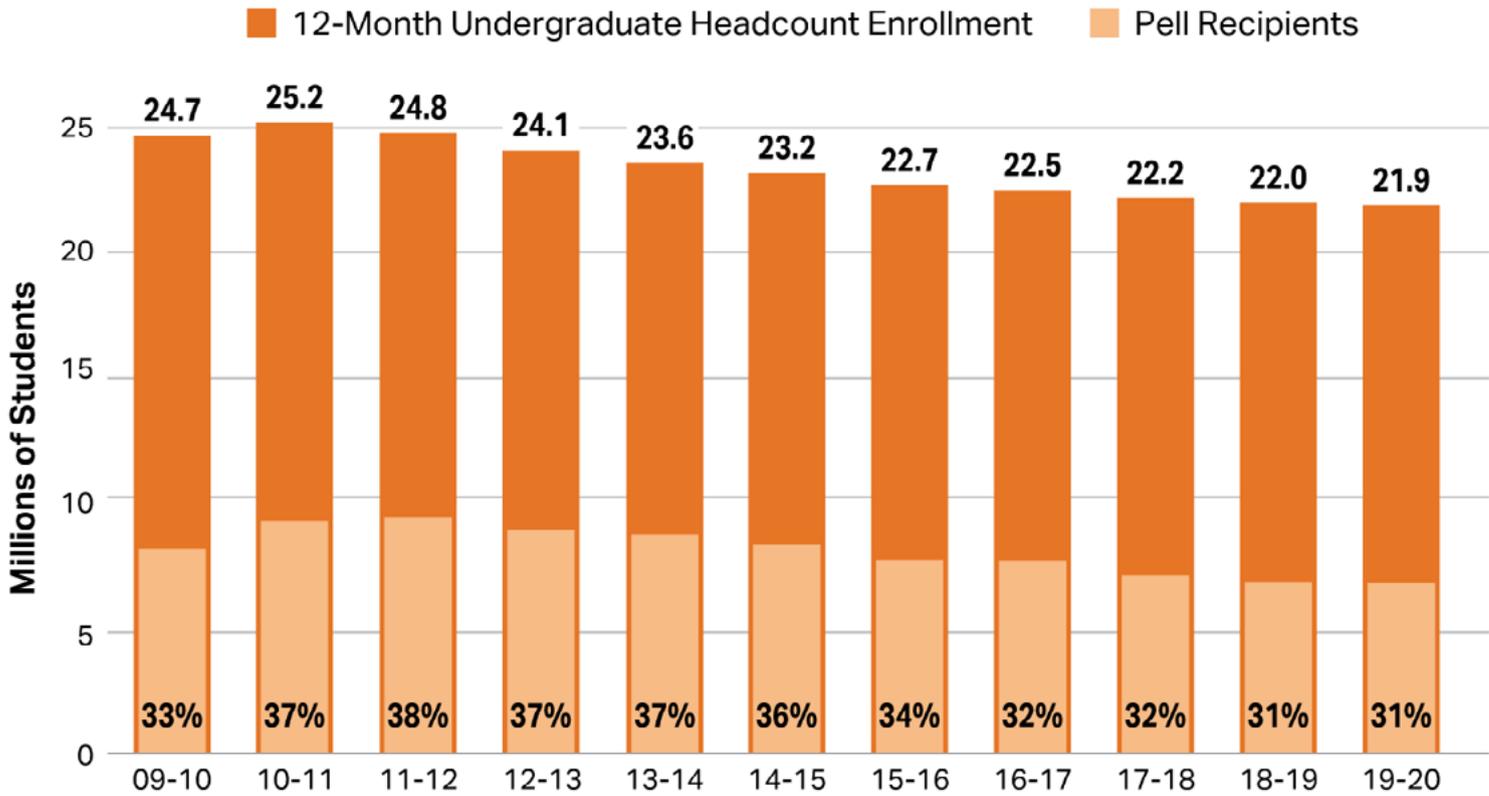
Percentage of First-Time, Full-Time Undergraduates Awarded Grants and Loans, by Type of Institution

Academic Year 2019-2020



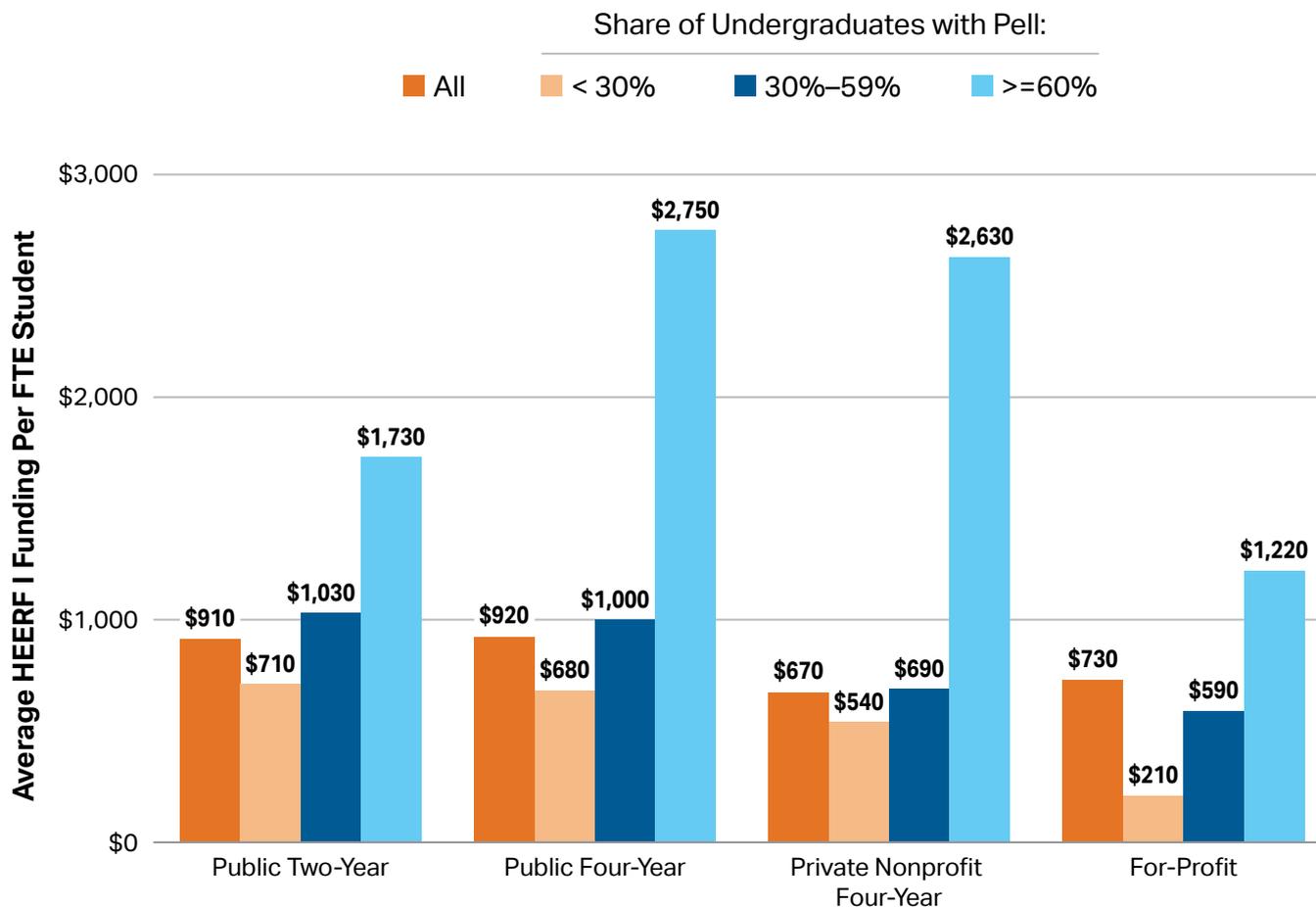
SOURCE: National Center for Education Statistics, Digest of Education Statistics 2021 table 331.20.

Almost One-Third of Undergraduates Receive Pell Grants



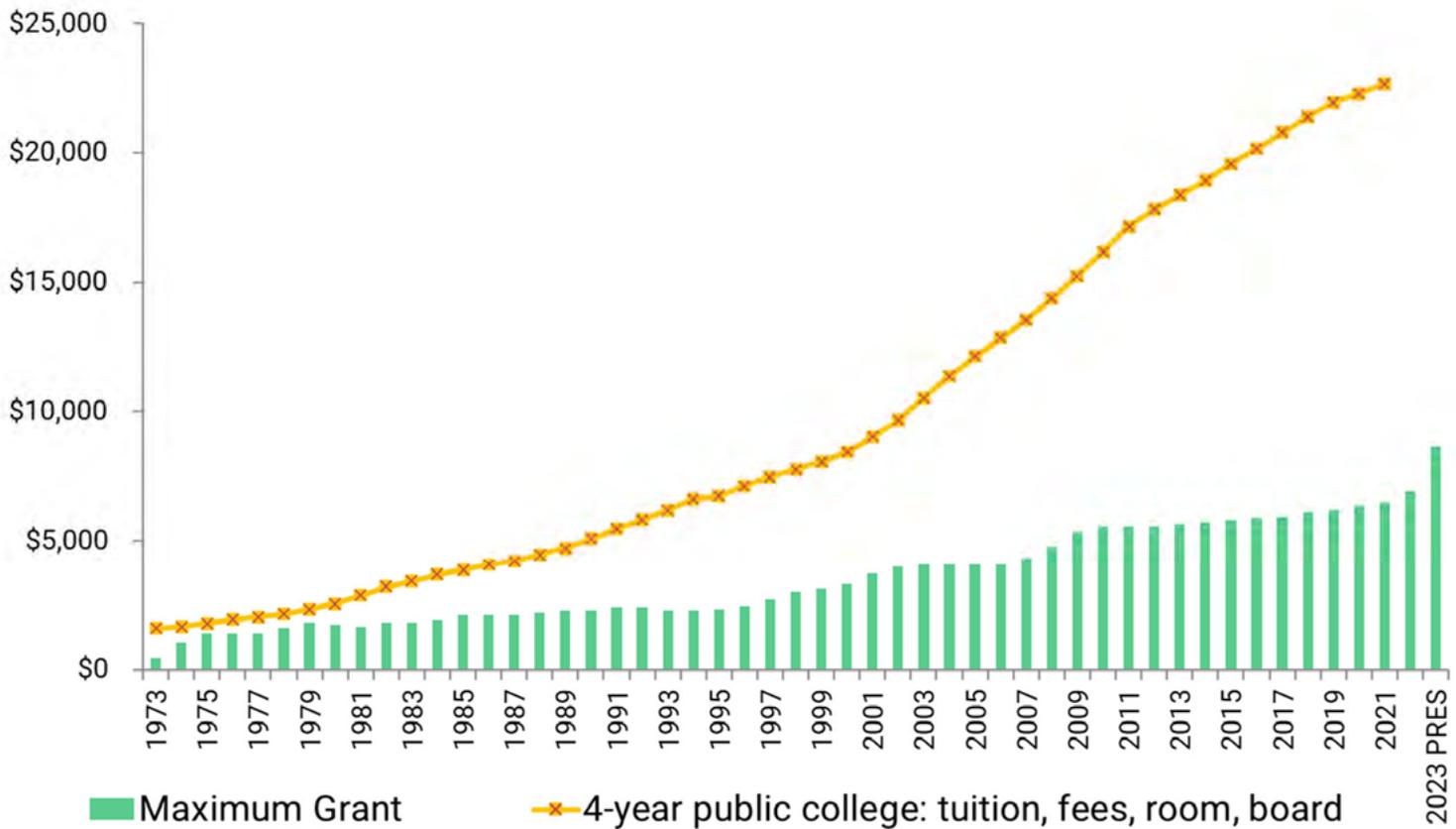
SOURCE: The College Board, Trends in College Pricing and Student Aid 2021, Figure SA- 15A.

Average Pell Grant Recipient Received \$670-\$920 from First Batch of COVID-relief



SOURCE: The College Board, Trends in College Pricing and Student Aid 2021, Figure SA- 20A.

Despite Requested Increase, Maximum Pell Grant No Longer Covers Much of Average Cost of College



SOURCE: The College Board "Trends in College Pricing 2021" and ED

Federal Graduate Loan Levels Increase, But Other Loans Fall



SOURCE: The College Board, Trends in College Pricing and Student Aid 2021, Figure SA- 9A.

PART 1:

The Foundation for Success:

Elementary and Secondary Education



Section Overview

PART 1: The Foundation for Success

President Biden’s FY 2023 education budget focuses on expanding access to high-quality education for underserved students and communities by more than doubling the funding for the largest K-12 education program, providing a large increase for special education, establishing new programs to provide more integrated services in schools, and increasing funding for educator training and retention. The budget also targets funding to career pathways programs and access to college.

The president’s budget for FY 2023 provides a 57 percent increase for elementary and secondary education programs through a combination of annual appropriations and new mandatory spending that has yet to be enacted. The record education investments in the president’s budget reflect progress toward fulfilling the president’s pledges to triple Title I funding and fully fund special education, among other priorities.

As shown on the table below, funding was basically flat from FY 2020 to FY 2021 for early childhood programs under the Department of Health and Human Services and for elementary and secondary education programs in the Department of Education. Congress enacted notable increases in FY 2022, and the president’s budget has large increases for FY 2023. There is also existing ongoing mandatory funding for child care programs not shown in this table.

Early Childhood Education, Elementary and Secondary Education Funding						
(in billions of dollars)						
	2020	2021	2022	2023 President	2023 +/- 2022 change	%
Early Childhood Education in HHS*	16.689	16.934	17.492	20.250	2.758	15.8%
Head Start, including Early Head Start.....	10.613	10.748	11.037	12.200	1.163	10.5%
Preschool Development Grants.....	0.250	0.275	0.290	0.450	0.160	55.2%
Child Care and Development Block Grant...	5.826	5.911	6.165	7.600	1.435	23.3%
K-12 Education	40.055	40.553	42.584	67.004	24.419	57.3%
Education for the Disadvantaged**.....	16.997	17.227	18.230	37.281	19.051	104.5%
Impact Aid.....	1.486	1.501	1.557	1.541	-0.016	-1.0%
School Improvement Programs.....	5.405	5.444	5.596	6.526	0.930	16.6%
Indian Education.....	0.181	0.181	0.189	0.186	-0.003	-1.7%
Innovation and Improvement.....	1.104	1.114	1.301	1.572	0.271	20.9%
Safe Schools and Citizenship Education.....	0.210	0.217	0.361	0.693	0.332	92.0%
English Language Acquisition.....	0.787	0.797	0.831	1.075	0.244	29.3%
Special Education.....	13.885	14.071	14.519	18.130	3.611	24.9%

*See articles in Part V about these programs

**Education for the Disadvantaged (Title I) president's 2023 request includes \$16B in mandatory funding

Congress enacted additional COVID relief in FY 2020 and FY 2021 to help schools and early childhood programs address pandemic-related costs, but that funding did not go toward ongoing programs or address years of underfunding. The investments in the president's FY 2023 education budget make a positive statement toward moving these programs forward. The articles in this section provide details for each existing 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.

- **Early childhood education, U.S. Department of Education** – The \$3.6 billion total increase for special education includes a \$436 million increase for grants to serve infants and toddlers and a \$93 million increase for grants for preschool education for children with disabilities.
- **Early childhood education, U.S. Department of Health and Human Services (Head Start, Child Care and Development Block Grants, Preschool Development Grants)** – The budget provides large increases ranging from 11 percent to 55 percent for these programs, described in Part V of this book.
- **K-12 education** – The bulk of the president's discretionary funding increases for education are for elementary and secondary programs. Most of the increased funding is for new programs. The biggest funding increases are:
 - **\$19 billion total increase for Title I grants to local education agencies** – The total includes a \$3 billion increase in discretionary funding and \$16 billion in new mandatory funding, more than doubling the funding in FY 2023 as part of the president's goal of tripling Title I funds.
 - **\$3.6 billion increase for special education** – The budget increases funding for the Individuals with Disabilities Education Act (IDEA) state grant program by \$2.9 billion (21.8 percent), raising the federal share of special education funding to close to 15 percent of the excess costs above the national average per pupil expenditure for students with disabilities. The president's goal is to "fully fund" special education, which would increase the federal contribution to 40 percent of the extra costs. In addition to the state grant program and the programs for young children described above, the total includes a \$155 million increase for personnel preparation to train staff to serve children with disabilities.
 - **\$1 billion for School-Based Health Professionals** – This new program is the first year of a campaign to double the number of health professionals in schools, including school counselors, nurses, psychologists, and social workers. States are expected to match 25 percent of the funds, and priority would be given to high-poverty schools.
 - **\$393 million (524 percent) increase for Full-Service Community Schools.**
 - **\$280 million (120 percent) increase for Education Innovation and Research** – The increased funding would be focused on identifying and expanding effective practices to improve educator recruitment and retention.
 - **\$244 million (29 percent) increase for English language learners.**
 - **\$208 million (2803 percent) increase for career and technical education national programs** – The budget proposes a \$200 million Career-Connected High Schools initiative for grants to consortia of local educational agencies, institutions of higher education, and employers to increase the alignment of the last two years of high school and the first two years of postsecondary education.
 - **\$100 million for a Fostering Diverse Schools competitive grant program** targeted to development and implementation of plans to support voluntary changes that increase racial and ethnic diversity in preschool through grade 12 public schools.

Title I Grants to States

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

Samuel Clemens Elementary School, located in Milwaukee, Wisconsin, is a Title I schoolwide program serving 314 students. The student population is 100 percent economically disadvantaged and 99.5 percent students of color. Over the past five years Clemens has continued to “Meet Expectations” on the Wisconsin Department of Public Instruction School Report Card. Expectations of excellence and high achievement have contributed to closing achievement gaps across subgroups in both reading and mathematics. In addition to a robust academic program, Clemens believes in strong family and school involvement and also works closely with community partners such as the Wisconsin Conservatory of Music, Northwest Side Community Partners, T Mobile, and St. Mark’s AME Church.

Samuel Clemens values being a highly collaborative environment that focuses on engaging students in rigorous activities aligned to state standards. Positive teacher-student interactions provide a space for students to be safe, feel connected, and stay engaged while promoting discourse and productive struggle. Staff provides every student with learning opportunities to master skills and to become lifelong learners and responsible citizens. Samuel Clemens School aspires to be a world-class educational community that honors and promotes high expectations for all students, while preparing them to reach their fullest potential in a safe, nurturing learning environment. The school recognizes and respects the diversity of all students and their learning styles. At Samuel Clemens, where character counts, students celebrate their unique strengths and talents while building self-esteem and self-confidence.

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 to 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 those jurisdictions. Two-thirds of children served by Title I are minority students. Children participating in Title I typically receive reading, language arts, and mathematics instruction, as well as support services through schoolwide approaches or targeted assistance strategies.

School districts implement Title I programs under state plans reviewed and approved by the U.S. Department of Education. States also identify low-performing and consistently underperforming schools. Identified schools are required to undertake comprehensive or targeted improvement measures to increase academic proficiency, as well as boost school performance on four other accountability indicators. ESSA provides flexibility to states in designing their accountability systems within the parameters of federal law and allows substantial local discretion in developing school improvement interventions. States also must implement challenging standards aligned with entry-level college coursework and relevant career skills, as well as maintain a system of state academic assessments. These requirements have been adjusted over the past two years to reflect the public health protocols resulting from the COVID-19 pandemic but will be revised and reinstated under amended state Title I plans for the upcoming year.

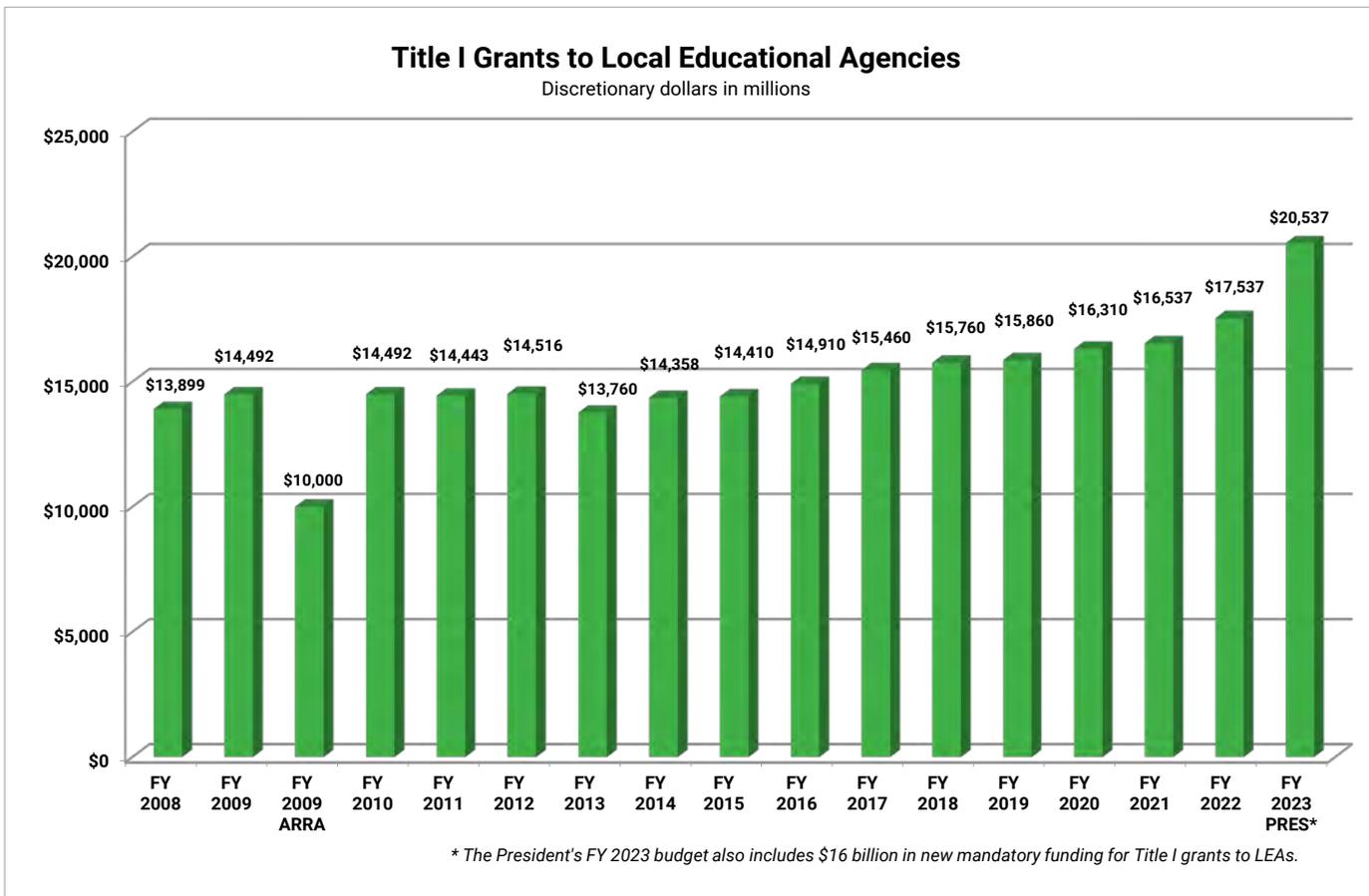
A variety of specialized subprograms are also authorized under Title I, including the Migratory Children and Neglected and Delinquent Children programs and a separate State Assessment Grant program. However, the previous program authorization for School Improvement Grants was replaced with a larger state 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)

Grants to School Districts	FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT'S REQUEST*
Basic Grants*	\$ 6,459.40	\$ 6,459.40	\$ 6,459.40	\$ 6,459.40
Concentration Grants*	\$ 1,362.30	\$ 1,362.30	\$ 1,362.30	\$ 1,362.30
Targeted Grants* (mandatory funding)	\$ 4,244.05	\$ 4,357.55	\$ 4,857.55	\$ 6,357.55
	-----	-----	-----	\$ 8,000.00
Education Finance				
Incentive Grants** (mandatory funding)	\$ 4,244.05	\$ 4,357.55	\$ 4,857.55	\$ 6,357.55
	-----	-----	-----	\$ 8,000.00
Subtotal	\$16,309.80	\$16,309.80	\$17,536.80	\$36,536.80
Migrants	\$ 374.75	\$ 375.63	\$ 375.63	\$ 375.63
Neglected/Delinquent/At-Risk	\$ 47.61	\$ 48.24	\$ 48.24	\$ 82.00
Totals	\$16,732.16	\$16,960.67	\$17,960.67	\$36,994.43

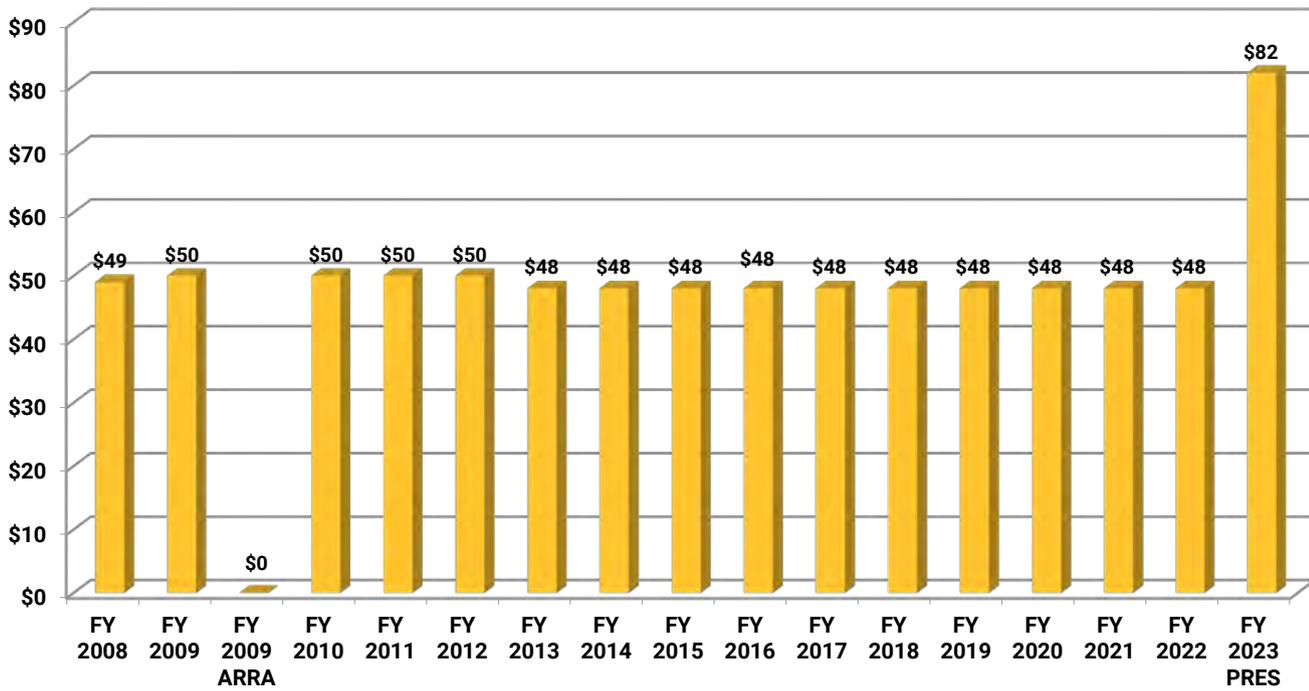
* Reflects program levels rather than discretionary budget authority since a portion of the appropriation becomes available October 1.

** New \$100 million program proposed in president's budget as a set-aside from Targeted and FIG appropriations for School Funding Equity grants to state and local education agencies.



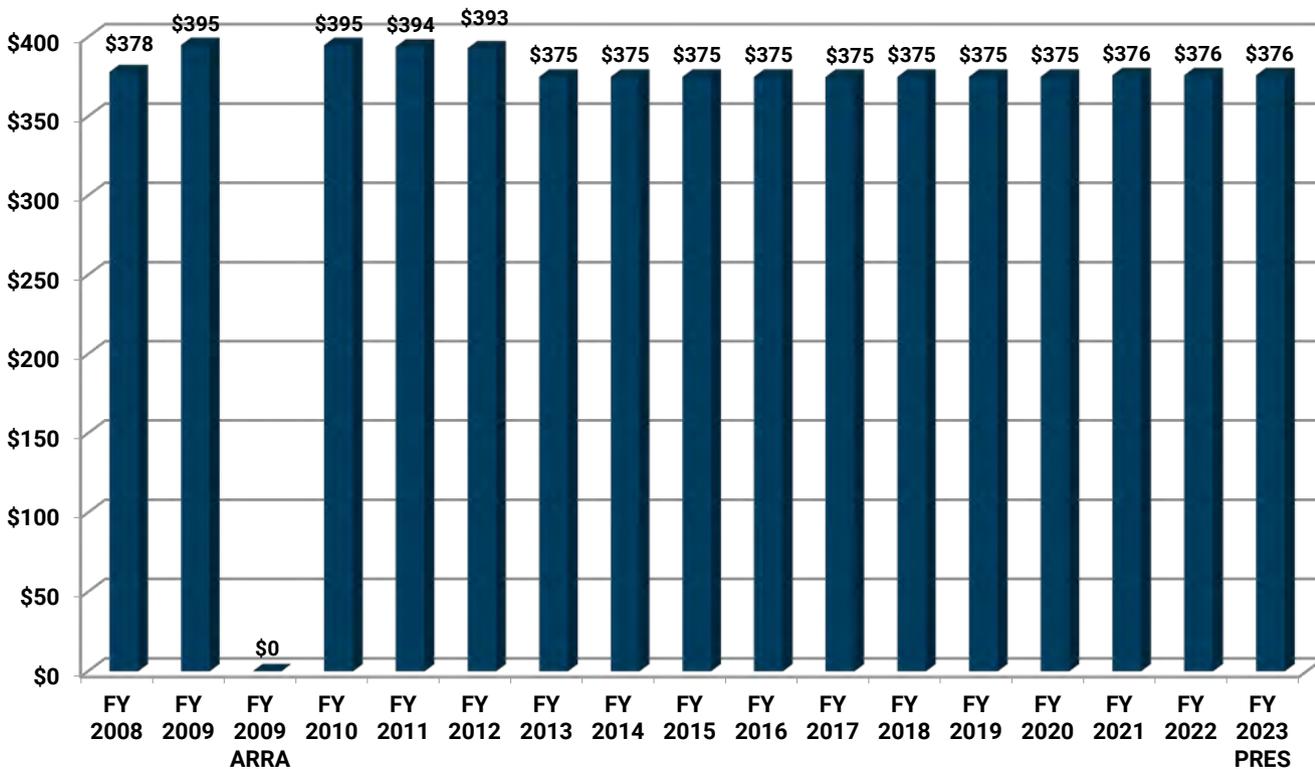
Title I State Agency Programs: Neglected/Delinquent Education

in millions



Title I State Agency Programs: Migrant Education

in millions



IMPACT OF PRESIDENT'S BUDGET

The president's FY 2023 budget request includes an unprecedented additional \$19 billion that would more than double the landmark ESEA Title I program for Disadvantaged Students. Of the \$36.5 billion requested for Grants to School Districts in FY 2023, \$20.5 billion would be provided through annual discretionary appropriations and \$16 billion would be provided through new mandatory spending. The proposal provides a substantial down payment on tripling the Title I program as promised during President Biden's 2020 campaign. This major expansion of the Title I program would allow school districts to increase the number of students and grade spans served, the number of participating Title I schools, and the intensity of instructional and support services during the school day, as well as after school and in summer sessions.

This major investment in the Title I program represents the Biden administration's commitment to close gaps in funding that undermine the ability of the nation's public education system to prepare all students to succeed, regardless of their zip code, family income, race, ethnicity, or disability. The FY 2023 budget request would also substantially increase funding for the Title I Neglected and Delinquent program and maintain current funding for the Migrant program.

The new \$100 million program designed to address longstanding inequities in the nation's education funding system is proposed as a set-aside from the Targeted and Education Finance Incentive Grant formula allocations to support voluntary state-level school funding equity commissions and school district resource equity reviews.

PROGRAM NEED

For the upcoming school year (SY 2022-23), Title I LEA Grants will reach \$17.536 billion, although the smaller Title I Migrant and Neglected and Delinquent programs remain below their pre-Great Recession FY 2008 funding levels. Even with an increase of \$1 billion (6 percent), the annual federal Title I formula grant allocations for nearly half the nation's school districts are still below their prior year funding levels due to shifts in the number of low-income students in many jurisdictions.

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. However, comprehensive and targeted school improvement interventions for schools identified under the ESSA accountability system must be implemented even if the school district does not receive any state-determined Title I school improvement grant funding.

School-age child poverty continues to be high with over 8 million students meeting the Census Bureau's poverty threshold under the Title I program, even before accounting for the economic disruptions resulting from the pandemic. An unmet funding need or shortfall of nearly \$26 billion for Title I LEA Grants continues into school year 2022-23, based on the generally accepted Title I "full funding" level of approximately \$44 billion. In short, the Title I LEA Grant program is only 40 percent funded as school districts implement the Every Student Succeeds Act, work to meet its accountability requirements, and address learning loss resulting from the pandemic.

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 2022 funding level, 47 percent of these Title I-eligible school districts unfortunately will receive a reduction in their federal Title I formula grant allocation. A significant funding increase for FY 2023 is needed to help meet program responsibilities under ESSA and address the restarting of the accountability system, particularly since the appropriation levels over the past decade have too often failed to keep pace with inflation. The pandemic-related learning losses for educationally disadvantaged children attributed to emergency school closures, quarantine protocols, remote learning situations, and school staffing shortages will further exacerbate the academic deficits the Title I program was created to address. The effects of pandemic learning loss will extend for multiple school years and require accelerated instructional strategies, extended time, and significant costs to recoup the interrupted learning experienced in school years 2019-20, 2020-21, and 2021-22.

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

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

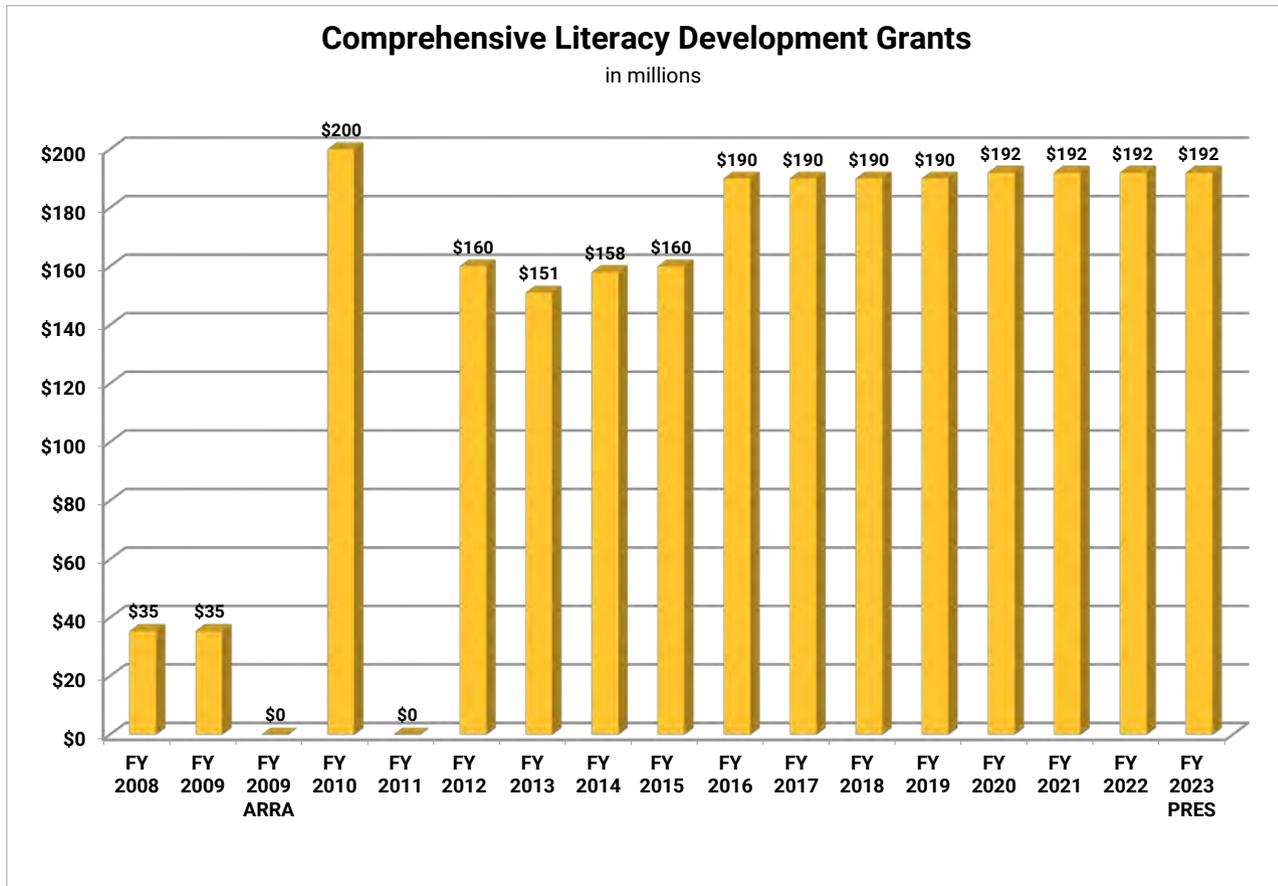
The LEARN program is based on the successes of the Striving Readers Comprehensive Literacy (SRCL) program, which first received funding in 2011 to provide comprehensive literacy development grants to six states (GA, LA, MT, NV, PA, and TX). In fall 2017, SRCL grants were awarded to a cohort of 11 states (GA, KS, KY, LA, MD, MN, MT, NM, ND, OH, and OK), the Bureau of Indian Education, and four territories. In 2019, an additional 13 grantees (AK, AR, CA, GA, HI, KY, LA, MN, MT, ND, NM, OH, and RI) received CLSD awards. These new grantees are now implementing their comprehensive literacy plans and gathering information about the results for participating students and educators. In Contra Costa County, CA, funds will help build the capacity to serve struggling readers and writers, including students with disabilities such as dyslexia. Activities will include strengthening district and school multi-tiered systems of support, developing district and pilot site literacy plans and implementing evidence-based strategies through improvement cycles, and increasing family and community engagement.

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, which has been renamed the Comprehensive Literacy State Development (CLSD) program. LEARN provides competitive grants to states to help local school districts develop comprehensive, evidence-based literacy instruction and intervention plans for children and youth, birth through grade 12, 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. Grantee states must allocate not less than 15 percent of funds for children from birth through kindergarten entry, 40 percent for students in kindergarten through grade 5, and 40 percent for students in grades 6 through 12.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$192.00	\$192.00	\$192.00	\$192.00



IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2023 budget proposes to freeze funding for the CLSD program at \$192 million, which would support 24 continuation awards in the states and territories that received grants in 2017 and 2019. This means 51 states and many school districts across the country still will not have dedicated resources to update and implement their comprehensive literacy plans, provide professional development on effective literacy practices to educators, or provide students with targeted supports to improve their reading and writing skills.

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. Yet only 35 percent of fourth grade students, 34 percent of eighth grade students, and 37 percent of twelfth grade students performed at or above the proficient level on the 2019 NAEP reading assessment (National Center for Education Statistics, 2019). Moreover, school building closures in 2020-21 related to the COVID-19 pandemic required school leaders and educators to take on the unprecedented task of quickly implementing remote learning options for 55.1 million children with few resources and very little training. The transition was not seamless for some school districts, and educators learned quickly that home internet connections were a challenge for many of their students. The continuing economic impact and trauma caused by the pandemic will also negatively impact student learning. McKinsey & Company found that students taking formative assessments in spring 2021 lost the equivalent of four months of learning in reading on average, but the unfinished learning was especially dramatic for students of color and low-income students. Without immediate and sustained interventions, it is estimated that pandemic-related unfinished learning could reduce lifetime earnings for K-12 students by an average of \$49,000 to \$61,000.

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 essential the program receive no less than \$500 million in FY 2023 as part of an effort to expand the grants to all 50 states and help turn around the effects of lost learning.

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Innovative Approaches to Literacy

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

In 2021, an Innovative Approaches to Literacy grant was awarded to Tuscaloosa (AL) City Schools, a midsize urban city school district serving 10,500 K-12 students in 21 buildings. This collaborative grant with school libraries will provide a learning environment that is racially, ethnically, culturally, disability status and linguistically responsive. The grant will allow the district to implement the Alabama Literacy Act to improve reading proficiency of public school kindergarten through grade 3 students. The district will be able to provide early literacy services and distribute high-quality books on a regular basis to children from low-income communities. Tuscaloosa schools have set goals that include literacy training for a minimum of 85 percent of librarians; development, improvement, or expansion of K-12 literacy programs for 100 percent of participating schools; and a 4 percent increase over baseline. In addition, all students will receive personal books and/or access to online books.

DESCRIPTION

Recognizing the link between early literacy and future success, Senator Jack Reed (D-RI) and the late Senator Thad Cochran (R-MS) sponsored legislation directing the Department of Education to create the Innovative Approaches to Literacy (IAL) grant program in 2012, targeting underserved school libraries and nonprofit organizations. IAL replaced the Improving Literacy through School Libraries program. At least half these grants are reserved for school libraries—the only source of federal funds for school libraries. IAL grants target high-need communities by providing literacy 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 and national nonprofits of how to create effective literacy programs.

The National Center for Education Statistics 2019 reading assessment illustrates the urgent need for the early literacy skills development offered by school librarians. The Assessment showed only 35 percent of fourth grade students, 34 percent of eighth grade students, and 37 percent of 12th grade students performed at or above proficient for literacy. The Stanford Graduate School of Education provided additional evidence of the pandemic’s impact on early learning. Results from a reading assessment given to first through fourth graders showed an alarming decline in oral reading fluency after the pandemic forced school closures in March 2020. While students’ skills improved somewhat by fall 2020, they still had not recouped all that was lost earlier that year.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$27.00	\$28.00	\$29.00	\$28.00*

* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2023 budget recommends \$28 million for IAL to support effective literacy programs through school libraries and nonprofits, a \$1 million decrease below FY 2022. The pandemic placed unprecedented strain on literacy development of young students and families—particularly for children in underserved communities. Following on the troubling assessments from the National Center for Education Statistics in 2019, various reports have highlighted how literacy skills were negatively impacted during the pandemic. Boosting investment in effective school library programs through the IAL program will help meet more states’ needs. 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 and support targeted literacy guidance. These critical functions must continue with federal support dedicated to school libraries and nonprofits.

PROGRAM NEED

The American Academy of Pediatrics reports 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. Unfortunately, more than one in three American children start kindergarten without foundational skills to learn to read. The funding request for IAL remains below the FY 2012 appropriations level of \$28.57 million. This marginal funding level means no grants for many school libraries in low-income areas 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. As educators, school librarians provide equitable physical and intellectual access to the resources and tools required for literacy and learning in a warm, stimulating, and safe environment.

The strains on school library resources and literacy support have been exacerbated by the COVID-19 pandemic, particularly among students most in need of these services. Ensuring children have books and targeted literacy resources, whether schools are in remote, in-person, or hybrid learning mode, is an urgent need for young students struggling to acquire and increase literacy skills.

The program must be supported at a minimum at \$50 million in FY 2023, so all students have access to 21st century library and literacy programs.

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Impact Aid

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



Impact Aid is essential to the financial operation of Smee School District, located on the Standing Rock Sioux Indian Reservation in Corson County, South Dakota. Due to the large amount of nontaxable Indian Land in the school district, local revenue only covers 4 percent of the district's annual budget. Impact Aid accounts for over 28 percent of Smee's budget. In order to continue offering children the services and education they deserve, Impact Aid is essential. A decrease in Impact Aid would mean drastic cuts in qualified staff and service areas, which could significantly impact the school district's ability to offer a quality educational experience to economically disadvantaged children.

Smee School District is located in the 45th poorest county in the nation with over 63 percent of its students identifying as homeless because they double or live with relatives in single family dwellings. Students face extreme poverty, hunger, substance abuse, and family violence on a regular basis. Impact Aid makes it possible for Smee to provide a full-time school nurse and social worker to help address these factors. Often, these services are the only resources students have when faced with a crisis. The on-site nurse is a vital resource in their rural area, providing medical care to 180 students who may not otherwise have access to these services. Impact Aid also supports transportation, food service, and special education programs. All students are transported daily, some students traveling up to 40 miles one way to attend school. Students are fed two healthy and nutritious meals daily. Fourteen percent of the student population receives special education services. Impact Aid makes it possible for Smee to offer all these services and programs to the children living in poverty on the Reservation.

DESCRIPTION

Impact Aid is the oldest federal elementary and secondary education program. Its purpose is to reimburse school districts for a loss of local revenue due to the presence within the district 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. Unfortunately, it has failed to fully fund that obligation for the past several decades.

More than 1,100 federally impacted school districts educate more than 9 million students. Impact Aid funding is efficient and flexible. Each year congressional appropriations flow directly from the U.S. Department of Education's Impact Aid program office to school districts. Locally elected school board members and appointed district leaders make decisions on how to use these dollars based on the needs and priorities at the local level, from staffing and academic materials to transportation and technology. Impact Aid funding is not supplemental. Without Impact Aid funds, some school districts would not be able to operate due to the limited local tax base.

FUNDING HISTORY (in millions)

	FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT'S REQUEST*
Federal Properties	\$ 75.31	\$ 76.31	\$ 77.31	\$ 76.31
Basic Support	\$ 1,340.24	\$ 1,354.24	\$ 1,409.24	\$ 1,394.24
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
Total	\$1,486.11	\$1,501.11	\$1,557.11	\$1,541.11

**The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.*

IMPACT OF PRESIDENT’S BUDGET

The Administration fails to meet its obligation to federally connected school districts in its FY 2023 budget. The president’s budget allocates \$1.541 billion, a \$40 million increase over the final FY 2021 figure but a \$16 million decrease from FY 2022. Given that most public school districts depend heavily on local taxes for funding, those that contain federally owned land – which is not taxable – are at a funding disadvantage. As long as the federal government owns property, it must maintain its obligation to students, schools, and taxpayers in those communities through Impact Aid.

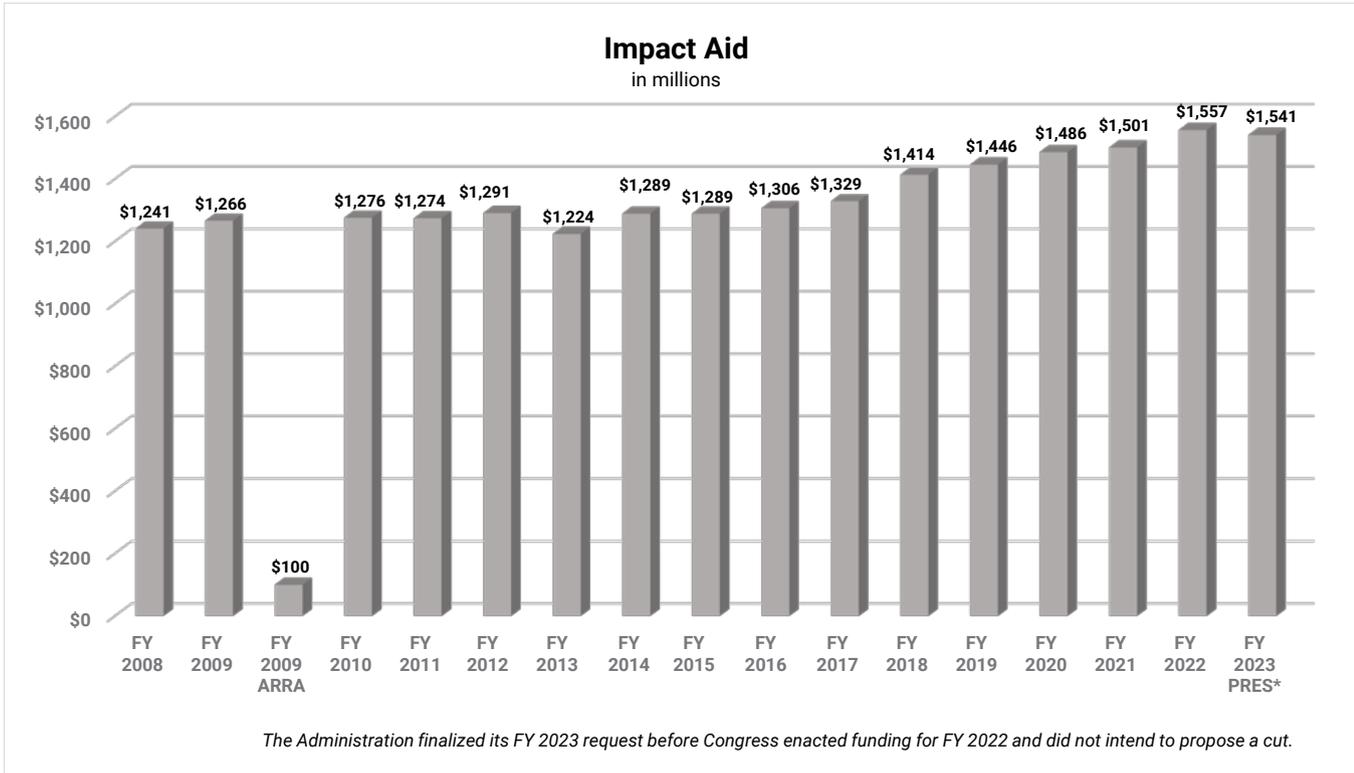
PROGRAM NEED

The Impact Aid program has not been fully funded since 1969. Over the past decade, appropriated levels have not kept pace with rising education costs, resulting in districts receiving an increasingly lower percentage of their calculated need-based payment for Basic Support. To keep pace with district needs, an additional \$50 million is required for FY 2023. The Federal Property program needs an additional \$2 million to help offset decreased funding in newly eligible districts as the federal government continues to acquire property and to provide a much needed boost to current recipients. Federally impacted school districts are disproportionately reliant on state funding because of their limited or nonexistent local tax base, making Impact Aid funding even more important. Barring a significant expansion in Impact Aid, this will likely lead to budget shortfalls, exacerbated further by the costs of the COVID-19 pandemic.

Federally impacted school districts educate a significant proportion of the nation’s military-connected children and Native American students living on Indian lands. These districts tailor their educational curricula, support systems, and programming to meet the specific needs of students, families, and communities.

Military-connected students face unique challenges in their education. Frequent moves pose academic and social and emotional issues. At each new post students may experience different curricular requirements, as well as the challenge of creating new relationships. In addition, students face the stress and uncertainty associated with parental deployment. School districts serving military-connected students address these challenges in a number of ways, such as providing transition services, targeted professional development to staff, and robust social and emotional supports for students and families.

Students living on Indian trust or treaty land or Alaska Native Claims Settlement Act land – most of whom are Native American – also face distinct challenges related to their education. School districts serving these students consult with tribal leaders, community stakeholders, and parents to identify and address specific needs. With the often stark realities of reservation life – including high rates of poverty and unemployment, rural and remote lifestyles, and the intersection of different identities and cultures – schools help students by addressing local priorities such as daily nutrition, physical and mental health supports, assistance with broadband access and technology, and culturally relevant curriculum including the integration of Native languages and traditions.



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Supporting Effective Instruction State Grants

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

A number of states, including Louisiana, Tennessee, and Pennsylvania, are leveraging Title II, Part A funding to support comprehensive educator preparation through teacher and principal residencies. Residencies often include some type of financial support and provide aspiring educators the opportunity, while taking courses, to work alongside an experienced mentor for a year. Programs have high retention rates, making them an essential strategy in tackling educator shortages.

Since 2018 Pennsylvania has leveraged nearly \$6 million of its Title II, Part A funding to launch and expand the Innovative Teacher and Principal Residency Grant Program. The initiative is designed to seed and grow both undergraduate and graduate level teacher and principal residency programs throughout the state. Educator preparation programs must apply in partnership with high-need local school districts, including those educating underserved students or facing chronic teacher shortages. A recent report on the program's early implementation indicates residencies are providing participants substantially more supports and teaching experience compared to non-residency programs. Despite disruptions brought on by the pandemic, the programs have also worked to maintain learning supports to help prepare new teachers to enter the classroom on schedule.

Entering the third year of the pandemic, Pennsylvania continues to see ongoing teacher shortages across subject areas, including special education, mathematics, science, and career and technical education, as well as principal shortages. The Pennsylvania Department of Education sees the residency grant program as a central tool in turning the tide on these persistent increasing shortages and intends to leverage additional federal funding over the next several years to continue expanding access to teacher and principal residency programs.

DESCRIPTION

The Supporting Effective Instruction State Grant program is authorized under Title II, Part A of the Elementary and Secondary Education Act (ESEA). The program focuses on improving student academic achievement by bolstering the skills and expertise of teachers, principals, and other educators through high-quality professional development and induction and mentoring programs for new educators. Title II, Part A also focuses on increasing the number of high-quality teachers and principals through activities such as teacher and leader residency programs. The program allows flexibility in the use of funds to support teaching and learning, and states also may reserve up to 3 percent of funds solely for leadership development activities. At least 95 percent of Title II, Part A funding is distributed by formula to local school districts from state grants.

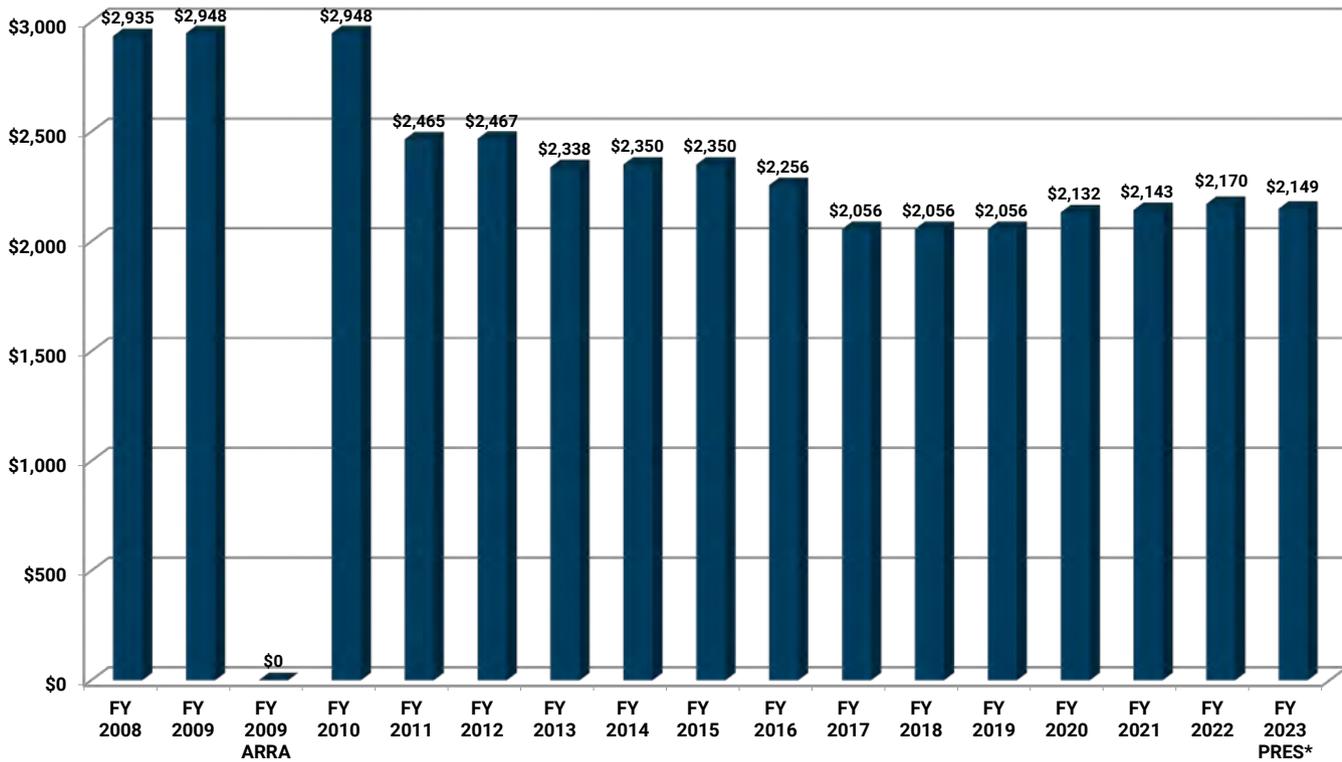
FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$2,131.83	\$2,143.08	\$2,170.08	\$2,148.58*

**The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.*

Supporting Effective Instruction (Title II)

in millions



* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT'S BUDGET

The president's budget calls for \$2.15 billion for Supporting Effective Instruction State grants in FY 2023, \$21.5 million less than the FY 2022 enacted level. Due to the significant delay in Congress passing final FY 2022 appropriations, the Administration had already begun working on the FY 2023 budget using the FY 2021 funding levels as the baseline and therefore did not factor in increases ultimately passed in the FY 2022 omnibus.

That said, the president's FY 2023 budget as written does cut Title II, Part A. At a time of extremely high need across the country, a significant increase in Title II, Part A is necessary to solve rapidly growing educator shortages through recruitment, preparation, professional development, and supports for teaching and learning such as class size reduction. The need for a robust, well-prepared, diverse educator workforce is even more important as a result of the pandemic where accelerating learning and providing additional supports to students are a top priority for schools and communities. Having access to high-quality teachers and school leaders and supportive learning conditions are essential to helping students learn and develop. Because of the great need and the demonstrated effectiveness of Title II, Part A dollars, Congress should significantly increase funding for this program in FY 2023.

PROGRAM NEED

When Congress reauthorized the ESEA in 2015, this essential program was authorized at \$2.29 billion. However, this level of funding for Title II, Part A, has never been achieved, diminishing the program’s potential to help grow and develop the educator workforce. Even with a \$27 million increase in FY 2022 compared to the previous year, the funding level is still \$775 million less in unadjusted dollars than 2010 levels.

The COVID-19 pandemic has caused major upheaval in the K-12 education system, with the challenges of delivering effective instruction in a combination of in-person, remote, and hybrid settings. While most schools have returned to the classroom, elements of virtual learning are here to stay. Going forward, educators will need sustained, intensive, collaborative, job-embedded and data-driven professional learning opportunities to keep up with changes in the educational system. The training, which Title II, Part A supports, will allow educators to master new pedagogical approaches and develop and refine their practice in how best to use technology, assess student needs, and provide personalized instruction.

The pandemic has also rapidly accelerated the issue of shortages of teachers, principals, and specialized instructional support personnel. Widespread problems in both recruitment and retention have elevated a pre-pandemic concern into a full-blown crisis.

A 2018 estimate put the shortages of teachers at around 100,000. A national survey from Education Week at the start of the 2021-22 school year showed schools struggled to fill a variety of critical positions—from classroom teachers and substitutes to bus drivers. Department of Education data show shortages in high-need subjects, such as special education with shortages in 48 states. Shortages also are appearing in more traditionally stable areas such as elementary education. COVID infections and exposures resulting in educator absences and no classroom coverage have forced schools to go virtual. A National Education Association poll showed more than half of educators plan to leave the profession earlier than originally planned. Educator preparation programs declined in enrollment by 340,000 between 2009 and 2017, and since 2019 undergraduate programs preparing 80 percent of educators have declined by nearly 7 percent.

Title II, Part A dollars can be used to support high-retention pathways into the profession like teacher and leader residency programs and Grow Your Own Programs. These pathways are bringing effective and more diverse teachers into the classroom and are reducing turnover, a key driver of shortages in the United States where churn is two times higher than other high-achieving nations.

The research clearly points to good teachers and principals as the most influential school-based factors for student achievement. Adequately funding Title II, Part A will help stem educator shortages and improve teacher effectiveness through high-retention preparation pathways, induction and mentoring support for new educators, and research-based professional development.

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Nita M. Lowey 21st Century Community Learning Centers

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

The BREAD Center (Birmingham Regional Empowerment and Development) in Birmingham, Alabama, funded through a 21st Century Community Learning Center grant, serves roughly 600 elementary and middle school students from at-risk neighborhoods, offering fun and engaging enrichment curriculum during afterschool and summer, as well as adult education classes for community members. Through its network of national and local partners, including NASA, the fire department, Alabama Cooperative Extension Systems, Junior Achievement, and the City of Birmingham Mayor’s Office Division of Youth Services, the program is able to expand its offerings to students, providing opportunities such as participation in NASA’s Zero Robotics competition. 21st CCLC funding has helped to form partnerships the BREAD Center otherwise would not have had, and these connections have been key to the success of the program. Not only do partnerships such as with the Division of Youth Services provide mentors and volunteers to help support operations of the organization, but they also provide interesting and engaging curricula that expose youth to various topics and fields of interest. Results from an external evaluation of the BREAD Center at Glen Iris Elementary School indicate students in the program made academic and behavioral gains. Among students in need of improvement, teachers report a majority of program participants showed at least some improvement in class participation (83 percent), motivation to learn (70 percent), and relationships with peers (64 percent). According to a survey of program students, 84 percent agreed or strongly agreed they liked the afterschool program, and 77 percent agreed or strongly agreed the program helped them behave better in school. Additionally, analysis revealed a strong positive relationship between BREAD attendance and school day attendance.

DESCRIPTION

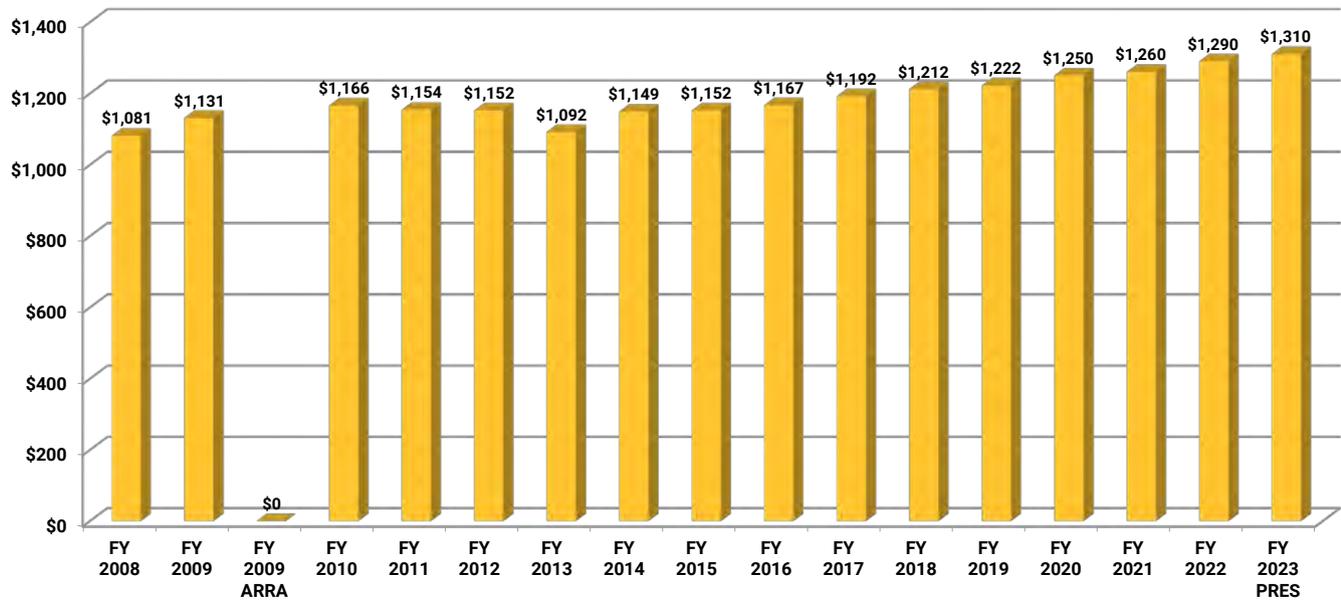
The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) formula grant program provides financial support to local communities for afterschool, before-school, and summer learning programs serving students in low-performing schools, as well as their parents. Programs receive three- to five-year seed grants that support partnerships among community- and faith-based organizations, 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, social and emotional learning, art, music, financial literacy, environmental education, STEM activities, physical activity, and nutrition education. 21st CCLC programs may also offer programming to parents of students, including GED, financial literacy, and English as a Second Language classes. Currently 21st CCLC serves 1,664,395 children and youth in preK-12th grade in 10,125 school-based and community centers.

FUNDING HISTORY (in millions)

FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT’S REQUEST
\$1,249.67	\$1,259.67	\$1,289.67	\$1,309.67

Nita M. Lowey 21st Century Community Learning Centers

in millions



IMPACT OF PRESIDENT’S BUDGET

The Administration’s FY 2023 budget proposes a funding increase of \$20 million over the FY 2022 enacted appropriation for the Nita M. Lowey 21st Century Community Learning Centers , bringing out-of-school-time programs within reach of serving an additional 21,000 students next year. While a step in the right direction, given increased program and staffing costs, the proposed increase would still leave more than 9 million low-income children and families without access to the afterschool and summer learning programs they need. Quality afterschool programs keep young people safe, inspire them to learn, and give parents peace of mind that their children are safe, supervised, and gaining knowledge after the school day ends and until they return home from their jobs. Children who are unsupervised after school are at increased risk of falling behind, dropping out, and engaging in risky behaviors. A substantially greater investment in out-of-school time programs is needed if we are to meet the challenges our families, schools and communities face.

PROGRAM NEED

Currently just under 1.7 million low-income students participate in 21st CCLC programs. However, about 9.6 million students are eligible and would participate if funding and access to local community programs were available. The *America After 3PM* [study](#) released in December 2020 found that for every student in an afterschool program, there are three students who would attend if a program were accessible or affordable. 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 Language Arts. 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 (What Does the Research Say about 21st CCLC, Afterschool Alliance, 2017). 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. The pandemic has exacerbated the need for 21st CCLC programs, as programs have stepped in to provide in-person supervised learning for students in virtual school and helped accelerate student learning, allowing young people to catch up and move forward.

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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 assessments as required under the Elementary and Secondary Education Act (ESEA), including purchasing test materials and staffing positions. States would be unable to meet ESEA requirements without this funding. 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 that 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." Another state has used grant funds to "develop high-quality, technology-enhanced assessment items and to continue to acquire copyright permissions for high-quality, complex passages for assessments." States also use funds to develop 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.

DESCRIPTION

Grants for State Assessment encourage and support state efforts to develop and implement high-quality assessments aligned with challenging state academic standards to measure the academic achievement of all students. Continued federal support for these grants is particularly critical as many states revise existing or develop new assessments to meet the requirements of ESEA. 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 ESEA. During the COVID-19 pandemic, states were able to pivot their use of these grants and create assessments that better measured real-time learning loss data.

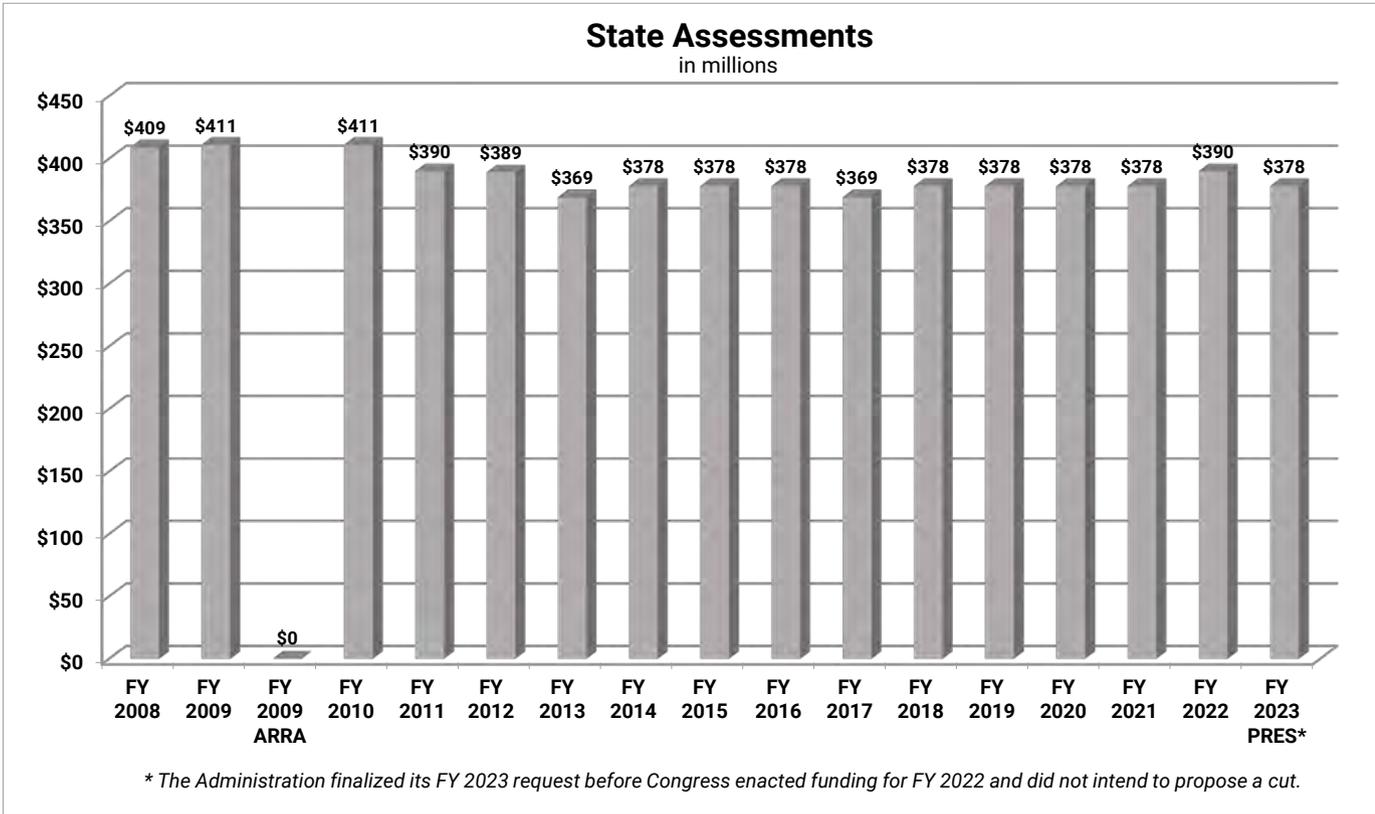
FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$378.00	\$378.00	\$.390.00	\$378.00*

*The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT'S BUDGET

The president's budget includes funding for State Assessment Grants and for Competitive Assessment Grants. 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. The president's request is a freeze at the FY 2021 funding level and does not account for the \$12 million increase in FY 2022. A cut to this program may affect the availability of Competitive Assessment Grants to states.



PROGRAM NEED

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

As the country continues to recover from the current COVID-19 pandemic, funding for state assessment continues to be especially important given the need for states to be flexible in their administration of the tests. Additionally, assessment reporting will likely require more detail to account for the impact of COVID-19 on student participation and learning loss. During these transitional recovery years, innovative state assessments will be critical to accurately gauge real-time student outcomes.

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Education for Homeless Children and Youth

Title VII-B, McKinney-Vento Homeless Assistance Act

"In FY 2020, America's public schools served 1,277,772 students experiencing homelessness under the McKinney-Vento Homeless Assistance Act. Belleville (IL) Township High School District #201, just east of downtown St. Louis, has some areas considered urban, some suburban, and some rural. Homelessness impacts approximately 2 percent of our total student body. 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 personal hygiene items. More importantly, 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.

Among the most significant benefits of the Education for Homeless Children and Youth (EHCY) program is that students can avoid the long periods of absence often experienced 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. As the COVID-19 pandemic continues to disrupt education for the third school year, this flexibility is extremely important to our students. Mariah, a high school junior in our school district, has experienced homelessness on and off for the last two school years. She and her mother have lived in hotels, shelters, and doubled up with family and friends. The McKinney-Vento Homeless Assistance Act has allowed Mariah to stay enrolled continuously in the same high school the entire time. She continues to do well academically and is on track to graduate with a 3.2 GPA. Continued funding for this program is vital as schools work to meet the often complex needs and maximize the educational success of students like Mariah who are experiencing homelessness."

- 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 homeless liaisons in school districts to help identify homeless students, assist with school enrollment, provide services including transportation from the school of origin, school supplies, clothing to meet dress code requirements, hygiene products, professional development for educators, and referrals for community services.

FUNDING HISTORY (in millions)

FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT'S REQUEST
\$101.50	\$106.50	\$114.00	\$110.00*

**The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.*

IMPACT OF PRESIDENT'S BUDGET

Prior to COVID-19, the National Center for Homeless Education reported that 2.71 percent of the public school students in our country experienced homelessness. This number has likely skyrocketed due to economic impacts of the pandemic, and the ripple effects will continue for years to come. According to an Education Week analysis, the American public school system lost more than 1.3 million students during the 2020-21 school year. Students experiencing homeless have been hit especially hard. Homelessness disproportionately impacts students of color, students with disabilities, and students who are English learners. In fact, the largest subgroup of students experiencing homelessness are those who receive services under IDEA. Congress demonstrated a strong commitment to this program by providing a good increase in funding in FY 2022. However, the president's FY 2023 budget is a cut below current funding, which will have a serious impact on districts' efforts to ensure students experiencing homeless continue to receive critical services.

With the increased number of public school students experiencing homelessness and the negative effect housing instability has on children's academic performance and health needs, McKinney-Vento funds are crucial. Even with dedicated federal funding, school districts have increased local costs with the rise in homeless student populations, particularly in the area of transportation, only a portion of which is covered by the EHCY program.

PROGRAM NEED

This program helps remove barriers faced by children and youth experiencing homelessness to enrolling, attending, and succeeding in school. Even before the pandemic, homelessness had an impact on academic achievement due to greater mobility, increased absences, and higher stress. With the increased stress of the pandemic all of these factors are exacerbated, leading to an interruption of education, lower educational achievement, and an increased risk of dropping out of school. Homelessness among preschool-aged 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 are used for tutoring or other instructional supports, referrals for health services, emergency transportation, clothing, and school supplies. Tutoring, in particular, will be a much greater need for the upcoming years due to learning loss caused by the disruption of education due to COVID-19. The McKinney-Vento program is a critical support for all children and youth experiencing homelessness.

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Rural Education Achievement Program

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

Edmeston CSD in New York is a high-need small rural PK-12 school of 360 students. The district is at least 30 minutes from county services and grocery stores. Edmeston uses the REAP funding to support afterschool and summer enrichment programs. These programs have a dual role: First, the district is able to extend the school day and year, giving students additional learning opportunities. Second, these programs provide child care for students who would otherwise be latchkey kids, since there is no day care within the district. Thus, Edmeston is able to provide enriching learning experiences for students while providing support for families. Without the REAP funds, Edmeston would not be able to provide these programs.

Cedar Bluffs Public School District, a small rural school district in eastern Nebraska, educates 486 students, almost 60 percent of whom live in extreme poverty. The REAP grant provides assistance in paying the salary of a technology coordinator. This position is vital in not only assisting students with the one-to-one technology initiative but, just as important, in supporting teachers on the use of technology that allowed Cedar Bluffs Public School to be recognized in 2013-14 as 7th in the nation for rural schools by the Center for Digital Education. More recently, this funding was critical in allowing the district to navigate the pandemic seamlessly during remote learning.

Miami Unified School District #40 in Miami, AZ is a small rural district enrolling 925 Prek-12 students. MUSD relies on REAP dollars for costs of afterschool tutoring, including salaries and benefits for teachers and professionals, transportation costs including salaries and benefits for bus drivers and fuel for buses, and supplies to support remediation and enrichment programs. Without REAP funding MUSD would not be able to provide this program that supports many students in increasing academic achievement.

DESCRIPTION

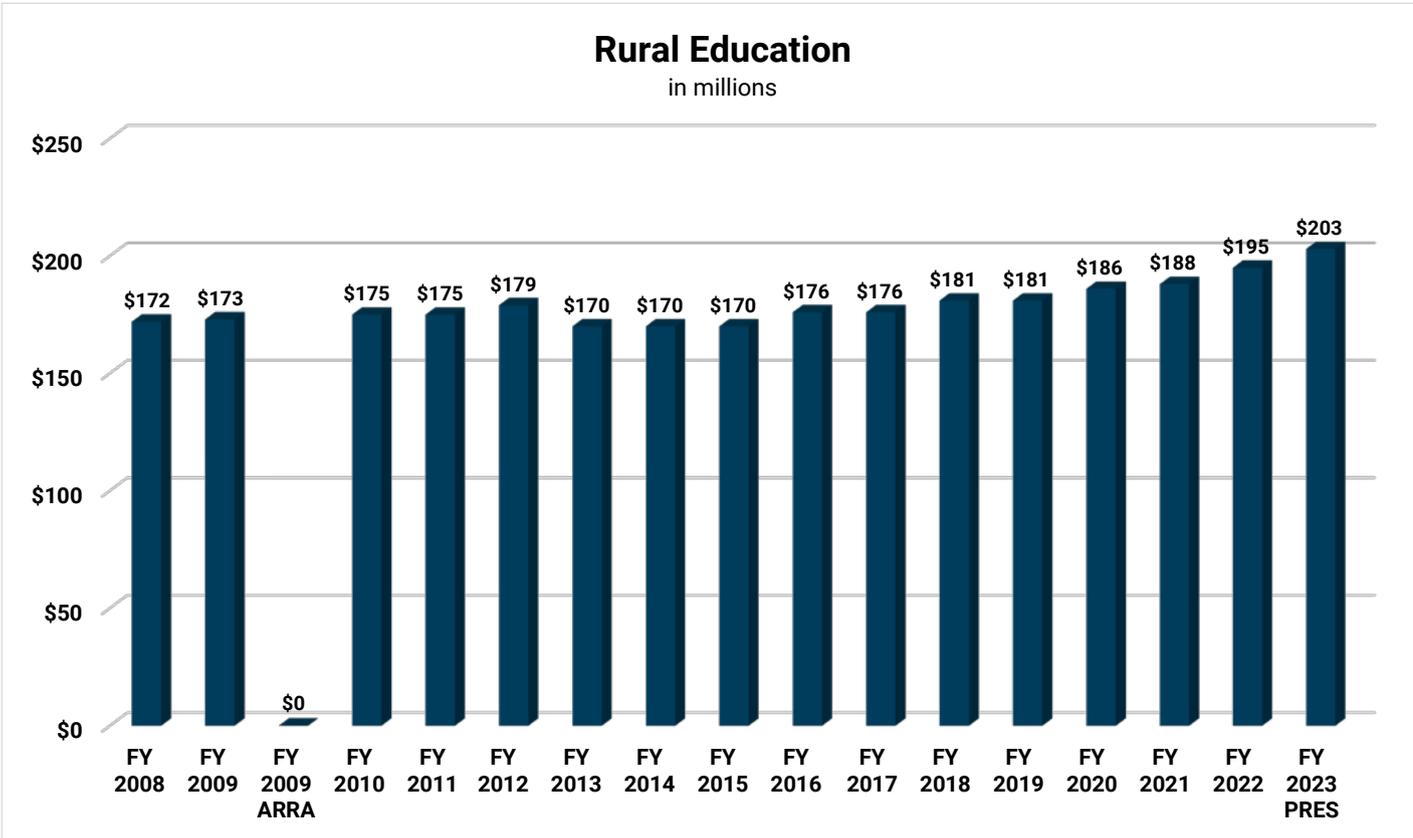
The Rural Education Achievement Program (REAP) assists small and low-income rural districts to raise student achievement where factors such as geographic isolation, poverty, and small enrollment might adversely impact the overall operation of the district. REAP is divided into two separate programs: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

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$185.84	\$187.84	\$195.00	\$202.84

IMPACT OF PRESIDENT'S BUDGET

The president proposes a \$7.8 million increase to REAP, a welcome increased investment in the nation's only K-12 program dedicated solely to supporting the nation's rural schools and the students they serve. The proposed funding helps preserve the important flexible programming REAP has historically made possible.



PROGRAM NEED

This funding increase is necessary for rural districts to overcome the additional costs associated with geographic isolation, a smaller number of students, higher transportation and employee benefit costs, and increased poverty, particularly in light of the enduring COVID pandemic.

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Comprehensive Centers

Title II, Sec. 203, Education Technical Assistance Act

In 2021, the National Comprehensive Center and national partners launched the Summer Learning & Enrichment Collaborative (“the Collaborative”). The Collaborative supports states, school districts, and community partners in using American Rescue Plan (ARP) Act funds to implement and expand evidence-based summer learning and enrichment experiences for students, especially those most impacted by the pandemic. Throughout the summer of 2021, the Collaborative invited stakeholders to participate in a series of eight virtual learning opportunities to discuss and share promising practices in planning and implementing summer experiences for all students and student groups.

The Collaborative hosted over 50 topical sessions for more than 1,300 participants across 49 states. Sessions addressed a wide range of subjects from staff recruitment to student attendance, STEM partnerships, developing community-school agreements, and many more. Short videos and collections of resources and practical tools from those sessions are provided [here](#).

DESCRIPTION

The Comprehensive Centers, which include 19 regional centers and one National Center, provide content expertise and resources to help state educational agencies implement the Elementary and Secondary Education Act (ESEA) and other federal school improvement programs. The Centers provide training and technical assistance to build state educational agencies’ capacity to assist districts and schools in improving educational outcomes for all students. The Comprehensive Centers program operates in five-year cooperative agreement grant cycles. The next grant competition is expected in 2023.

Regional Comprehensive Centers provide high-quality capacity-building services to up to five state educational agencies to identify, implement, and sustain effective, individualized, evidence-based practices that support improved educator and student outcomes. Throughout the pandemic, the Regional Comprehensive Centers have provided resources and technical assistance to state educational agencies to meet the needs of students and educators during significant disruptions. The National Comprehensive Center provides high-quality universal and targeted capacity-building services to the regional centers and state departments of education. During the COVID-19 pandemic, the National Comprehensive Center has provided critical support to states and local school districts through programming like the [Communities of Practice](#), which support small groups of states and their partners in addressing timely issues from the field.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$52.00	\$52.00	\$54.00	\$52.00*

* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2023 budget proposes to cut funding for the Comprehensive Centers program by \$2 million (-4 percent) in contrast to the increase it received in FY 2022. Given the extraordinary needs of states during pandemic recovery and the Administration’s desire that states invest in evidence-based interventions, disinvestment in the Comprehensive Centers program will negatively impact the ability to grow states’ capacity and further harm efforts to return to normal.

PROGRAM NEED

The need to focus on what works for students, educators and school leaders using research and evidence-based practices has always been critical. Now more than ever it is imperative, as our nation’s education system seeks to recover and meet the profound learning and social and emotional needs of students due to the pandemic. States, districts, and schools need research and evidence-based interventions to confront the many challenges students and educators face. Leveraging applied research and findings, including from other federal research networks such as the Regional Educational Laboratories (RELs), Comprehensive Centers can provide intensive technical assistance to state education departments on policies and practices that will help address learning loss and meet students’ other needs.

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Student Support and Academic Achievement Grants

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

“Investments from Title IV-A of the Every Student Succeeds Act allow school districts to implement and scale up a wide variety of student supports and well-rounded academic experiences. Without these investments, many students would have limited or no access to STEM experiences, arts and music education, AP courses, and other dual enrollment programs. These funds support efforts to improve school climate and safety and to provide comprehensive school mental and behavioral health services, all of which are directly related to improved outcomes for students. Title IV-A dollars are also used for classroom technology which prepares students for post-school work in an increasingly globally connected world and helps ensure students with disabilities have access to the assistive technology they need to be fully included in all educational opportunities. As noted in a recent survey of state and district Title IV-A administrators, Title IV allows schools and districts to implement and scale up programs and services they would otherwise not be able to offer.”

- Kelly Vaillancourt Strobach, Chair, Title IV-A Coalition

DESCRIPTION

Title IV, Part A, Every Student Succeeds Act (ESSA), is a flexible block grant program that 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 courses); (2) supporting safe and healthy students (e.g., comprehensive school mental health, substance use and violence prevention, health and physical education); and (3) supporting the effective use of technology in education.

Each state receives an allocation based on the ESSA-Title I formula, and, using that same formula, allocates funds to local school districts. Any school district receiving \$30,000 or more must conduct a needs assessment (at least once every three years) and expend 20 percent of its grant on safe and healthy school activities and 20 percent on activities to provide a well-rounded education. The district may spend the remaining 60 percent of funds on any of the three broad areas but must spend at least a portion of their grant on activities to support the effective use of technology. No more than 15 percent of a district’s funds 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; however, the 15 percent technology purchase cap would still apply.

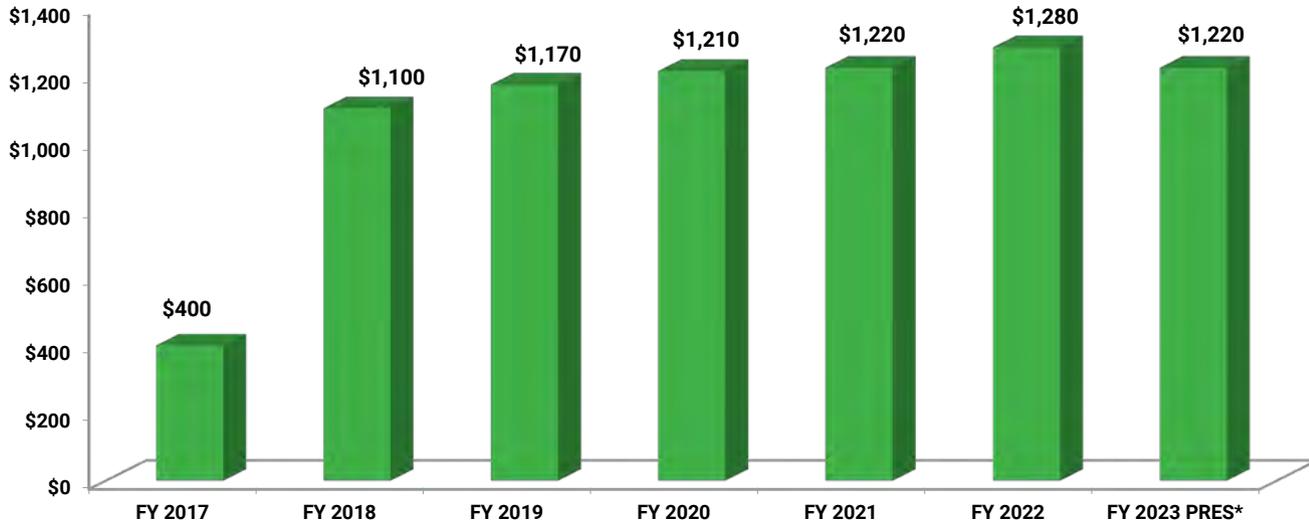
FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$1,210.00	\$1,220.00	\$1,280.00	\$1,220.00*

*The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

Student Support and Academic Enrichment Grants (Title IV-A)

in millions



* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT'S BUDGET

President Biden's request of \$1.22 billion for the Student Support and Academic Enrichment grants is a signal of an important federal commitment to the well-being of children, educators, and the education system as a whole. This flexible funding stream has allowed states and districts to invest in a wide range of evidence-based programs that offer the support students need to succeed and thrive academically, emotionally, and socially. Although this request does not represent full funding of this program (\$1.6 billion) or meet the \$2 billion request that the education community believes is necessary to improve the reach of this program, this funding level will offer states and districts the ability to continue building on their successes, address lessons learned, and expand access to programs where needed.

PROGRAM NEED

Schools across the country continue to face unprecedented challenges as they seek to address students' academic, social and emotional, and mental and behavioral health needs. Title IV-A funds help support evidence-based efforts to address the whole child and are used to provide professional development for educators on the effective use of technology to keep children engaged in learning, whether in a classroom, hybrid, or virtual environment. Funds also support the provision of certain telehealth services to limit service delivery disruptions for students when they cannot be in school. Title IV-A enhances districts' ability to offer a wide range of curricular options to meet the diverse interests and needs of their students. Robust investment in this program helps ensure districts are able to provide a full array of services and learning opportunities that meet the unique needs of their school community.

Continued investment in Title IV-A will provide districts the opportunity to implement and scale up initiatives that help assure long-term student success. Student health, well being, and sense of safety and belonging at school are linked to increased academic success and school completion and decreased risk for substance abuse, engagement in risky behaviors, and involvement in the juvenile justice system. Further, a well-rounded education that includes the arts, STEM, and social sciences not only helps students achieve better in reading and math, but also prepares them for college and the workforce and productive citizenship. 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.

Time limited investments provided by the American Rescue Plan continue to support districts' ability to address needs directly related to the pandemic. However, those funds are not a substitute for ongoing federal investments designed to help schools improve long-term student outcomes by supporting safe and healthy students, access to a well-rounded education, and the effective use of technology.

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School Safety National Activities

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

The Osage County Interlocal Cooperative (OCIC), an educational cooperative representing 13 rural school districts, received a five-year Mental Health Service Professional Demonstration Grant, titled Project PREPARE (Providing Real-world Experiences for Professionals to Advance Rural Education). This project has three primary goals: (1) recruit students in Oklahoma to work in the schools as school-based mental health professionals; (2) provide specialized practicum and didactic training for school-based mental health graduate students; and (3) retain school-based mental health professionals to advance rural education through service internships and subsequently full-time employment in high-need schools. This funding has been essential to helping address the critical shortage of school psychologists in Oklahoma by simultaneously providing comprehensive prevention and intervention training experiences to graduate students and supporting rural schools with assessment, intervention, and consultation services that would otherwise be unavailable. Project PREPARE seeks to support and expand Multi-Tiered Systems of Support (MTSS) in these rural schools, including better integration of school-based mental health services, such as social work and counseling services, as well as strengthened partnerships with community mental health agencies.

DESCRIPTION

The Safe and Drug-Free Schools and Communities Act 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 (SSNA), these funds are used for state and local school safety and violence prevention. Several programs specifically focus on growing the number of school-employed mental health professionals and increasing access to comprehensive social and emotional learning and mental and behavioral health services. Activities may be carried out by states and local school districts and other public and private nonprofit organizations.

FUNDING HISTORY (in millions)

FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT'S REQUEST
\$105.00	\$106.00	\$201.00	\$129.00*

*The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT'S BUDGET

The president's budget reflects a \$72 million decrease below FY 2022 despite increased needs for the projects and initiatives these funds support. Five million dollars, a slight increase in funding, is set aside specifically for Project Prevent, targeted to help schools and communities break the pervasive cycle of violence. Remaining funds can be used at the discretion of the U.S. Department of Education for competitive grants designed to support positive learning environments and implement evidence-based violence prevention strategies. Current continuation grants under this program include School Climate Transformation Grants for multi-tiered systems of support to improve school climate and behavioral outcomes for all students and help address the opioid crisis, and Grants to States for Emergency Management to assist states strengthen school emergency operations plans. The proposed level of funding would not support a competition for new grants except for Project Prevent.

Most important, this request would not support new awards for two current programs: School Based Mental Health Services Providers Demonstration Grants to help expand the pipeline of school psychologists, school counselors, school social workers, and other mental health professionals; and School Based Mental Health Services Providers Grants, intended to improve the availability of comprehensive mental and behavioral health and social and emotional learning programs and providers in schools. Although the FY 2022 appropriation did include \$111 million for new grants for both of these programs, no new awards would be supported in FY 2023 if this budget were to be enacted.

Instead the Administration's budget includes \$1 billion for a new program directed at doubling the number of school psychologists, school counselors, and school social workers. However, this proposal places a 15 percent cap on funds used for partnerships with higher education. Given the serious issue of the pipeline into and out of preparation programs to address workforce shortages, this proposal does not go nearly far enough to solving the problem. Grantees of the School Based Mental Health Services Providers Demonstration Grants and School Based Mental Health Services Providers Grants are engaged in innovative and effective strategies based on the unique needs of their states and local communities. Given the dire and immediate need to address personnel shortages, the most efficient and effective way to get the money to where it is needed now is via these two existing grants.

PROGRAM NEED

States and school districts annually pay billions of dollars to respond to the consequences of substance abuse, school violence, and unaddressed mental health needs. As students returned to school last year, there were reports of increased violence among students and higher than expected prevalence of mental and behavioral health challenges for students and staff. Unfortunately, there is currently a critical shortage of school-employed mental health providers, resulting in significant unmet need. The problem is so great that the U.S. Surgeon General released an advisory on the youth mental health crisis and recommends expansion of comprehensive school and community mental health systems to include wellness promotion, substance use prevention, and early intervention. Further, he recommends efforts to ensure every child attends school in a positive, safe, and affirming environment and that communities work to ensure a safe environment outside of schools, as well. The initiatives supported by School Safety National Activities (SSNA) directly address these critical needs. In fact, the School Based Mental Health Services Providers Demonstration Grants and the School Based Mental Health Services Providers Grant Program are the only two funding streams dedicated to improving access to school-based mental health services providers and growing the workforce. These programs need additional investments.

Due to ongoing budget constraints and the economic impact of the pandemic, schools and districts continue to have significant difficulty initiating and maintaining, much less strengthening, current school safety, school climate, and student well-being programs. To be sure, funds from the American Rescue Plan can be used to support these efforts, but these funds are time limited and not a substitute for ongoing federal investment. Further, school districts are often directed to use Title I or Title IV-A funds for these purposes (see corresponding articles). However, Title I is already stretched thin and scarcely meeting program needs with the number of students in poverty at the highest level in 50 years, and Title IV-A funds a much broader range of activities. Relying solely on these funding streams is not the answer. Instead, SSNA must receive increased funding targeted to the specific priorities of those grants.

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Promise Neighborhoods

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

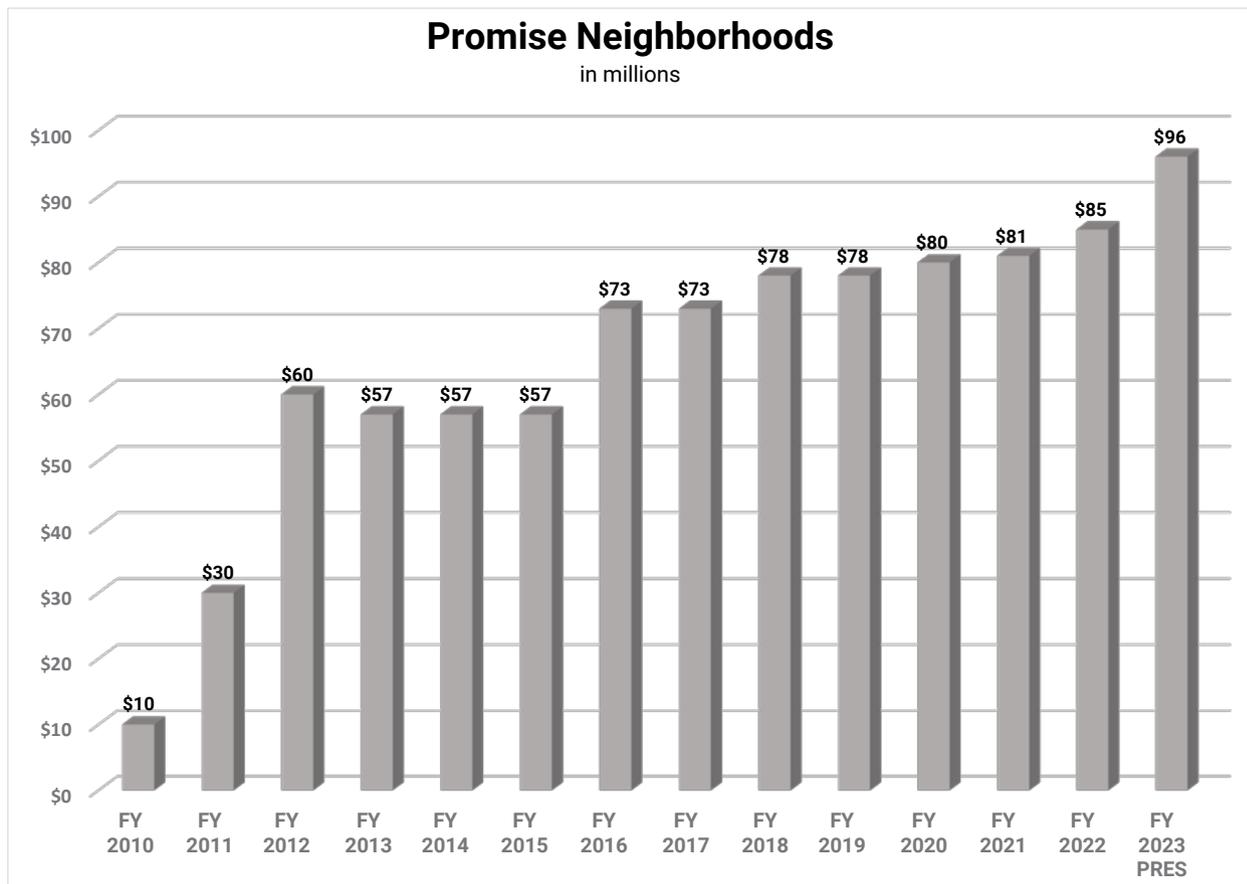
Administered by Partners for Education at Berea College, the Knox Promise Neighborhood, a five-year, cradle-to-career grant serving Knox County and Corbin (KY), is helping students in schools in central, eastern, and southeastern Kentucky to succeed. Berea College was awarded federal Promise Neighborhood 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 and community members, and local businesses to wrap children in 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 well-designed early learning and out-of-school time activities, mental health services, job training, and crime prevention programs.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$80.00	\$81.00	\$85.00	\$96.00



IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2023 budget increases Promise Neighborhoods funding by \$11 million or 12.9 percent above FY 2022. The increase reflects the Administration’s commitment to expanding community-school partnerships to better serve students, their families, and their communities. This additional funding would allow additional underresourced communities to 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 in and out of school, meeting the needs of the whole child through a continuum of educational programs and family and community supports. The COVID-19 pandemic exposed and exacerbated inequities across the country, raising new challenges for students, parents, and teachers and making this holistic approach to supporting students and communities even more important. To date, over 1,000 national, state, and local organizations have partnered with grantees, benefiting students at over 700 schools. Maintaining funding for this program will help scale and sustain the work of current Promise Neighborhoods grantees and launch new projects, allowing additional communities to benefit from this unique initiative.

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Full-Service Community Schools

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

Students, families, and teachers at Oakland International High School are part of a tight-knit and welcoming community, with over 35 languages represented. This full-service community school is part of the Internationals Network for Public Schools that serves students who have recently immigrated to the United States. Educators at the school have developed many practices over the years to identify and provide what students and families need to be successful—from physical resources like medical care to developing a student-centered curriculum.

Oakland International staff recognizes that positive relationships drive student learning. Students move in small cohorts throughout the school day, build community using restorative practices, and see themselves reflected in the curriculum. In the fall of 2021, a reading class of 12th grade students started the school year by creating a mind map of their interpersonal and academic gifts and needs, as well as students' senses of purpose, which they then turned into comics. This learning experience pushed students to build important English skills and provided their teacher with insights into who they were and how to best support them moving forward. She displayed these comics around her classroom and shared this information with fellow educators to help them know the students better. These teaching and learning practices center students' identities and help build positive relationships in community schools. As a community school, Oakland International is designed to serve the whole child based on the understanding that children are best positioned to learn when they are healthy, well fed, safe, and academically engaged.

DESCRIPTION

The Full-Service Community Schools (FSCS) program provides dedicated funding to implement community schools, a place-based strategy tailored to local assets and needs. Schools partner with community agencies and allocate resources to serve the whole child, providing an integrated focus on academics, health and social services, youth and community development, and community engagement. Many operate on all-day and year-round schedules as neighborhood hubs. Community school coordinators organize services for students and families through partnerships with nonprofit and government organizations, including health clinics, food banks, and after-school programs. Schools offer an enriched curriculum—art, music, science, sports, tutoring, and hands-on projects and internships—and engage families through participation in school decisions. Research shows community schools reap big dividends, including closing achievement gaps and increasing attendance and graduation rates, while decreasing disciplinary rates.

The community schools model is appropriate for students of all backgrounds, but most are located in neighborhoods where structural forces such as poverty shape the experiences of young people and erect barriers to learning and school success. Community schools vary in the programs they offer and the ways they operate, depending on their local context. Four “pillars” are evident in most effective community schools, supporting conditions for success: (1) integrated student supports; (2) expanded and enriched learning time and opportunities; (3) active family and community engagement; and (4) collaborative leadership and practices. High-quality community schools are also guided by principles for equitable whole child practices grounded in the science of learning and development. This approach, embedded in community school standards and practices, prioritizes the full scope of children’s development across multiple domains—academic, physical, psychological, cognitive, social, and emotional—and addresses the distinctive strengths, needs, and interests of students as they engage in learning.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$25.00	\$30.00	\$75.00	\$468.00

IMPACT OF PRESIDENT'S BUDGET

At a time when recovery from COVID-19 continues to impact the neediest communities, the president's FY 2023 budget provides \$468 million for the FSCS program, a \$393 million increase over the FY 2022 level. Community schools partner with community agencies and local government to address challenges by establishing trusting relationships and providing coordinated services and supports. Increased funding will help more communities equitably recover from the impacts of the pandemic and address out-of-school barriers to learning faced by children farthest from opportunity.

The U.S. Department of Education will be able to award more five-year community schools grants, giving more students access to integrated supports such as nutritional, dental, and counseling services essential to enable students to learn. Students and families will also benefit from academic supports through expanded learning opportunities—before and afterschool enrichment, a longer school day, summer programming, and community-based projects—which can help mitigate lost instructional time and accelerate learning. Schools will have the services of a full-time community school coordinator, required by the program, to lead efforts to engage families and community partners and coordinate services. In short, more communities will have access to the essential staff, resources, and opportunities community schools provide which, in turn, will help improve student learning and community outcomes.

PROGRAM NEED

Childhood poverty, resegregation of schools, and inequality in funding and resources have long resulted in unequal educational outcomes. Prior to the pandemic, more than half of children attending public schools (25 million) qualified for free or reduced-price lunch—the highest percentage since the National Center for Education Statistics began tracking this figure decades ago. Although most schools have reopened, the pandemic continues to exacerbate economic instability and food insecurity for many children and families. In addition, some parents have expressed concerns about their families' mental health and the progress their children are making in school, especially in lower-income communities.

Historically underserved communities have borne the brunt of the COVID-19 pandemic. As the country continues to recover from the impact of the pandemic, works to end childhood poverty, and addresses structural inequities, Congress must fund the supports necessary to address in- and out-of-school barriers faced by students with the greatest need. For all children to reach their full potential, communities most at risk need locally tailored supports community schools provide. Community schools have coordinated infrastructure, strong student and family relationships, and partnerships with nonprofit and government agencies that enable them to respond effectively in moments of crisis and provide ongoing support to students and families. The research is clear that well-implemented community schools lead to improvement in student and school outcomes and positively contribute to meeting the educational needs of low-achieving students in high-poverty schools.

Currently, the Department of Education has awarded 74 grants, with new awards expected in 2022. With the growing need for community schools, the FY 2022 appropriation of \$75 million was a step in the right direction. The FY 2023 budget request of \$468 million will help expand access to this evidence-based approach and fulfill the Administration's promise to have community schools reach at least 300,000 more students and families.

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

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

The Kenai Peninsula Borough School District started the Kenai Peninsula Native Youth Leadership (KP/NYL) Program to nurture and guide emerging Native Youth Leaders among its middle school, junior high, and high school students. The goal of the Native Youth Leadership program is to provide students the opportunities to learn leadership skills, while having pride in their culture. Leadership skills enhance students' personal, academic, extracurricular, and tribal-community involvements. KP/NYL members are encouraged and guided in personal growth while developing leadership skills that are essential for academic and postsecondary career success. Kenai Peninsula Native Youth Leaders learn to utilize and weave their leadership expertise into both their traditional and conventional lives. Native Youth Leaders honor their culture and are empowered in their diversity.

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 in the Department of Education and the Department of the Interior under the BIE.

Title VI, Part A, supports educational improvement and reform for Indian students, helping to ensure they receive every opportunity to achieve to high standards. 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.

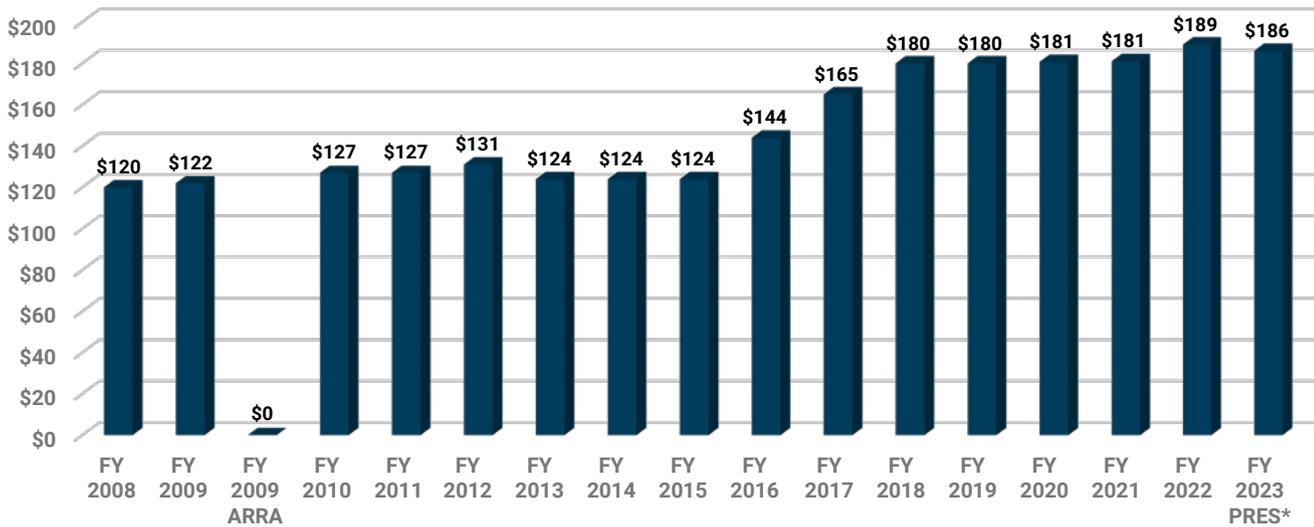
FUNDING HISTORY (in millions)

	FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT'S REQUEST
Grants to LEAs	\$105.38	\$105.38	\$109.88	\$110.38
Special Programs for Indian Children	\$ 67.99	\$ 67.99	\$ 70.00	\$ 67.99*
National Activities	\$ 7.37	\$ 7.87	\$ 9.37	\$ 7.87*
Total	\$180.74	\$181.74	\$189.25	\$186.24

*The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

Indian Education

in millions



* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2023 budget provides a slight decrease (1.59 percent) in funding for Indian Education in the U.S. Department of Education below the FY 2022 level. As such, the president's budget falls short of funding levels necessary to fully address the need in college and career readiness programs and professional development grants for schools that serve Native students. Schools and tribes are forced to stretch further the already limited amount allocated to meet the needs of Native students as a result of increased costs of the pandemic that continue to disproportionately impact tribal communities and a growing Native student population. In short, considering rising enrollments, increasing costs of providing services, a deadly pandemic, and inflation, a marginal increase in funding is insufficient.

Since FY 2018, Indian Education has seen an increase of \$500,000 in the National Activities account, which funds Native languages, research, and state tribal education partnerships. Increasing funding to \$9.37 million under the FY 2022 Omnibus reflected congressional support for Native languages. However, the president's budget is 16 percent less than FY 2022 and is insufficient, as there remain significantly more applicants and demand for grants than funds available.

PROGRAM NEED

Native students thrive in schools that value their identity and culture. However, echoes of harmful federal policies have created equity gaps for Native students. In 2018, 74 percent of Native students graduated high school, compared to 85 percent for all students. Native students face ongoing and often artificial barriers to entry, funding, retention, and graduation. These obstacles have led to the lowest college participation rates in the nation, at 21 percent. Likewise, the 6-year college graduation rate for American Indian and Alaska Native students is 41 percent, the lowest of any group in the United States. Funding for Native postsecondary access through special programs is essential.

The COVID-19 pandemic has further laid bare years of inequity in access to school funding, broadband, and educational resources for Native students. Through funding for culture-based curriculum development, Native language immersion, state tribal partnerships, and academic enrichment, Title VI plays a vital role in creating classrooms where Native students have the opportunity to thrive. Congress must work with Native communities and the Administration to fully fund Title VI at \$198 million. This funding level would be a major step toward upholding the federal trust responsibility toward Native communities and closing the achievement and opportunity gaps that impact Native students.

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Education Innovation and Research

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

Future Forward is a literacy intervention for K-3 students struggling with reading that combines intensive one-on-one tutoring during the school day with family engagement support embedded in all aspects of the program. Ongoing support from the U.S. Department of Education through the Education Innovation and Research (EIR) grant program has allowed Future Forward to rigorously evaluate their program with randomized controlled trials and multi-site regression discontinuity analysis. The external evaluation found the program yielded positive, statistically significant impacts on reading achievement, literacy, and regular school attendance. The EIR program has enabled Future Forward to subsequently sustain, replicate and scale those practices.

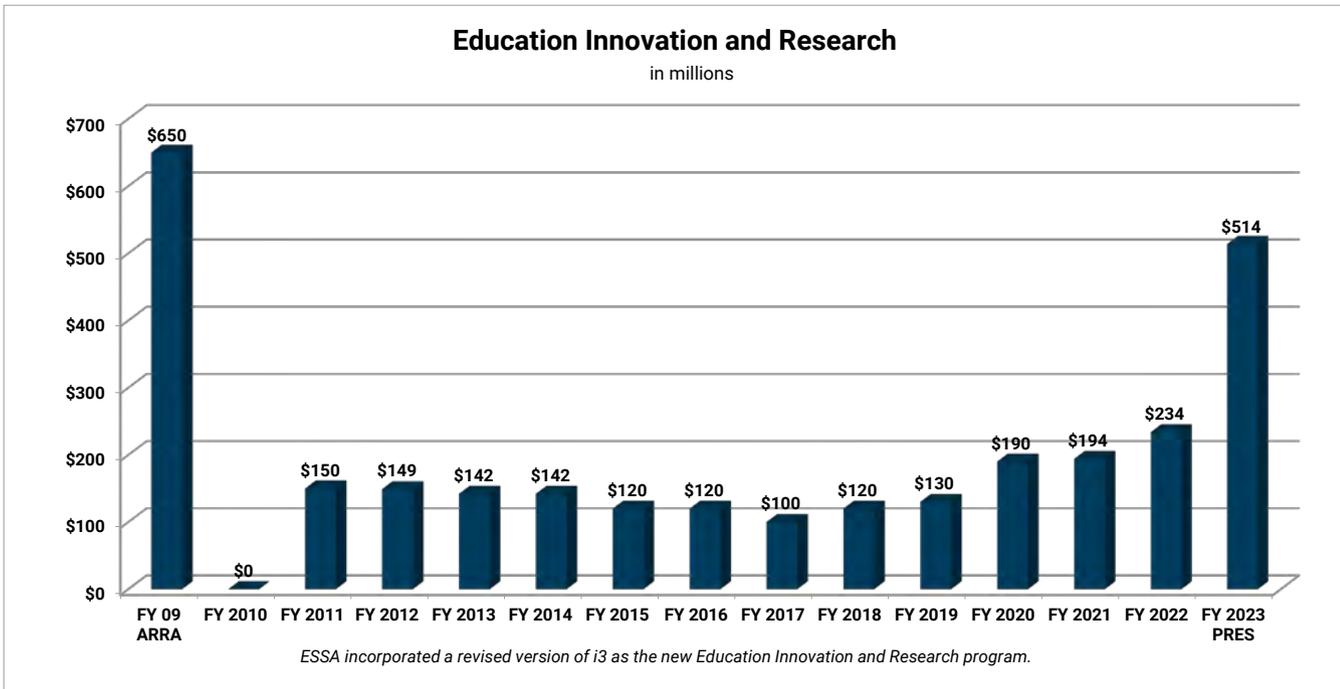
In December 2021, Future Forward was awarded an expansion-phase EIR grant. Over the next five years they will work to expand to several dozen new schools in rural communities across the country, prepare schools to take full ownership over long-term program implementation to ensure sustainability, and rebuild the online program management platform to become a first of its kind integrated reporting system for supplemental education programs. Future Forward was the recipient of a mid-phase EIR grant in 2017 (the program was known as "SPARK") as well as an Investing in Education (i3) grant in 2010.

DESCRIPTION

The Education Innovation and Research (EIR) program supports local efforts to develop, implement, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-needs students, followed by rigorous program evaluation. The structure of the three categories of EIR grants – early-phase, mid-phase and expansion – reflect the scientific principles of scaling up education innovation to produce robust, effective, and replicable outcomes. All EIR grants require an independent evaluation of the effectiveness of their grant-funded activities to help identify and increase the number of interventions that work and meet the highest levels of evidence defined in the Every Student Succeeds Act (ESSA). This year, in addition to four absolute priorities focusing on evidence, field-initiated innovations, STEM, and student citizenry, including social and emotional learning, EIR included three competitive priorities to encourage research in high-need areas. The priorities encouraged supporting computer science education, addressing the impact of COVID-19 for underserved students and educators, and promoting equity in student access to educational resources and opportunities. Over 85 percent of FY 2021's EIR cohort addressed at least one of these competitive priorities.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$190.00	\$194.00	\$234.00	\$514.00



IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2023 budget proposes a historic and much needed increase in funding for the EIR program. These funds would allow for the creation of more innovative evidence-based resources to address the myriad educational challenges facing the nation. Of this historic increase, \$350 million would target projects that identify and scale up evidence-based strategies to elevate and strengthen a teacher workforce hit hard by COVID-19. Given the educator workforce shortage, these funds would assist efforts to stabilize the profession through improved support for educators and expanded professional growth opportunities, including access to leadership opportunities that can lead to increased pay and improved retention for fully certified, experienced, and effective teachers.

PROGRAM NEED

Continued investment in this program is particularly important since ESSA requires that states and school districts 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 and increasing the number of such interventions through the EIR program is essential to ensuring school districts have the necessary tools to address the persistent challenges in their lowest-performing schools as well as providing greater scale of effective programs that focus on pandemic recovery and other needs of districts.

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Teacher and School Leader Incentive Grants

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

The Anderson-Shiro Consolidated Independent School District partnered with Education Service Center Region 18 Texas Center for Educator Excellence (TxCEE) to implement the 2018 Texas TSL Project. Through participation in the program, the District implemented an involved stakeholder process to select a value-added model, a performance-based compensation system, and utilization of the Texas Teacher Evaluation and Support System. Anderson-Shiro also worked with TxCEE to implement a strong Student Learning Objective process that measures individual student growth with the purpose of improving educator effectiveness and student achievement. This collaborative process has provided an opportunity for teachers to gain a more in-depth understanding of the Texas Essential Knowledge and Skills (TEKS) state standards and student progress for mastery of the TEKS.

DESCRIPTION

The Teacher and School Leader Incentive Grants (TSL) discretionary grant program was authorized by the Every Student Succeeds Act (ESSA) to support 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. Through supports such as career ladders, peer-to-peer mentoring, and professional development, districts can utilize TSL to increase student achievement by increasing educators' effectiveness.

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

FUNDING HISTORY (in millions)

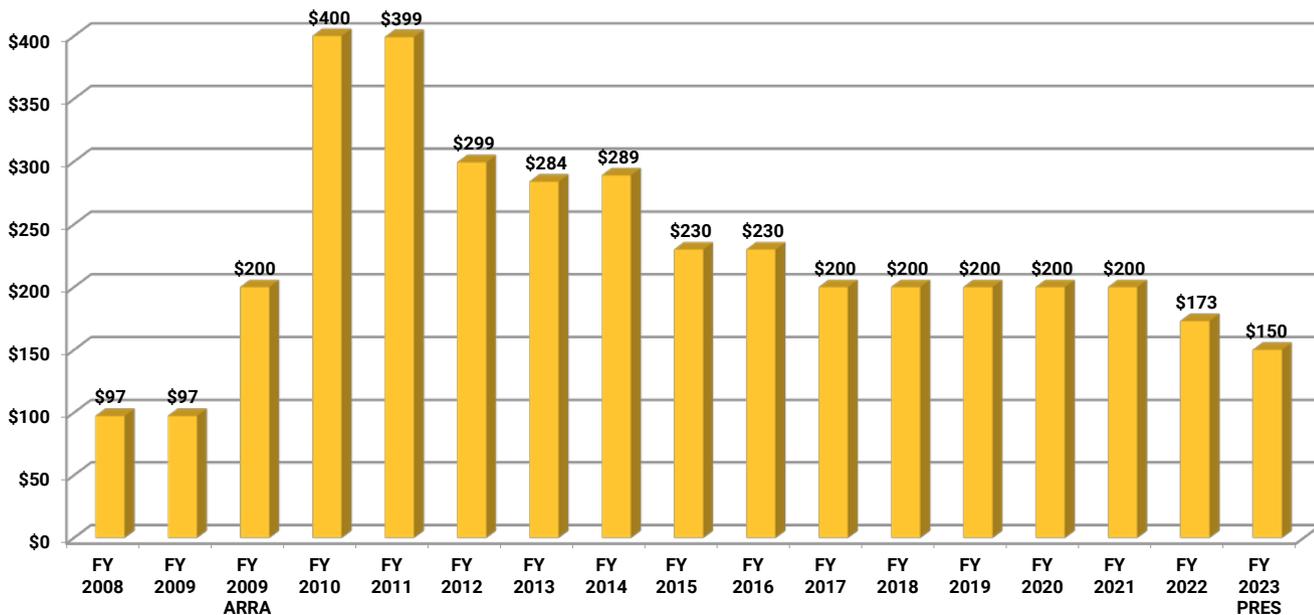
<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$200.00	\$200.00	\$173.00	\$150.00

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2023 budget of \$150 million for the TSL program would represent more than a 13 percent decrease in funding. According to the Department, this request would support a limited number of new awards as well as continuation and renewal awards for current grantees and technical assistance. New awards are likely to be focused on promoting greater diversity in the educator workforce and providing opportunities for educators to take on leadership roles in their schools and districts with compensation for those additional responsibilities. Without a sustained investment in this program, fewer schools would benefit from this resource to help address teacher and school leader attrition during a time when educator shortages have been exacerbated because of COVID-19, particularly in high-need areas such as special education and mathematics.

Teacher and School Leader Incentive Grants

in millions



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. As school districts persevere through the COVID-19 pandemic and continue recovery efforts, the TSL program is a resource to districts implementing personalized learning models and hybrid learning for students, as well as other innovative supports to mitigate learning loss. These resources provide greater development opportunities for educators who are managing both in-person and online learning. Maintaining federal investments in this area is critical in advancing state and local efforts to close achievement gaps, improve educational equity for all students, and help school districts attract and retain effective educators.

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Supporting Effective Educator Development (SEED) Grants

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

Teach For America (TFA) is committed to creating an education system that enables all children to learn, lead, and thrive. TFA has an audacious goal over the next ten years: to double the number of students in communities where they work who are reaching key educational milestones indicating they are on a path to economic mobility and a future filled with possibility. With the support of SEED funds, TFA is piloting new initiatives focused on social-emotional learning (SEL) in school settings to allow the organization to prioritize the inextricable link between SEL and academic achievement. Specifically, with the SEED grant, TFA continues to evolve its training program to ensure that teachers have the skills and mindsets necessary to foster SEL learning for their students and themselves to promote excellent and equitable learning environments. This happens through the training, coaching, and ongoing professional development that TFA provides to teachers which, in turn, helps them to serve their students.

DESCRIPTION

The Supporting Effective Educator Development (SEED) program, a competitive grant program designed to improve educator effectiveness, is awarded to national nonprofit organizations and institutions of higher education with demonstrated success in raising student academic achievement. Funds are used for recruitment, training, and professional development activities that serve teachers, principals, and other school leaders in communities most in need. Since FY 2020, Congress has directed the U.S. Department of Education to provide awards to support professional development activities that help educators incorporate social and emotional learning into teaching and support pathways into teaching that provide a strong foundation in child development and learning. SEED funding can also be directed for training and professional development activities related to STEM education and activities to promote educational excellence and equity in low-income communities.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$80.00	\$80.00	\$85.00	\$80.00*

*The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2023 budget reduces the funding level for SEED by \$5 million—from \$85 million in FY 2022 to \$80 million in FY 2023. However, Department of Education staff have referred to these funding reductions as “artificial cuts” that occurred because the Administration finalized its FY 2023 budget before Congress enacted FY 2022 appropriations. The Administration did not intend to cut funding, and staff said they would work to provide technical assistance to Congress in dealing with these issues. If enacted, the FY 2023 budget request would support the continuation of awards that help advance President Biden’s equity agenda and commitment to evidence-based practices.

PROGRAM NEED

Given the significant disruption for students and teachers due to the COVID pandemic, coupled with existing pervasive challenges experienced by children in low-income communities, teachers must have the training, professional development, and expertise to meet these challenges head on. The SEED program is critical to ensuring a continued competitive and merit-based source of funds for national nonprofits and institutions of higher education engaging in the difficult and important work of equipping educators with the skills needed to help students in underserved school districts succeed and meet their potential.

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Charter Schools Program

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

New York City Charter High School for Architecture, Engineering, and Construction Industries (AECI) opened in 2008. In the 2019-20 school year, AECI 2 opened. The support to replicate AECI's model through the opening of a second school came after AECI consistently graduated students at a rate greater than the New York City average. Leaders and parents noted the importance of a school in the South Bronx that demonstrated success preparing Black and Hispanic students for college and careers. As one board member and parent described, the school served "children in the community who would not have an avenue to pursue those careers otherwise" and provided "cutting edge technology" in fields including architecture, engineering, and computer engineering. This perception was backed by the school's capacity to increase proficiency and graduation rates.

DESCRIPTION

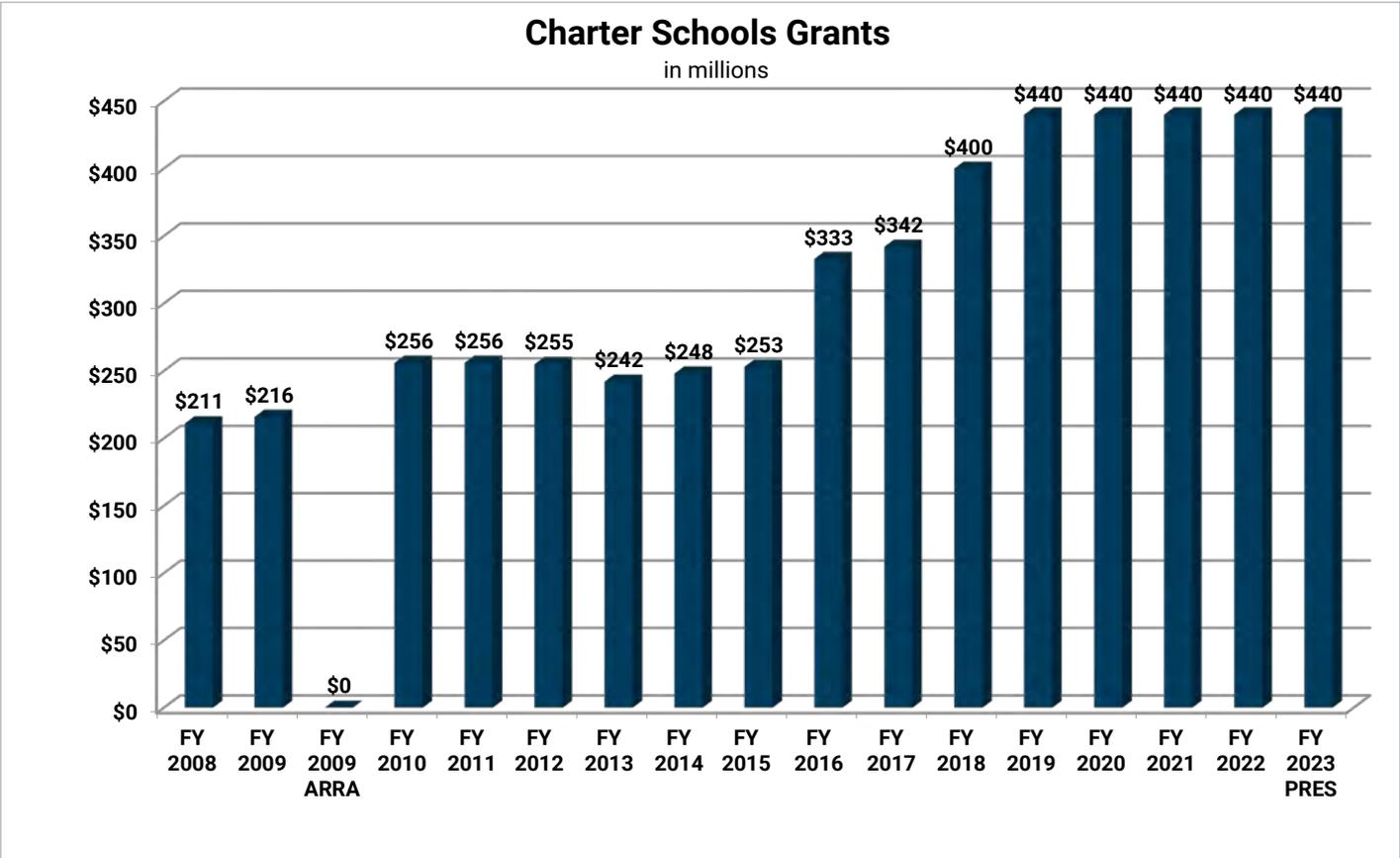
The purpose of the Charter Schools Program is to increase the number of high-quality charter schools, evaluate their impact on student achievement, families, and communities, and support efforts to strengthen the charter school authorizing process. Federal funds are available to support the startup of 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 the Every Student Succeeds Act (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 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$440.00	\$440.00	\$440.00	\$440.00

IMPACT OF PRESIDENT'S BUDGET

The president's budget freezes funding for the Charter School Program (CSP), with \$330 million designated for specific uses of CSP under ESSA – State Entity and Charter Developer and Charter Management Organizations. Funds would support state grant competitions for new charter schools, support facilities maintenance in current charter schools, and provide technical assistance. The Secretary of Education is prohibited from making any new awards that support charter schools operated or managed by a for-profit entity.



PROGRAM NEED

The Charter School Program provides funds to states where charter schools are authorized to create new public charter schools, replicate high-quality public charter schools, and disseminate information about effective practices within charter schools. Funds also help charter schools find suitable facilities, expand innovation, and promote educational opportunity for students.

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Magnet Schools Assistance Program

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

The East Baton Rouge Parish School System (EBR) has a long history of implementing and sustaining effective magnet programs, with over 28 magnet schools offering choice to thousands of families. In 2017, EBR was awarded an MSAP Grant to implement magnet programs in four schools, including elementary programs at Park Forest and Villa del Rey. Both have fully integrated STEAM (Science, Technology, Engineering, the Arts, and Mathematics) by ensuring that targeted, vertical thematic integration is implemented with fidelity and monitored to ensure students are challenged academically. From building a professional recording studio to implementing a CreativeSMART Lab, students are immersed in an authentic and project-based learning environment. Since the induction of the program, Park Forest Elementary has improved academically from a D-rated school to a C-rated school and would be B-rated if Louisiana had not canceled state testing. Villa del Rey was also projected to grow academically.

The middle and high school programs also showed improved academic growth, with each school also reducing its minority group isolation by successfully enrolling non-Black students. More importantly, the climate of these schools improved significantly, contributing to an exceptional increase in school pride and culture which would not have been possible without the MSAP Grant.

DESCRIPTION

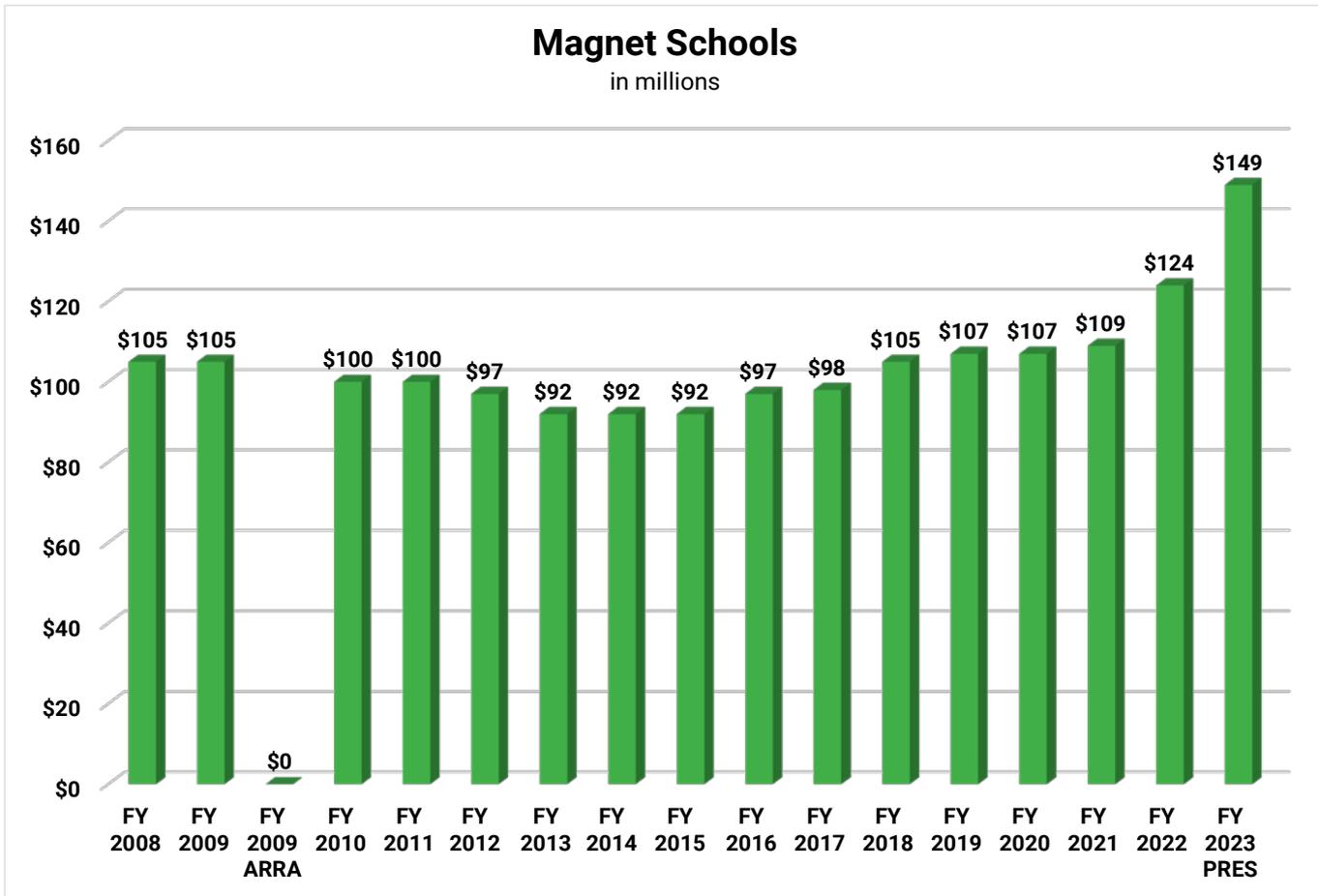
The Magnet Schools Assistance Program (MSAP) was reauthorized in the Every Student Succeeds Act (ESSA) and provides multi-year grants to local school districts to establish magnet schools. It is the only federal education grant designed specifically to promote innovation, choice, and diversity in the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

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$107.00	\$109.00	\$124.00	\$149.00

IMPACT OF PRESIDENT'S BUDGET

MSAP grants are critical for schools to launch magnet programs. While Magnet Schools of America (MSA) appreciates the historic increase in funding for MSAP grants in FY 2023, MSA believes funding should be increased to \$175 million, as well as additional funding to support schools in sustaining their magnet programs.



PROGRAM NEED

Magnet schools are the only public schools with a stated purpose of racial desegregation, critically needed at a time when levels of segregation in public schools are increasing. These schools provide specialized theme-based curriculum and instruction in subject areas including STEM, career and technical education, fine and performing arts, or International Baccalaureate. There are approximately 4,340 magnet schools serving 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 2019 poll, Gallup found that 75 percent of Americans across racial and political party lines support the creation of regional magnet schools to reduce racial segregation in the public school system. Magnets were the most popular of four desegregation proposals that Gallup tested. As a sign of their popularity, 65 percent of magnet schools have waiting lists filled with students eager to learn in the magnet school model.

As policymakers and school districts seek to provide more opportunities for students and more choices for parents and to create more diversity in the classroom, sustaining and increasing funding for magnet schools will allow these schools to continue to answer the call for high-quality public education. Funding for magnet schools must be increased from \$31 to \$62 per student to a total of \$218 million, and use of funds to support sustainability among magnet schools should be allowed.

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Ready To Learn

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

As part of their local Ready To Learn (RTL) work, Kentucky Educational Television (KET) conducted 16 Family and Community Learning workshop series for 217 families in Louisville and Eastern Kentucky and presented 22 Educator and Community Learning sessions granting 706 professional development certificates to educators in RTL communities. Family and Community Learning Workshops consist of four sessions that engage families with children ages 3-8 in hands-on learning utilizing PBS KIDS media. The workshops aim to foster collaboration, communication, and fun among family members, while supporting grown-ups' confidence and comfort to help in their children's learning.

The goal of Educator and Community Learning Workshops (formerly Playful Learning for Educators) is to empower educators with the tools, skills, and confidence to bring media-rich, play-based, and learner-centered experiences into their own environments and communities. KET provided professional development for educators through a hybrid course pilot program. The "Supporting Play with Media and Technology" course gave educators the opportunity to explore how technology and media can promote playful learning in science in their own classrooms. The pilot, a partnership with Maryland Public Television funded by the Ready To Learn grant, provided educators the opportunity to participate in a virtual self-paced course, an in-person learning experience, and an independent learning project. Adjustments were made to the course in response to COVID-19, enabling educators to complete it through additional virtual meetings. This hybrid course fills an ongoing need for high-quality professional development in Kentucky.

DESCRIPTION

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

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

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

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$29.00	\$29.50	\$30.50	\$29.50*

**The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.*

IMPACT OF PRESIDENT'S BUDGET

The president's budget recommends a decrease in funding which would erode the purchasing power of the Ready To Learn funded projects and limit the ability of Ready To Learn grantees to expand on-the-ground community engagement that ensures the effectiveness of this program.

For FY 2023, a funding level of \$30.5 million is recommended to support the continued creation of high-quality, proven effective educational media content. This funding level will also support the primary purposes of the program and outreach to ensure these resources reach the children, families, teachers, and schools that need them the most.

PROGRAM NEED

In the United States 52 percent of children ages three and four do not attend preschool, which can negatively impact their readiness for learning when they enter K-12 education. Forty-three percent of children under age six live in low-income households, and research shows these children often struggle with early math and literacy skills and average standardized test scores as much as 25 points lower than their higher income peers. The need for the high-quality educational media content created by Ready To Learn became even more critical during the pandemic. With some schools and daycare facilities closed and students quarantining at various times, parents and caregivers were desperate for trusted educational resources to help children continue learning at home. PBS KIDS is considered by 86 percent of parents to be a trusted and safe source for children to watch television and play digital games and apps, making public television a critical resource during these challenging times.

Local public television stations in all 50 states, U.S. territories, and the District of Columbia have leveraged RTL resources to provide families and educators with robust educational content to help support learning during the pandemic. Over the course of a year, 50 percent of all children aged 2-8 watch public television content. Local public television stations annually reach 44 percent of children aged 2-11 from low-income homes, 49 percent of Black children, 47 percent of Hispanic children, and 39 percent of children in rural counties.

There is a continued need for high-quality educational content for young children, and RTL helps meet that need. Through local public television stations, nearly 97 percent of American families have access to RTL content proven to help children learn. Funding for this program has created scientifically researched, award-winning educational programming that is helping to close the opportunity gap.

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Assistance for Arts Education

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

“As the only art teacher in my district, I had gotten used to working in isolation. Our Mastering the Arts program, made possible by an Assistance for Arts Education grant, has been instrumental in opening my eyes to the creative ways other teachers incorporate art as both a learning method and a product of learning. When I sit down to plan my lessons, I now find myself with copies of our math and science standards open on my desktop. I check our grade-level pacing guides to find places to tie my own standards to their curriculum.

Now my art classes observe chemical reactions as their clay sculptures are heated inside a kiln. Fifth graders use images from the Hubble Space Telescope and National Geographic to discuss how photography can teach scientists about how our universe works, document life on earth, and encourage conservation of resources. Second grade students use fractions in art to build castles in the style of Mary Blair by cutting whole, half, and quarter pieces. The list of projects is growing every year! This grant provided amazing experiences for me as a teacher, and I can see my students lighting up as they make the same connections.”

- Staci Simonsen, K-5 Art Specialist, Wahoo (NE) Public Schools

DESCRIPTION

Authorized under Title IV, Part F of the Every Student Succeeds Act (ESSA), the Assistance for Arts Education program promotes arts education for students, including disadvantaged students and students with disabilities, through competitive and non-competitive grant awards. In recent years, the U.S. Department of Education awarded three types of grants: Assistance for Arts Education Development and Dissemination (AAEDD), Professional Development for Arts Educators (PDAE), and the Arts in Education National Program (AENP). AAEDD grants supported the expansion, evaluation, and dissemination of innovative models that demonstrate effective arts integration, standards-based instruction, and student academic performance in music and the arts. PDAE grants supported the implementation of model professional development programs that used arts integration to improve students' academic performance in high poverty schools. AENP grants supported similar community and national activities, emphasizing service to children from low-income families and children with disabilities. In January 2021, the Department of Education announced the three categories would be combined into a single grant program to recognize and encourage different, creative, and innovative approaches grantees can use to increase access to the arts and integrate arts into the learning process.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$30.00	\$30.50	\$36.50	\$30.50*

* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT'S BUDGET

The president's budget for FY 2023 cuts funding for the Assistance for Arts Education program. Funding continuity is imperative, as many of the grants awarded under this program support ongoing multi-year projects. Increased funding is needed to allow for more numerous and more meaningful opportunities for professional development and dissemination of effective models for arts education and arts integration. The focus this grant places on the production and dissemination of innovative models for arts education means that an increased federal investment would result in improved practices that can be further replicated across the country.

PROGRAM NEED

The disruption students have experienced during the COVID-19 pandemic makes federal funding for arts education more important than ever. Music and arts education create environments highly conducive to students' social and emotional learning, a key focus for schools across the nation as students return to campus. When exposed to the arts, students are much more engaged in learning and excited about school, addressing another urgent concern after a year of distance learning. Arts integration techniques promoted by this grant have been shown to positively impact student learning and epitomize the concept of a "well-rounded education." Indeed, research studies—many of which were funded through this program—continue to support the adoption of arts integration and STEAM (science, technology, engineering, arts, and math) strategies as beneficial to students' academic achievement. Yet despite the enumeration of music and the arts as well-rounded education subjects in ESSA, inequitable access to high-quality arts education persists. The most recent National Assessment of Educational Progress Arts Assessment revealed significant disparities in music and visual arts achievement across racial, socioeconomic, and gender groups. Furthermore, music and arts educators frequently cite the need for additional training on teaching students with disabilities. Adequate funding 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.

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Gifted and Talented Program

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

The Javits-funded Project Launch Plus is a talent development study about young people who are often underrepresented in advanced learning. The program began in 2021 with a week of summer programming followed by online learning for sixth grade participants. Focusing on students with high ability but limited opportunities, the project studies what makes a difference in early talent development—summer programming, online learning before or after summer programming, above-level assessments, information sent online to inform parents of opportunities, and professional learning opportunities for educators. Emphasizing critical thinking, the curriculum comprises computer science, science, mathematics, and social studies and emphasizes critical thinking. The program also provides youth with opportunities to create a network of friends and to interact with individuals from similar backgrounds who could serve as role models for the young students—including the first African American four-star general who was also the first African American to be accepted into the Thunderbirds and an entrepreneur who grew up in an exceptionally modest economic background. Above-level assessments are administered to the students participating in the summer program and to an equal number of sixth graders who are high ability and have had limited opportunities due to their rural location and/or economic background. Results of the above-level assessment provide educators and parents with information to guide choices for making continuous progress in school and for engaging in talent development experiences beyond the school.

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)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$13.00	\$13.50	\$14.50	\$13.50*

* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT’S BUDGET

The FY 2023 request of \$13.5 million is inadequate to support the program at the FY 2022 enacted level, and a more robust investment is required to effectively address the needs of high-ability students across the nation. Greater funding 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. As with most preexisting inequities, the COVID-19 pandemic has likely further exacerbated that excellence gap. The Javits program is the only federally funded national effort that confronts this reality by supporting evidence-based research to inform educators about how to most effectively serve gifted and talented students. An investment of at least \$32 million is essential to assist states in expanding their capacity to provide services to gifted students, especially students from disadvantaged backgrounds, and to implement innovative approaches. As the nation works to address the challenges students have endured because of the pandemic, this federal investment is more critical than ever.

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Statewide Family Engagement Centers

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

Statewide Family Engagement Center (SFEC) grantees are in their fourth year of a five-year grant cycle. The 12 grantees hail from rural, suburban, and urban areas across the country. They focus on evidence-based programming that targets marginalized families to involve them actively in their children’s education and on developing robust statewide partnerships to reach and engage more parents in leadership and educational decision making. Parents at the Bret R. Tarver Leadership Academy in the Cartwright (AZ) School District, a part of the Arizona Statewide Family Engagement Center, are building English communication skills as part of a larger strategy to better support their children at school. One parent who wanted to become more active in her child’s school initially reported feeling intimidated and shy when trying to speak publicly in English. Through participation in English classes as part of the adult component of the SFEC, she has since effectively honed oral language skills and simultaneously developed leadership skills. This parent successfully interviewed for and accepted the position of parent representative from the Leadership Academy on the district Parent Advisory Council, where she is now recognized for her leadership and contributions.

DESCRIPTION

The Statewide Family Engagement Centers (SFEC) program, authorized at \$10 million under the Every Student Succeeds Act (ESSA), provides federal competitive grants to statewide organizations or a consortium of statewide organizations to promote and implement evidenced-based family engagement strategies. The SFEC program provides technical assistance and partnership development to states and school districts on fostering meaningful engagement with families to further their children’s academic and developmental progress. 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)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$10.00	\$12.50	\$15.00	\$15.00

IMPACT OF PRESIDENT’S BUDGET

The president’s budget freezes funding for the SFEC program, undermining the U.S. Department of Education’s ability to make new awards, Congress’s stated intent for the increased appropriation for FY 2022. A dedicated funding stream for the SFEC grant program must be maintained and the funding level increased to ensure evidence-based direct services and systemic improvement of family engagement are continued and new awards are granted. This federal investment to improve and expand family engagement in public education will help bring more families to 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 for children. Family engagement contributes to improved student attendance and achievement, decreased disciplinary issues, and improved family and school partnerships. Schools and districts should engage with families to understand content and achievement standards and state and local academic assessments and include families in the development of school policy and practice. Research shows students' academic achievement is directly linked to the education level of the primary caretaker. A grant priority for the Statewide Family Engagement Centers involves truly robust family engagement, such as the family literacy model, that includes adult education instruction alongside early childhood education.

During the pandemic, many homes became classrooms and parents acted as surrogate teachers. Building closures and the need for virtual learning placed more challenges on parents seeking to engage with their child's teacher directly. Effective engagement between parents and schools is more important than ever as the impacts of the pandemic are likely to be felt for years to come. Families are even more critical now to their children's academic success.

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, especially those who are marginalized, in a meaningful way. Centers build ties among the community, families, and schools. SFECs quickly adapted to conducting their work virtually at the onset of the pandemic and continue to alter their approach to support parents' evolving needs more effectively during the pandemic. This kind of support is valuable for all parents and of critical importance to parents furthest from opportunity. Family engagement is an essential component of supporting the students most impacted by the pandemic to mitigate disruptions in learning.

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Language Acquisition Grants

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

Title III funds in Kansas City Public Schools support ESOL Resource Teachers to provide professional development, coaching, modeling, and lesson planning support for teachers to improve instructional services for English learners. Title III-funded ELL Family and Community Liaisons—fluent in 11 of the district’s top languages—provide support with enrollment, interpretation, and translation, and facilitate relationship building among teachers, families, and schools by serving as cultural brokers.

DESCRIPTION

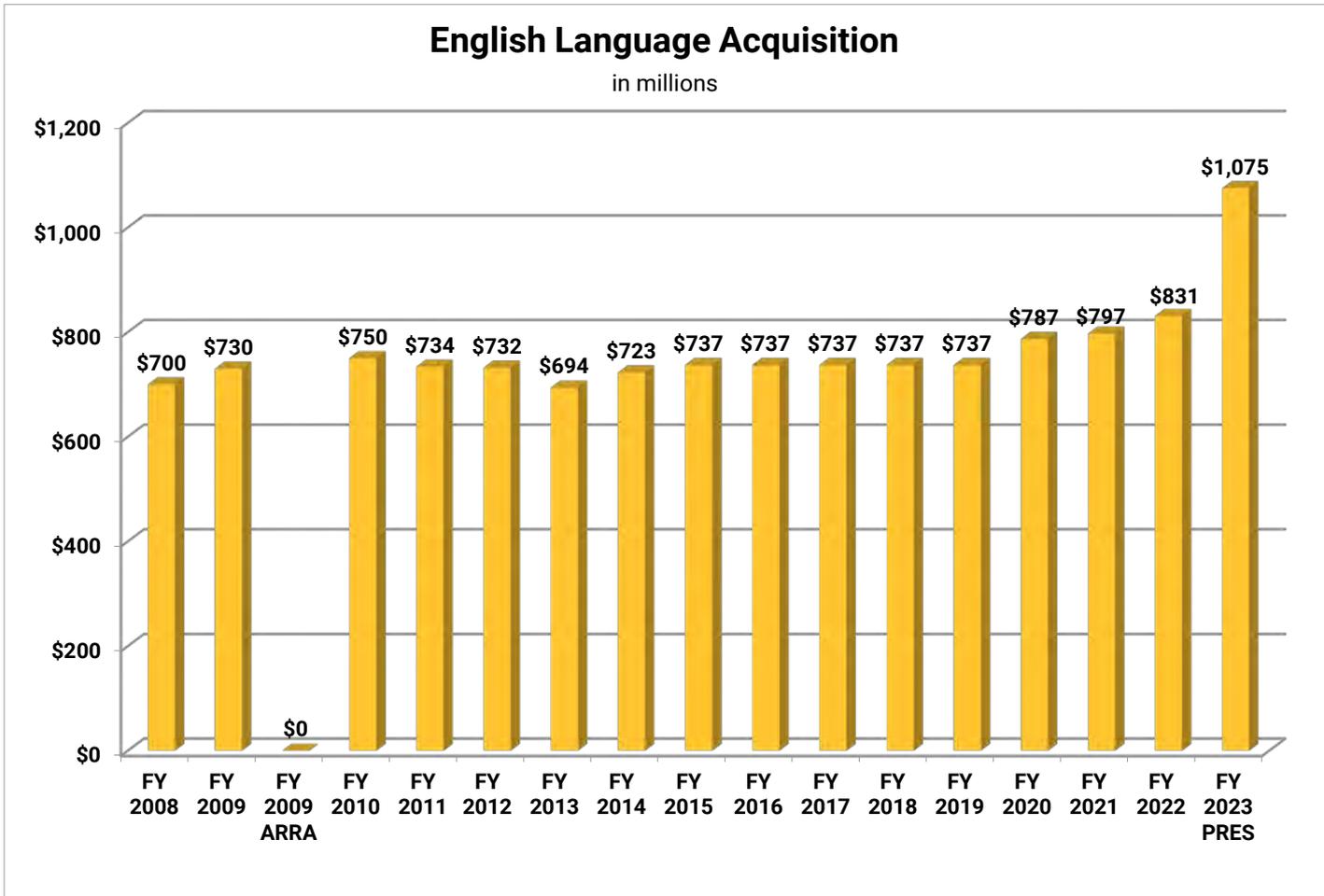
Language Acquisition Grants are provided on a formula basis to improve instructional programs for English language learners (ELLs). Programs aim to develop academic English and high levels of academic achievement to enable ELLs to meet the same challenging state content and performance standards as their 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 professional learning opportunities for teachers. Title III funds may also be used to pay for activities that enhance educational opportunities for immigrant children and youth.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$787.40	\$797.40	\$831.40	\$1,075.00

IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2023 budget provides \$1.075 billion for Title III directed to English language learners. The request would provide an increase of \$243.6 million, or 30 percent, above FY 2022 and includes a \$50 million set-aside to support states with school districts enrolling significant numbers of immigrant children and youth. While the overall increase will help address the unfinished learning that ELLs experienced over the past two years of pandemic-related school interruptions, the new set-aside will support schools as they welcome higher numbers of refugee students resulting from increases to the federally determined annual cap for refugee admissions to the United States.



PROGRAM NEED

The COVID-19 pandemic had a disproportionate impact on communities of color, especially immigrant communities whose children are likely to be English learners. As students return to in-person learning, school districts across the nation are doubling their efforts to address the needs of English learners. Title III funds support supplemental efforts to address ELL needs. According to 2018 data from the National Center for Education Statistics, ELL enrollment in K-12 public schools increased from 4.8 million in School Year 2015-16 to over 5 million in School Year 2017-18.

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IDEA State Grants

Part B, Individuals with Disabilities Education Act (IDEA)

Lauren, a special education teacher in a Tennessee high school, is determined to keep her students on track to receive their diplomas despite pandemic-related disruptions. Following school closures from March to July 2020, Lauren recognized a heightened need for her students to receive the services required by their Individualized Education Programs (IEP) to address the impact of lost instructional time. She has been delivering critical in-person instruction since August 2020 to students with the most significant needs, even when the rest of the student body was learning virtually. Times were challenging for Lauren. She often had to pivot at short notice to provide virtual instruction for anywhere from a single student to her whole class. Specialized instructional support personnel were critical members of Lauren’s team as they ensured students could access learning during disruptions. Lauren has worked closely with students and their families in IEP meetings to keep students’ postsecondary goals current and to ensure transition services are carried out appropriately, so that students are prepared for further education, employment, and independent living.

DESCRIPTION

The Individuals with Disabilities Education Act (IDEA) State Grant program (Part B) provides services and supports to around 6.5 million students, or 13 percent of all public school students ages 5-21 (unless a state sets a higher termination age). To be eligible for Part B services, students must meet one of 13 enumerated disability categories and must need educational supports and services in order to make academic progress on a level relative to peers without disabilities. The majority of students with disabilities are educated in the general education classroom for 80 percent or more of the school day. An Individualized Education Program (IEP) is designed for each student with input from general and special education staff, specialized instructional support personnel, the child’s parents, and the student as appropriate. Part B funds are sent to states through a specific funding formula. In turn, states pass the bulk of funds to local school districts to provide students with the essential specialized instruction designed to meet their unique needs and prepare them for further education, employment, and independent living. 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)

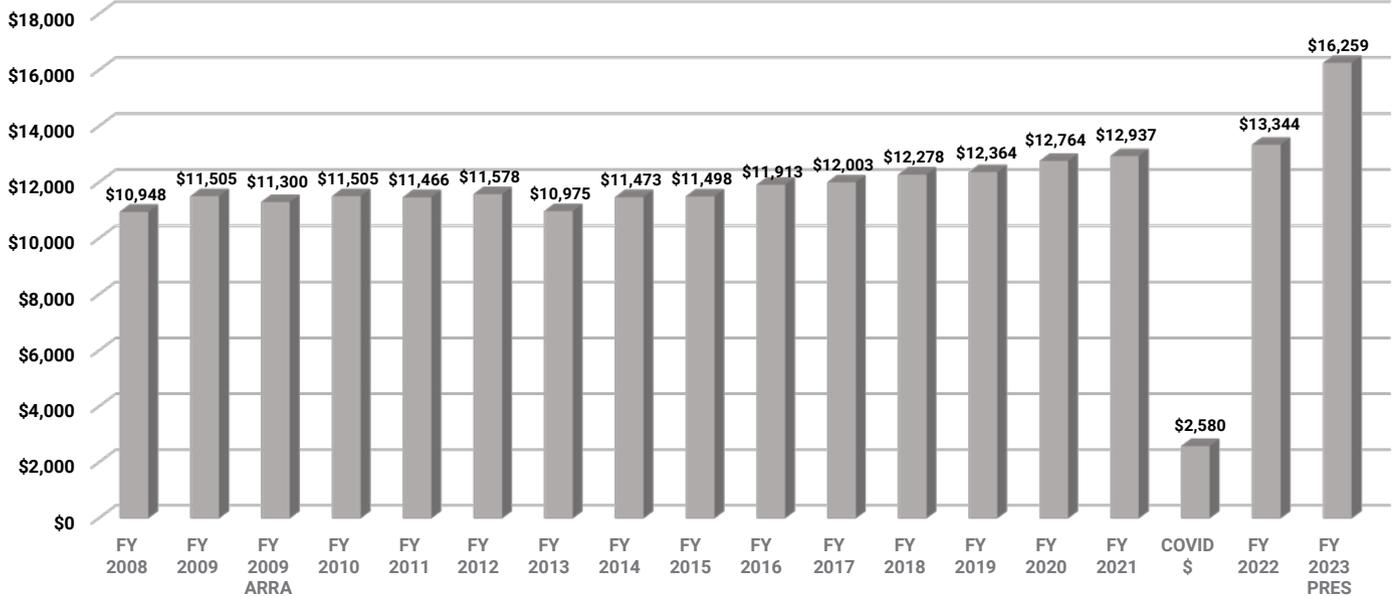
<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$12,764.39	\$112,937.46	\$13,343.70	\$16,259.19

IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2023 budget of \$16.26 million for IDEA State Grants adds \$2.9 billion, or a 21.8 percent increase over FY 2022. This additional funding would provide a per-child average of approximately \$2,119. These additional federal dollars are desperately needed, as previous funding increases have only covered a portion of annual inflation. The FY 2023 proposed level sets the federal contribution at about 15 percent of the national average per pupil expenditure, far below the 40 percent promised by Congress when IDEA was first enacted in 1975. This amount does not acknowledge increased costs faced by states and local school districts in meeting the needs of students with disabilities, nor does it factor in the growing number of students. Over time, these increased costs have resulted in an erosion of purchasing power and resources.

Special Education State Grants (IDEA Part B - Sec. 611)

in millions



PROGRAM NEED

Part B is the largest program under the IDEA, serving approximately 6.5 million K-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, as has the complexity of challenges for those students. In just the last 5 years for which data are available, the number of IDEA-eligible students has increased by 462,000, an increase of more than 6 percent, while total school enrollment has seen little to no increase in the same period of time. At the same time, funding has not kept pace.

When IDEA was first enacted in 1975, Congress anticipated the cost of providing special education to IDEA-eligible students would be approximately twice that of the cost to educate non-disabled students. Thus, Congress authorized a federal funding contribution of 40 percent of the national average per pupil expenditure. In exchange for these funds, states and districts must ensure all eligible students are provided a free appropriate public education in the least restrictive environment. While states and districts have kept their end of the bargain, the federal government has never reached even half of its promised level of funding.

With schools and districts using a large percentage of their budgets to address health and safety concerns related to reopening schools, it is essential the federal government provide a significant increase in IDEA funding. While districts and schools work to address disruptions in learning for students with disabilities in the wake of COVID-19, the need for additional IDEA funding is critical and cannot be overstated. A significant increase would ensure funding is available for school programs that can benefit all students, including students with disabilities.

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IDEA Preschool Program

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

Gia, a child with Down syndrome, receives preschool special education services in the local child care program. Both her parents were considered essential workers during the pandemic and needed a safe and enriching place for her. They were able to place Gia in a child care program within their community where preschool special educators and related service providers provide IDEA services to facilitate development and inclusion in typical center-based learning activities. As the Omicron COVID-19 variant entered the community, Gia's parents were able to work with their preschool special education Individualized Education Program (IEP) team and with the child care center staff to ensure Gia had ongoing care as well as ongoing IDEA services and support. Everyone involved continued to work closely together to support her safely while her parents continued to work. Gia is lucky! Her family is able to take advantage of the strong community collaborations, specialized instructional support, and family-centered practice through IDEA's Part B, Section 619 program. The local child care program worked together with the local school district to create innovative approaches that met child and family needs. Their efforts to create safe places for children with disabilities to learn with peers without disabilities ensures growth and full participation early in children's lives and leads to improved developmental outcomes for all children.

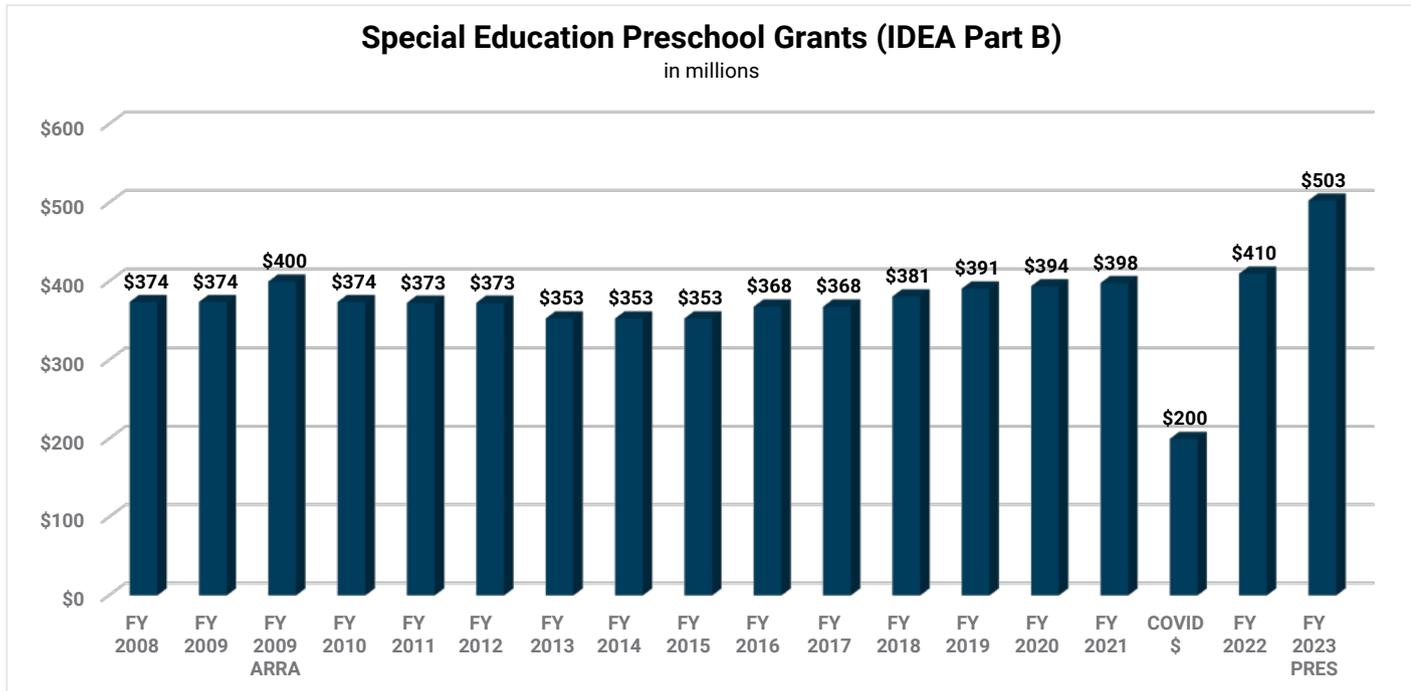
DESCRIPTION

States and local school districts use IDEA Preschool Grants funds to help ensure children with disabilities, ages 3 through 5, are identified early and receive a free appropriate public education, entitling children with disabilities to special education services and specialized instructional support services in the least restrictive environment. The federal preschool special education program supports early identification and services for eligible children before they reach school age.

The Preschool program serves approximately 806,000 children with disabilities. Program emphasis is on serving children in inclusive community-based programs, such as Head Start, child care, and publicly funded preschool programs. Through strong screening, identification, and eligibility systems, preschool special education programs are able to find and serve a wide range of children with disabilities who may not otherwise access the individualized services they need. Additionally, the IDEA Preschool program ensures an appropriate transition for eligible children who exit the IDEA, Part C Infants and Toddlers program (ages birth through 2), serving them appropriately in preschool and assisting them with developmental skills important for school.

FUNDING HISTORY (in millions)

FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT'S REQUEST
\$394.12	\$397.62	\$409.55	\$502.62



IMPACT OF PRESIDENT'S BUDGET

The president's FY 2023 budget increases funding for the IDEA Preschool Grants to \$502.62 million, an additional \$93 million. This would translate to an estimated \$623 per child for the approximately 806,000 children served by the program. Preschool Grants saw a small increase of \$15 million in FY 2016, the first forward movement in over a decade. From FY 2017 to FY 2021, the program saw only small increases or funding freezes. For FY 2022, the program received close to a \$12 million increase. The president's FY 2023 budget, with close to \$100 million in additional funding, would finally move the needle for young children with disabilities. Research affirms early childhood special education can help avoid the need for more costly and intensive services when children are older. Data for 2019-20 indicate that 5.94 percent of three- through five-year-olds receive services through the IDEA Preschool program. Significant additional resources are required to ensure all preschool children referred for special education services receive timely evaluation and eligibility determinations and individualized supports tailored to their specific needs.

PROGRAM NEED

Funding for this program stagnated for many years with small increases occurring only within the last few years. As the Biden Administration has acknowledged, investment in early identification and services will diminish pandemic-related learning loss and support our youngest children. Research shows that investment in young children reduces educational and other expenditures over a lifetime (Heckman Equation). Children leaving preschool special education may or may not need special education services once they reach kindergarten.

In the early stages of the pandemic, a decreasing number of preschoolers were identified and served across the country. As schools and other early childhood programs return to in-person settings this year, increasing numbers of children may be identified for preschool special education services. Without adequate funding for the IDEA Part B, Section 619 program, schools and local programs will continue to be challenged in their work to ensure children benefit from necessary developmental opportunities and specialized instruction.

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IDEA Infants and Toddlers with Disabilities

Part C, Individuals with Disabilities Education Act (IDEA)

Cameron’s mother contacted the local IDEA, Part C program because she was concerned about her son’s expressive language development, noting his sibling had a history of delayed language and had received early intervention services as a toddler. At 20 months of age, Cameron only spoke about four words, and his mother wanted him to be able to communicate better with his family and child care provider so he would have fewer tantrums and could play more easily with others. Cameron’s recent audiological exam showed no signs of hearing loss, and he had no other significant medical history.

Upon evaluation by a speech-language pathologist (SLP), Cameron was found eligible for Part C early intervention services due to delays in expressive language. The SLP began services with Cameron and his caregivers two days a week, traveling to their home, the child care provider, and community outings. The SLP worked with Cameron’s caregivers to jointly develop goals and plans, targeting expressive language strategies during daily activities, such as mealtime, going to the store, and playing with friends at the park. The SLP coached Cameron’s caregivers on expressive language strategies that built their competence and confidence in fostering his learning and development during everyday routines. As Cameron approached age three, he no longer qualified for early intervention services because he had robust expressive language that resulted in attaining his family’s and caregivers’ goals of more functional communication, fewer tantrums, and school readiness.

DESCRIPTION

The IDEA, Part C Infants and Toddlers with Disabilities program serves approximately 427,000 children, birth through age two, and their families. These formula grants to states are used to develop and implement a statewide comprehensive, multidisciplinary, interagency early intervention system. Congress enacted this program after determining there was an urgent and substantial need to provide the earliest intervention possible for young children who have, or are at risk of having, disabilities or developmental delays. Studies have demonstrated that providing early intervention services to children and their families is one of the most effective strategies in helping children with disabilities attain favorable educational outcomes.

FUNDING HISTORY (in millions)

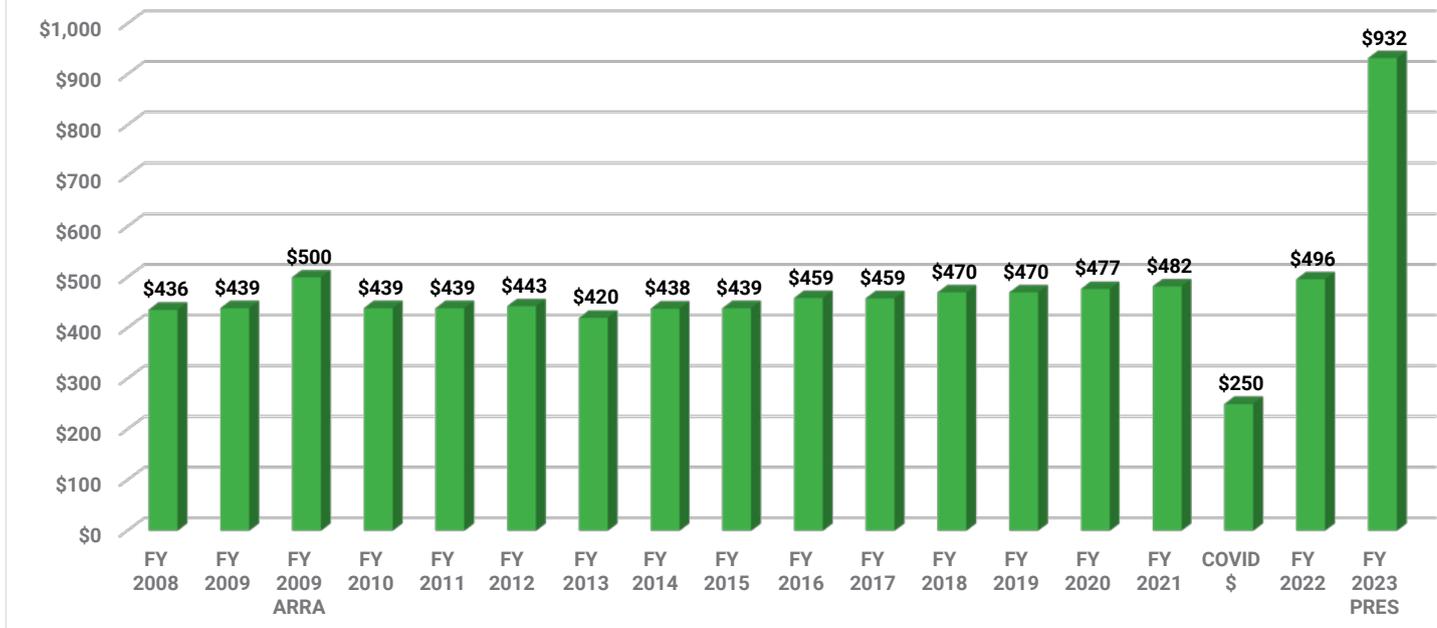
FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT’S REQUEST
\$477.00	\$481.85	\$496.31	\$932.00

IMPACT OF PRESIDENT’S BUDGET

The president’s budget proposes to nearly double IDEA, Part C grants, representing a substantial investment that will improve academic and developmental outcomes for children with disabilities. This funding will allow states to implement critical reforms to expand their enrollment of underserved children. The budget proposes \$200 million be allocated specifically to streamline the enrollment process for children at risk of developing disabilities to help prevent the need for more extensive services later in childhood.

Special Education Grants for Infants and Families (IDEA Part C)

in millions



PROGRAM NEED

Part C programs address the developmental, physical, social and emotional, and mental health needs of infants and toddlers. Services under Part C are delivered in the “natural environment,” which may mean—especially for the youngest children—direct services in the home. With COVID-19, just as with preschool and K-12 special education services, educators and therapists pivoted to virtual services. This involved having parents sometimes be more hands on in assisting service delivery. In some instances, therapists mailed or delivered equipment to families to use during these sessions. Continuity of services was first and foremost.

While the number of children served in IDEA, Part C has grown by almost 112 percent in the last 20 years, the pandemic impeded the identification and evaluation of some children for services. As conditions improve, more children will likely be deemed eligible, requiring additional funding for the growing population of infants and toddlers served under Part C. To meet this increasing demand for early intervention services, a significant infusion of funds is critical.

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IDEA National Activities

Part D, Individuals with Disabilities Education Act (IDEA)

Iona College is offering an Interdisciplinary Advanced Certificate (IAC) to ensure early childhood speech/language and education services for deaf and hard of hearing children begin with empathy and respect, include early access to language for the development of linguistic, cognitive, social-emotional and pre-literacy skills, and equip families with ample knowledge and resources. It is anticipated that this program will support 40 Iona graduate students over the next five years starting July 2022. Each year, four graduate students from the Communications Sciences & Disorders program and four graduate students from the Special Education program will enroll in the certificate program, which lasts two summers and an academic year. After the graduate students receive their certificates and master's degrees, they must work with deaf children for two years or repay the scholarships. The program will be 100 percent financed with federal funding through the U.S. Department of Education.

DESCRIPTION

Part D programs form a network of support for states, school districts, and schools providing education and related services through the Individuals with Disabilities Education Act (IDEA). Through dedicated competitive grant funding, Part D supports a number of significant initiatives, including personnel development and preparation, technical assistance, model demonstration projects, dissemination of information, technology and media, and parent training and information centers. Educators rely on these programs to improve services to students and families. Entities eligible for these grants include states, institutions of higher education, and specialized nonprofit organizations. Grant guidelines ensure these projects are evidence based and responsive to the needs of the field.

FUNDING HISTORY (in millions)

	FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT'S REQUEST
State Personnel Development Grants	\$38.63	\$38.63	\$38.63	\$ 38.63
Technical Assistance & Dissemination	\$44.35	\$44.35	\$44.35	\$ 49.35
Personnel Preparation	\$89.70	\$90.20	\$95.00	\$250.00
Parent Information Centers	\$27.41	\$27.41	\$30.15	\$ 45.15
Technology and Media Centers	\$29.55	\$29.55	\$30.43	\$ 29.55*
Special Olympics Education Program	\$20.08	\$23.68	\$31.00	\$ 23.68*

* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT'S BUDGET

Of all the personnel shortage areas in education, the field of special education faces the most daunting challenges, only further exacerbated during the pandemic. The lack of access to a full special education workforce threatens the capacity to deliver the promise of IDEA and serve the 8 million students enrolled in special education programs. The president's budget represents the highest level of funding ever provided to the Personnel Preparation account. This level of investment is critical, particularly in light of the fact that students and educators have recently returned to in-person schooling and are managing the social, emotional, and academic effects of the pandemic. Continued investment in other Part D programs is also crucial to address the many facets of successfully delivering mandated services for students with disabilities. Unfortunately, the president's budget recommends lower levels for State Personnel Development Grants and Technology Media Centers. These cuts will negatively impact the resources provided to educators, thereby affecting services to students.

PROGRAM NEED

Ensuring a solid foundation for the delivery of services under the IDEA, the Part D National Activities are a vital federal investment. IDEA serves more than 8 million students with a wide range of disabilities, ranging from birth through age 21. In order for education to be effective and successful, states, schools, school districts, and individual teachers must have access to the most up-to-date and reliable knowledge and information. A meaningful investment in Personnel Preparation is critical to fully address gaps in the availability of and access to profession-ready educators for children with disabilities, including those with the most significant needs.

Students with low-incidence disabilities, such as those who are deaf, blind, or deafblind, have unique learning needs and require the support of specially trained professionals. In addition, they need specially tailored educational settings in order to receive a free appropriate public education in the least restrictive environment. Part D provides the mechanism through which these educators can be effectively trained and information about appropriate educational environments shared.

More broadly, Part D provides funding to equip personnel with evidence-based training that informs them to be responsive to students' individual needs. Personnel Preparation is the core federal program to address shortages in the educator pipeline and diversify the special education profession going forward. Funds support competitive awards that help meet State-identified needs for fully certified personnel to serve children with disabilities by providing research-based training and professional development to prepare special education, related services, and early intervention personnel. Grant funds also ensure general education teachers have the necessary knowledge and skills to provide instruction to students with disabilities in general education classrooms.

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School Renovation and Modernization

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



CEF VIDEO



CEF VIDEO

Guilford County Schools (GCS) in North Carolina serves nearly 70,000 students in 126 schools in a county-wide district spanning about 650 square miles with urban, suburban, and rural areas. Approximately 68 percent of GCS students are minority and about 65 percent are economically disadvantaged. North Carolina provides minimal funding for school modernization, and GCS relies on county and federal support for the majority of facility upgrades and construction. The district received \$34 million in interest-free Qualified School Construction Bonds through the American Recovery Reinvestment Act in 2009 and 2010, budgeted for use to upgrade three schools and replace HVAC systems, windows, doors, and roofs in 24 additional schools. When these projects came in under budget, the district used savings to add five additional HVAC systems and eight more roofing projects, carry out an additional twelve window/door replacements, and reconfigure a middle school gymnasium into additional classroom and assembly spaces. In 2018, a facility needs assessment rated 55 percent of GCS schools in poor or unsatisfactory condition, including many of the district's Title I schools that enroll the most economically disadvantaged students. The assessment also noted the average school in GCS was built in 1966 and dozens of buildings had not received major renovations in more than 30 years. GCS subsequently released a comprehensive facilities master plan highlighting \$2 billion in needs, including safety and technology upgrades to all schools, rebuilding schools on existing sites, fully renovating other schools, and building seven new schools. A \$300 million bond referendum was approved in November 2020 to fund eight projects, yet it addressed only a fraction of the district's overall needs.

DESCRIPTION

Federal support for school renovation and modernization has waned in recent years. The American Recovery and Reinvestment Act (ARRA) of 2009 authorized Qualified School Construction Bonds (QSCBs) and extended Qualified Zone Academy Bonds (QZABs) to help states and school districts address the challenges they face in modernizing aging schools. QSCB and QZAB bondholders receive a federal tax credit in lieu of interest payments, and the subsequent Hiring Incentives to Restore Employment (HIRE) Act of 2010 (P.L. 111-147) amended the Internal Revenue Code to allow the option of issuing QSCBs and QZABs with a direct-pay subsidy. School districts issuing these 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 sizes, and increasing access to learning technologies. QSCBs offered additional benefits and can be used for new construction and land acquisition. 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.

Federal grants for school modernization and repair are rarer, aside from recent support for charter school facilities and certain eligible school districts that receive Impact Aid. Congress did approve a one-time \$1.2 billion appropriation for emergency school repairs in FY 2002, and recently authorized the use of COVID-19 stimulus funds to be used for school facility repairs and improvements to air quality systems under the Elementary and Secondary Schools Emergency Relief (ESSER) program.

FUNDING HISTORY (in millions)

	FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT'S REQUEST
Qualified Zone Academy Bonds*	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Qualified School Construction Bonds*	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Qualified School Infrastructure Bonds**	----	----	----	\$ 0.00
K-12 Infrastructure Grants (mandatory)**	----	----	----	\$ 0.00

* The school construction bonding provisions are traditionally authorized and funded through tax legislation for specific calendar years rather than annual federal appropriations. Previously authorized bonding authority for school facility improvements remains available.

** Proposed in American Jobs Plan.

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 in 2009, while extending and expanding the existing QZAB program's authorization. A QZAB extension was approved by Congress in subsequent years, most recently in the 113th Congress for 2015 and 2016. The tax reform overhaul in 2017 repealed tax credit bonds, although previous bonding allocations for QSCBs and QZABs remained available for use until exhausted.

President Biden's FY 2023 budget includes no assistance for major school facility repairs and renovations. The budget does include a \$2 million request, funded through School Safety National Activities, for a new National Clearinghouse on School Infrastructure and Sustainability to provide technical assistance and training to state departments of education and local school districts on issues related to educational facility planning, design, financing, construction, improvement, operation, and maintenance. The lack of direct school facilities support in FY 2023 stands in stark contrast to the president's FY 2022 proposal, which included \$50 billion over five years for grants from the U.S. Department of Education and \$50 billion over three years in interest-free Qualified School Infrastructure Bonds (QSIBs) from the U.S. Department of Treasury. Similar proposals for school facility grants and bonds were considered in 2022 but ultimately were not included in the Bipartisan Infrastructure Bill or the House-passed version of the Build Back Better legislation.

PROGRAM NEED

The nation's school modernization needs have become even more urgent since the COVID-19 pandemic, as school districts must update and replace ventilation systems, update technology, reconfigure buildings and classrooms, and test and repair plumbing and other systems to meet public health and hybrid learning requirements. ESSER funding through the American Rescue Plan, which school districts are using to meet students' expanded academic and support services needs as well as costs for continuity of operations and COVID-19 mitigation, is wholly insufficient to meet the significant capital needs of schools.

Prior to the pandemic emergency, the federal government’s disregard for the nation’s school facility needs persisted despite a growing body of evidence. Studies released by the Institute of Education Sciences in 2014 and the Center for Green Schools in 2016 estimated a nationwide need between \$145 and \$200 billion to modernize school facilities. The 2021 Infrastructure Report Card released by the American Society of Civil Engineers gave the nation’s schools a grade of D+. A 2020 Government Accountability Office (GAO) study on school facilities estimated over half of school districts in the nation need to update or replace at least two building systems (such as HVAC, lighting, plumbing, and security) in many of their schools, about 26 percent need to update or replace at least six systems, and 41 percent of school districts need to update or replace HVAC systems, about 36,000 schools nationwide.

In the 10 years after the Great Recession, state capital funding for schools dropped 31 percent as a share of the economy. Federal support for school construction is long overdue and especially crucial during the upcoming period of pandemic recovery, as funding for capital projects and modern facilities has long been needed in the same schools and communities impacted the hardest by COVID-19. The Reopen and Rebuild America’s Schools Act was introduced in both the House and Senate early in the 117th Congress and would provide \$130 billion in grants and bonding authority to support long-term health, safety, and technological improvements to public school facilities. Continuous federal investment in school modernization is necessary to address long-established local needs 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 public schools seeking to reopen and begin the academic recovery from pandemic-related learning disruption, but would also put hundreds of thousands of Americans in the construction industry back to work.

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PART 2:

**Education, Career, and
Lifelong Learning**



Carl D. Perkins Career and Technical Education Act

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

Meridian Technology Center of Oklahoma leads a consortium of schools that make use of Perkins funding to deliver high-quality CTE into high schools that might not otherwise have access to these specific resources or experiences. Meridian’s Business and Education Council and the consortium’s high school Occupational Advisory Committees work together to ensure that funds are aligned to and used to address local workforce needs. Most recently, Perkins funding has been used for instructional training, technology acquisition, and staff professional development, and for providing career guidance services to students. Perkins funding made it possible for these schools to deliver world-class training for real-world, high-demand careers from STEM fields to agriculture. It gave schools the opportunity to purchase beehives to teach beekeeping, drones to teach drone technology, and even initial funding to create a new hydroponics program.

The consortium also received an Innovation & Modernization Grant from Perkins V, which helped participating school systems develop Individual Career and Academic Plans for students—a new statewide effort to help students and families explore and plan for career, academic, and postsecondary opportunities. Without funding through Perkins V, many of these efforts would not be possible. With limited financial resources, schools like Meridian Technology Center may not be able to offer CTE in their district at all. Additional funding, however, would increase access to these types of cutting-edge CTE programs available to students that lead to high-skill, high-wage and in-demand careers.

DESCRIPTION

The Strengthening Career and Technical Education for the 21st Century Act, the 2018 reauthorization known more commonly as Perkins V, provides formula grant investments in Career and Technical Education (CTE) programs to all 50 states and the territories. Perkins-funded CTE programs currently serve over 11 million learners a year. CTE programs provide middle and high school, postsecondary, and adult learners with the academic knowledge and skills needed for success in today’s economy. Students enrolled in CTE programs progress along a sequenced pathway of increasingly specific academic and technical courses, providing a bridge between K-12 and postsecondary education. CTE learners 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.

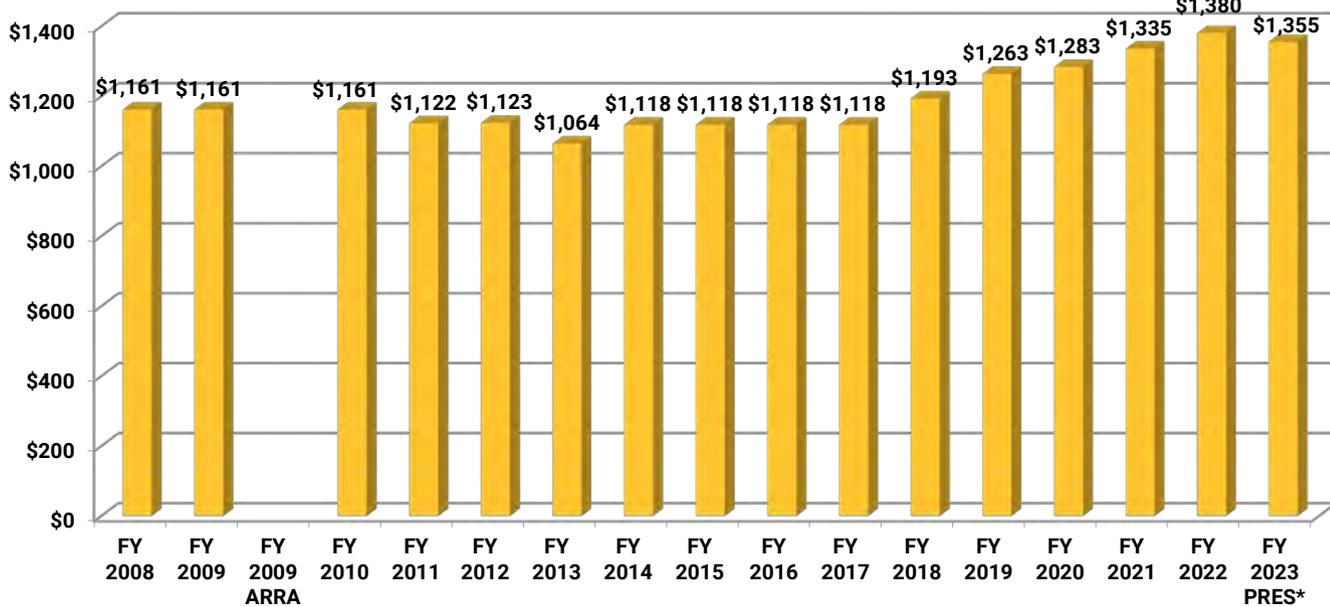
FUNDING HISTORY (in millions)

	FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT’S REQUEST
CTE State Grants	\$1,262.60	\$1,334.85	\$1,379.85	\$1,354.85*
National Programs	\$ 7.42	\$ 7.42	\$ 7.42	\$ 215.42

* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

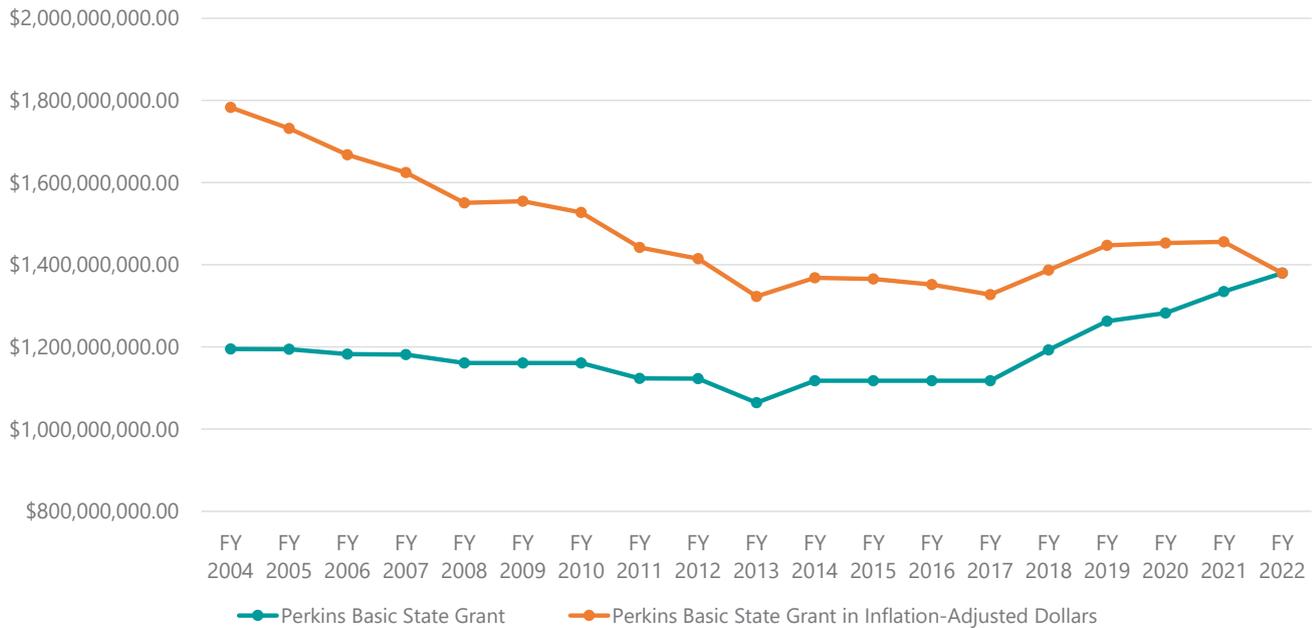
Career and Technical Education State Grants

in millions



* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

Perkins Basic State Grant (Title I) Federal Investment: Fiscal Years 2004-2022



The figures above have been adjusted for inflation using the Bureau of Economic Analysis' (BEA) Personal Consumption Expenditures (PCE) Price Index. The BEA's PCE price index is the Federal Reserve's preferred method for measuring inflation and is considered to be the most conservative estimation of inflation over time. **Adjusted for inflation, current funding for CTE programs via the Perkins Act remains \$403 million below FY 2004 levels.**

IMPACT OF PRESIDENT'S BUDGET

Although CTE has received modest increases in recent budget cycles, it remains historically underfunded. The Administration's funding request for Perkins V's basic state grant program (CTE State Grants) was made before FY 2022 appropriations were finalized. As a consequence, the funding request for this program is below what was enacted by Congress in the previous fiscal year. Administration officials have indicated they support the same level of funding for FY 2023 as provided for this program in FY 2022. Even so, this request falls well short of the current needs of learners, families, and communities.

While the Administration proposes a significant increase for Perkins V national programs, this funding would be used mostly for the creation of a new competitive grant program. By the Department's own estimates, this newly proposed Career-Connected High School initiative would serve only 32 grantees across the country, exacerbating longstanding inequities by leaving the majority of communities without the resources necessary to meet the needs of learners and employers. Additionally, many of the same activities that would be authorized under the new program are already allowable uses of CTE State grant resources. It is imperative, therefore, that funding for CTE State Grants is increased, which would more effectively ensure all students have access to high-quality career and technical education programs.

PROGRAM NEED

As the skills needed for various careers continue to evolve and become more specialized, a robust federal investment in CTE State Grants is now more critical than ever. CTE programs prepare learners of all backgrounds for promising career paths and provide employers and the broader American economy a competitive edge. However, new high-skilled careers are emerging faster than schools, postsecondary institutions, and their CTE programs under current resource levels 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 in inflation-adjusted dollars (28 percent). While Perkins CTE State Grant funding has risen modestly since FY 2017, these increases have yet to fully compensate for the previous decade of spending cuts amid a growing need for skilled workers. Expanding the federal investment in CTE programs will create a brighter future for our country—creating more career and postsecondary pathways for learners, better results for employers, and increased economic growth.

The COVID-19 pandemic has significantly disrupted labor markets and deeply altered the nature of work. Millions of Americans remain unemployed, underemployed, or have sought new forms of employment in different sectors of the economy for a variety of reasons, including dislocation or disruption caused by the public health crisis. The CTE programs supported by Perkins V are vital to not only the long-term talent needs of the nation, particularly as new federal investments in the nation's infrastructure are implemented over the next few years, but are also essential for reskilling and upskilling the existing workforce to meet the constantly evolving needs of the 21st century economy.

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Adult Education and Family Literacy Act

Title II, Workforce Innovation and Opportunity Act (WIOA)

“We have over 30 million adults in this country who struggle with basic reading, writing, and math, and who also need a high school credential,” says Leicester Johnson, CEO at Academy of Hope in Washington, DC. “For adults who faced significant barriers as children, their first chance is starting with the adult ed provider that they’re working with now.” Johnson added, “When adults learn, it impacts their children, it impacts their community, it impacts their job site.”

Angel and Todd are great examples of what can happen through adult education. Early on Angel faced challenges—parental substance abuse, homelessness, and depression. Caught between a difficult home life and the need to care for her first child, she dropped out of high school and “just never went back.” Todd’s home situation was also challenging: “My father got sick when I was in the 9th grade, and I dropped out to take care of him. A lot of us dropped out of school because we felt nobody cared. You know, we were just numbers that nobody would miss.”

Angel was motivated to pursue a GED when she realized she couldn’t help her son with homework and, even more, when she was diagnosed with sarcoidosis. She understood she had to take care of herself first in order to be able to care for her family. Knowing math was her strength and writing her weak point, she focused first on the writing component. After she passed that part, the rest fell into place. She is now pursuing a bachelor’s degree in business administration at the University of the District of Columbia and hopes to open her own restaurant one day.

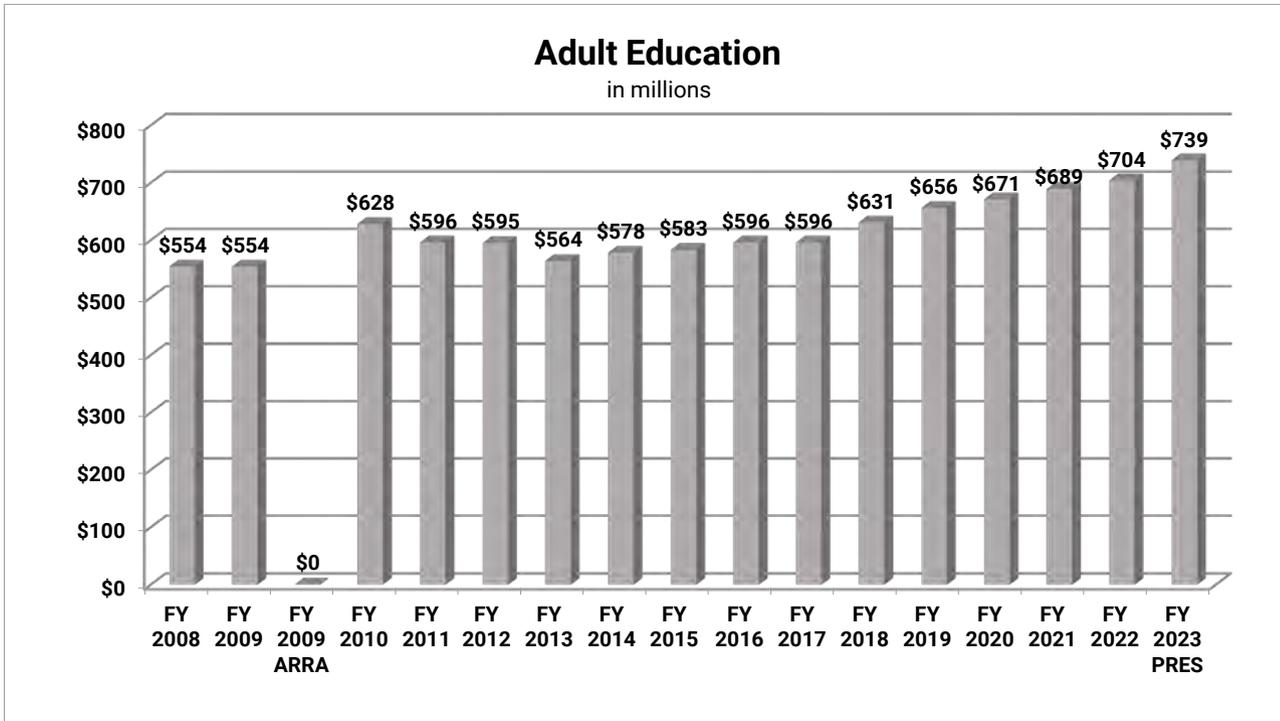
Todd lost his trash truck business in the 2008 recession, and he was unable to find a job without a high school diploma. He applied his business experience to completion of the National External Diploma Program: “I wanted that high school diploma as much as I wanted to breathe.” The diploma led to employment with the DC Department of Public Works as a roll-off truck driver and solid waste monitor. He plans to study to become a heavy equipment operator and to reopen his trash truck business one day.

DESCRIPTION

Adult education addresses the fact that the model of education as a one-shot deal that requires direct progress from kindergarten to high school graduation does not work for everyone. The Adult Education and Family Literacy Act (AEFLA) embodies the federal commitment to education for adults who lack a high school credential or basic literacy, numeracy, digital, and English language skills. AEFLA also supports further education and career development opportunities that enable adults to achieve social and financial security for themselves and their families, engage actively in their children’s educational development, and participate fully in their communities.

AEFLA is part of the Workforce Innovation and Opportunity Act of 2014 (WIOA), which promotes integration of adult education with occupational education and career pathways systems. WIOA-established American Job Centers (AJCs) provide training, career counseling, job referrals, and related services for adults, youth, and dislocated workers. AJCs and adult education programs supported by AEFLA coordinate to provide integrated education and training (IET) programs that combine adult education and literacy, workforce preparation, and workforce training.

Most AEFLA funds flow as block grants to states and are then distributed through competitive grants to local adult education providers operating independently or as part of school districts, community colleges, libraries, unions, and other entities. States provide a 25 percent match to federal funds 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 teacher training, curriculum development, and accountability measurement. 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” (WIOA, Sec. 242).



FUNDING HISTORY (in millions)

	<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
State Grants	\$656.96	\$674.96	\$690.46	\$700.00
National Leadership Activities	\$ 13.71	\$ 13.71	\$ 13.71	\$ 38.71

IMPACT OF PRESIDENT'S BUDGET

The president's budget includes \$9.54 million increase over the FY 2022 enacted amount for AEFLA state block grants. While not a major increase, the request does demonstrate an ongoing commitment to growing capacity to serve the approximately 43 million adults who could benefit from adult education services.

The budget also includes a \$25 million increase in funding for national leadership activities. According to the U.S. Department of Education budget justification, this increase would provide \$15 million "to scale up college bridge programs for low-skilled adults without a high school degree or equivalency" and \$10 million "for an initiative focused on disconnected youth without a high school diploma." These are important initiatives with the potential to address learning loss issues resulting from the pandemic. However, these programs do not take into account the variety of education goals or the full spectrum of services required for many adults to participate. In addition to pursuing career opportunities and higher education, adult education participants may seek to obtain skills to manage health and financial stability for themselves and their families, support their children's education, participate meaningfully in the electoral process, and engage productively in the community. Programs support adults' persistence through wraparound services such as transportation, child care, counseling, and assistance with access to distance education. By providing such a small increase for Adult Education State Grants, the president's budget ignores the broader context and purpose of adult education and continues the chronic underfunding that prevents the adult education system from serving more than a small fraction of the 43 million adults who could benefit.

PROGRAM NEED

The 2017 Survey of Adult Skills showed almost 20 percent of adults scored at the lowest literacy proficiency level. Many of these individuals are in the workforce, with 64 percent of adults with limited literacy employed, but they earn low wages and lack the skills to succeed in postsecondary education and career training. Low skill levels also limit their ability to provide effectively for their families, support their children's education, and participate fully in community life. Yet today the publicly funded adult education system only serves about 1.1 million people annually, in contrast with about 2.8 million people served in 2002. Surveys have identified millions of low-skilled adults who would like to enroll in adult education services but lack access to a program or experience long waits for admission.

The COVID-19 pandemic has exacerbated the participation challenge. Adult education programs have transitioned to distance models wherever possible, and anecdotal evidence shows online learning can mitigate the transportation, child care, and other logistical factors that impede in-person participation for many adults. However, the individuals who can benefit most from adult education opportunities are also those most likely to lack the necessary digital skills and broadband access. Digital literacy instruction has been an important component of adult education for years, but the pandemic has given it a foundational role.

Meeting the demand for services is vital to the country's economy and the public good. Research demonstrates that attainment of higher levels of literacy correlates with improved job opportunities, greater income potential, and decreased dependence on public support for health care, housing, and other services. Federal, state, and local governments recoup their investment in adult education through higher tax revenue and lower expenditures when fewer adults rely on public benefits. In addition, newer career pathway and integrated education and training program models show great promise in enabling adults to achieve educational and career objectives efficiently and effectively. A robust investment for FY 2023 will ensure adult education can continue to empower adults to build better lives for themselves and their children.

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Library Services and Technology Act

The Museum and Library Services Act

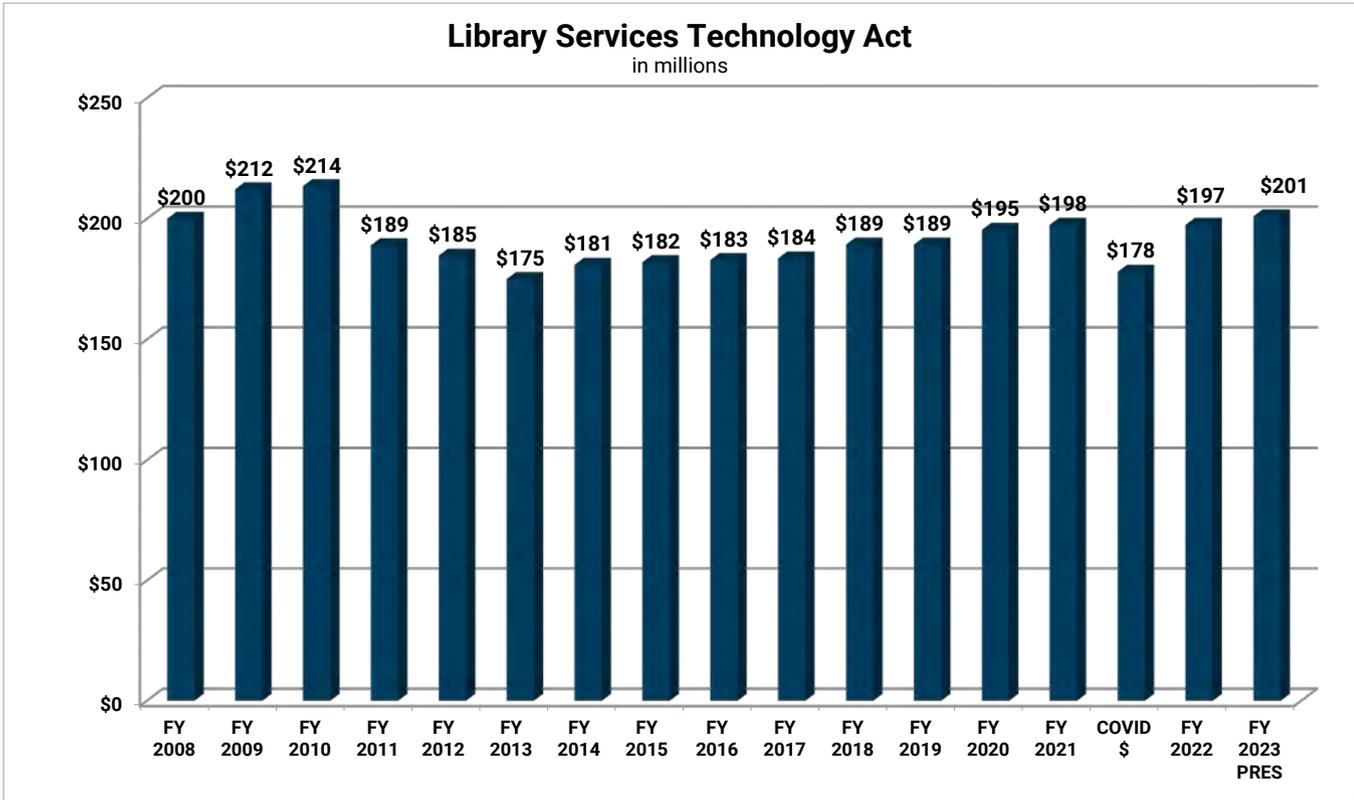
As the pandemic continues to rage across Illinois, librarians across the state have responded quickly to retool services and work to provide and expand services for patrons. Recently, the state awarded \$6 million to libraries to assist their efforts. With funding from the Library Services and Technology Act, the state is supporting libraries to develop resources for the local workforce seeking to bounce back from the pandemic and to alleviate critical job shortages. The state is also providing resources to libraries to expand digital inclusion efforts including distribution of hotspots, laptops, and other devices. Funds have been awarded to academic, public, and school libraries to help transform library spaces to prioritize health and safety services. Through LSTA, the state of Illinois was able to provide individual grants to 211 libraries ranging in size from \$5,000 to over \$1 million.

DESCRIPTION

The Library Services and Technology Act (LSTA) promotes equitable access to library and information services, as well as access to technology, while cultivating an educated and informed citizenry. LSTA supports literacy education, lifelong learning, and the development of services that meet local community priorities. Administered by the Institute of Museum and Library Services (IMLS), the LSTA Grants to States program is a population-based grant to all 50 states and territories. Each state provides a one-third match to federal funding. The state library agency determines how best to use its funds. States typically use grants for veterans in transition to civilian life and to assist small businesses to expand their enterprise, help unemployed/underemployed individuals build resumes and find and apply for jobs. Funds also support assisting students with homework needs outside of school hours and directing families with children with disabilities to community resources. Grants help children build literacy skills and lifelong learners attain career training. Additional LSTA programs provide professional development for librarians and recruitment efforts under the Laura Bush 21st Century Library Professionals program, support future library leaders and innovators through National Leadership Grants, and assist tribal communities through Native American Library Services grants. LSTA was reauthorized by Congress in 2018 with unanimous support. Federal support for library services has been a national priority since 1956 with the creation of the Library Services Act, the subsequent Library Services and Construction Act in 1962, and the current LSTA created in 1996.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$195.47	\$197.47	\$197.47	\$201.05



IMPACT OF PRESIDENT’S BUDGET

The president’s budget includes \$201.05 million for LSTA in FY 2023. Libraries use LSTA support for valuable services, information, and technology. Libraries are seeing record demand for services—more than four million daily visits—which has grown during the pandemic. Library patrons have come to rely on their local library to help meet remote education and work demands, particularly in rural communities. The Administration’s budget acknowledges a significant return on investment in libraries benefitting every community. Increasing federal support for LSTA is amplified by a required state match of 33 percent of the amount of LSTA Grants to States.

LSTA supports a wide range of services to small businesses, veterans, job seekers, students, families, and many others. LSTA allows states and local public libraries to create services specific to their patrons’ needs, 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, children and adults with print disabilities can access books, and entrepreneurs are able to grow their businesses online—all through their local library. In short, libraries and trained librarians make communities better places to live.

PROGRAM NEED

Congress reauthorized LSTA in 2018 with bipartisan support, recommending a funding level of \$232 million. The Museum and Library Services Act (P.L. 115-410) strengthened LSTA by supporting data-driven tools to tailor services that address and meet community needs, help libraries prepare for and provide services after a disaster or emergency, enhance services for Native Americans, and recruit and train library and information science professionals from a broad range of backgrounds. Congress continues to demonstrate wide bipartisan support for LSTA through annual “Dear Appropriator” letters.

Throughout the pandemic, libraries offered access to content and Wi-Fi even when their doors were closed. With many schools and workplaces shifting to virtual operations, and many still in that modality, libraries distributed hotspots and computers, provided 24-hour access to Wi-Fi outside their buildings, helped distribute testing kits, provided curbside services, and helped patrons access government benefits and job searches. Federal support through LSTA has allowed libraries to stay relevant to communities while many librarians were dealing with furloughs, local government cuts, and lower charitable contributions. In short, libraries are helping many communities toward recovery..

LSTA funds provide patrons with a wide array of services. 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 users, 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.

Current funding for LSTA—\$197.4 million in FY 2022—is well below the authorized level of \$232 million and below the funding high of \$213.5 million in FY 2010. Strains on libraries have been exacerbated by the COVID-19 pandemic, particularly affecting those most in need of these services. The proposed increase for FY 2023 is a step in the right direction; however, to ensure patrons have continued access to library services, Congress must fund LSTA at least at the current authorized level.

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Office of Museum Services

Institute of Museum and Library Services

In 2021, the Wing Luke Museum of the Asian Pacific American Experience in Seattle, Washington, was awarded a \$178,311 Office of Museum Services Museums for America grant. The grant will allow the Museum to offer “Wing Luke Community Connections,” a new program series of Asian American and Pacific Islander (AAPI) art workshops, art talks, free public readings, film screenings, and discussions. The series will feature a variety of artists, authors, filmmakers, and scholars who have been exploring the diverse AAPI immigrant experience to bring greater understanding to historic roots, heritage and culture, sociopolitical issues, and ongoing identity formation. The program will include a mix of virtual live and in-person formats including interactive arts/heritage workshops, AAPI artist talks, learning modules for young adults on social justice issues, and a story series for families and children. This programming also will help with AAPI identity formation, resiliency, and community recovery, and to combat the rising tide of anti-Asian hate during and after the COVID-19 pandemic.

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.

Museums are essential community infrastructure. During the COVID-19 pandemic, OMS has provided critical leadership to the museum community through its CARES Act and American Recue Plan grants to provide relief and help museums recover and provide for community needs. The 2018-22 Institute of Museum and Library Services (IMLS) strategic plan focuses on promoting lifelong learning, strengthening the capacity of museums to serve their communities, increasing access to information and ideas, and strategically aligning resources to maximize public value.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$38.51	\$40.51	\$47.51	\$52.45

IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2023 budget for OMS is \$52.435 million. 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 made through OMS grants also leverages significant private, state, and local funding for maximum impact.

Despite its outsized impact, funding for OMS still meets only a fraction of the need. The president’s budget should recognize the bipartisan consensus in Congress that this program is an excellent use of taxpayer dollars. OMS has set records for bipartisan congressional support during the appropriations submission process in each of the last several years, with 151 representatives and 42 senators signing FY 2022 appropriations letters on its behalf.

PROGRAM NEED

Current funding for OMS reaches only a fraction of the nation’s museums, and many highly rated applications go unfunded. Congress must provide at least \$54.5 million in FY 2023 for the IMLS Office of Museum Services. These funds are needed for museums to recover from the pandemic and continue to serve their communities. Congress should encourage the agency to establish a roadmap to support a Grants to States program administered by OMS, as authorized by the Museum and Library Services Act [20 U.S.C. Section 9173(a)(4)], in addition to the agency’s current direct grants to museums. This program would merge federal priorities with state-defined needs, expand the reach of museums, address underserved populations, and meet the needs of the current and future museum workforce.

IMLS CARES Act and American Rescue Plan Grants helped museums support their response to the pandemic. Pre-pandemic, museums spent over \$2 billion every year on education programs, three-quarters of which was at the K-12 level. However, they could do much more for their communities with greater resources.

In FY 2021 Congress provided \$257 million to IMLS, \$40.5 million of which was directed to the Office of Museum Services. With this funding, OMS provided 277 grants to museums and related organizations in 44 states and the District of Columbia. That same year OMS received 975 applications requesting more than triple the agency’s appropriation and indicating heightened need. By leveraging significant private, state, and local funding, OMS grants amplify a small federal investment for maximum impact in the community.

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Workforce Innovation and Opportunity Act (WIOA)

Ana's first introduction to the trades was in high school where she had the opportunity to take welding classes. Her skills were recognized, and after graduating from high school she found the Women in Nontraditional Careers (WINC) Tradeswomen Readiness Program (TRP) offered by Philadelphia Works, the Philadelphia Workforce Development Board. She enrolled as a pre-apprentice.

Ana is now an Apprentice Glazier in a program that provides an associate's degree as well as the earn-while-you-learn apprenticeship. Thanks to the programs offered by Philadelphia Works, she was able to access the career services necessary to pursue a career in the trades. At 20 years old, Ana is already on track to a fulfilling and in-demand career.

DESCRIPTION

The Workforce Innovation and Opportunity Act of 2014 (WIOA) promotes alignment of the national workforce development system. This allows job seekers to access the education, training, and services they need to obtain and retain employment, and employers to build the skilled workforce needed to remain competitive in the global economy. Through Title I (Workforce Development Activities) and Title III (Amendments to the Wagner-Peyser Act of 1933), WIOA establishes American Job Centers (AJCs) that provide training, career counseling, job referrals, and related services for adults, youth, and dislocated workers. AJCs and adult education programs supported by WIOA Title II, the Adult Education and Family Literacy Act (see separate article), coordinate to provide integrated education and training (IET) programs that combine adult education and literacy, workforce preparation, and workforce training.

Title I also establishes local business-led workforce development boards (WDBs) that analyze regional labor market data, vet the data and determine skill needs in consultation with local businesses, communicate findings to the regional system, and evaluate training investments based on efficiency, effectiveness, access, and equity for current and emerging job seekers. The overall objective is to connect businesses and the labor force at the local level to ensure each region's economic resilience.

FUNDING HISTORY (in millions)

	<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
WIOA Adult	\$ 854.65	\$ 862.65	\$ 870.65	\$ 899.99
WIOA Youth	\$ 912.91	\$ 921.13	\$ 933.13	\$ 963.84
Dislocated Worker	\$1,322.91	\$1,342.41	\$1,536.14	\$1,441.00

IMPACT OF PRESIDENT'S BUDGET

The president's budget contains a 3.3 percent increase in funding for WIOA Adult activities, a 3.2 percent increase for WIOA Youth activities, and substantial increases to most of the other Title I programs, Wagner-Peyser funding, and Vocational Rehabilitation. These numbers reflect a strong emphasis on development of workforce skills, particularly retraining and developing skills that allow workers to move into new areas of employment. These WIOA activities provide essential support for the many low-income, low skilled adults, and youth who lost jobs as a result of the pandemic and now face barriers to reemployment because their skill sets do not match the requirements of a changing work environment.

For the Dislocated Workers line item, the president’s budget contains a decrease below the FY 2022 enacted amount, although it represents an increase over the amount projected on the basis of the continuing resolution that was in effect when the president’s budget request was developed. The White House has indicated staff will work with Congress to resolve this issue.

The investment in workforce development proposed in the president’s budget, while sufficient to serve the needs of only a fraction of the adults and youth who could benefit from it, will still go a long way toward ameliorating the economic effects of COVID-19.

PROGRAM NEED

For years the United States has suffered from a skills gap, with demand for skilled individuals outweighing supply. Even before the COVID-19 pandemic 70 percent of businesses reported a talent shortage, with a concomitant steady decrease in the labor force participation rate over the past 20 years. Birth rates have fallen below replacement rates and continue to decline, while Baby Boomers are retiring at record levels. The pandemic has only accelerated these trends. In 2019, when the unemployment rate averaged 3.7 percent—the lowest rate in decades—there were an average of 7.2 million job vacancies per month. By contrast, the past year has seen an average of 9.2 million job vacancies per month.

COVID has precipitated a nationwide, ongoing reevaluation of work. People have been empowered to critically assess their jobs and consider returns beyond wages, from job fulfillment to the balance of life priorities the work affords. As a result, resignation rates ballooned to almost 3 percent of the total workforce every month. These are not temporary trends. There will be a mass labor shortage, exacerbated by the current skills gap, for the foreseeable future.

WIOA-funded programs address this situation directly. From the second quarter of 2020 through the second quarter of 2021, the most recent period for which data are available, the nation’s 550+ local WDBs and more than 2,500 AJCs interacted with over 22 million Americans. More than 2.8 million received direct career services and over 235,000 received training or credentialing, with employment entry rates at 72 percent. Individuals realized an average increase in annual income of more than \$10,000 after training.

State and local WDBs have been able to accomplish these feats with funding at historic lows—adjusted for inflation, funding has decreased by more than \$3 billion since 2001. Although WIOA structures and programs are not funded at anywhere near the level necessitated by the current circumstances, WDBs and AJCs continue to address labor market turbulence by reskilling and upskilling workers, matching job seekers with employers, opening doors to rewarding careers, and providing the wraparound services, such as child care, that are necessary to become and remain employed. Consequently, WIOA’s regionally based framework enables WDBs to implement customized programs that strengthen local economies.

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PART 3:

The Gateway to Opportunity

Higher Education



Section Overview

PART 3: The Gateway to Opportunity – Higher Education

President Biden's FY 2023 budget makes a historic investment in education funding, increasing discretionary education spending by 17 percent above FY 2022 levels. For higher education, the Administration proposes increases in student financial aid (total \$126 billion) and higher education programs (total \$3.8 billion) from both annually appropriated discretionary funds and mandatory funding. While this is a strong statement of support for the federal role in higher education, some long-proven higher education programs are reduced in the FY 2023 budget, as budget documents were finalized before the FY 2022 Consolidated Appropriations Act was enacted. Overall, the budget reflects a solid commitment to foundational programs like the Pell Grant and seeks to expand postsecondary educational opportunity to continue the post-pandemic economic recovery, improve lives through opportunity in higher education, and correct long-term inequities.

Most funding for higher education included in the president's budget goes to low-income students in the form of federal student financial aid. The cornerstone of federal student aid is the Pell Grant program, which provides grant aid to colleges for students with significant economic need. The president's budget proposes a major increase of \$1,775 to the maximum Pell Grant, resulting in a total maximum grant of \$8,670 for award year 2023-24. To reach this goal, the budget funds \$500 of the maximum award increase through annual discretionary appropriations, with the additional \$1,275 from increases in mandatory funding. The Administration touts the overall \$1,775 increase to the maximum award as a significant down payment on the president's commitment to double the maximum Pell Grant by 2029. Further, the budget extends eligibility for federal student aid, including Pell Grants and campus-based aid, to Deferred Action for Childhood Arrival (DACA) recipients.

Despite the substantial investment in the Pell Grant program, the budget includes "artificial cuts" below the FY 2022 enacted amounts in FY 2023 for the Federal Supplemental Educational Opportunity Grant (SEOG) program and the Federal Work-Study (FWS) program. Both programs received modest increases in the FY 2022 appropriations package, which the Administration supports as the request for FY 2023.

The president's FY 2023 budget expresses the Administration's interest in working with Congress to ease the burden of student debt by amending the Higher Education Act. More specifically, the budget emphasizes the need for improvements to the Income Driven Repayment (IDR) and the Public Service Loan Forgiveness (PSLF) programs.

The Administration proposes increases above FY 2022 funding levels of \$30 million for the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) and \$161 million for the Federal TRIO programs. These are important programs that promote access to college, enhance academic preparation and support services, and provide low-income and first-generation students a pathway to success in postsecondary education.

The budget includes funding increases for programs targeted to communities underserved in higher education which enroll a large proportion of minority and disadvantaged students, calling for investments in additional support programs for these populations. The proposal includes \$1.1 billion (combined mandatory and discretionary) for programs serving high proportions of students of color. This includes nearly \$887 million in discretionary funding for Aid for Institutional Development (Title III programs), a \$188 million increase above FY 2022, as well as a \$155 million investment in mandatory funding. The budget also calls for \$366 million for Aid for Hispanic-Serving Institutions (Title V), \$266 million in appropriated discretionary funds and \$100 million in mandatory spending.

The budget requests a \$4,000 maximum award for the TEACH Grant that addresses existing needs exacerbated by the pandemic including teacher shortages, recruitment, and retention. The Teacher Quality Partnership program receives a \$73 million increase over FY 2022. TQP supports partnerships between local school districts and higher education institutions to produce skilled teachers. These funds are targeted to teacher residencies and "grow your own" programs expected to have a greater impact on teacher retention as well as enlist a more diverse population in the teaching profession.

Other small but important higher education programs are frozen or receive a modest cut. Graduate Assistance in Areas of National Need (GAANN), the only U.S. Department of Education grant aid for graduate students in the humanities, is frozen at the FY 2022 level. Title VI-International Education and Foreign Language Studies receives a reduction from \$82 million to \$78 million, explained as an “artificial cut” due to the timing of enactment of FY 2022 appropriations. The Fund for Improvement in Postsecondary Education (FIPSE), which funds pilot and experimental projects for innovations in higher education, is slated for a \$235 million increase dedicated to new Retention and Completion Grants. FIPSE funds also go to Research Infrastructure Investments and grants to Historically Black Colleges and Universities, Hispanic-serving Institutions, and Tribal Colleges and Universities to promote research opportunities and investments for these populations. Child Care Access Means Parents in School (CCAMPIS), supporting low-income parents to pursue and complete postsecondary study, receives a \$30 million increase.

The higher education community is motivated to realize the gains proposed in the president’s FY 2023 budget and push for increases in the programs that remain underfunded. Higher education organizations will work with Congress and the Administration to follow through on their pledges to double the maximum Pell Grant and achieve other long-overdue investments in higher education students and institutions. Investments in need-based student aid and other forms of support for low- and middle-income families help level the “access” playing field and provide a pathway to success, defined by persistence and completion, for students underrepresented in higher education. The individual and public benefit of these investments cannot be overstated.

CEF members are grateful to Congress for the gains that were realized in FY 2022. Investing in student financial aid programs and higher education programs is an effective way to ensure economic mobility, stability, and equity in the future. CEF organizations look forward to working with Congress to ensure the challenges of this moment are met—by increasing funding for federal student aid programs and other higher education programs that support students throughout their college careers at levels ensuring access, affordability, and completion for low- and middle-income students.

Federal Pell Grant Program

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

Elijah Weddington is a senior at Wabash College, majoring in Theater with a minor in Religion. A first-generation BIPOC and LGBTQ+ college student, Elijah dreamed of attending a prestigious college and earning a bachelor's degree. But coming from a single-parent household, he knew the most significant barrier to achieving his dream would be affordability.

Throughout his time at Wabash College, Elijah depended entirely on financial aid—loans, grants and scholarships, and work-study—to pay for his education. As a low-income student, he received a Pell Grant. When Covid-19 struck, Elijah's financial situation became even more dire. Thanks to the Pell Grant and other forms of federal student aid, Elijah could continue his college career. This aid also allowed Elijah to excel in his classes and take on leadership opportunities across the community, creating positive change.

Elijah is graduating from Wabash College this spring. In a few short months, he will realize his dream of earning a bachelor's degree and pursuing his professional goals. This would not have been possible without the Pell Grant and other federal student aid. For that, he is eternally thankful.



Elijah Weddington
Class of 2022, Wabash College

DESCRIPTION

The Federal Pell Grant program is the largest grant program administered by the U.S. Department of Education. The program 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 GRANT FUNDING: COSTS AND FUNDING

	FY 2020	FY 2021	FY 2022	FY 2023 President's Request
Funding and Costs (in billions of dollars)				
Discretionary Appropriations	\$22.48	\$22.48	\$22.48	\$24.28
Mandatory Resources Available for Discretionary Award	\$ 1.41	\$ 1.17	\$ 1.14	\$ 1.03
Mandatory Spending (BA) for Inflationary Add-on	\$ 5.74	\$ 5.58	\$ 5.10	\$11.96
Rescission of Unobligated Balances	-\$0.5	-\$0.5	-\$1.05	\$0
Program Costs (per CBO)	\$29.63	\$29.24	\$26.73	\$38.75
Maximum Award (in actual dollars)				
Discretionary Maximum Award	\$5,285	\$5,435	\$5,835	\$6,335
Mandatory Funding	\$1,060	\$1,060	\$1,060	\$2,335
Total Maximum Award	\$6,345	\$6,495	\$6,895	\$8,670

IMPACT OF PRESIDENT'S BUDGET

The Biden Administration's FY 2023 budget provides \$24.28 billion in discretionary funding for the Pell Grant program, \$1.8 billion above the FY 2022 level. This funding level translates to an additional \$500 in the discretionary maximum Pell Grant award. The budget also includes an additional increase of \$1,275 to the maximum grant through mandatory funding. Combined discretionary and mandatory increases would boost the maximum Pell Grant award by \$1,775 over FY 2022, for a total maximum Pell Grant of \$8,670 during the 2023-24 award year. The Administration estimates 6.7 million students from low- and middle-income backgrounds would benefit from the added funding for the Pell Grant program in FY 2023.

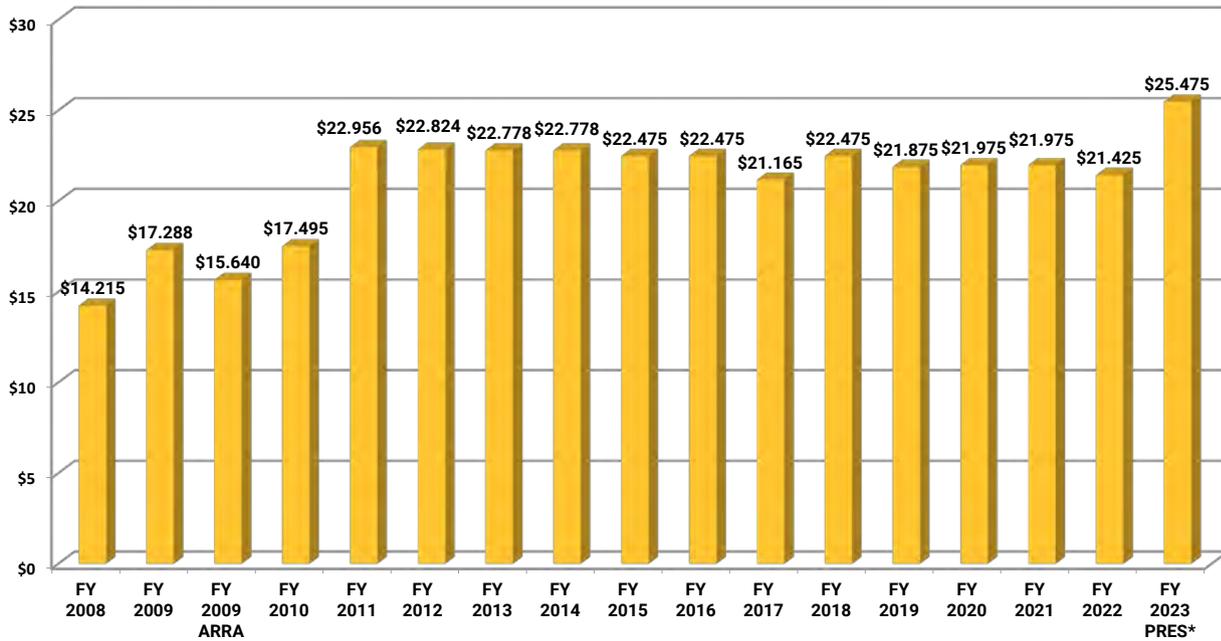
The budget justification characterizes the \$1,775 boost for the 2023-24 maximum award as "a down payment on the President's commitment to doubling the grant by 2029." The higher education community looks forward to seeing President Biden achieve this goal as soon as possible. In addition to growing the maximum award, the Administration also proposes to expand access to federal student aid, including Pell Grant eligibility, to students who are Deferred Action for Childhood Arrivals (DACA) recipients.

The combined discretionary and mandatory increase to the maximum award would represent a historic investment in the Pell Grant program. Although the \$1,775 increase will deliver a much-needed boost for low-income students who rely on the Pell Grant each year to attend college, the proposed FY 2023 maximum award of \$8,670 falls short of doubling the current award to \$13,000. The higher education community appreciates the efforts to substantially increase the Pell maximum grant and will continue to advocate for rapidly doubling the Pell Grant to deliver a sustainable, front-end solution to college affordability issues impacting lower income students.

The budget does not include a rescission to the unobligated balances in the Pell Grant program as seen in previous enacted budgets. Because the program operates as an entitlement, increasing discretionary funding and protecting the program's reserve funds will help ensure the program avoids a funding shortfall in the event appropriated funds do not cover an upward fluctuation in enrollment.

Pell Grants - Discretionary Appropriations Only

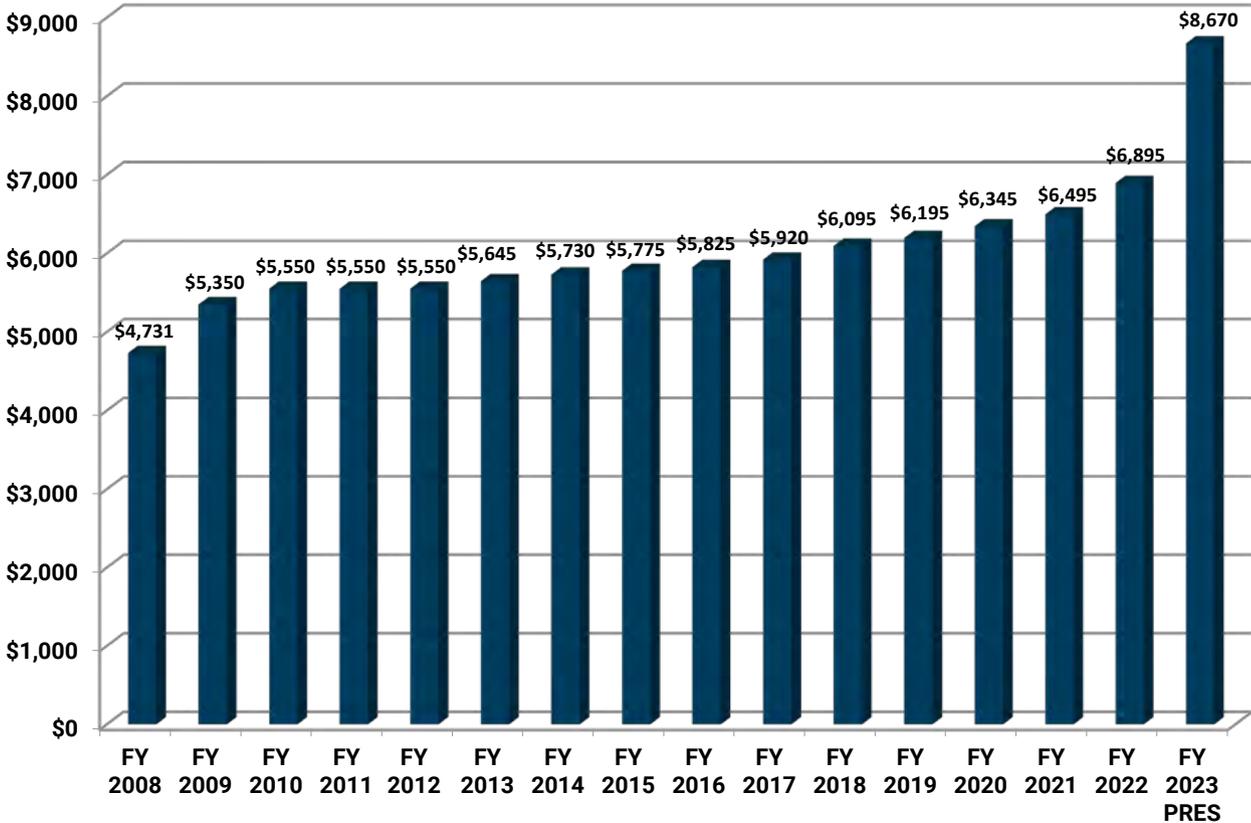
in billions



FY 2017 reflects \$22.475 billion in appropriations minus a rescission of \$1.31 billion of previously appropriated funding.
 FY 2019 reflects \$22.475 billion in appropriations minus a rescission of \$600 million of previously appropriated funding.
 FY 2020 and FY 2021 reflect \$22.475 billion in appropriations minus a rescission of \$500 million of previously appropriated funding.
 FY 2022 reflects \$22.475 billion in appropriations minus a rescission of \$1.05 billion of previously appropriated funding.
 In addition to these discretionary amounts, Pell grants have had varying levels of mandatory funding since FY 2008 and the President's budget proposes more than \$6 billion.

Pell Grant - Maximum Award

in actual dollars



PROGRAM NEED

Roughly 7 million students rely on Pell Grants each year to afford and attend 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 2023 to double the amount of the maximum Pell Grant to \$13,000. This amount would go beyond simply keeping pace with inflation and would represent a critical first step toward fully restoring the Pell Grant's purchasing power.

Doubling the maximum Pell Grant is a necessary investment that has been deferred for decades. A robust increase of this magnitude will also aid in long-term economic recovery in the wake of the COVID-19 pandemic. The pandemic has hit low-income families and students especially hard. Thirty-six percent of low-income students experienced a loss of wages with reduced off-campus employment, and 63 percent of low-income students reported other family members also experienced a reduction in income during the pandemic (Survey, Student Experience in the Research University Consortium). Because the Pell Grant program is designed to target students with the greatest financial need, doubling the maximum grant is the most effective way to direct long overdue funding increases to low-income students who have been most impacted by the pandemic. As the country continues to turn toward economic recovery and higher education works to address the college access challenges brought on by the pandemic, students need grant aid more than ever before. Doubling the maximum Pell Grant will open doors of educational opportunity and advance the economic mobility of low-income students, spurring a positive impact for decades to come.

The annual inflation adjustment to the maximum award which expired in FY 2017 should be restored for FY 2023 and years moving forward to ensure the Pell Grant keeps pace with inflation. Further, Congress should avoid continued rescissions of the unobligated balances in Pell. These important funds protect the program from enrollment fluctuations to ensure low-income students have the opportunity to receive need-based grants to pursue postsecondary education.

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Federal Supplemental Educational Opportunity Grants

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

Deziray Moore is a senior at Marquette University studying psychology with a minor in biological sciences. Deziray was born and raised in Chicago, Illinois, in a two-parent household with two siblings. She attended Whitney Young Magnet High School and was a member of the cheer team, the National Honor Society, and a freshman mentor. Halfway through her high school career, Deziray's parents divorced, and she moved to Kenosha, Wisconsin, with her mother and younger sister. Although Deziray had a hard time adjusting to the new environment, she relied on her passions of dancing, creating art, and volunteering to maintain an excellent academic standing. Her impressive academic history, perseverance, and optimism led her to Marquette University in 2018. Deziray began college intending to become an educator; however, she also felt a strong calling to study a major that connected more with her personal goals. She found herself struggling to stay motivated in class, to get access to books and technology, and to form interpersonal relationships with advisors.



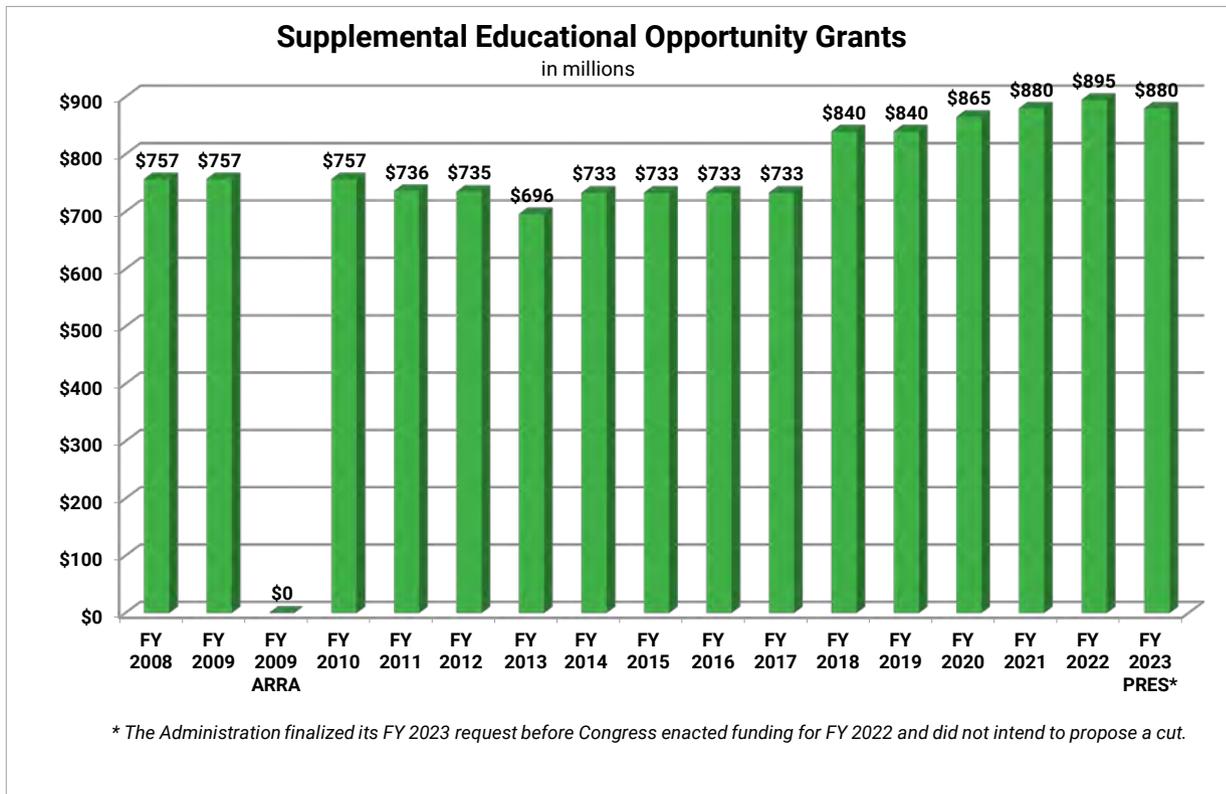
Deziray Moore
Senior, Marquette University

In her sophomore year of college, she was introduced to the TRIO Educational Opportunity Program (EOP) by a friend who was already a thriving member. Not only did the EOP provide moral and emotional support, but financial support as well through the Supplemental Educational Opportunity Grant (SEOG) program. The minority student population at Marquette is relatively small and being accepted into the EOP gave Deziray the chance to build close connections to peers with similar campus experiences. Receiving SEOG was critical to Deziray's success at Marquette, helping her purchase textbooks and a new computer, as well as housing support. She plans to use her psychology and biology background to continue her education on wellness and mental health in minority communities.

DESCRIPTION

The Federal Supplemental Educational Opportunity Grant (SEOG) provides up to \$4,000 in additional aid to undergraduate students with exceptional financial need. When awarding SEOG, institutions must give primary consideration to Pell Grant recipients with the greatest financial need and are required to prioritize students with the lowest Expected Family Contributions (EFC). Originally known as the Basic Educational Opportunity Grant (BEOG) and established as the campus-based partner to the federal Pell Grant, 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.

In 2019-20, an estimated 1.8 million students at roughly 3,600 institutions received an SEOG grant. In 2018-19, approximately 69 percent of dependent SEOG recipients came from families with an annual income of less than \$30,000, and 71 percent of independent SEOG recipients had family incomes under \$20,000. The average SEOG award is \$703, which helps students not have to work or borrow more to pay for college.



FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$865.00	\$880.00	\$895.00	\$880.00*

* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT'S BUDGET

While the number in the president's FY 2023 budget reflects a modest cut in funding for the SEOG program, the Administration's policy intent is a freeze in funding. In addition, the budget would expand grant eligibility to students who are Deferred Action for Childhood Arrivals recipients. Even freezing funding at the FY 2022 level of \$895 million underestimates the importance of the SEOG program in achieving congressional and Administration goals of increasing access to and success in postsecondary education. The program helps many students avoid the tough choice of either borrowing more to pay for college or dropping out because they cannot afford their educational expenses. Even with other investments in student financial aid, SEOG plays a critical role in promoting college affordability for students with exceptional financial need. The Biden Administration's intent to freeze SEOG funding in FY 2023 is not adequate to meet the needs of low-income students who rely on the program for critical financial support each year.

PROGRAM NEED

Funding for the Federal SEOG program should be increased to \$1.09 billion. This amount 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.

The pandemic has had devastating financial consequences for families and students across the country, and has disproportionately impacted low-income students and communities of color. Survey results published by the Student Experience in the Research University Consortium show that 36 percent of low-income students experienced a loss of wages from off-campus employment, and 63 percent of low-income students reported that other family members experienced a reduction in income since the pandemic began. More than ever before, programs like SEOG are critical in helping students impacted by COVID-19 and restoring opportunity to those who need it most.

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Federal Work-Study Program (FWS)

Title IV, Part C, Higher Education Act

“Federal Work-Study (FWS) allowed me the opportunity during college to both support myself financially and take part in unique employment opportunities that inspired my career today. Most prominently, I secured a FWS position as a literacy tutor with America Reads, where I worked one-on-one with local elementary school students to develop their reading skills. This FWS job fostered a passion for child development and educational equity. I have since gone on to utilize the skills, experiences, and connections I gained through FWS in my career as a pediatric speech-language pathologist. I am thankful that I have been able to bring what I gained through my enriching Federal Work-Study experience to the work I currently do.”



Shakeia Burgin,
University of
North Carolina,
BA, Psychology,
Class of 2015; MS,
Speech-Language
Pathology,
Class of 2018

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. In 2018-19, roughly 612,000 students at more than 3,000 participating postsecondary institutions received work-study funding. Of dependent undergraduate recipients, 43 percent had family incomes below \$42,000.

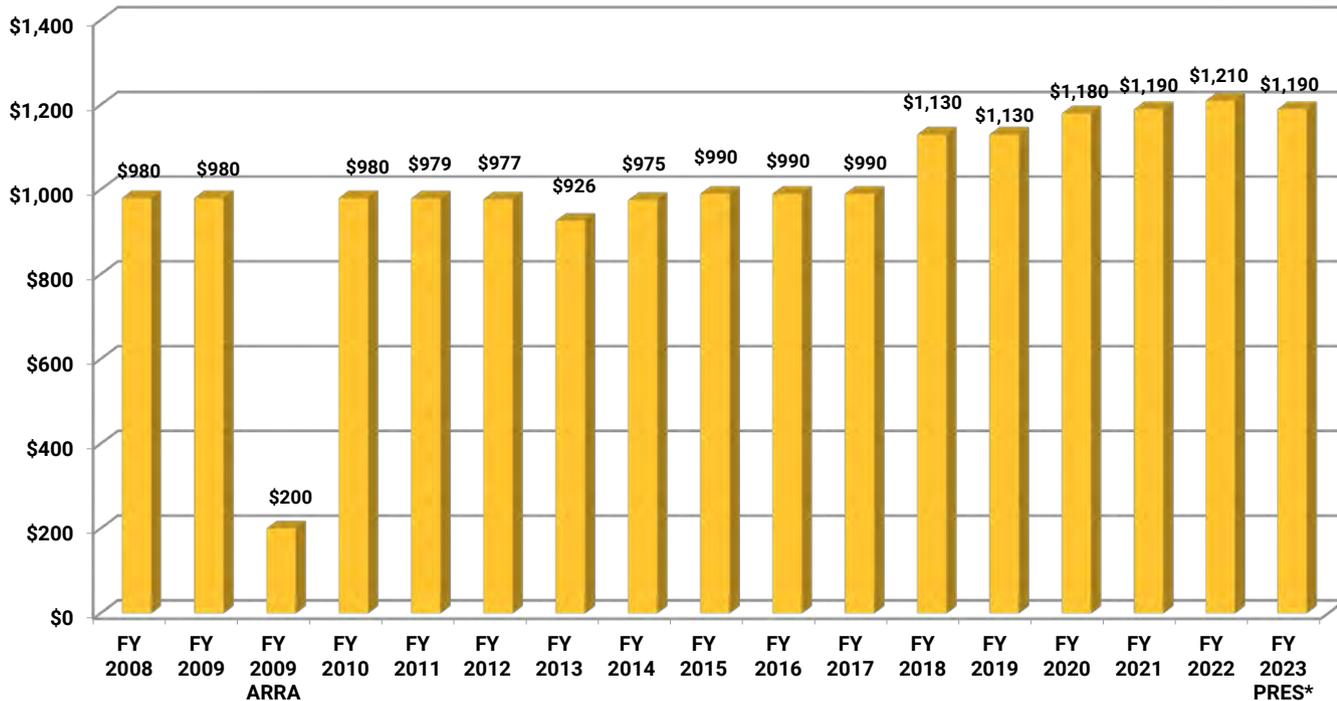
FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$1,180.00	\$1,190.00	\$1,210.00	\$1,190.00*

* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

Federal Work-Study

in millions



* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT'S BUDGET

The funding proposed in the president's FY 2023 budget represents a cut for FWS when compared with FY 2022; however, the Administration has said its policy intent is a funding freeze for the program. The FY 2023 budget also proposes expanding FWS eligibility to students who are Deferred Action for Childhood Arrivals recipients. Unfortunately, the funding level included in the president's budget falls short of the increases needed to expand the FWS program's impact.

Combined with other investments in student financial aid, FWS plays an essential role in supporting college affordability and career readiness for students. Federal Work-Study provides thousands of students each year with employment opportunities that provide not only critically important financial aid to support on-time completion and minimal student debt, but also applicable, real-world work experiences that prepare them for the workforce. If program funding remains at the FY 2022 level, the number of FWS awards will remain static in FY 2023. Given the job losses and financial stress experienced by millions of Americans during the pandemic, the president's proposal to freeze FWS funding in FY 2023 is not adequate to meet the needs of students who rely on the program for critical financial support and work experience each year.

PROGRAM NEED

Funding for the Federal Work-Study program should be increased to \$1.52 billion. FWS ensures the 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 valuable 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.

The COVID-19 pandemic left millions of Americans out of work, with 36 percent of low-income students reporting lost wages from decreased off-campus employment opportunities and an additional 63 percent of low-income students reporting other family members experienced a reduction in income (Survey, Student Experience in the Research University Consortium). Even as the country moves toward recovery, many low-income students and families continue to experience financial stress and uncertainty that may last for years to come. Although the FWS program has long played an important role in providing students with both valuable work experience and critical financial support to help cover postsecondary expenses, the need for a robust program has never been greater than it is today. In the wake of a pandemic that has disproportionately affected low-income students and communities of color, it is critical the Administration and Congress provide FWS with funding increases that will ensure as many students as possible, including those impacted by COVID-19, receive the financial support and work experience offered by the program.

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William D. Ford Federal Direct Loan Program

Title IV, Part D, Higher Education Act

“During the college application process, I was aware I didn’t have the same resources as my classmates. I felt overwhelmed by how expensive school could be, and I knew I’d have to rely on scholarships and need-based aid programs to access higher education. I ultimately was able to attend the University of Virginia through a generous financial aid package, a Pell Grant, and Direct Subsidized Loans. Although I didn’t travel too far from my home in North Carolina, college sharpened my critical thinking skills, sparked my desire to serve others, and broadened my world view. Federal loans covered a portion of tuition and funded critical programs and services. For example, for most of my life, I hadn’t had access to health insurance, and direct loans allowed me to meet this enrollment requirement and access preventive health services. Federal loans also supported activities that supplemented my studies, including a summer living, learning, and working experience in Morocco. I would not have had access to this level of education without the aid of the Federal Direct Loan program.”



Lauren Schauer
University of Virginia, BA, Government,
Class of 2015
University of North Carolina,
Masters, Public Health, Class of 2021

After earning my BA, I began working in health care and health policy. I felt lucky to have received an opportunity to succeed through resources such as federal loans, and I wanted to use my skills to serve low-income families in my community. I ended up pursuing work in public health so I could engage directly with people and communities while also contributing to systemic shifts in health access. I received Direct Unsubsidized and PLUS loans to fund the first year of my master’s program at the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill. This allowed me to dive into the curriculum and take on student leadership roles. Through the relationships and skills that I gained my first year, I was offered a graduate assistantship that covered the cost of my second year in the program. Post-graduation, I am working directly with local health departments and community coalitions to improve the health of people across the state of North Carolina. The Federal Direct Loan program gave me the chance to bring my own background and experience to institutions of higher education and helped me gain the knowledge and expertise necessary to give back to my community.”

DESCRIPTION

The Department of Education administers the Direct Loan program, the primary and largest source of federal student loans. 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 Federal Direct Subsidized and Unsubsidized Loans for undergraduate students.
- 3.6 percent for Federal Direct Unsubsidized loans for graduate/professional students.
- 4.6 percent for Federal Direct PLUS Loans for parents and graduate/professional 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 are “variable-fixed,” meaning students 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. As established in statute, the origination fee is 1 percent for subsidized and unsubsidized loans and 4 percent for PLUS loans. 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, 2021, the direct subsidized and direct unsubsidized loan fee is 1.057 percent, while the fee for direct PLUS loans is 4.228 percent.

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2023 budget makes available approximately \$85.2 billion in new Direct Loans to help students and families pay for college. The budget also expresses the Administration's interest in working with Congress to ease the burden of student debt by amending the Higher Education Act, including through improvements to Income Driven Repayment (IDR) and Public Service Loan Forgiveness (PSLF). The budget also expresses support for expanding eligibility for federal student aid to students who are Deferred Action for Childhood Arrivals (DACA) recipients, known as DREAMers.

The Administration's FY 2023 budget also includes a tax proposal that would provide income exclusion for student debt relief, meaning borrowers would not be taxed on loans that are forgiven. The American Rescue Plan Act (ARP) provided this benefit temporarily for student debt discharged after December 31, 2020, and before January 1, 2026. The FY 2023 budget request would make this provision permanent.

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 and confusion for students and families and a heavy administrative burden for financial aid administrators, as both are forced to make adjustments in the middle of an award year. Student loan origination fees are a hidden tax on students and should be eliminated.

Students depend on federal student loans, a form of self-help aid, to finance the cost of college. The restoration of eligibility for the in-school interest subsidy for graduate and professional students 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.

The COVID-19 pandemic has had devastating financial consequences for families and students across the country, including many federal student loan borrowers. To mitigate the challenges facing borrowers during the pandemic, the pause on monthly payments, interest accrual, and collections for most federal student loan borrowers has been extended several times and is now set to last through August 31, 2022. In the months leading up to this date, all stakeholders, including the Department of Education and student loan servicers, must make proactive preparations to support the millions of borrowers who will transition back into repayment simultaneously and provide additional relief to vulnerable borrowers who are still struggling until they are able to return to repayment.

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Public Service Loan Forgiveness

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

"As a disabled person of color seeking to represent his community by practicing disability rights law, graduating law school with substantial debt was overwhelming. I did, however, take solace in knowing that one day I would have my loans forgiven through the Public Service Loan Forgiveness Program (PSLF). I did everything right – keeping scrupulous records, submitting annual employment certification forms, and keeping track of my eligibility date – so when I was turned down for PSLF relief, I was crushed. Only after filing an appeal with the Department of Education's Ombudsman and emailing the new Director of Financial Student Aid did I finally fulfill my dream of having my loans erased and receiving the peace of mind that from this day forward I can serve my community without the constant worry brought about by exorbitant student debt."

– Koert Wehberg, Successful PSLF 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 an eligible 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 that 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 they were enrolled in incorrect repayment plans. To address this problem, in 2018 Congress created an additional fund – 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.

In addition, in late 2021, the Department of Education announced plans to overhaul the PSLF program through a temporary waiver of certain program requirements with the aim of extending relief to additional student borrowers. The waiver, which allows all student loan payments regardless of loan program or repayment plan to count towards PSLF relief will expire on October 31, 2022.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$50.00*	\$50.00*	\$25.00*	\$0.00*

** PSLF is a mandatory spending program; thus, it does not need an annual appropriation. The amounts listed are for the TEPSLF fund operated out of the Department of Education.*

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2023 budget calls on Congress to work together with the Administration on changes to the PSLF program. This year, no funding was included 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 student loans.

With education costs continuing to rise and workforce shortages in high-need areas, the PSLF program is more important than ever. Therefore, despite attempts to address implementation issues like the temporary waiver announced by the Department of Education, Congress must continue to pursue more permanent fixes that strengthen the program and provide an adequate funding stream for borrowers who completed all other aspects of the program but were denied due to immaterial technicalities. In short, Congress must make improvements to the PSLF program, address implementation issues, and raise the TEPSLF program funding level back to \$350 million per year until a broader permanent solution for ineligible borrowers can be achieved through a reauthorization of the Higher Education Act.

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

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

“One of the biggest influences on me deciding to pursue a path in education was my experience with K-12 educators. As I am sure many can relate to, middle-school can be a pretty stressful environment, but I believe that I had some truly phenomenal middle-school educators who supported me both academically and socially. They were the type of teachers who cared about their students as individuals and they inspired me to want to help students as well. The best part about the TEACH Grant is that it helped me feel confident that I could afford my college education without working 20 or more hours a week as a full-time student. Another part that I really admire is that it helps bring attention to K-12 content areas that schools and college students do not consider. I think that K-12 schools need educators with a wide range of competencies to ensure a well-rounded knowledge base. TEACH Grant helps to support that. When related to my future, I am really grateful for how thorough and informative the UNI TEACH Grant counseling is. There is a good chance that I go on to fully fulfill my TEACH Grant requirements at a K-12 level.”

— Baylee Smith, Senior, Middle Level Education Major (K-8),
Math/Elementary Education, University of Northern Iowa

DESCRIPTION

A mandatory spending program subject to sequestration, the TEACH grant program 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 (aid available in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$78.40	\$74.96	\$75.86	\$81.15

IMPACT OF PRESIDENT'S BUDGET

With critical shortages in high-need areas, 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 2022-23 academic year, the maximum award has been reduced by 5.9 percent to a cap of \$3,764 due to sequestration. This reduction in grant aid transfers the financial burden to students on the path to becoming educators and may result in increased need of financial aid assistance, such as loans, to obtain their degree.

Currently enrollment in teacher preparation programs is declining while teacher shortages are on the rise. TEACH grants represent a vital federal commitment to the future of the teaching profession. With the ever-increasing costs of higher education and a concern about debt for professionals in a field with historically lower salaries, TEACH grants assist candidates in managing their debt load and pursuing their teaching careers. In the 2021-22 award year, more than 24,000 teacher candidates benefited from these grants. The TEACH grant program has been successful in attracting teachers to work in the highest need classrooms across the nation and have assisted students in all 50 states, Puerto Rico, and Guam.

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

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

Like his father, Eleazar Gutierrez spent his ten- to twelve-hour workdays picking strawberries and cucumbers. Migrant farmers like the Gutierrez family are a fundamental part of the agricultural economy. However, the grueling manual labor takes a physical toll and can also make it hard to pursue other activities like an education. Eleazar dreamed of doing something else one day. Fortunately, Michigan State University’s College Assistance Migrant Program (MSU CAMP) Scholars Initiative is an opportunity for people with Eleazar’s drive—an educational program offering individuals from migrant or seasonal farm working backgrounds a unique chance to begin an undergraduate program at MSU.

“I was a first-generation college student,” says Eleazar. “I had nothing to base my experience on. It was very exciting, very scary, mixed in with hope, a sense of finally getting after it and trying to change my life. And all of that coupled with a ton of emotional and physical change.” Eleazar knew that if he was serious about being an engineer, he’d have to supplement his mechanical aptitude with support to deal with a lot of difficult math. Luckily, the combination of Eleazar’s uncommon will to succeed and help from the Math Learning Center (MLC) at MSU helped him overcome those early hurdles. Eleazar went on to tutor at the Holden MLC branch, helping CAMP students in particular. “It was a lot of work, but it was good to give back to the program that had given me so much.”

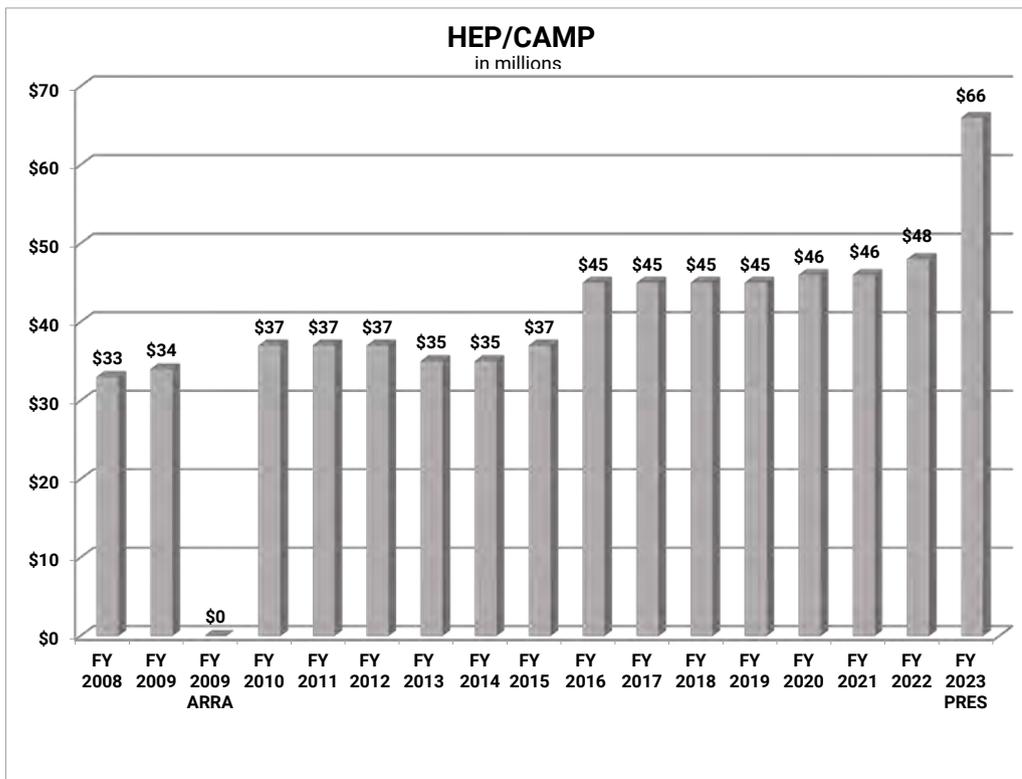
After graduating, Eleazar landed a job at the Facility for Rare Isotope Beams (FRIB) as a Radio Frequency Engineer. He feels at home at troubleshooting the complicated, million-dollar equipment—largely because the FRIB’s purity of mission resonates with him. “We do science for the sake of science,” he says. “I wanted to get back to doing science for the love of it.” To that end, Eleazar began his master’s degree last January. Reflecting on his entire journey thus far, Eleazar says, “College is so much growth in such a short period of time. You eventually become the person you’re going to be. At the time you don’t realize it, but you look back on it fondly. I encourage everybody to do hard things. If they want to do it, they can do it. You may not get everything right away, but if you start now, you’re going to figure it out.”

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 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. There are currently approximately 100 HEP and CAMP programs at institutions of higher education throughout the United States.

FUNDING HISTORY (in millions)

FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT’S REQUEST
\$45.62	\$46.12	\$48.12	\$66.12



IMPACT OF PRESIDENT'S BUDGET

President Biden's FY 2023 budget will significantly assist in accommodating increases in tuition costs, staff salaries, and overhead expenses to avoid limiting the number of students that HEP and CAMP are able to serve every year. The proposed funding level would expand the reach of the programs, allowing more participants who are at particular risk for low educational, employment, and earnings outcomes to participate. Increased funding also would support efforts to identify and assist individuals who are eligible for and would benefit from the programs.

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. The COVID-19 pandemic has made these students' challenges even more burdensome, with educational programming at colleges and universities shifting into the virtual space, posing even greater access and equity issues than before.

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, and CAMP supports students during their first year of college.

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Historically Black Colleges and Universities (HBCUs)

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

"I am a junior at Lane College, majoring in Physical Education and History. There is no doubt in my mind that Lane shaped me into the man I am today. I truly love this school—the curriculum and the unique educational opportunities that have been extended to me! But more than that is my appreciation for the nurturing that I receive from all of my professors.

In addition to my role as a scholar, I am also a member of the Earle, Arkansas City Council. In fact, I am its youngest member and the youngest member of any legislative body in the entire state of Arkansas. I would not have had the confidence to run for office had it not been for Lane College. Having a leadership role as the freshman class vice-president changed my life. It gave me leadership experience and ignited a passion in me that I did not realize was there. Seeing that my hometown was in need of fresh young leadership, my experience with the Lane College Student Government Association inspired me to run for city council to make a difference for my people. I worked hard registering hundreds of people to vote and encouraging young people to be a part of the process. On November 3, 2020, I was elected. Lane College has a history of molding civic leaders and world changers, so as a Lanite, I am following in the footsteps of greatness.

I am quite thankful to Congress for the Pell Grants, Work-Study, and the Federal Supplemental Educational Opportunity Grants (FSEOG) that I have received over the course of my matriculation. Without them, I would not have been able to attend college. My family does not have the funds necessary to finance my education. Accordingly, I implore Congress to continue providing funding to HBCUs and the financial aid programs and, if possible, increase its appropriations to these programs so that more students like me will have the opportunity of pursuing their dreams through education."

— Councilman Demetris Johnson,
Lane College Class of 2023

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).

HBCUs represent only 3 percent of all colleges and universities but enroll 10 percent of African American undergraduates, produce 16 percent of the nation's African American college graduates with bachelor's degrees, and award 21 percent of African Americans with bachelor's degrees in science, technology, engineering, and mathematics (STEM) fields. In addition, these institutions well exceed the return on the nation's investment: While they comprise only 8.5 percent of four-year institutions in their states, they enroll 24 percent of all Black undergraduates pursuing a bachelor's degree, award on average 26 percent of all Black bachelor's degrees, and award on average 32 percent of STEM degrees earned by Black students.

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, Part B)

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

Endowment Challenge Grants (Title III, Part C)

Endowment Challenge Grants provide matching grants to increase the endowment funds at institutions that qualify for funding under Title III, Parts A and B, of the HEA, including HBCUs. This program has been in existence since the Higher Education Amendments of 1986 but has not received funding since FY 1995.

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.

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

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

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

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

FUNDING HISTORY (in millions)

	FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT'S REQUEST
Strengthening HBCUs				
(discretionary)	\$ 324.79	\$ 337.62	\$ 362.82	\$ 402.62
(mandatory)*	\$ 79.99	\$ 80.16	\$ 80.16	\$ 85.00
Strengthening HBGIs	\$ 84.00	\$ 87.31	\$ 93.13	\$ 102.31
Master's Degree Programs at HBCUs and PBIs	\$ 9.96	\$ 10.96	\$ 14.83	\$ 20.96
MSEIP	\$ 12.64	\$ 13.37	\$ 14.54	\$ 18.37

* 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.

IMPACT OF PRESIDENT'S BUDGET

President Biden's FY 2023 budget provides much-needed increases to the pivotal programs directly impacting HBCUs. This funding is crucial to ensuring these institutions have the resources needed to continue to adequately provide quality academic programming, enhanced student support services, and the proper training to students, faculty, and staff. The Strengthening HBCU Program has never been funded at its authorized level of \$375 million, and President Biden is calling for a \$403 million discretionary investment. This is one of many examples of how the president is making clear his priorities, and HBCUs are long overdue for the financial support they need to thrive in the 21st century.

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 a strong postsecondary education. The pandemic has left these institutions mainly focused on continuing to provide academic programming to students virtually, even as they have endured massive revenue losses. While there have been funding set asides for HBCUs in past COVID relief proposals, significant 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 through programs specifically designed for this purpose.

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Developing Hispanic-Serving Institutions (HSIs) Program

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

Title V, Part A: *Using its Developing Hispanic-Serving Institutions grant, the University of New Mexico–Valencia Campus created Pathways to Articulation & Sustainable Opportunities for Students (PASOS). PASOS is a comprehensive initiative to streamline and target services to expand the number of Hispanic and low-income students attaining a postsecondary degree by developing a pipeline to reach out to students in the community with some college. The program achieves its goal by (1) creating the PASOS Resource Center to provide services to meet students’ non-academic needs such as food insecurity, mental health, time management, and other issues; (2) creating the Integrating Lived Experiences with Academic Dreams (ILEAD) program to help students re-enroll who previously attended UNM-Valencia and dropped out before earning their degree; (3) hosting the Re-Entry Bridge Seminar to ease the transition back to college for ILEAD students; (4) creating a Peer Educator Program that supports the transition of both first-time, first-year students and ILEAD students into their academic journey at UNM-Valencia; and (5) implementing Guided Pathways Implementation by clarifying current pathways to Associate degrees, revamping developmental education courses, redesigning student support, and supporting career development opportunities for students.*

Title V, Part B: *Adams State University used its Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) grant to create Expanding Access to Graduate Programs in Education Across Rural Colorado. The project focuses on three strategic goals addressing Colorado’s deficit of highly qualified and diverse teachers and educational leaders: (1) expanding teacher education and higher education administration graduate programs to meet rural education needs, (2) providing outreach and support for graduate students, and (3) building capacity for graduate program development and improved services to diverse students. ASU has developed culturally and linguistically diverse teacher endorsement and professional development programs to meet Colorado state requirements, expanded program outreach across rural and underserved areas, and expanded electronic library resources for graduate research.*

Title III, Part F: *Heritage University, a Hispanic-Serving Institution and a Native American-Serving Nontribal Institutions program, received an HSI-STEM grant for Adelante STEM to serve a large Hispanic and low-income student population in surrounding high schools and at Heritage University’s STEM Programs. This program includes a specific focus on increasing females into STEM fields.*

DESCRIPTION

Developing Hispanic-Serving Institutions (Title V, Part A) provides competitive grants to HSIs, defined as nonprofit higher education institutions with enrollment of at least 25 percent Hispanic undergraduate full-time equivalent students. In 2020, only 170 grants were awarded out of 501 eligible grantees. HSIs enroll and educate a disproportionate number of non-white, low-income, and professional students. Programs are designed to expand educational opportunities for and improve academic attainment of Hispanic students and expand and enhance academic offerings, program quality, and institutional stability. Funds may be used to purchase laboratory equipment and construct instructional facilities, support faculty development, and provide academic tutoring/counseling programs and student support services, such as outreach, mentoring, and fellowships. Other uses of funds include providing 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 competitive grants to HSIs to provide graduate school opportunities and improved academic attainment for Hispanic students. In 2020, only 88 out of an eligible 529 grantees received awards. 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) fund competitive grants to increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, and mathematics and develop model transfer and articulation agreements between two- and four-year institutions in these fields. Grants are competitively awarded to postsecondary institutions designated as HSIs. In 2020, only 17 of a possible 210 eligible grantees received awards.

Despite the continued growth of HSIs since their establishment in 1995, the funding for these institutions remains stagnant.

FUNDING HISTORY (in millions)

	FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT'S REQUEST
Title III—Part F* (mandatory)	\$ 94.10*	\$ 94.30*	\$ 94.30*	\$100.00***
Title V—Part A	\$143.08	\$148.73	\$182.85	\$236.73
Title V—Part B	\$ 12.84	\$ 13.85	\$ 19.66	\$ 28.85
Title V—Part B** (mandatory)	---	---	---	**
Total	\$250.02	\$256.88	\$296.82	\$365.58

* 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. Most recently, Title III, Part F was permanently extended with the enactment of the FUTURE Act on December 17, 2019.

** \$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

*** The amount requested for FY 2023 does not reflect an anticipated reduction pursuant to the budget Control Act of 2011.

IMPACT OF PRESIDENT'S BUDGET

President Biden's FY 2023 budget helps address the growing needs of HSIs, with funding for Title V, Part A at \$236.7 million and Title V, Part B at \$28.8 million. The budget also supports increasing the Title III, Part F mandatory funding request to \$100 million. In addition, the Administration's budget also supports extending Pell Grant eligibility to DACA students.

The number of HSIs grew from 311 in 2010 to 569 in 2019, with corresponding increases in the number of Hispanic students gaining access to higher education. HSIs educate over 5 million undergraduate and graduate students despite persistently low federal funding levels. While the FY 2023 budget provides funding enhancements for HSIs, they are inadequate and inequitable. Funding for Title V, Parts A and B should be dramatically increased to meet the funding needs of HSIs. This would allow HSI institutions to better serve Hispanic students, whose postsecondary enrollment has surged by over 1 million students since 2010.

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. The Hispanic Association of Colleges and Universities (HACU) advocates for FY 2023 funding levels of \$250 million for Title V, Part A and \$50 million for Title V, Part B.

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Tribal Colleges and Universities

Title III, Parts A and F, Higher Education Act

Since starting at Tohono O’odham Community College (TOCC) in summer 2020, Danielle Kouyoumdjian (Tohono O’odham) has excelled in her studies despite the ongoing pandemic which is drastically affecting her Tribal community. Tribal cultures, languages, and homelands are an integral part of each Tribal College and University (TCU). Danielle reconnected with her traditional roots by taking Tohono O’odham language and history courses and sharpened her writing and analysis skills by taking two Native American literature courses. At home, Danielle grows a traditional Tohono O’odham garden of tepary beans (bawī), cane cholla (ceolim), and l’itoi onions (sewol). At TOCC, Danielle finds that learning and interacting with other Tohono O’odham people on a day-to-day basis feels like coming home. She appreciates the “institutional support of people believing in me” and says that the “quality and care I’ve received as a student have been really refreshing.”

At TCUs across Indian Country, Title III-TCU funds support the development of academic programs grounded in traditional knowledge, provide broadband connectivity to Tribal communities, and build safer 21st century campuses. All of this is only made possible through the Title III-TCU program.

DESCRIPTION

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

FUNDING HISTORY (in millions)

	<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
TOTALLY CONTROLLED COLLEGES & UNIVERSITIES				
Discretionary (Part A)	\$36.63	\$38.08	\$43.90	\$53.08
Mandatory (Part F)	\$28.23	\$28.29	\$28.29	\$30.00

IMPACT OF PRESIDENT’S BUDGET

Under the president’s FY 2023 budget, Title III-TCU Part A (discretionary) would be significantly increased to provide much-needed resources to tribally and federally chartered colleges currently operating more than 75 campuses and sites in 16 states. Strong investments in federal funding are necessary to ensure these institutions can maintain current programs and expand their capacity to meet the growing needs of students seeking to access and succeed in higher education.

PROGRAM NEED

As a nation, it is critical that there is an easier path for more Americans, including the First Americans, to access, affordably pay for, and complete a college degree or pursue a trade through a vocational/technical education program. This is a key part of the TCU mission, along with the goal of strengthening and preserving tribal culture, language, and homelands. TCUs provide access to quality, low-cost education to students from more than 30 states and more than 230 federally recognized tribes. An average annual tuition of \$3,059 (Academic Year 2021-22) makes a TCU education the most affordable in the nation, critically important since 80 percent of TCU students receive federal financial aid. Because of the Title III program, TCUs can keep costs low while continuing to innovate, serve more students, and meet extensive reporting and administrative requirements. These funds have been instrumental in advancing 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.

The ongoing COVID-19 pandemic has hit Tribal Colleges and Universities hard. TCUs have lost students, faculty—including Native language faculty who were some of their tribe's few remaining fluent speakers—staff, coaches, and even one TCU president. Through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), and American Rescue Plan (ARP), TCUs received urgently needed funding to continue most classes, and TCU students received direct support to help stay enrolled in classes. As TCUs continue to support students during this challenging time and plan for an uncertain future, institutions must also account for significant drops in support from chartering tribal governments, declines in enrollment (or mid-semester drop-outs due to online instruction), scaled back course offerings, and increasing costs for virtually all goods and services.

Other Title III Programs

Title III, Parts A and F, Higher Education Act

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

Alaska Native and Native Hawaiian-Serving Institutions

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

Funding History (in millions)

	<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
Discretionary	\$18.32	\$19.04	\$21.37	\$25.04
Mandatory	\$14.12	\$14.15	\$14.15	\$15.00

Asian American and Native American Pacific Islander-serving Institutions

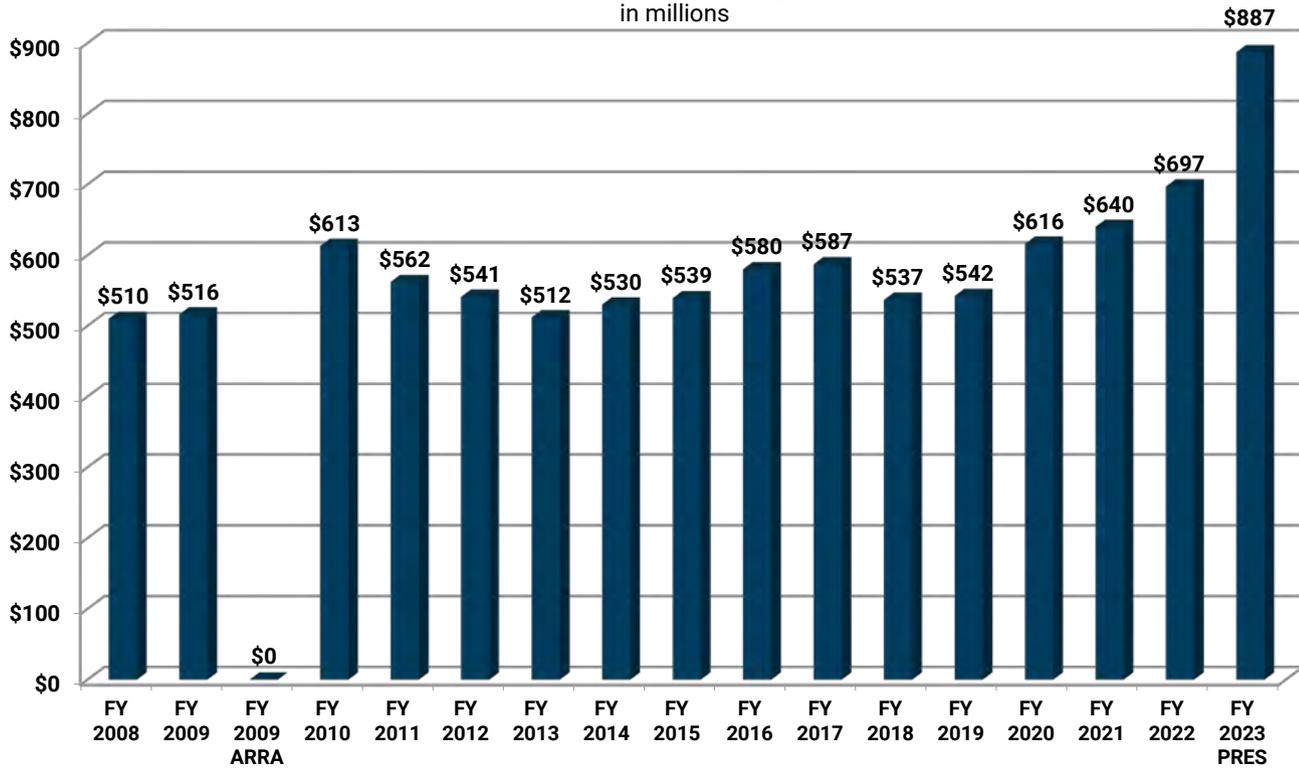
An Asian American and Native American Pacific Islander-serving institution may receive a grant under Title III, Sec. 320, if, at the time of application, it has an enrollment of undergraduate students of whom at least 10 percent are Asian American and Native American Pacific Islander.

Funding History (in millions)

	<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
Discretionary	\$4.44	\$5.12	\$10.94	\$20.12
Mandatory	\$4.71	\$4.72	\$ 4.72	\$ 5.00

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

in millions



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

Native American-Serving, Nontribal Institutions

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

Funding History (in millions)

	<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
Discretionary	\$3.86	\$5.12	\$7.83	\$12.12
Mandatory	\$4.71	\$4.72	\$4.72	\$ 5.00

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International Education Programs and Foreign Language Studies

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

Since 2010, 17 doctoral students at University of California-San Diego have been selected as Fulbright-Hays fellows. This support has been integral in helping these scholars complete their doctoral dissertation research in diverse regions of the world such as Japan, China, Indonesia, Kenya, Chile, Mexico, Spain, and the United Kingdom. The Fulbright-Hays fellowship program provides critical funding to doctoral students, allowing them the unique opportunity to immerse themselves in their dissertation research instead of being obligated to on-campus employment. Awardees have pursued impactful topics that seek to address pressing international issues, such as the transformative power of sport, democratic political development, medical eugenics, and more recently social withdrawal impacts of COVID-19 quarantines. One 2018 recipient shared that their “findings allowed me to integrate Egypt into the history of broader colonial developments and led me to rework the initial assumptions that guided my thesis,” demonstrating the power of Fulbright-Hays funding to transform our global perspectives.

DESCRIPTION

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

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

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

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

FUNDING HISTORY (in millions)

	FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT'S REQUEST
Domestic Programs	\$68.10	\$69.35	\$71.85	\$69.35*
Overseas Programs	\$ 8.06	\$ 8.81	\$ 9.81	\$ 8.81*

* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT'S BUDGET

Freezing funding for Title VI programs at a time when international cooperation and collaboration are essential—particularly in the wake of a global pandemic that has reinforced the vital importance of bridging international boundaries—is an untimely restriction of federal resources. The substantial investments made in response to the COVID-19 pandemic by educational entities, students and scholars, businesses, and other stakeholders who operate to advance international cooperation and partnerships warrant increased support for ongoing and future efforts to improve global development.

PROGRAM NEED

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

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

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Federal TRIO Programs

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

During the COVID-19 crisis, low-income students' college enrollment and graduation rates dropped significantly. Throughout the pandemic, TRIO programs have been the lifeline helping students stay on the path to college and a degree. To help mitigate potential learning loss, TRIO leaders took proactive steps and served as advocates for their students—and low-income, first-generation students across the board. As an example, TRIO leaders at a four-year public institution in Alaska regularly meet with key administrators and faculty to raise students' concerns. The TRIO staff at a community college in Colorado reached out to individual faculty directly and obtained permission to attend classes in order to help facilitate their students' learning.

TRIO programs also placed a high priority on maintaining personal contact with students to help them stay motivated. A TRIO program at a four-year public university in Georgia reached out daily through phone calls, emails, and text messages. Staff also sent frequent surveys to assess their students' needs and respond accordingly. Some TRIO staff stopped by students' homes, while others met students in public locations (e.g., parks, supermarket parking lots) to provide supplies as well as emotional check-ins. These types of supports proved vital to keeping students on their postsecondary path. Without TRIO's individual supports, a generation of students could be lost.

DESCRIPTION

The TRIO programs provide a pipeline of educational outreach and supportive services to more than 850,000 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 more than 3,000 projects, TRIO operates in virtually every congressional district in the United States and several independent territories.

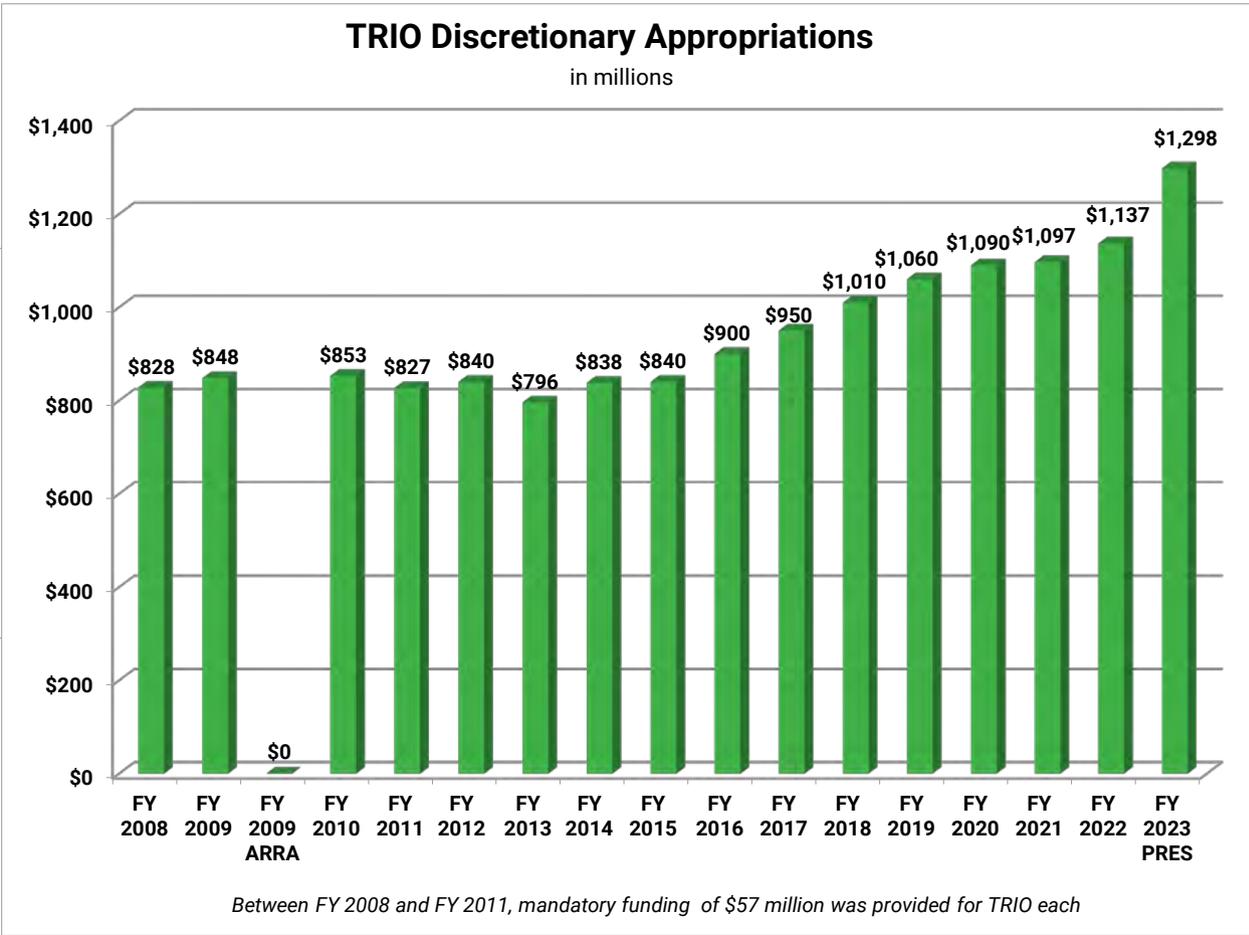
FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$1,090.00	\$1,097.00	\$1,137.00	\$1,297.76

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2023 budget includes a \$160.8 million funding increase for TRIO, for a total proposed appropriation of approximately \$1.3 billion. This is the most historic investment of any administration in college access and success for low-income, first-generation students and students with disabilities.

This funding level will allow the Federal TRIO programs to provide approximately 150,000 more students with individualized college access and support services, bringing the total of low-income young people and adults aspiring to improve their lives and those of their families to nearly 1 million. The next year is particularly critical as the amount of funding TRIO receives for FY 2023 will have a direct impact on the number of grants awarded in the upcoming Upward Bound, Upward Bound Math-Science, Veterans Upward Bound, and McNair grant competitions. It is also anticipated that the \$161 million increase will allow funding to expand the number of Educational Opportunity Centers, Student Support Services, and Talent Search programs.



PROGRAM NEED

Through the creation of TRIO, the federal government ensures all students—regardless of background—have equal access to a college education. Without the involvement 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 other underrepresented students would not receive the supportive services needed for some to consider the possibility of college.

Such support is more important than ever due to the challenges presented by school closures, remote learning, economic hardship, and students’ added family responsibilities in the wake of the COVID-19 crisis. Students from low-income backgrounds, in particular, faced tremendous pressure to halt their studies to help provide additional child care and financial support to their families.

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 families to attend college, TRIO provides college coaching, experiential learning, and assistance in applying to and paying for college. TRIO offers academic tutoring, personal mentoring and advising, assistance with college transfers, and other retention services to ensure higher graduation rates. TRIO also assists adult learners to reorient themselves to the classroom and provides the supports necessary to balance higher education with the responsibilities of career and family. TRIO serves a crucial function as it complements the federal investment in aid programs like the Pell Grant and other financial supports.

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

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

"I grew up in Eastern Washington State in a region known as the Tri-Cities. As a first-generation migrant student and the eldest of six in my family, I had no clear path to postsecondary education. Being the first in my family to pursue higher education, my parents and I didn't know where to start. Nevertheless, GEAR UP was there and supported us and walked through with us all the way. Participating in the GEAR UP program helped me actualize my dreams of a postsecondary education through mentors, college and career fairs, FAFSA nights, and college admissions workshops. Because of GEAR UP, I was admitted to and graduated from Washington State University. With these experiences and the confidence that GEAR UP gave me, I was able to develop strong leadership skills and give back to my community. During my time at Washington State University, I connected with other first-generation migrant students and encouraged them to follow their dreams. I joined the only Aztec-based brotherhood in the Pacific Northwest, served in student government, and led a student ministry at the intersection of faith and culture. I am now a secondary education teacher, coaching soccer, and giving back to my local community. I can attest to the truth that GEAR UP does work."

— Mark Figueroa, 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 570,000 students in FY 2022. 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.

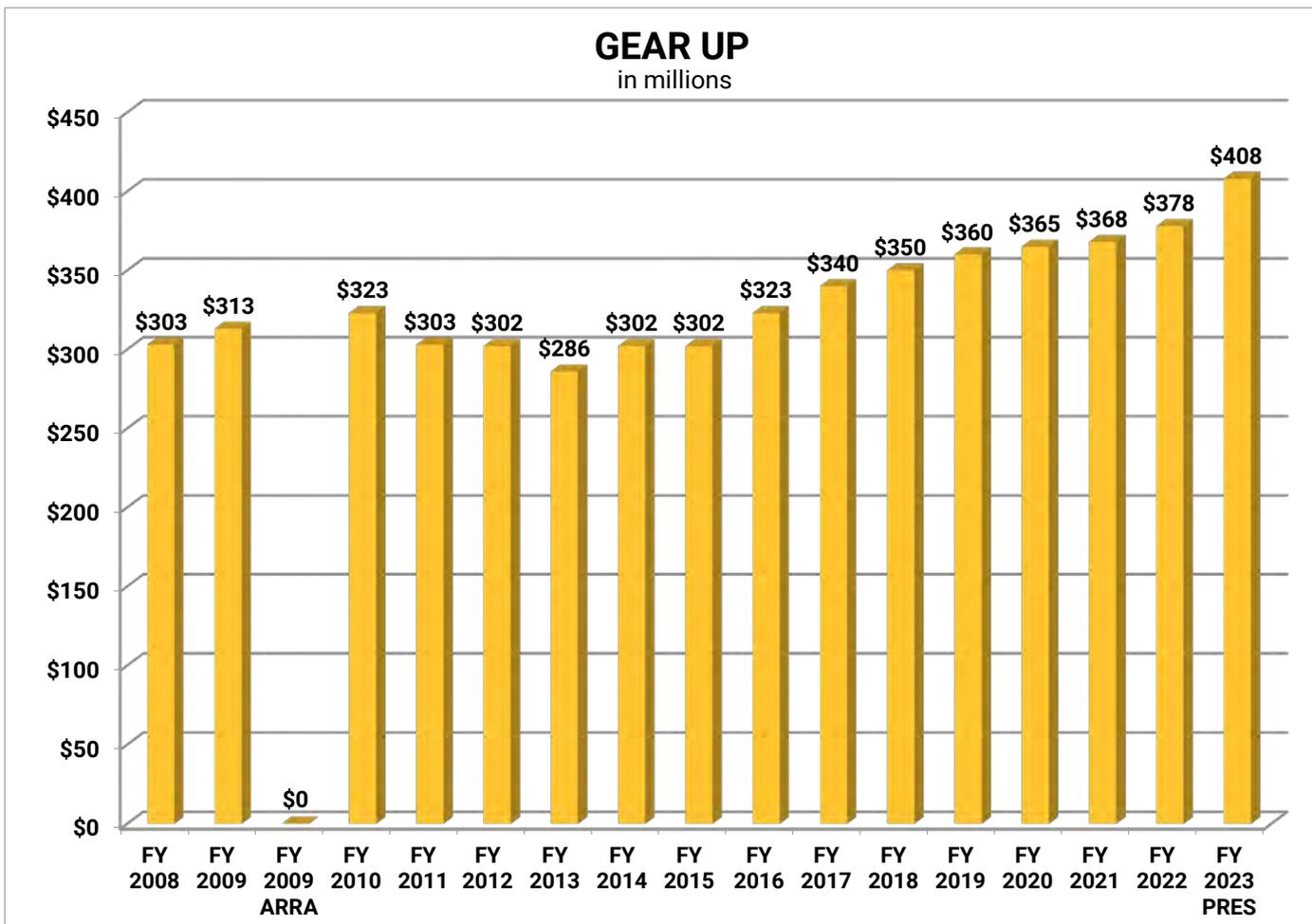
FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$365.00	\$368.00	\$378.00	\$408

IMPACT OF PRESIDENT'S BUDGET

The president's budget includes a \$30 million increase for GEAR UP, for a total of \$408 million. 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. Significantly increasing the funding for this program would open doors for more state and partnership grants, increasing the impact at 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 budget justification, the U.S. Department of Education points to the demonstrated success of GEAR UP and recent evaluation initiatives. The Department acknowledges that, while the scope of the evaluation was limited, there was a positive association between GEAR UP participation and some legislatively mandated goals, including increasing students' and parents' knowledge of postsecondary opportunities and increasing the percentage of students taking rigorous courses in secondary school.



PROGRAM NEED

For the most recent year in which there is a substantial sample, the U.S. 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 \$660 per GEAR UP student speaks to the power of these highly flexible, locally led programs. Additionally, an independent study from the New America Foundation, 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.

COVID-19 has dramatically impacted college-going rates for low-income students. This impact has been seen largely among first-time, first-year students. The National Student Clearinghouse reports, “For graduates at high-poverty high schools there was a 32.6 percent decline in attending college, compared with a 16.4 percent decline for graduates of low-poverty schools.” GEAR UP programs have shown their strength and success in the face of new challenges brought on by the pandemic, quickly pivoting to virtual advising, virtual tutoring, and virtual family engagement workshops. However, the COVID-19 pandemic also reinforced that higher education is still not accessible and attainable for all students.

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 \$435 million in FY 2023 would propel the program’s momentum to strengthen the pathway to postsecondary education and allow an additional 80,000 new students into the program.

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Graduate Education

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

In November 2021, the University of California, Irvine (UCI) received a total of six awards through the Graduate Assistance in Areas of National Need (GAANN) program at the U.S. Department of Education. Dr. Sam Malek, professor of informatics and director of the Institute for Software Research at UCI, received \$1.14 million in GAANN funding to support seven software engineering doctoral students concentrating on cybersecurity. Drawing on a wide range of disciplines, including computer science, human-centered design, and sociology, Dr. Malek and his colleagues take an interdisciplinary approach to exploring the social, ethical, economic, and policy dimensions of computing. With upwards of 119,000 cyberthreats per minute detected across the globe in 2020, efforts to advance the nation's preparedness for, prevention of, and response to cyberattacks—such as the 2021 Colonial Pipeline shutdown, which prevented flow of domestic energy supplies through critical national infrastructure—continue to be essential components of a long-term strategy for maintaining U.S. national security.

A separate \$910,000 GAANN award at UCI will support a cohort of doctoral students pursuing psychological sciences as part of GAANN—the first year in which psychological sciences are considered an area of “national need.” Led by Dr. Jodi Quas, these funds will train current and incoming doctoral students on pursuing ecologically embedded research that addresses social inequities faced by vulnerable and marginalized populations. Cohort members will place a particular emphasis on mental health disparities, psychology, and the law as related to youth and families, and the development and testing of scalable technologies that improve access to psychological services.

DESCRIPTION

The only U.S. Department of Education scholarship assistance for graduate students is provided through the Graduate Assistance in Areas of National Need (GAANN) program. Through highly competitive awards to institutions, GAANN provides fellowships to graduate students who demonstrate financial need and have superior academic ability. Eligible institutions must sustain and enhance their capacity to teach and research in areas of national need, 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 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$23.05	\$23.55	\$23.55	\$23.55

IMPACT OF PRESIDENT'S BUDGET

Graduate students already face challenges accessing funding support for their educational pursuits from the federal government. With funding levels for GAANN declining from FY 2016 to 2018 and remaining essentially frozen to the present day, this source of critical funding for graduate students continues to stagnate in value. While future graduate students may benefit from the substantial investments made in President Biden's overall FY 2023 budget, the need for additional investment in currently enrolled, diverse, and high-achieving graduate students is evident.

PROGRAM NEED

GAANN is the only source of grant support for graduate students in the U.S. 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. 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 drive excellence in teaching and learning, discover and patent new 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.

The COVID-19 pandemic has severely affected students pursuing higher education. Students have experienced loss of employment or reduced hours, decreased access to affordable housing, food, and child care, and increased costs associated with transitioning to hybrid learning modalities and upgrading home technology to meet academic and professional needs. Additional federal support for education programs that support these students and promote academic stability would be welcome.

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Child Care Access Means Parents in School (CCAMPIS)

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

Lane Community College in Eugene, Oregon, receives Child Care Access Means Parents in School (CCAMPIS) grant funds to directly assist 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 an initial interview/orientation as well as quarterly meetings. Student academic progress is tracked along with their graduation plan, and referrals are made to tutoring and study groups as needed. One student reports that the “standards help keep me accountable for academic success, staying on track to transfer successfully.” CCAMPIS student parents are required to attend a 10-week parenting class currently being offered via ZOOM, which gives them stress-reducing strategies as well as an opportunity to connect with other parents. Data have shown that participation in these activities increases student retention and completion rates. Lane’s quality on-campus child care offered to CCAMPIS participants allows parents the necessary time to study. CCAMPIS child care subsidies cover 75-100 percent of a participant’s child care costs. Lane Child and Family Center has been open throughout the pandemic and typically serves an average of 25 CCAMPIS eligible students per term and over 28 children a year.

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 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$53.00	\$55.00	\$65.00	\$95.00

IMPACT OF PRESIDENT’S BUDGET

The president’s budget includes a sizeable increase for the CCAMPIS program, showing a commitment to providing support to low-income students and parents to finish their education. The Administration estimates this increase would allow for 150 continuation awards and 150 new awards, increasing the federal government’s support for these student services.

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 results in increased retention, especially for single parents. Without a greater investment in CCAMPIS, thousands of low-income students across the country will still lack access to quality child care, often cited as the reason why students with young children withdraw prior to completing a certificate or degree.

Colleges report lack of child care is a factor in accessing higher education exacerbated by the pandemic. However, affordable child care access for student parents is a perennial issue that will not go away when the pandemic abates. The CCAMPIS program needs a stable, growing investment that demonstrates the federal commitment to this program and helps institutions plan child care centers and parent support services.

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Teacher Quality Partnership Grants

Title II, Part A, Higher Education Act

Taught by graduates of the Newark-Montclair Urban Teacher Residency (NJ), Deliris Diaz was a standout in science and valedictorian at East Side High School. She is now a recent graduate of the same program and teaching at East Side. The Newark-Montclair Urban Teacher Residency is an innovative program partnering Montclair State University and the Newark Public Schools supported by a Teacher Quality Partnership Grant to recruit and prepare teachers to succeed in the profession. Diaz switched careers from STEM research, earning her Master of Arts in Teaching in 2019 as part of the residency program.

“Although my students see me as a very young teacher, they often see me as a very relatable teacher, someone who understands and someone who’s always pushing them to be the very best. Just to show them that physics is not so intimidating, that if you just give it a chance, you are more capable than what you let yourself be.”

– Deliris Diaz (M.A. '19)

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 preK-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)

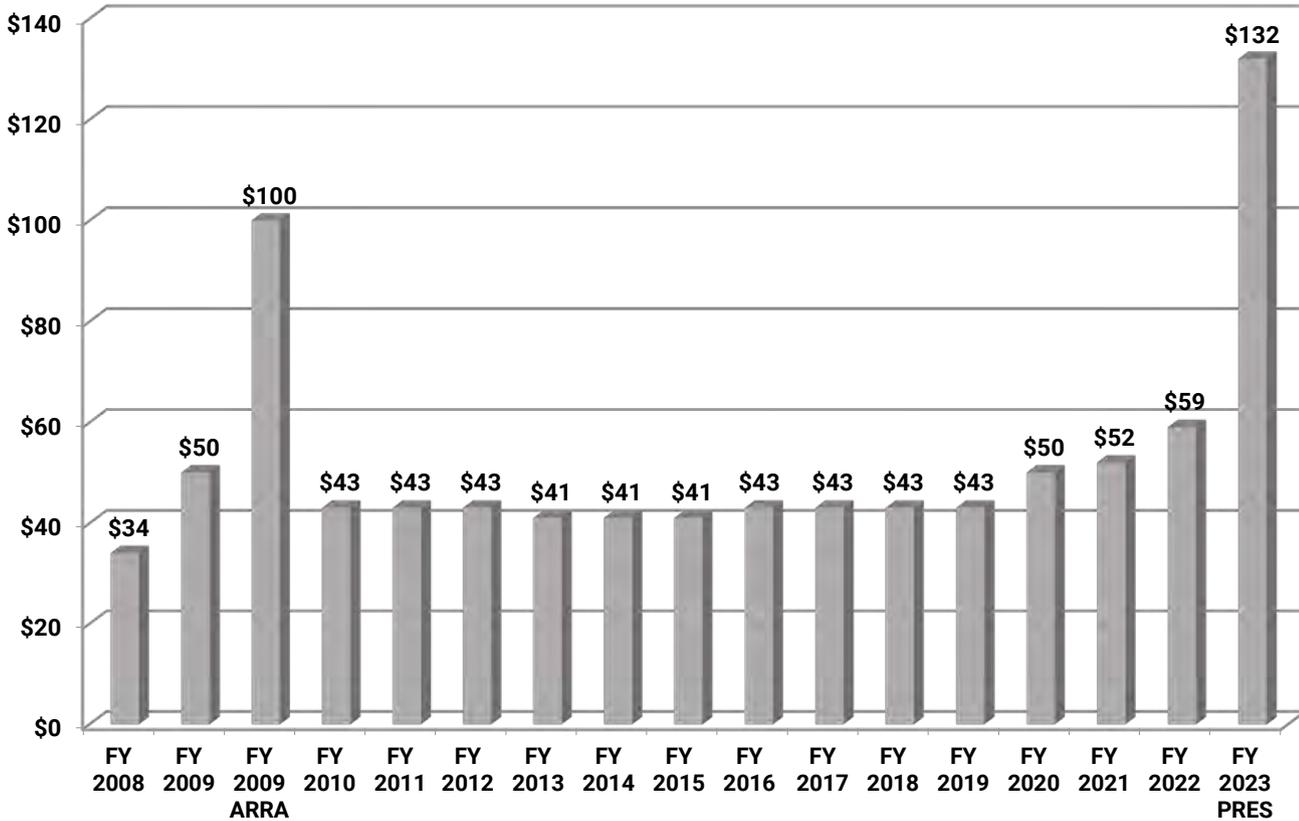
<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$50.09	\$52.09	\$59.09	\$132.09

IMPACT OF PRESIDENT’S BUDGET

Increased funding for Teacher Quality Partnership Grants will help ensure that additional institutions of higher education receive funding through the program to train the next generation of profession-ready educators. The request would support approximately \$73 million in new awards under the program.

Teacher Quality Partnerships

in millions



PROGRAM NEED

For the past several years, the United States has faced a shortage of diverse, profession-ready educators. Keeping them in the profession is also a challenge. COVID-19 has exacerbated the shortage. TQP grants support preparation programs to produce graduates prepared to teach in high-need fields and to serve 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 requirements of TQP—are key elements of teacher quality and retention. This program is vital to ensure well-qualified teachers serve and stay in high-need schools. Since the program was authorized in 2009, more than 116 grants have been disbursed throughout the country. Four current grantees have a focus on serving schools in rural areas. In addition, in 2020 the Department awarded 10 TQP grants. The program requires a 100 percent match from awardees. It is critical Congress continues to invest in the TQP program, so new grantees have opportunities for full five-year grant cycles to transform their educator preparation programs and train a new cohort of teachers.

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Student Aid Administration

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

College students today encounter many struggles to afford a college education. However, Millennials and Gen Xers may have it worse. Many attended college around the Great Recession, and have been challenged to find stable employment and pay back their loans during the COVID-19 pandemic. Going to college seemed out of reach to Jessica Sponsler, who grew up in a trailer park. With stellar grades and the support of a Pell Grant, Jessica was able to be the first in her family to graduate college—from the prestigious University of Pennsylvania, no less. Now she is an adjunct professor of art history at three small colleges in Pennsylvania and counts herself lucky to be able to work with first-generation college students like she was.

After ten years of faithful payments, Jessica expected to have her federally backed student loans forgiven through Public Service Loan Forgiveness (PSLF). However, just as the pandemic was starting, she realized she had never been prompted by her servicer to consolidate her loans into the correct repayment plan. During the federal pause on student loan repayment, which offered some critically needed breathing room, Jessica began the process of securing that promised debt cancellation under new temporary PSLF guidance from the Department of Education. The Student Aid Administration is not only responsible for providing grants and backing loans to students like Jessica, but also for getting borrowers the information they need to make informed 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. Under the U.S. Department of Education, Federal Student Aid (FSA) is the largest provider of student financial aid for postsecondary students in the nation. In FY 2021, FSA processed just over 17.6 million student financial aid applications, dispersing more than \$112 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 \$1.5 trillion and protects students and taxpayers by ensuring federal resources are used appropriately.

Student Aid Administration funds are used to educate students and their families about financial aid and to process financial aid applications, originate, disburse, and service student loans, and collect defaulted loans. Funds are also used to improve services for students, parents, institutions, and other program participants; protect borrowers' personal data; increase the efficiency of program operations; and, oversee student aid processing and delivery systems. These dollars also underwrite functions such as enforcement, data collection, analysis, and public dissemination of information.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$1,768.94	\$1,853.94	\$2,033.94	\$2,654.03

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2023 budget includes more than \$2.65 billion for Student Aid Administration, which is an additional \$620 million (30.5 percent increase) compared to the final FY 2022 appropriation. According to the budget justification, these funds are specifically needed to implement the FAFSA Simplification Act and the FUTURE Act, implement customer service and accountability improvements to student loan servicing, and ensure the successful transition from the current short-term loan servicing contracts to a more stable long-term contract and servicing environment.

PROGRAM NEED

The president's budget supports many of the long-term priorities of the Department of Education to improve the customer service experience in FSA's Next Gen Processing and Servicing Environment. Furthermore, the Department has requested additional funds to implement FAFSA simplification after the FUTURE Act (December 2019) and the FAFSA Simplification Act within the Consolidated Appropriations Act for 2021 (December 2020), which has been delayed due to the pandemic. All of these are long-running programs that will need further investment from Congress to implement them well and on a more accelerated timeline.

The Student Aid Administration needs stable, annually increased funding so it can successfully implement these new initiatives, on top of its core mission of disbursing Title IV aid. Historically, negotiations to set biannual spending caps and freezes in Department of Education funding complicated the Student Aid Administration and other offices' work and timelines. Increased and stable investment is needed to educate students and families better about the process for obtaining and repaying loans, to ensure enforcement and oversight of Title IV programs, and to improve the customer service experience.

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Federally Funded Research

Finding historical documents and data by literally digging through files in archives has always been a labor-intensive project. In recent years, a growing number of archives, databases, and collections have made historical records of enslaved people more accessible online, but browsing and analyzing all these documents and data is extremely difficult across scattered sources that lack standardized best practices. In a time where the ability of teachers to share the facts on race in American history is under threat, historical researchers need better support to publish new and informed analyses of the most troubling aspects of our country’s past. In response to these challenges, the Matrix Center for Digital Humanities & Social Sciences at Michigan State University (MSU), in partnership with the College of Arts and Humanities at the University of Maryland, created Enslaved: Peoples of the Historical Slave Trade (Enslaved.org). Enslaved.org is a hub to ease access to data regarding slavery studies. Built on a linked open data framework, contributors can share the names, facts, and statistics of enslavement, where they can be searched simultaneously rather than by individual collection. Enslaved.org supports an inclusive community of researchers and scholarly communications in the digital humanities across multiple institutions of higher education, with support from the Andrew W. Mellon Foundation and the National Endowment for the Humanities.

At the Wyss Institute for Biologically Inspired Engineering at Harvard University, Donald Ingber and his multidisciplinary team have adapted computer microchip manufacturing methods to create “Organs-on-Chips,” tiny 3D models of living human organs that enable faster, better, and cheaper drug development. Dr. Ingber has led the pioneering research since 2010 with longstanding support from the National Center for Clinical and Translational Sciences (NCATS) at the National Institutes of Health (NIH). With additional support from NIH, the Defense Advanced Research Projects Agency (DARPA), and the Food and Drug Administration (FDA), he and his team have created more than 15 different Organ Chip models, including models of the lung, intestine, kidney, and bone marrow. The chip technology is now at work in more than 150 labs and 17 of the top 25 global biopharmaceutical companies. More recently, Dr. Ingber’s team expanded on its work to experiment with an airway chip to speed up treatment development for COVID-19, and the FDA uses organ chips to identify potential COVID-19 therapeutics rapidly.

DESCRIPTION

From the time of our nation’s founding, the federal government has played a critical role in supporting academic research and scientific discovery. Since World War II, leaders in the United States have agreed on the need for investment in cutting-edge research at American universities to keep the country safe, healthy, informed, and globally competitive. The returns on those investments form the basis of American 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, among others, the NIH; the National Science Foundation (NSF); the Department of Defense; the Department of Energy; the Department of Education; the National Aeronautics and Space Administration; the National Oceanic and Atmospheric Administration; the Environmental Protection Agency; and the National Endowment for the Humanities. 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)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022 est.</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$90.28	\$86.07	\$85.15	\$110.86

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2023 budget seeks \$110.86 billion in basic and applied research funding across more than 15 federal departments and agencies. This funding level would be approximately 29 percent greater than the final FY 2021 levels of combined government-wide basic and applied research. President Biden's budget requests \$5 billion at NIH to start the Advanced Research Projects Agency for Health (ARPA-H), \$10.5 billion for NSF, and \$16.9 billion government-wide for climate innovation. The budget identifies pandemic response and preparedness, climate change, emerging technology areas, equity, and national and economic security as priorities for basic and applied research investments.

PROGRAM NEED

A decade of low discretionary spending caps placed tremendous pressure on federal research budgets. Lack of consistent, predictable, and growing investment in federally funded research threatens to put the nation at a competitive disadvantage and endangers our role as a world innovation leader. With a proven track record of strong returns, federal funding for academic research is closely tied to our nation's economic prosperity, health, and well-being. We must close the innovation deficit with robust federal support for research. In FY 2023, Congress should provide at least \$49.1 billion in base funding for NIH in addition to \$5 billion for ARPA-H, \$11 billion for NSF, \$204 million for NEH, \$2.9 billion for basic research at the Department of Defense, \$4 billion for DARPA, \$9 billion for the NASA Science Mission Directorate, \$8.8 billion for the Department of Energy Office of Science, \$864 million for Environmental Protection Agency Science and Technology, and robust increases for other research funding across the government.

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Segal AmeriCorps Education Award

National and Community Service Act

“After graduating from college, I found myself having to choose between pursuing a well-paid job or a commitment to service through TFA. The former would allow me to pay off student loans and provide financial support to my family at home. The latter—a chance to pay it forward and serve those who grew up in similar circumstances. Many college grads, especially those of color, find themselves in the same position—help those like them or help yourself. The Segal AmeriCorps Education Award helps encourage students to choose service over self. The AmeriCorps award was pivotal, as it allowed me to pay off a reasonable sum of my college debt while allowing me to serve my students.”

—Julian Torres
2010 Teach For America Dallas-Fort Worth Corps Member

DESCRIPTION

The Segal AmeriCorps Education Award is an earned benefit that is awarded to participants who complete service in an approved AmeriCorps program such as AmeriCorps VISTA, AmeriCorps NCCC, or AmeriCorps State and National. The maximum amount of a full-time Segal AmeriCorps Education Award (\$6,495 for the 2021-22 school year) is equivalent to the maximum amount of the Pell Grant for the year in which the national service position was approved. Education awards can be used for the repayment of qualified student loans and payment of higher education expenses. The education award also includes loan forbearance, allowing members to postpone regular monthly student loan payments during their service as well as payment of the interest accrued on qualified student loans after each successful year served as an AmeriCorps member. This benefit has been crucial to the ability of AmeriCorps programs, including Teach For America, to recruit a diverse group of exceptional leaders to bring their passion and talents to the efforts to address challenges from educational inequity to homelessness, food insecurity, and many more.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$1,104.00	\$1,121.10	\$1,150.64	\$1,339.93

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2023 budget seeks \$1.34 billion for AmeriCorps, an increase of \$189 million or 16 percent over the FY 2022 enacted level. The Segal AmeriCorps Education Award is tied to the maximum Pell Grant award which is increased in the president's budget, resulting in a commensurate increase in the Segal Education Award. The budget also includes a recommendation that Congress make individuals with Deferred Action for Childhood Arrivals (DACA) status eligible for AmeriCorps Education Awards.

PROGRAM NEED

Record numbers of Americans are stepping forward to serve. At the same time, more communities are looking for innovative ways to address local challenges, including placing effective teachers in the nation's 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. Continuing funding for the Corporation for National and Community Service and providing Segal AmeriCorps Education Awards will engage millions of Americans in service and especially help teachers in low-income areas.

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PART 4:

Forging Success

Educational Research, Statistics and Improvement



The Institute of Education Sciences

Title I, Education Sciences Reform Act

Even prior to the COVID-19 pandemic, the results from the 2019 National Assessment of Educational Progress highlighted increasing learning gaps, with more students scoring below basic in math, reading, and science. Each of the centers in the Institute of Education Sciences (IES) works together to support research, report data, and produce evidence-based resources concentrated on improving educational outcomes for all students. IES is currently supporting work to address exacerbated learning gaps due to lost instructional time during the pandemic. As examples, the What Works Clearinghouse released a practice guide on interventions to assist elementary students struggling with math, while the National Center for Special Education Research funded the scale-up of Family Check-Up Online, an intervention focused on emotional and behavioral challenges in the return to in-person learning among middle school students with or at risk for disabilities. In addition, the National Center for Education Statistics has launched the School Pulse Panel, which will provide monthly data on the mode of instruction and activities schools have offered to accelerate learning and respond to the pandemic.

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)

FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT'S REQUEST*
\$623.46	\$642.46	\$737.02	\$662.52

* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT'S BUDGET

The FY 2023 budget proposal would essentially cut 10 percent of the top line amount provided for IES in FY 2022. Freezing funding at FY 2021 levels within most of the IES programs would further constrain the ability to support research to answer persistent and emerging questions in education policy and practice, including in special education, provide important data on the condition of education across the lifespan, and produce evidence-based resources to guide teaching and learning. The FY 2023 request also does not include a new line item enacted for FY 2022 that shifted funding from the overall Department of Education Program Administration account to IES. This shift was intended to provide additional flexibility and resources for IES to hire staff to administer surveys, analyze data, and support innovative research grant programs.

PROGRAM NEED

The need for research and evidence to improve education outcomes has always been substantial, but the pandemic has made even clearer the need to boost investment for IES. In addition to developing resources to deal with the impact of learning disruption and social and behavioral needs, additional funding can supplement research and data collection that were already underway in the field but negatively affected by COVID-19 mitigation strategies.

Additional funding for IES would also bolster the agency's ability to scale up evidence-based programs, fund research on emerging needs in education, and leverage the role of research-practice partnerships in connecting research findings with practitioner needs. States' capacity and support for education research range widely, making IES an even more critical resource. As the Department of Education implements its learning agenda, IES will play an essential role in the statistical and evaluation activities needed to answer key questions that inform the Department's work.

The Friends of IES coalition, which supports the mission of IES and seeks to ensure adequate funding for the agency, is requesting at least \$815 million for IES in FY 2023.

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Regional Educational Laboratories (RELs)

Title I, Education Sciences Reform Act

Recognizing that some districts face challenges with recruiting and retaining high-quality teachers, education leaders in Michigan partnered with REL Midwest to develop the Midwest Alliance to Improve Teacher Preparation (MAITP). From 2017 to 2021, MAITP conducted research with education leaders, practitioners, policymakers, and researchers in Michigan, Illinois, and Indiana to address teacher recruitment and retention.

To increase the number of teachers available to Michigan public schools, MAITP members wanted to explore the validity of recruiting nonteaching certified teachers. In 2021, REL Midwest published a study that examined why some certified teachers no longer teach in Michigan public schools. The study found approximately 61,000 teachers certified in Michigan were not teaching in the state’s public schools in 2017-18. The study also identified increased salary and simplification of certification requirements as desired incentives for teachers to consider returning to the classroom. REL Midwest created a companion infographic and documentary to communicate the study findings. The Michigan Department of Education drew on the findings and launched the “Welcome Back Proud Michigan Educator Campaign,” an initiative that seeks to recruit individuals with expired teacher certificates into the teacher workforce by reducing—and in some cases, eliminating—professional learning requirements for recertification.

DESCRIPTION

The Regional Educational Laboratory program (REL) is composed of a national network of ten regional labs that help states and districts systematically use data and research to improve student outcomes and support their school improvement efforts. Created in 1966 and currently authorized under the Education Sciences Reform Act of 2002, RELs carry out three broad types of work: applied research; dissemination of findings from rigorous research; and technical support for use of research. The current REL contracts were awarded in FY 2021 with one REL contract awarded this year for the 2022-2027 cycle. 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. During the pandemic, RELs have provided evidence-based resources and guidance to support teaching and learning for states, school districts, educators, families, and caregivers.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$56.02	\$57.02	\$58.73	\$57.02*

* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2023 budget cuts funding for the REL program by \$1.71 million (-3 percent) in contrast to the increase in FY 2022. The budget justification recognizes that RELs provide expert advice, including training and technical assistance to help states and school districts apply proven research findings in their school improvement efforts. Given the extraordinary needs of states and districts during pandemic recovery and the Administration's desire that states invest in evidence-based interventions, disinvestment in the REL program will negatively impact the generation of applied research, the dissemination of findings, and technical support for the use of research.

PROGRAM NEED

The need to determine what works for students, educators, and school leaders using research and evidence-based practices has always been critical. Now more than ever it is imperative as schools work to recover and meet the learning loss and social and emotional needs of students resulting from the pandemic. States, districts, and schools cannot confront current challenges without solid research and evidence-based interventions that directly address the needs of students and educators. RELs can play a significant role in these efforts by helping states and school districts implement teaching and learning interventions, evaluating these efforts, and disseminating findings broadly to education stakeholders during and post-pandemic.

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Education Research, Development, and Dissemination

Title I, Education Sciences Reform Act

The Rethinking Research for Schools (R4S) program out of the Center for Research Use in Education (CRUE) based at the University of Delaware (UD) is a comprehensive research program focused on understanding the social connections between researchers and school-based practitioners. R4S is a collaboration between UD, the University of Minnesota, and the University of Pennsylvania, with the mission to expand the study of research use and identify strategies that can make research more meaningful to classroom practice. Supported by the Institute of Education Sciences, CRUE aims to identify factors that impede or support research use by educators and deepen the understanding of the relationships and connections between organizations and individuals supporting research use. R4S is a free professional development series that builds knowledge and skills for using research through seven one-hour workshops, asynchronous activities, tools, and resources. The program also provides opportunities for educators to connect with and learn from other educators interested in research-informed practice.

DESCRIPTION

The Research, Development, and Dissemination appropriation provides support for IES core education research topic areas, including reading and writing, early learning, mathematics and science education, teacher effectiveness and pedagogy, and education systems and policies. 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)

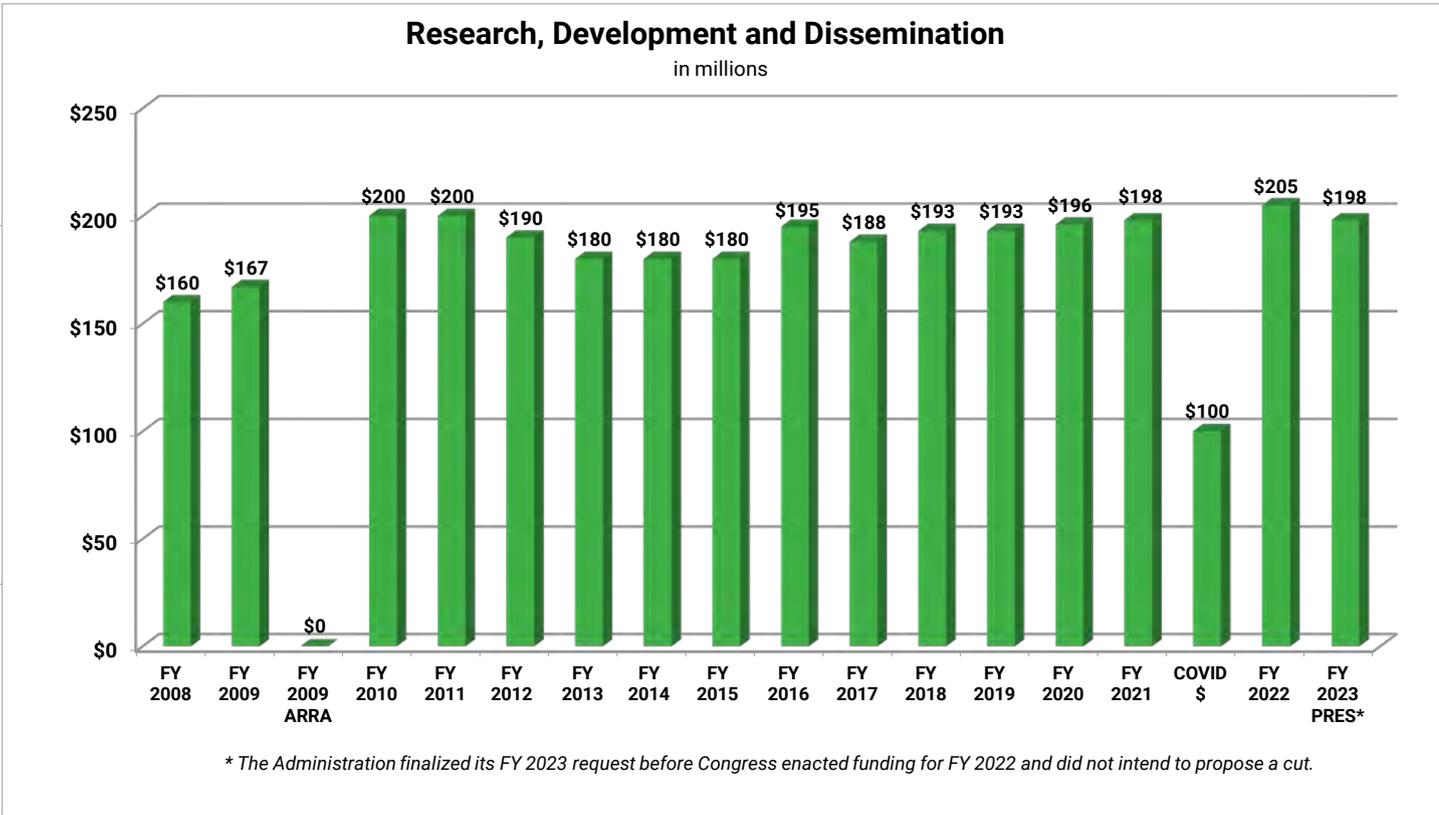
<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$195.88	\$197.88	\$204.88	\$197.88*

* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT’S BUDGET

The Administration’s FY 2023 request is 3.4 percent below the FY 2022 funding level for Research, Development, and Dissemination (RDD). The FY 2023 request includes \$161.9 million for National Center for Education Research (NCER) grants designed to support research to improve the quality of education. The FY 2023 budget also would provide \$15.7 million in funding for dissemination activities at the National Center for Educational Evaluation and Technical Assistance (NCEE). In addition, the FY 2023 request includes \$2 million in new funding for a joint effort with the National Science Foundation on a new AI Institute on Intelligent Tutoring. The Institute will support research on AI-driven innovations designed to reduce achievement gaps and improve access. It builds upon the FY 2021 IES Digital Learning Platforms Research Network. That said, with inadequate funding over the last decade, a cut in RDD further constrains IES’s ability to support critical activities to improve the effectiveness and efficiency of education policy and practice.

PROGRAM NEED



IES programs provide structure and leadership for research, development, and dissemination. The 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. Currently, however, IES is only able to fund one of every ten grant proposals. As a result, IES remains constricted in its ability to support emerging research, including research that connects it to practitioners.

The COVID-19 pandemic has impacted research in the field. Disrupted research has either been adapted to remote instruction or paused. However, IES continues to seek pilot transformative research and scale up effective interventions to support learning recovery. This research includes a focus on personalizing and improving virtual learning for students through an emerging field known as “precision education.” An increase in the RDD budget would support these activities, while also providing IES resources to continue to fund grants in core educational areas. In addition, IES seeks to increase its focus on cost effectiveness analysis and high-risk and high-reward research. Accordingly, adequate funding for RDD is necessary to support this crucial work, award grants in emerging research topics, and test, scale up, and replicate promising interventions.

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National Center for Education Statistics

Title I, Education Sciences Reform Act

The National Teacher and Principal Survey (NTPS), one of the longitudinal surveys conducted by the National Center for Education Statistics, includes data on the demographics of the education workforce, teacher and principal preparation, and attrition and retention of school staff. Data from the NTPS details information on teachers' and principals' experiences in their schools, including working conditions and professional development. The 2021-22 NTPS will be helpful in furthering the understanding of the impact of the COVID-19 pandemic on the K-12 education workforce, particularly in determining the ultimate scale of staff shortages. Questions on the teacher survey seek information on how instruction was affected during the 2019-20 school year, the extent of real-time interaction with students, and the level of support and resources teachers felt they received to be effective during the COVID-19 pandemic.

DESCRIPTION

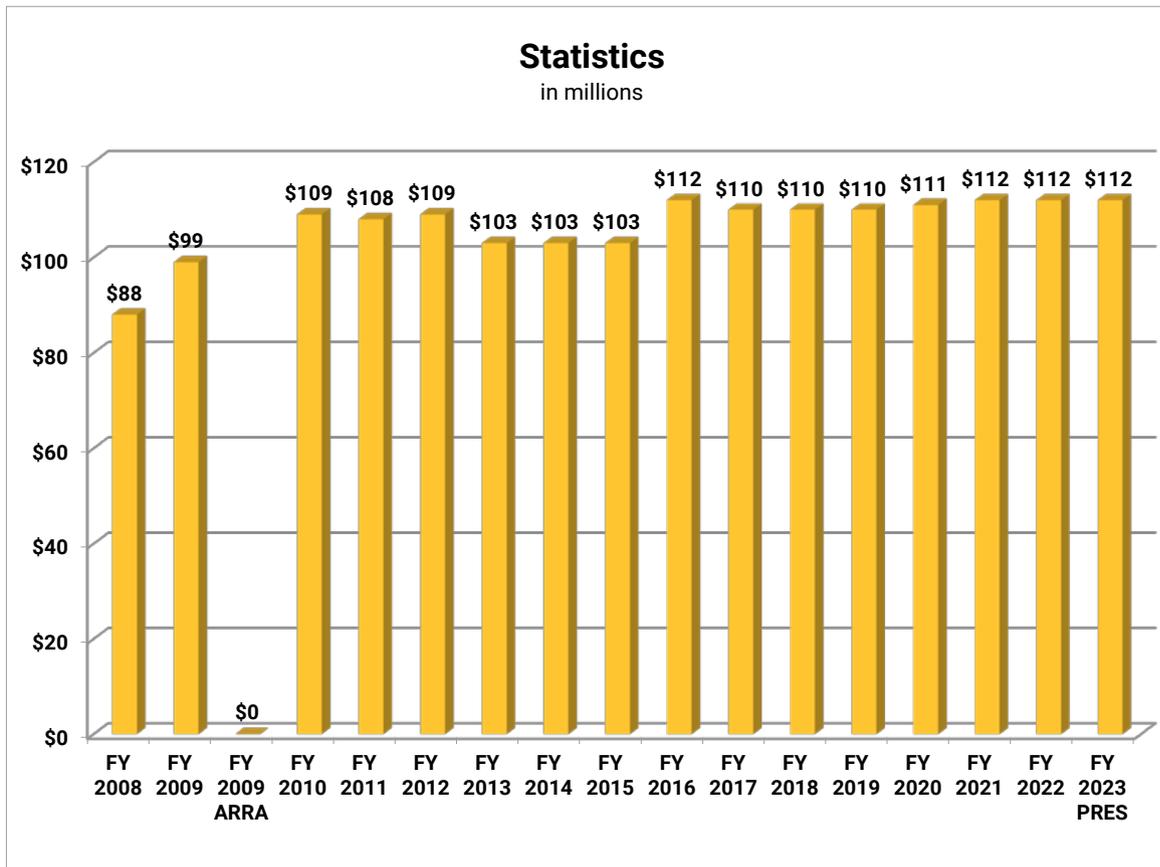
The National Center for Education Statistics (NCES) collects and synthesizes statistics for studies on a wide range of education topics such as teacher shortages, comparisons of student achievement between America and other nations, high school dropout rates, preparation for higher education, and college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

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$110.50	\$111.50	\$111.50	\$111.50

IMPACT OF PRESIDENT'S BUDGET

The president's budget would support the collection, analysis, and dissemination of education-related statistics in response to legislative requirements and the needs of data providers, data users, and education policy analysts. Education statistics collected by NCES enable policymakers and practitioners to identify challenges and policy priorities in education, develop new systems, and evaluate and refine current systems. Under the continued frozen funding proposed for FY 2023, NCES would remain constrained in collecting, disaggregating, and disseminating data on important education indicators, such as information on the educator workforce and school crime and safety.



PROGRAM NEED

NCES data provide critical information to policymakers and various audiences on the current state of education. With additional funding and staff capacity, NCES would have the flexibility to support real-time, actionable data collection alongside its longitudinal surveys. The COVID-19 pandemic has increased the need for data to understand how schools are providing instruction, supporting social and emotional needs, and ensuring access to technology and other tools for teaching and learning.

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. In addition, NCES facilitates United States participation in important international assessments such as the Trends in International Mathematics and Science Study and the Program for International Student Assessment. Since 2017, funding for NCES has remained basically frozen, even as the need for the statistical expertise of NCES has grown for evidence-building activities under the Foundations of Evidence-based Policymaking Act.

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National Assessment of Educational Progress

Title I, Education Sciences Reform Act

As part of the National Assessment of Educational Progress (NAEP), students, teachers, and school administrators are asked to complete survey questionnaires that help provide context to the results of the NAEP assessments. This existing infrastructure enabled the Institute of Education Sciences to collect data on the impact of the COVID-19 pandemic and mode of instruction offered in response to the Executive Order on Supporting the Reopening and Continuing Operation of Schools and Early Childhood Education Providers. Through the NAEP Monthly School Survey, administrators for schools selected to participate in the NAEP 4th and 8th grade math and reading assessments provided details on the mode of instruction offered, student enrollment, and hours of live instruction, among other topics. Responses from these [surveys](#) showed that the estimated percentage of schools that offered in-person learning increased from 47 percent in January 2021 to 62 percent in May 2021. Additional data collection showed that 98 percent of schools were open for in-person learning as of December 2021.

DESCRIPTION

The National Assessment of Educational Progress (NAEP) is the only representative and continuing assessment of American students' achievement. NAEP, the "nation's report card," describes the educational achievement of students at grades 4, 8, and 12, and provides information about special subpopulations (e.g., by race/ethnicity, students in urban school districts). It offers an objective national measurement for appraising state-developed achievement standards that guide the understanding of state and district educational outcomes on a comparable scale. NAEP is also the source of unbiased student performance data for policymakers, educators, parents, and the public.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$153.00	\$165.00	\$180.00	\$185.00

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2023 budget includes \$185 million for the National Assessment of Educational Progress, an increase of \$5 million over FY 2022. This funding level will enable IES to continue to administer the 4th and 8th grade assessments in math and reading every two years, as required under the Every Student Succeeds Act (ESSA). In addition, the FY 2023 budget includes \$10 million for the National Center for Education Statistics to conduct research and development activities to improve NAEP efficiencies, informed by recent recommendations from the National Academies of Science, Engineering, and Medicine to contain NAEP costs and implement technological innovations.

PROGRAM NEED

NAEP plays a critical role in benchmarking national education progress, including for the 27 large districts that participate in the Trial Urban District Assessment. Since most states and districts use their own unique assessments, such a benchmark is essential. NAEP is also an important resource for observing long-term trends in student achievement.

Due to the COVID-19 pandemic, Congress approved a waiver to postpone for a year the NAEP assessments in math and reading originally scheduled to be administered in 2021. The U.S. history and civics assessments will also be conducted during the 2021-22 school year.

Funding for NAEP is critical for not just test administration, but also for ongoing planning and activities for future assessment cycles. As an example, NCES is examining ways to modernize NAEP by incorporating automated scoring and to adapt NAEP to be administered on any device. To ensure assessments and results are consistent with past trends, NCES will be conducting bridge studies as the agency is piloting innovations in schools.

Even prior to the current needs to support the mandated math and reading assessments, the investment in NAEP had not kept pace with the increased costs for developing and administering assessments. Previously scheduled assessments in arts, economics, foreign languages, and geography have been removed from the NAEP schedule. Assessments in those subjects provide important information on equitable access to coursework and student achievement that are not otherwise measured at the national or state level. States have also cited costs as one reason for declining participation in assessments beyond those required by ESSA.

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Research in Special Education / Special Education Studies and Evaluation

Title I, Education Sciences Reform Act

The National Center for Special Education Research (NCSE^R) is one of the largest sources of funding for research and development on special education and related services. NCSE^R 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. Research that accelerates pandemic recovery for children and youth with disabilities continues to be a priority for NCSE^R. An example is the NCSE^R-funded Comprehensive, Integrated Three-Tiered Model of Prevention (CI3T) approach to district and school-wide screening and intervention for mental health and behavioral disabilities. Led by Dr. Kathleen Lane at the University of Kansas and Dr. Wendy P. Oakes at Arizona State University, the model provided comprehensive resources for parents to manage children’s behavior at home during the pandemic, as well as resources for remote teaching conducted by special educators.

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 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
Research in Special Education	\$56.50	\$58.50	\$60.26	\$58.50*
Studies and Evaluation	\$10.82	\$11.32	\$13.32	\$11.32*

* The Administration finalized its FY 2023 request before Congress enacted funding for FY 2022 and did not intend to propose a cut.

IMPACT OF PRESIDENT’S BUDGET

The president’s budget includes \$59 million for Research in Special Education and \$11 million for Special Education Studies and Evaluations in FY 2023, a cut in funding from the current levels. The budget’s FY 2023 level precludes additional high-quality, rigorous research on special education and related services and the full range of issues facing children with disabilities, their families, and school personnel. Findings from research funded by these programs help inform interventions, teaching strategies, and other critical factors in educating children with disabilities. Additional funding could support important research focused on finding solutions to special education challenges in school districts across the country, including new and heightened challenges due to COVID-19, such as delivery of services in a virtual environment.

PROGRAM NEED

As the nation continues to respond to the COVID-19 pandemic, NCSEER is uniquely positioned to fund researchers to test and bring to scale interventions to address learning disruption, particularly for students with disabilities, many of whom have faced significant barriers to educational access during the past year. To achieve these goals, additional funding is needed to support data and evidence-based resources to guide teachers, administrators, and policymakers in state departments of education and local school districts on continued COVID-19 response and recovery. Funding for special education research was cut a decade ago, including through sequestration. Since then, it has remained static, preventing the agency from funding a number of 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.

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Statewide Longitudinal Data Systems

Title I, Education Sciences Reform Act

The Wisconsin Department of Public Instruction has received several grants from the State Longitudinal Data Systems (SLDS) program to develop the Wisconsin Information System for Education (WISE). Wisconsin is one of 16 states using funding from FY 2019 SLDS grants to pilot a school-level poverty measure as a potential supplement to free and reduced-price lunch eligibility to better understand the effect of students' household income on educational outcomes. The WISE is incorporating geocoded addresses to determine household income-to-poverty ratio estimates through the BlindSIDE application, which contains information from the National Center for Education Statistics Spatially Interpolated Demographic Estimates and data from the American Community Survey. This work is promising for research and developing evidence-based policies related to addressing child poverty in Wisconsin.

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 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 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$33.00	\$33.50	\$33.50	\$33.50

IMPACT OF PRESIDENT'S BUDGET

The funding included in the FY 2023 request would support new four-year grants to states to increase states' capacity to link education data across early childhood, K-12, and postsecondary education and with workforce and health data. State departments of education are using current grants awarded during the FY 2019 cycle to build data governance structures and develop research agendas that enable the analysis of state data to evaluate and inform state education policies. The amount included in the budget request would also support national activities, such as the Privacy Technical Assistance Center.

PROGRAM NEED

States' work is far from complete on building and utilizing student data systems. Grants in the FY 2019 competition allow states to support SLDS infrastructure to improve the linking and use of education data, incorporate indicators on school choice, or examine issues of equity, with an additional option to test a school-level poverty measure. The SLDS program funded 28 states in the FY 2019 competition, with an average grant award of \$3.3 million. Due to essentially frozen funding for SLDS, the maximum amount for the grants awarded during this most recent cycle was lower than in previous competitions.

The program has very successfully enabled the vast majority of states to develop a structure for streamlining federal reporting of K-12 information and linking early childhood, K-12, postsecondary, and workforce data. State demand for this program is well established: during the FY 2019 cycle, 16 SLDS grant applications from states went unfunded. Additional funding support for SLDS can also help states provide essential data that inform evidence-based responses as schools continue to be affected by the COVID-19 pandemic and build capacity for research on long-term outcomes of state education policies.

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PART 5:

**Education-Related Programs in
Other Federal Agencies**

Meeting the Human Needs of America's Children



Head Start

Economic Opportunity Act of 1964



"I have four children. My oldest is 16 and all have been a part of the YMCA of Greater Kansas City Head Start program. My husband passed away in September of 2019 and I had to go to work full time because my world was turned upside down. I got involved in parent leadership at the center and at the Mid-America Regional Council (MARC). I have been supported through this situation from the beginning. They helped me apply for resources I needed for my family. They gave me emotional and family support I needed. Child care support was offered and my best option for Mia was Burlington YMCA Head Start. I've received nothing but kindness from Burlington staff. It was a nightmare when I started to work because I had to leave Mia. But Mia has made friends and likes her teachers and this gives me peace of mind knowing she loves Head Start."



— Maria Hernandez, parent at YMCA of Greater Kansas City Burlington Head Start

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 more than 1 million children annually, Head Start provides a comprehensive set of services to promote young children's healthy social, emotional, and cognitive development, including education, nutrition, health care, and social services, and emphasizes parents' engagement in their child's learning and development.

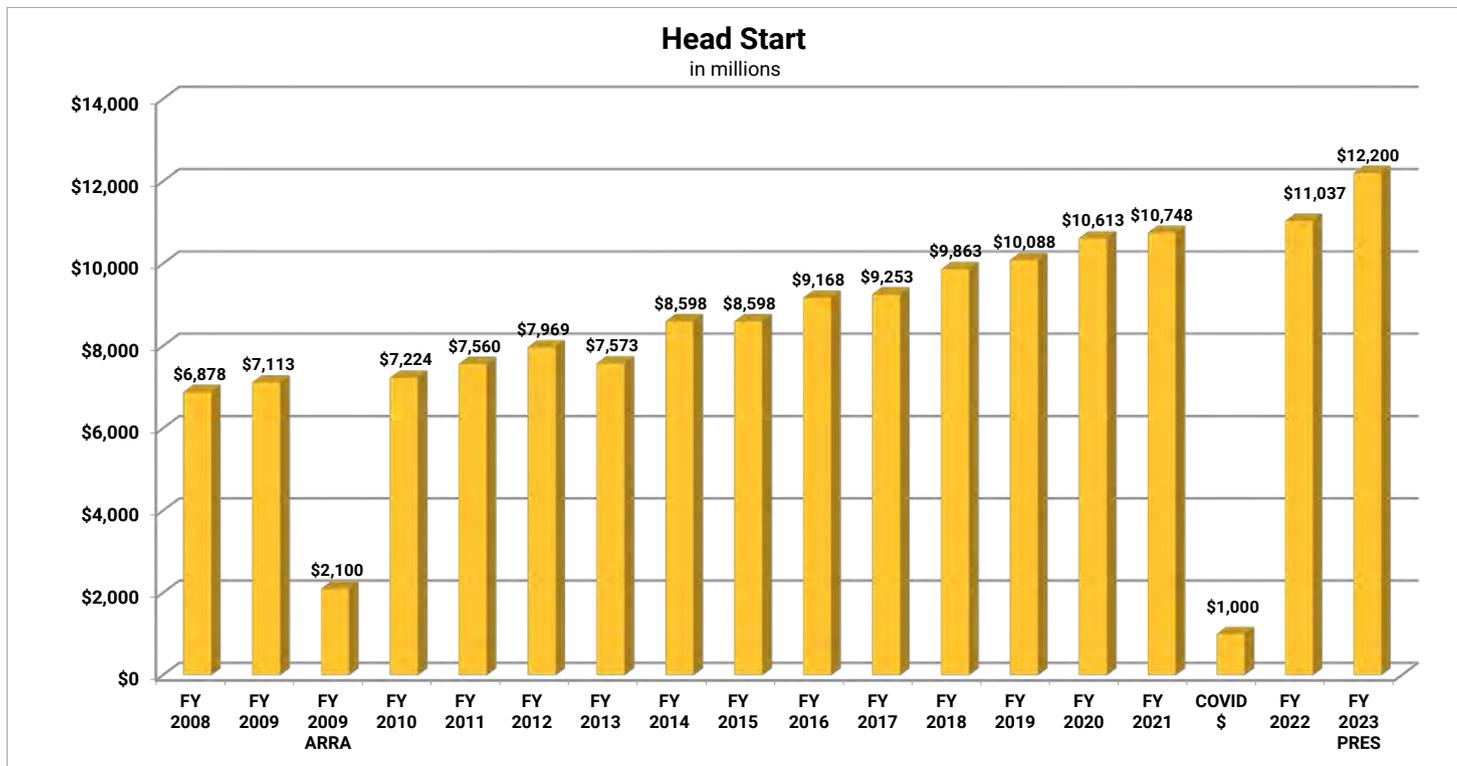
Congress established Early Head Start in FY 1995 to serve children from birth to age 3. Early Head Start, serving approximately 166,000 families, promotes healthy prenatal outcomes for pregnant women, enhances the development of young children, and promotes healthy family functioning. In addition, the Migrant and Seasonal Head Start (MSHS) program serves approximately 30,000 children of migrant farmworker 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)*

<u>FY 2020</u>	<u>FY 20201</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$10,613.00	\$10,748.10	\$11,036.82	\$12,200.00

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



IMPACT OF PRESIDENT’S BUDGET

FY 2021 increases in Head Start funding supported the expansion of Early Head Start and the Early Head Start-Child Care Partnership programs, the Head Start workforce through a cost of living adjustment (COLA), and increased services from mental health professionals to provide care and counseling to families and the Head Start workforce. FY 2022 increases are helping to address rising operating costs. The president’s FY 2023 budget reflects continued investment in Head Start, which supports families during their children’s most formative years. This increase is necessary to maintain service to children and families currently enrolled, provide ongoing program improvements, support transition to full-day and full-year care, implement trauma-informed approaches to care, and retain an experienced workforce.

PROGRAM NEED

Children and families enrolled in Head Start are among those who have been most adversely affected by the COVID-19 pandemic, economic destabilization, and systemic and historical racism. Congress provided \$750 million for Head Start through the CARES Act, an additional \$250 million through the CRRSA Act, and \$1 billion in the American Rescue Plan Act to meet rising operational costs as a result of COVID. Even before the pandemic, Head Start programs were underresourced, making it a challenge to maximize Head Start's impact. Programs are challenged to recruit and retain staff, meet the mental health needs of children and families, adapt to rising operating expenses, and deal with aging facilities.

Despite modest program increases in recent years, Head Start funding levels support only 50 percent of eligible preschool-aged children and 10 percent of children eligible for Early Head Start. Increased funding is critical to ensuring a greater number of children from low-income families have access to Head Start programs and a healthy start in life. Nearly 38 percent of children—27.6 million—in the United States live in low-income households, and 17.7 percent of children under 5 live in poverty. Economic insecurity in the early years 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 families have access to quality early care and education and a more equitable future as they recover from COVID-19.

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Child Care and Development Fund (CCDF) Child Care and Development Block Grant Act (CCDBG)

Section 418, Social Security Act

“When I got to America, I felt lost. How was I to make it? I didn’t have any means of transportation or any idea of how to take care of my son here. I was told that I had to be there when I put him on the bus and when he got off the bus, so that is what I was doing for the first 6 months, until I found the Y. When he started at the Y after school program he was a sad boy, but now he is a jolly happy boy. It has been such a blessing for me. He calls the Y his family, and I don’t worry about a thing because he is safe and happy at the Y.”

Grace is from Uganda and her son Blessed is in the After School Program at the MetroWest YMCA through assistance from the Child Care and Development Block Grant (CCDBG). Massachusetts Ys serve 330,000 children in early education and school age programs at over 250 sites throughout the state. These Ys administer \$30 million in early education vouchers and contracts, 67 percent of which is funded by CCDBG.

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 up to 12 years of age, 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)*

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$5,826.00	\$5,911.00	\$6,165.00	\$7,562.00

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

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2023 budget includes a substantial increase in funding for CCDBG to help working families afford quality child care. This investment continues to build on the historic increases made since the FY 2018 budget. Increased funding will help address the rising cost of care and the ongoing affordability crisis in child care by serving a greater number of eligible families waiting for access to affordable, quality care. Continued investment in CCDBG is needed to build an industry that is more sustainable than it was prior to the COVID-19 pandemic.

Preliminary data from FY 2019—the most recent year for which data are available—indicate more than 1.4 million children from about 858,000 low-income families received a monthly child care subsidy. The FY 2023 budget will serve an estimated 2 million children, providing access to quality early care and afterschool programs to more children. The increased investment expands parents' choices and provides crucial services in communities with few child care providers. The additional funds will also help promote children's healthy development and learning by supporting child care licensing, quality improvement systems to help programs meet higher standards, and training and education for child care workers.

PROGRAM NEED

The COVID-19 pandemic has had a significant impact on the child care sector, which was already operating on a razor-thin margin. As a result of COVID, providers have had to reduce enrollment, thereby reducing revenue while simultaneously experiencing higher operating costs. To support the sector, Congress allocated \$3.5 billion for CCDBG in the CARES Act, \$10 billion in the CRRSA Act, and \$39 billion in the American Rescue Plan Act. These stimulus dollars support providers so that families can access care for their children while they support America's recovery from the pandemic.

However, stimulus dollars do not address the fact that, even prior to the pandemic, demand for affordable, quality child care went unmet. Although funding for CCDBG has more than doubled in the last five years, less than two in six eligible children nationwide are 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 on average an estimated \$9,100-\$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 11 percent of the median household income for married parents, and 36 percent of household income for single parents. The annual cost of child care for families with two children exceeds annual mortgage payments for homeowners in 40 states and the District of Columbia, and the cost for families with two children in a child care center exceeds annual median rent payments in every state.

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Preschool Development Grants

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

Through a mixed delivery system, North Carolina utilizes Preschool Development Grant funding to align its early childhood initiatives to increase access to high-quality early childhood programming for all children and families. The project supports families, early childhood professionals, and state and local administrators to streamline and increase services, enhance statewide systems, and provide opportunities for innovation. Emphasis is providing multiple means of family support, from home visiting and positive parenting programs to expanding leadership opportunities and disseminating these opportunities widely throughout the state. Additionally, the project enhances evidence-based professional development systems such as coaching and incentivizes participation. Integration of social and emotional and trauma-informed practices are also a key component, with an emphasis on meeting identified needs in specific populations including families who are homeless and the birth to three population. Finally, to ensure project success, monitoring and evaluation data are integrated into program management to ensure adjustments that promote quality throughout the state and provide resources where most needed.

DESCRIPTION

The Every Student Succeeds Act (ESSA) shifted the primary administration of the Preschool Development Grant (PDG) program to the Office of Child Care at the Department of Health and Human Services, with joint administration by the Department of Education. Grants help support states in bridging connections across early education programs and with the transition from early learning settings to K-12 systems. In FY 2019, states used funds to conduct statewide needs assessments, engage in strategic planning, and develop initiatives to enhance parental awareness and choice. New programs were funded addressing the needs of children and families eligible for but not served by early learning programs to reach more children with high-quality preschool programs, and existing programs were streamlined to enhance coordination and reduce duplication of effort. The FY 2020 grants were awarded to help 28 states build on their work from FY 2019, coordinating existing early childhood services and funding streams and serving more children effectively in a mixed delivery system.

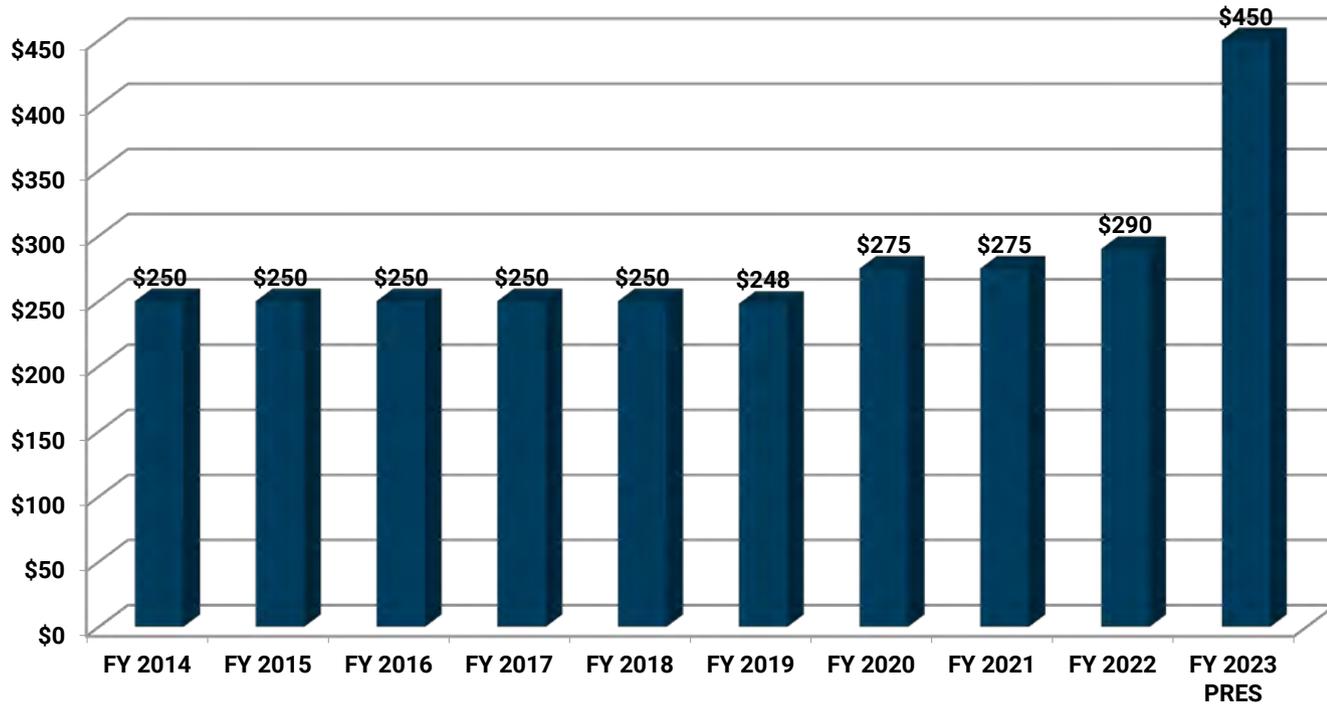
FUNDING HISTORY* (in millions)

FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT'S REQUEST
\$275.00	\$275.00	\$290.00	\$450.00

* Funded under the Department of Health and Human Services.

Preschool Development Grants

in millions



IMPACT OF PRESIDENT'S BUDGET

Funding for the Preschool Development Grant had been frozen since the initial investment for needs assessments and strategic planning in 2019. PDG received a well-needed boost of an additional \$15 million in FY 2022 and will greatly benefit from the significant increase to \$450 million in the president's FY 2023 budget. This request acknowledges the critical role state early childhood systems play in supporting families of children from birth to five, particularly as developmental, physical, and mental health needs intensify for young children and families. States need this additional financial support to create, coordinate, or expand high-quality preschool programs in high-need communities, provide state-level infrastructure and quality improvements, and support strong collaboration and partnerships between school districts and early learning providers.

States receiving grants were able to enhance their early childhood systems by coordinating partners throughout the state to streamline a previously patchwork system of service delivery. However, states with needs assessment funding were not able to continue this important work, struggling to maintain collaborative work to enhance access to services and expand the availability of high-quality programs. Additionally, the pandemic set states back, forcing a redirection of existing funds toward streamlining services to manage the states' child care crises. Funding the president's budget request would address many of these limitations and allow states to continue the important work of ensuring all children and families, particularly those most vulnerable, have access to high-quality care.

PROGRAM NEED

The research is clear regarding the first five years of a child's life: Positive relationships and healthy experiences from birth through school entry support overall child development. Neurons to Neighborhoods (2000) and all subsequent research demonstrate the critical connections that occur within the brain during the first five years and the negative impact adverse childhood experiences can have on brain development. From an economic perspective, the Heckman Equation studies show investment in the early years is not just a way to ensure healthy development for each individual child, but also serves the community by supporting an optimal life trajectory while decreasing the need for educational and societal interventions. Current systems offer fractured support, with partners in the mixed delivery system often working in silos or competing for enrollment. PDG offers states funding and tools to create a collaborative system of support for young children and their families through high-quality programs. Given this evidence, funding for quality, streamlined, comprehensive care at all levels leads to positive outcomes for individuals, communities, and the broader society.

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Child Nutrition Programs

National School Lunch Act and the Child Nutrition Act

In Allentown, PA, the City Health Bureau launched “Healthy Kids, Healthy Allentown,” a campaign focused on raising awareness about the child nutrition programs and building afterschool meal program sponsors’ capacity to expand the reach of afterschool meals. The campaign worked with partners across the city—the mayor’s office, the city council, the school district, and youth services providers—to identify eligible areas that were not participating in the Afterschool Nutrition Programs. As a result of this partnership, the city was able to support the expansion of services by several sponsors, including the Greater Valley YMCA in Allentown. Nationally, almost 1.5 million children received an afterschool supper through the available Afterschool Nutrition Programs on an average day in October 2020. Participation in afterschool meals increased by over 37,317 participants in October 2020 compared to October 2019. School-aged children have higher daily intake of fruits, vegetables, milk, and key nutrients like calcium, vitamin A, and folate on days they eat afterschool meals compared to days they do not. Offering afterschool meals also helps draw children into educational and enrichment activities and programming offered through afterschool programs.

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. During the past year Congress approved and the USDA implemented a wide range of flexibility waivers that have allowed schools and community-based providers to provide meals to families and children in need in communities where school has been virtual or a hybrid model.

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is a discretionary initiative providing grants to states for supplemental foods, health care referrals, and nutrition education for low-income pregnant and postpartum women and infants and children up to age five at nutritional risk. Particularly during the pandemic, increased demand from families in need has generated a call for additional funding.

FUNDING HISTORY (in millions)

	<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022 est</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
Child Nutrition	\$23,532.09	\$25,028.44	\$26,753.57	\$28,487.80
WIC	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00

IMPACT OF PRESIDENT'S BUDGET

The president's budget reflects current child nutrition programs levels, but does not consider the continuing obstacles faced by school nutrition providers. Rather, the budget assumes a return to more normal school lunch and breakfast service. In spring 2020 at the start of the pandemic, Congress granted authority to the U.S. Department of Agriculture (USDA) to issue up to 22 waivers for meal requirements, eligibility requirements, and flexibility allowing school food operators and community-based organizations to provide meals off site during the school year and summer. Even with schools now in person, the combination of supply chain challenges in the food industry, increased costs, and labor shortages have made it increasingly difficult for schools and community-based organizations to provide low-income children with nutritious meals in school, after school, and during the summer. USDA has taken steps to help school nutrition programs address the shortfalls, and schools and community-based meal providers have asked Congress to extend USDA's waiver authority for one more year to help address the ongoing problems. Additional funds are needed, as well.

PROGRAM NEED

The National School Lunch Program and School Breakfast Program served roughly 9 million and 5.8 million children respectively in FY 2021, down dramatically from previous years as a result of the pandemic and school closures. 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. Supply chain obstacles in the food industry, increased costs, and labor shortages have made it increasingly difficult to provide nutritious meals in school. The Department of Agriculture has taken steps to help school nutrition programs address the shortfalls, but challenges remain.

The Child and Adult Food Care Program (CACFP) provides nutritious meals and snacks for over 4.7 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, resulting in more meals provided and 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. In summer 2021 an estimated 5.1 million students were served, second only to the 5.6 million students served in summer 2020 and a significant increase from 2019 and previous summers, likely due to need and legislation enacted to combat the effects of the pandemic. Access to summer meals could grow further if pandemic-related provisions were extended, such as streamlining the summer meals program with the CACFP, adjusting area eligibility requirements, or creating public-private partnerships to fund transportation grants for children to access summer meals through mobile meal trucks or other means.

The Pandemic-EBT (P-EBT) also was continued this year, providing nutrition assistance to hard-hit families across the country. The Families First Coronavirus Response Act of 2020, as amended by the Continuing Appropriations Act, 2021 and Other Extensions Act, provided the Secretary of Agriculture authority to approve state agency plans to administer P-EBT. Through this program, eligible school children receive temporary emergency nutrition benefits loaded on EBT cards used to purchase food. Children who would have received free or reduced-price meals under the National School Lunch Act if their schools were fully open or operating with reduced hours or attendance for at least 5 consecutive days are eligible to receive P-EBT benefits.

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Medicaid: Early and Periodic Screening, Diagnosis and Treatment Programs

Title XIX, Social Security Act

Los Angeles Unified School District (LAUSD) is the largest school district in California with an enrollment of 575,000 students attending more than 1,000 schools. In 2020-21, 12 percent of students received special education services and 83 percent qualified for free and reduced-price lunch. LAUSD participates in a cost-based Medicaid reimbursement program, Local Education Billing Option Program (LEA BOP), through the state's Department of Health Care Services. Eligible health-related services on students' individualized education programs (IEP) are reimbursed the federal share of the allowable reimbursement rate. Under the state Medicaid LEA BOP plan, schools can be reimbursed for IEP services such as audiology, speech and language therapy, occupational and physical therapy, nursing services, counseling, orientation and mobility, targeted case management, and transportation. However, meeting all of the reimbursement requirements in a school-based setting is challenging for school districts since many of these requirements are tailored to hospital and clinical settings.

Fifty-eight percent of LAUSD's student population is eligible for Medicaid. Of this population, nearly nine out of ten students receiving special education services were provided Medicaid covered services by qualified special education staff, though not all of these staff members met the California qualifications for Medicaid reimbursements. This is one of many situations where California school district reimbursements could be expanded if the state plan followed the range of services and procedures allowable under the federal Centers for Medicare and Medicaid Services school-based Medicaid guidance.

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, including speech, hearing, vision, and dental issues, as well as other physical impairments. Children comprise some 40 percent of all Medicaid recipients but account for less than 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. Children with disabilities are the recipients of most medical services reimbursed to schools under Medicaid. The disproportionate effects of the pandemic among low-income populations, the increase in eligible beneficiaries, and the increase in the federal match funds is reflected in the continuing growth of the Medicaid program during the public health crisis.

FUNDING HISTORY (in billions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT'S REQUEST</u>
\$383.86	\$425.69	\$488.89*	\$503.82**

* FY 2022 estimated
 ** Projected spending

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2023 budget projects \$503.82 billion in federal Medicaid assistance payments. The increase in the federal Medicaid assistance percentage (FMAP) for states (the federal matching rate) during the pandemic, as well as the increase in Medicaid eligible children and adults, has resulted in a significant increase in Medicaid assistance. Another \$5 billion in the children's vaccine initiative also will continue in FY 2023. The budget estimates 30 million children will receive Medicaid services in the upcoming year, accounting for 36 percent of all individuals enrolled in the Medicaid program. The number of total Medicaid beneficiaries is expected to decrease in the upcoming year as the economy improves, with a smaller decrease in the number of children being served.

PROGRAM NEED

Medicaid services have become an essential component of wraparound services provided by school districts serving low-income communities. Since more than one in five children in America has health coverage through Medicaid, the program provides critical access to medical care for low-income children. Medicaid participation provides preventive, basic, acute, and specialized health services and 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. 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. Maintaining an effective school-based Medicaid program is critical to securing the health of the nation's medically underserved children. The economic downturn resulting from the pandemic has increased the number of low-income individuals, including children, dependent on the Medicaid program for regular health services.

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

“The STOP Act is a critical funding stream that brings evidence-based school violence prevention programs to schools and supports ongoing professional development and the formation of school behavior threat assessment and management teams. Schools must prioritize efforts that promote student mental and behavioral health, facilitate developmentally appropriate mental health first aid and suicide prevention programming, cultivate a positive school climate, build trust among staff, students, and families, and create an environment where students feel empowered to report any safety concerns, including threats of harm to self. To date, these funds have supported critical prevention efforts and training to thousands of youth and adults in schools across the country which has helped avert school shootings, suicide, and other acts of violence. Given the current youth mental health crisis, these federal investments are more important than ever to facilitate evidence-based efforts, in collaboration with school mental health professionals (e.g., school psychologists), educators, and other key stakeholders to prevent acts of violence.”

— Mark Barden, co-founder and CEO of the Sandy Hook Promise Action Fund, and father of Daniel, who was killed in the Sandy Hook Elementary School tragedy

DESCRIPTION

Comprehensive school safety efforts must be collaborative in order to be effective. As such, departments and agencies beyond the U.S. Department of Education administer programs that directly impact students and schools. Two such programs are the STOP School Violence Act, administered by the Bureau of Justice Assistance (BJA) and the Office of Community Oriented Policing Services (COPS) in the U.S. Department of Justice, and Project AWARE, administered by the Substance Abuse and Mental Health Services Administration (SAMHSA) in the U.S. Department of Health and Human Services.

The STOP Act supports school violence prevention efforts by promoting coordinated, evidence-based approaches to school safety that encourage collaboration between schools, local law enforcement, and other relevant agencies. The BJA portion of the program supports training for students and staff on indicators of behavior that may lead to violence, information on how to identify and respond to student health concerns, and implementation of evidence-based behavior threat assessment and management teams and processes. Grants also support specialized training for school officials in responding to related mental health crises that may precipitate violent attacks on schools. The COPS portion supports evidence-based school security and technology efforts and improved coordination with law enforcement agencies.

Project AWARE supports development of a sustainable school mental health infrastructure to ensure all students have access to mental health promotion, awareness, prevention, intervention, and resilience activities necessary to support healthy youth development and prevent school-based violence.

FUNDING HISTORY (in millions)

	FY 2020	FY 2021	FY 2022	FY 2023 PRESIDENT’S REQUEST
STOP School Violence Act	\$125.00	\$132.00	\$125.00	\$125.00
Project AWARE	\$102.00	\$105.12*	\$120.00	\$244.00

*An additional \$80 million was allocated in the FY 2021 COVID supplemental package..

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2022 budget includes a \$3 million increase for STOP grants, allocated specifically for the Bureau of Justice Assistance grant activities. These grants support training for teachers and education for students with the intent to prevent school violence, as well as specialized training for school officials in responding to related mental health crises that may precipitate violent attacks on schools. Combined with other programs intended to improve school climate and increase access to school-employed mental health professionals (school psychologists, counselors, social workers), these funds can help advance comprehensive, positive school safety efforts that support the learning environment. The president's budget freezes funding at the FY 2021 level for the COPS portion of the STOP Grant. These funds cannot be used to hire school resource officers, instead supporting coordination with and training for law enforcement and physical security measures. This balanced approach recognizes and prioritizes the importance of comprehensive school safety efforts that address both physical and psychological safety.

The president's budget almost doubles funding for Project AWARE to support continuation grants and allow for new competitions, of which at least \$12.5 million will be directed to communities impacted by violence and/or civil unrest. Across the country, schools, colleges, and universities are reporting an uptick in student mental health issues and potentially violent behavior. These funds are critical to help states create sustainable and scalable systems that support healthy development and prevent violence.

PROGRAM NEED

Schools are reporting increased levels of school violence (bullying, fights, harassment, suicidal ideation), and the U.S. Surgeon General has declared the child and youth mental health crisis as one of grave public health concern. Both community and school environments must be physically and psychologically safe to promote student learning and overall positive development without overreliance on physical measures (e.g., metal detectors) or other school hardening efforts. Comprehensive school safety and violence prevention requires planning, preparedness, and collaboration among schools, parents, educators, law enforcement, and the community. These systems must be designed to promote a positive, supportive school and community culture, reduce negative behaviors, support student mental and behavioral health, and minimize the impact of crises when they occur. Inadequate financial resources, an insufficient number of school-employed professionals (e.g., school psychologists, school social workers, school counselors), and lack of proper training to develop and implement crisis preparedness plans leave many communities underprepared to prevent school-based violence and respond when it does occur.

The STOP Act and Project AWARE support these efforts and focus on building sustainable mental health systems to meet the full range of needs within schools and communities. It is imperative Congress continue to provide school districts with the tools and investments they need to effectively prevent violence and support our students.

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Youth Mentoring Program

Office of Juvenile Justice & Delinquency Prevention, Department of Justice

“Support through OJJDP Youth Mentoring grants is critical to addressing the risk factors that mentoring can mitigate. In Rhode Island, a recent award from OJJDP has fostered excitement across the juvenile justice community. Law enforcement, prosecutors, judges, and youth empowerment organizations alike are participating in MENTOR Rhode Island’s Juvenile Justice Initiative. The work employs mentoring, job skills, and leadership skills provided by an array of youth serving organizations to divert youth, particularly those of color, away from the formal court system. One mentee even confided, ‘I don’t think I’d be alive today without my mentor.’

“The COVID-19 pandemic drastically added to the need for youth mentors while simultaneously leaving many mentoring programs struggling to maintain operations. The training and technical assistance available through the National Mentoring Resource Center, funded by these grants, has been crucial in supporting programs as they attempt to train new staff, solidify their operations, and recruit mentors to meet the relational needs of vulnerable youth.”

– MENTOR Rhode Island

DESCRIPTION

The Department of Justice’s Office of Juvenile Justice and Delinquency Prevention (OJJDP) manages the Youth Mentoring Program, providing the only mentoring-specific line item in the federal budget. The program provides competitive grants to mentoring organizations serving youth facing risks. Funds also support the National Mentoring Resource Center, sharing mentoring research, spotlighting innovative practices, and facilitating free evidence-based training and technical assistance for mentoring programs across the country.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$97.00	\$100.00	\$102.00	\$120.00

IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2023 budget funds the Youth Mentoring Program at \$120 million, an 18 percent increase above FY 2022. As a result of additional funding, thousands more youth mentoring matches could be made, as well as more evidence-based training and technical assistance delivered at no cost to youth-serving programs across the country. This request represents the need to prioritize the healthy development of young people and the central role of relationships in helping them strive and thrive.

PROGRAM NEED

Potential is equally distributed; opportunity is not. A major driver of healthy development and opportunity often comes down to who is in a young person's corner. Youth mentoring is an effective prevention and intervention strategy for students that can help decrease chronic absenteeism and youth violence and increase critical thinking, problem solving and other skills that support academic and workforce achievement and goal attainment. The OJJDP Youth Mentoring Program serves a critical and unmet need for strategically centering relationships in interventions, supports, and engagement of young people facing risks. A minimum of \$130 million is needed to fund the Youth Mentoring Program in FY 2023 to support this work, as well as increased costs and demand due to the pandemic. The current public health crisis has spotlighted young people facing mental health challenges, anxiety, and isolation, among many other complex issues. Effective, trained mentors can support and guide young people in times of crisis and success.

While mentoring is an effective evidence-based intervention and prevention strategy for young people, mentoring organizations across the nation still face barriers in providing high-quality mentoring services. Thousands of young people remain on wait lists at organizations due to limited resources and funding and the need for more mentors. Many mentoring organizations also lack the necessary training and technical assistance that would bolster their programs to better support young people with culturally-relevant practices and address the unique needs of youth experiencing adverse childhood experiences.

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Secure Rural Schools and Community Self-Determination Act of 2000

“East Grand School District in the Rocky Mountains of Colorado is very appreciative of Secure Rural Schools dollars. Our district is very large geographically with two-thirds of the property lying in National Forest and National Park land. The support from SRS funds has enabled us to continue to recruit and retain teachers, maintain a transportation fleet, and provide programs that align with our community lifestyle through outdoor and experiential education. Without our yearly SRS funds we would struggle to provide a quality education for our students.”

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.

FUNDING HISTORY (in millions)

<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023 PRESIDENT’S REQUEST</u>
\$211.20	\$0	\$0	\$0

IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2023 budget does not include funding for the Secure Rural Schools and Communities (Forest Counties) program, likely because the program received an FY 2023 allocation through the Bipartisan Infrastructure Law enacted in November 2021 as a three-year (FY 2021-FY 2023) extension of the program. Information on final allocations for those three years will be available as updated on this [site](#).

SRS is a critical investment. These funds help ensure that 775 counties and over 4,400 schools serving 9 million students in 40 states do not 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. In calendar year 2021, these counties faced floods, wildfires, and the COVID pandemic, and it is more critical than ever that Congress allocate money for SRS. Continued cuts will have a profound negative effect on everyone who lives in or visits forest counties.

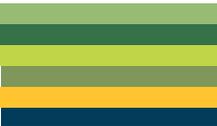
PROGRAM NEED

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

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2022 CEF Member Roster

[AASA, the School Superintendents Association](#)
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[Advance CTE](#)
[Afterschool Alliance](#)
[Alliance for Excellent Education \(All4ed\)](#)
[America's Public Television Stations \(APTS\)](#)
[American Alliance of Museums \(AAM\)](#)
[American Association of Colleges for Teacher Education \(AACTE\)](#)
[American Association of Community Colleges \(AACCC\)](#)
[American Association of State Colleges and Universities \(AASCU\)](#)
[American Association of University Professors \(AAUP\)](#)
[American Council on Education \(ACE\)](#)
[American Counseling Association \(ACA\)](#)
[American Educational Research Association \(AERA\)](#)
[American Federation of School Administrators \(AFSA\)](#)
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[American Federation of Teachers \(AFT\)](#)
[American Indian Higher Education Consortium \(AIHEC\)](#)
[American Library Association \(ALA\)](#)
[American Psychological Association Services, Inc.](#)
[American School Counselor Association \(ASCA\)](#)
[American Speech-Language-Hearing Association \(ASHA\)](#)
[American Student Association of Community Colleges \(ASACC\)](#)
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[Association of American Publishers \(AAP\)](#)
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[Association of Community College Trustees \(ACCT\)](#)
[Association of Educational Service Agencies \(AESA\)](#)
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[Association of Latino Administrators and Superintendents \(ALAS\)](#)
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[Bose Public Affairs Group](#)
[California Department of Education \(CDE\)](#)
[California Small School District Association \(SSDA\)](#)
[California State University \(CSU\)](#)
[Center for Law and Social Policy \(CLASP\)](#)
[Chiefs for Change](#)
[Conference of Educational Administrators of Schools and Programs for the Deaf \(CEASD\)](#)
[Consortium for School Networking \(COSN\)](#)
[Council for Exceptional Children \(CEC\)](#)
[Council for Opportunity in Education \(COE\)](#)
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[Magnet Schools of America, Inc. \(MSA\)](#)
[MENTOR - The National Mentoring Partnerships](#)
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[National Association for College Admission Counseling \(NACAC\)](#)

2022 CEF Members Roster, continued

[National Association for Music Education \(NAfME\)](#)

[National Association of College Stores \(NACS\)](#)

[National Association of Elementary School Principals \(NAESP\)](#)

[National Association of Federally Impacted Schools \(NAFIS\)](#)

[National Association of Graduate-Professional Students \(NAGPS\)](#)

[National Association of Independent Colleges & Universities \(NAICU\)](#)

[National Association of Private Special Education Centers \(NAPSEC\)](#)

[National Association of School Psychologists \(NASP\)](#)

[National Association of Secondary School Principals \(NASSP\)](#)

[National Association of State Directors of Special Education \(NASDSE\)](#)

[National Association of State Student Grant and Aid Programs \(NASSGAP\)](#)

[National Association of Student Financial Aid Administrators \(NASFAA\)](#)

[National Association of Workforce Boards \(NAWB\)](#)

[National Center for Learning Disabilities \(NCLD\)](#)

[National Coalition for Literacy \(NCL\)](#)

[National College Attainment Network \(NCAN\)](#)

[National Council for Community and Education Partnerships \(NCCEP\)](#)

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[National Education Association \(NEA\)](#)

[National HEP/CAMP Association](#)

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[National School Boards Association \(NSBA\)](#)

[National Summer Learning Association \(NSLA\)](#)

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[Pell Alliance](#)

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